

Extracts.

The Song of the Plough.

It was I who raised from famine all the hordes and tribes of man;
 I have never ceased nor faltered since the tilth of fields began,
 Since the first poor crooked stick was drawn across the wondering
earth

While upon the man who used it all his tribesmen grazed in mirth—
 But the wild seeds sprang in blossom more abundant than before,
 And the fool who toiled all summer had the wise man's winter store!
 It was I who built Chaldea and the cities on the plain;

It was Greece and Rome and Carthage and the opulence of Spain.
 When their courtiers walked in scarlet and their queens wore
chains of gold

And forgot 'twas I that made them, growing godless folk and bold,
 I went over them in judgment and again my cornfields stood
 Where their empty courts bowed homage in obsequious multitude...
 For the nation that forgets me, in that hour her doom is sealed
 By a judgment as from heaven that can never be repealed.

Harry Kemp. [*Great Thoughts*, March '23.]

Prospects of Agricultural Students in Scotland. The Agricultural students and their prospects was the subject of an interesting letter published last week. Naturally, men have asked the question—What is to be-come of all these hundreds of agricultural students who pass through our colleges every year? All of them cannot become lecturers, or instructresses, and not many of them appear to be farmers or to have come from farm houses. The likelihood is that some, if not a majority of them, will eventually drift into agricultural life-work at present. Should agricultural life in one form or other prove to be the sphere of labour of a majority of these young people much will be gained. In the past it can hardly be said to have been so. The plums of the profession overseas have in not a few cases gone to students of the Scottish

colleges. That is a tribute to the thoroughness of the tuition given here; but the plums are relatively few, and there must be many disappointments. Still, the colleges are doing splendid work when they impart instruction to the future farmers and dairymaids of the country. As they do that they increasingly fulfil the main end of their being, and justify their existence. More power to them!—R. N.

Scottish Farmer. February 17—1923, page 197.
V. M. A.

Agricultural Development of Czecho-Slovakia. This is a republic which evolved out of the world war in 1918 and consists of the Provinces of Bohemia, Moravia, Silesia, Slovakia and Carpathia, which all formed part of the old Austria-Hungary. It covers an area little known before the world war. Its evolution into a republic is said to be due to the fact of the mighty "come back" latent in the land of the original agricultural, political and religious liberty that has been quietly seeping into the consciousness of the inhabitants. Her agricultural leadership has been the very frame work of her aggressiveness, the backbone of which has been her beet sugar industry. John R. Mott who has travelled round the earth 5 times, says that there is no land of Europe where nearly every phase of life is so heartening as that of Czecho-Slovakia and that she will be the most important exporting factor in sugar circles for at least a decade. The Slavs have a mental bent, an adaptable international spirit and a tremendous selling point. It is worthwhile to consider the whole system of agricultural education, now in vogue, in this republic which is said to outstrip every other land in Europe in the location of schools per square mile. The illiterates in the country amount to only 2.1%. Education is compulsory from the age of 6 to 12 and continuation classes are open to children from 12 to 15 years of age. The educational budget in 1922 was £ 35,000,000.

The following ideals are actually pursued in every country School.

(i) A study of the mother tongue, teaching domestic history and civics,

(ii) Practical sciences, especially those needed in industry and agriculture, with practical work in workshops, laboratories and fields,

(iii) Manual work and domestic science,

(iv) In addition to common schools, there are schools for specialties.

There are 4 universities, 4 higher technical schools, 1 higher Veterinary school, 1 higher agricultural school, 1 school of mines and 1 sugar institute. There are schools for forestry, fish-culture, pomology, viticulture, dairying, flax, hops, bees, sugar beets, etc. The first farmer's school was founded in 1850. There are now 86 schools. Agricultural instruction is also given in many primary schools. Children are taught very early the rudiments of the soil, what can be raised, and how treated, keeping the matter of diversified crop as an important aim. In the higher agricultural school the course is 2 years and in the university, 4 years. In secondary agricultural schools, pupils of 14 years of age who have finished higher elementary course are admitted. There are now 166 such schools. The records for 1921 show that there were 161,366 pupils attending industrial and agricultural schools, a good proportion of whom were studying chemistry and practical sciences.

If this republic is now a land of power, push and plenty, it is said to be due to the system of education prevailing in the country; and this forms the background of her rise as an exporting nation, of which sugar has been foremost in the past 4 years. The moral power and confidence of this country will be seen from the fact that when she floated a 50,000,000 dollar bond, it was gobbled up in 24 hours. It was the first to pay interest on the American war debt. The founders of the Government have done what so many other Governments failed to do. They are instituting reforms along agrarian lines that will give the whole agricultural line economic stability. Prague is completing, for instance,

the largest scientific sugar laboratory on the European continent, to which are attached farms, plant breeding stations, pest breeding places and what not, all to subdue the soil.

The republic seems determined to keep right up-to-date with every agricultural advance and every scientific improvement that appears on the horizon and she hopes to compete the world's market.—Extracted from *Louisiana Planter*, April 21—1923.

M. R. R.

[From a perusal of the above account, we are sure, the readers will not fail to be struck as to how far backward we in Madras are as regards many of the items of progress this State—which was deeply involved in the world war and which has just emerged from the smouldering ruins of that conflagration—has shown. After years of hesitation, only two Agricultural Middle Schools have been started and we are still inclined to be sceptical as to their usefulness. In spite of the fact that the percentage of literates in our country is disgracefully low, and notwithstanding the general conviction that the ultimate cure to various social and economic evils lies in the spread of education among the masses, we are no nearer to the introduction of compulsory primary education. In fact, even independent bodies like District Boards and Municipalities are still hesitating to introduce such a measure even as an experiment. We trust, in the near future, our reformed councils will take up this most important question and make it an accomplished fact.

[Editor.]

Gleanings.

Advice to Engine owners. Do not forget that oil is cheaper than machinery and that the use of a spanner saves the bill for repairs.

Jour. of Agri. Dep., S. Australia, March 1923.
