

Educational (1913) Department.

MISCELLANEOUS.

G.O., No. 239

DATED 18.3.13.

[Despatch Abstract.]

Agricultural education Transferring to the D.P.D. for disposal letter from the Honble Mr. Y. K. Ramanayyar ^{regarding} on the subject of school gardens and other methods of — and informing the additional member accordingly.

Copy of a letter from the Hon'ble Mr. V.K. Raman Nayanar, Kanan, Kavvayi, North Malabar, dated 5th February 1913.

I have the honour to submit for the consideration of Government the following suggestions, in the hope and belief that, either as they are or in a modified form, they may be found useful and feasible.

School gardens. These have formed the subject of a recent circular by the Department of Public Instruction. In my humble opinion, based on personal observations together with much I have heard, kitchen gardens would be preferable to ornamental gardens as adjuncts of schools, at any rate in this part of the country. The aesthetic sense of the people in these parts is still latent in its relation to floriculture, horticulture and ornamental shrubs. Even flowering plants are looked upon with indifference, if not positive contempt especially if no medicinal or culinary virtues are popularly attached to them. In consequence, the school-flower garden is apt to receive attention from both teacher and pupil only on the eve of ~~the~~ a visit from some Inspecting Officer, whom the manager and teachers deem it advisable not to disappoint. For such occasions, preparations will be made a few days before hand, a few croton or other cuttings will be put down generally in severe rows, watering will be copious and everything done to create a favourable impression. The visit over, the cuttings are invariably left to look after themselves, and between the weather, the village goat or cow and the hide-and seek of the school children, they soon vanish, and the intentions of the authorities are never realised. The ornamental garden would stand a chance if the teachers had a sense of the beautiful as created by art with the aid of those lovely growing things which an American poet has so happily called "The painted tribes of light". But the average rural primary school teacher of these parts still lives up to the Hon'ble Sir Alfred Bournes description of his written some years ago.

3. With a kitchen garden things may be expected to be satisfactorily different, since there is the direct appeal to the strong mercenary instinct of both teachers and pupils. At the end of the period of care and nursing, there would be reward in the shape of brinjals, beans, lady's finger, chillies, yams etc. But I venture to suggest that some programme of cultivation should be drawn up to admit of the various vegetables being raised in suitable seasons. This itself would amount to a varying object lesson, as the children would get to understand the why and wherefore of different plants being raised at different times of the year, and they would also learn to differentiate between annuals and perennials, ground trailers and climbers, root and fruit, leaf and bud crops and so on. They would learn what vegetables should be cropped while tender, what only after full maturity; and simple lessons in manuring could also be studied. With regard to seed, cuttings etc. local land lords, could, I think, be counted upon to help school gardens with necessary supplies to begin with, the schools themselves thereafter being their own suppliers which again could be made a valuable object ^{lesson} in seed selection - an ancient but languishing art among the cultivators in these parts.

For North Malabar, I consider that the well-informed officials of the Taliparamba Government Farm could be ~~depend~~ depended upon to draw up a workable and fairly comprehensive set of instructions for the practical management of school kitchen-gardens.

Agricultural education. I would also venture to suggest that, if feasible, these officials, under the advice and guidance of the department of Agriculture, should be directed to frame a primer of elementary agricultural lessons in Malayalam for regular use in our rural schools, these institutions being so largely attended by children of the cultivating classes.

A course of instruction of this sort would send a child back to the field or garden with an incentive to useful work whereby he would have a permanent return for the time he spent in school. Only an infinitesimal proportion of rural children get higher than the primary stage of instruction, and what they are now taught in this stage is hardly useful to them after life. I realise that a primer like the one I suggest would not be easy to draw up, but so little is now done for giving the children of the agricultural classes instruction practically suited to their needs and requirements that I am ~~am~~ sure the Government will be pleased to agree with me that the undertaking I suggest is deserving of all possible effort. If I can render any service towards the realisation of the object, I shall be happy to do so.

Agricultural songs and ballads. We have a good collection of these in Malayalam language, but they are no longer regularly sung as they once used to be, during the various agricultural operations, besides in this matter, as in most relating to agricultural industry, the people and their song and ballad makers have not caught the modern spirit. Useful agricultural maxims rendered into popular verse and set to popular tunes would, I venture to suggest, be of much use. Everything would depend, however, on the sort of language employed. I may be permitted to point out that the Malayalam renderings of the many patriotic English songs, such as the National Anthem, have fallen flat upon the masses, for the two-fold reasons that the language is far above their ~~head~~ head, while the airs are unfamiliar and cannot be acquired. Mr. Percy Brown, in his recent paper on the visualised music of the Hindus, has correctly pointed out how even the educated Indian cannot be got to appreciate Western music. If the educated Indian cannot appreciate European airs much less will the uneducated Indian do so. A well-thought out collection of agricultural ballads inculcating the simpler modern agricultural maxims and ideas set to existing popular airs would mean agricultural education carried right up to the field, the barn, the village-well and

^{the} cottage or hut. I realise that this too would be an undertaking not unattended with ~~difficulty~~ difficulty, but feel confident of the Government being pleased to concede that the suggestion is worthy of a trial.

I venture to express the hope that the above suggestions may be found not altogether fruitless and that they may be helpful to the officers of the Government in their endeavours to promote the best interests of the agricultural classes in Malabar.

O. No. 410 From the Hon'ble Mr. V. Ramani Nayanar No. dated 5-2-1913.

SUBJECT. Suggestions on "school gardens" and
"agricultural education".

H. Please see G.O. 845 Dtd. 20th September 1912 and the
notes Connected therewith. That order contains the decisions
of Govt. regarding the promotion of manual training in
elementary and secondary schools. In the case of elementary
schools the Govt. have accepted the D.P.D.'s conclusion that the
only action immediately practicable is to encourage
the creation and use of school gardens.

2. The Circular of the D.P.D. on the subject referred to in
para. 2, page 1 of C.F. the current letter of the additional member (V. K. Ramani
Nayanar) is apparently based on this G.O. The additional
member makes certain suggestions, for the consideration
of Govt., on the subject of "school gardens" and "agri-
cultural education". There are —

pages of C.F.

(1) the formation of "kitchen gardens" in preference
to ornamental gardens in schools,

pages of C.F.

(2) the compilation of a fairly comprehensive set of
instructions for the management of such gardens,

do —

(3) the compilation of a primer of elementary agri-
cultural lessons in Malayalam for the use of rural
schools in Malabar, and

page 3 of C.F.

(4) a judicious collection of agricultural songs and
ballads.

3. Before the suggestions are considered in detail, the remarks of the D.P.D. may be obtained.

A draft endorsement is submitted for approval.

PD
24.2.12
The additional member's suggestions would imply the imparting of regular instruction in Agriculture. The object of the introduction of this subject in schools is only the employment of ~~the~~ gardening as a means for "nature study". The Govt. of India have definitely disallowed formal teaching of agriculture in schools. Please see para. 4(a) of their letter on page 3 of G.O. No 501. Ed. 8 25.8.10 and para. 5 on page 3 of G.O. No 1066. Ed. 8, 3.12.12. Some attempt to break the apathy of the teachers may perhaps be useful. Whether the mere substitution of kitchen garden for ornamental garden would secure the object in view is a question. Perhaps the "mercenary" class may completely throw into shade instruction in nature study.

The remarks of the D.P.D. may be invited no. and he may be requested to furnish Govt. with a copy of the Circular issued by him in the matter.

CA
11.2.12

Please compare D. Bonner's
no. note of 1.12. on page 3
of note with G.O. 1066. Ed. 8
3.12.12 (K)



I do not want to hurt the feelings or crush the initiative of the ad hoc member, but his sort of communication really ought, I think, to go to the D.P.C. for disposal. The fact that the writer is a member of the Council does not per se constitute him an educational expert & having proper it maybe to remit his thoughts to the D.P.C. I do not think Govt need, or should, make a special enquiry & pass orders on this suggestion. I've told him politely that his letter has been referred to the D.P.C. for consideration & suggest that he might discuss the question with that of view of he wishes to add to the written statement sent to Govt.

D.P.C.
no. 322

Col no 410-1

A-3.13

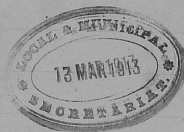
2/4/13

h.w.
5-23

We already do something in the lines suggested - if the letter is transmitted for disposal be his endeavours to push the matter.

These school-gardens as objects of special support are at present in a purely experimental stage

11.3.13



Educational Dept.

Drafts submitted for approval.

PA 17.3.13

17.3.13

17.3.13

191

C. No. 410, From the Hon'ble Mr. V. K. Ramay No. 5-2-1913, dated 5-2-1913.
Nagpur

[illegible]

No. 239 / hij dated 18. 3. 1913.

Miss

The letter from the Hon'ble Mr. V. K.

Raman Nayanar read above will be transferred to the D.P.G. for disposal and the additional member will be informed accordingly.

To, The D.O.G with letter in original
[Copy of the letter for record]

ans
/cy.

20-3-13
NA

१३

17.3.13

[Signature]

17 13.15

Letter

410-2808
1873/13

Dear Sir,

I ~~am~~ ⁱⁿ acknowledging the receipt of your interesting ^{letter} ~~note~~ of the 5th February 1913 on the subject of school gardens. It has been transferred to the S.P.S. for consideration. ~~I am~~ ^{and} to suggest that you ~~might~~ ^{should} discuss the question with ~~them~~ ^{head} if ~~you wish~~ ^{there is anything} to add to ~~your~~ ^{your} written statement, ~~sent to you~~ ^{sent to you}.

Yours sincerely
A. J. 17-3-13

To the Hon. Sdny. V. K. Raman Nair,
Kannay, Kavarayi,
North Malabar.
adl
19-3-13

The subject is one which for some time past has been engaging the attention of Sir Alfred Brown.

To
1850

far o.k.
please-

And other methods of
and agricultural
education

I am to say that



11 12
Educational Department,
Fort St. George,
18th March 1913.

D.O.No.410-2.

Dear Sir,

In acknowledging the receipt of your interesting letter of the 5th February 1913 on the subject of school gardens and other methods of agricultural education I am to say that it has been transferred to the Director of Public Instruction for consideration and to suggest that you should discuss the question with him if there is anything you would like to add to your written statement. The subject is one which for some time past has been engaging the attention of Sir Alfred Bourne.

Yours sincerely,

Ch. D. 2. 4

To

The Hon'ble Mr. V.K. Raman Nayanar,

Kannai, Kuvvayi,

North Malabar.

Despatched
19-3-13
Mh



When given for copying _____
When copied _____
When examined _____
When signed _____

191

READ AGAIN G.O. No. _____, DATED _____
191 .

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT.

A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DETO.

PAPERS NOT FILED UP, BEING MEANT FOR DESPATCH
IN ORIGINAL.

T.B.—

A = Copy in full
B = Not to be copied.
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