

It is therefore suggested that we must recognise that these two are distinct parent basaltic magmas, each of which has its own independent line of descent. There is no evidence for supposing the existence of a common source for these two basaltic magmas nor is there any reason to infer that either of them is a derivative from the other.

Crush Conglomerates of Dharwar Age.

IN a recent number of the *Rec. Geo. Surv. Ind.* (67, Pt. 4) Dr. M. S. Krishnan has published a short paper on "Some Crush Conglomerates of Dharwar Age from Chota Nagpur and Jubbulpore" in which he has given a petrographic account of some crush

conglomerates which he has noticed in the Gangpur State of Bihar and Orissa and in the Jubbulpore District of the Central Provinces, and compared these with the 'auto-clastic conglomerates' described elsewhere in India. The author recognises the fact that "the criteria for distinguishing autoclastic from crush conglomerates of sedimentary origin are generally difficult of application in the field where highly folded and metamorphosed sediments are concerned." He is, however, of opinion that practically all the material described by him in the present paper are undoubtedly conglomerates of sedimentary origin, although in some places the sedimentary characters have been obscured by intense shearing and crushing.

Agricultural Education in India.

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IN a predominantly agricultural country like India where the vast majority of the population lives on agriculture, the importance of agricultural education cannot be over-emphasised. The need for it has been fully realised by the Government of India and the Provincial Governments and much has been done in this direction in recent years in the form of practical demonstration and propaganda on Agricultural farms and by providing facilities for higher education in agriculture. Besides the Agricultural Research Institute at Pusa and the Imperial Institute of Animal Husbandry and Dairying at Bangalore, which provide post-graduate training and research facilities in agricultural science and for which the Government of India is responsible, the provinces have their own agricultural colleges teaching diploma and degree classes. In addition to these agricultural colleges, some of the Indian Universities have also recently instituted B.Sc. courses in agriculture.

The collegiate education in agriculture is no doubt very useful and necessary, but even at the best, only a very small portion of the population can hope to obtain it. Moreover, the graduate coming out of the agricultural college, as a rule, seeks Government or other employment instead of taking up practical farming where he could give the fullest benefit of his advanced education to the country's agriculture. For the rural masses, considering their number as well as their gross illiteracy, what is required is a type of general agricultural education of a school standard and imparted through the vernacular medium of instruction. There should be established agricultural schools all over the country so that the children of the agricultural classes may freely join them after the necessary vernacular education and learn the up-to-date methods of cultivation and the use of new implements, etc., under trained teachers in a course of 3 to 4 years just to suit

their practical needs. These schools will provide the country with a set of young men who will take up the cultivation of land according to modern agricultural methods.

There are very few agricultural schools at present in India and there is a definite demand in the country for more schools of this type. Unfortunately, the recommendation of the Royal Commission on Agriculture to the effect that there should be no extension of such schools greatly retarded their growth. Time has, however, amply proved the immense utility of such institutions and the Provincial Governments are also recognising their usefulness. In this connection, it is gratifying to note the decision of the Bombay Government to continue the two farming schools in the presidency, the abolition of which was recommended by the Thomas Reorganisation Committee. The Government have, however, decided to effect economies in the working of these schools. It may be mentioned that in the case of educational institutions, economies are effected either by curtailing their activities by staff reduction or by increasing the fees. None of these methods should be adopted in this case since there is necessity for opening more schools and also for popularising them by fixing the fees as low as possible so as to bring them within the reach of the rural masses.

It might be pleaded that in these days of financial stringency, much attention and money cannot be devoted to agricultural education. It must not, however, be forgotten that the interest of the whole country is at stake in agriculture and that agricultural education is a necessity if the country is to have the fullest benefit of its agricultural industry. Its development will undoubtedly lead to greater prosperity and a bright future. The educational activities about agriculture therefore require extension and should on no account be curtailed.