



Class-Room Work in the Dairy Department.

Professor Dean and Mr. Stratton giving a practical demonstration in cream-separation.

whole institution, college and farm alike, main building, department buildings, and agricultural buildings, is the extreme neatness and orderliness which everywhere prevail. Of course, in a government institution, with a large staff of workmen and servants provided, this is no more than should be; but, nevertheless, order and neatness are as difficult to obtain from government employees as from any others. And it must be remembered that the college and farm are essentially busy places, where everyone is either "hustling" or "being hustled"; and that, therefore, the temptation is always great to let things "go hang." That things do not go this way is, very creditable to Dr. Mills' sense of order and faculty for discipline; and he certainly should have great praise for the extremely neat and tidy appearance of the whole place. For neatness and tidiness are of great economic value in practical life; and if not acquired by people when young will never be acquired by them when they get older; and in an educational institution like the college, attended by students coming frequently from homes and farms where order and neatness do not prevail, the educational value of this reign of order can scarcely be over-estimated.

This order is not apparent in the external domains of the college only; it is equally apparent in the most intimate parts of the whole institution, and especially in the halls and dormitories of the residence. Everything connected with the

students' quarters is as methodically arranged as in a soldiers' barracks.

THE CURRICULUM.

We come now to the educational work proper of the college. In looking over the curriculum one is first struck by its comprehensiveness, and might be disposed to say that, like so many modern educational institutions (and ancient ones, too, for that matter), there is a tendency to describe on paper a greater range of studies than what is actually taken by the students. But any one who knows anything of Dr. Mills knows that such a course would be utterly abhorrent to him. In fact, as Dr. Mills himself says, there is not an atom of the whole curriculum which is not gone carefully over with the students during the prescribed two years of study.

Having examined the curriculum somewhat carefully, we can go further and say that not only is the whole curriculum a real one in all its parts, but also that it is an admirably arranged curriculum, and one wholly in harmony with the ideal of modern education as we outlined it at the beginning of this article.

The comprehensiveness of the curriculum arises from the very complex nature of the scientific principles which underlie the practice of farming as an art or profession. A little examination will make this clear, and it is worth the trouble.

Bearing in mind our definition of modern education, we see clearly enough that if a student