

clamor, has made the work of the College continuously effective, while that of similar institutions has been stultified by reason of unsound methods. One principle to which he steadily adhered was, in teaching Agricultural science, to lay broad and sure the foundations of a subject, before making the application. First the blade, then the ear, then the full corn in the ear. This principle is in agreement with a sound pedagogical axiom, but it has often found itself in opposition to the demand to make the course 'popular and practical.' Many self-constituted advisers of technical instruction have urged plunging *in medias res*, omitting the scientific foundation and giving only the practical issues. Such would reverse the natural development of knowledge, and would have, first, the full corn in the ear, without the ear and the blade. If we have not always known it, we are beginning now to know how wise and far-sighted was our Principal in this matter. It is interesting to note that the American Colleges, starting out, many of them, with courses of instruction prepared in defiance of this principle of development, are now beginning to see the error in their supine obedience to the short-sighted demand for 'practical' courses. The report of the committee on Methods of Teaching Agriculture of the Association of American Colleges, which was presented to the convention of 1903, has this to say: "Another) unfortunate result of the old arrangement of courses in our agricultural colleges was that the study of the general principles and outlines of the various natural sciences was often unwisely abridged, in order to

give more attention to their economic applications. This has perhaps not been the fault so much of the science teachers as of the managers of the colleges. The attempt to create a very practical atmosphere in these institutions has often led to great disregard of established pedagogical principles in the teaching of the complex subjects relating to agriculture and other arts."

It would be unfair to the enterprise and the devotion of others associated with the work of the College to assign to one man alone full credit for the results that have been achieved. That man would be the first to disclaim such credit. Much of the advancement outlined above should in fairness be credited to men that have been the Principal's associates. Yet even in this regard the large measure of success that has attended the efforts of his several colleagues is indirectly due to the Principal's wise policy, first, in choosing for his staff men of energy, ability, and vision; and secondly, in leaving them free to develop their departments and holding them responsible for the results obtained. Further, in the normal growth of the various departments, consequent upon the adoption of this policy, the heads of departments have ever gained from the principal wise counsel and ready support. Many of the changes in the courses of instruction, and most of the new lines of investigation, have been adopted at the suggestion of members of the staff. Dr. Mills' genius lies not so much in creating and originating, as in completing and perfecting, by apt criticism and strict attention to working details, the original ideas offered by

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