

Here the Collegiate work extends over a course of four years. The student on entering the freshman class is introduced to such studies as English Literature, Natural Philosophy, Agriculture, Horticulture, Book-keeping and English History. In his sophomore, or second year, he takes up Chemistry, Geometry, Rhetoric, Drawing, Physiology, Agriculture and Botany. The next year he becomes a junior and is duly instructed in Mechanics, Literature, Geology, Horticulture, Veterinary Science and Entomology. He is also required to prepare and deliver before the student body three addresses on industrial and scientific subjects. During the senior, or final year, such subjects as Political Economy, Zoology, Mechanical Drawing, Chemistry, Physiological Botany, Civil Engineering, Advanced Agriculture and Constitutional Law, are each taken up and studied in turn.

Upon careful examination of the above curriculum of studies, it will be seen that the student must have obtained some little proficiency before entering even the freshman class. It is required that the student obtain at least sixty (60) per cent. in each study through the entire course, before he presents his application for a diploma. It is then to our preparatory department that we turn for a supply of young men, well ground in the primary branches that underlie the theory and practice of Agricultural Science. It is said of the Eiffel tower that its base occupies many acres of land, and if we carry out the simile and compare this structure with man's own life, we find that if we would rise high above our fellow men, by reason of superior mental faculties and sound judgment, we must first thoroughly master the elementary branches of science and art, before attempting to hold a light to our brothers still groping in darkness. To build high, our foundations must be broad and substantial.

Since leaving the College and associating with instructors and graduates of similar institutions, I see some disadvantages in your present course of instruction. On entering the College for the first time all students are thrown into the same line of work. The farmer's son, physically matured and several years out of school; the town or city boy just in his teens, possibly having spent a year or two at a High School or Collegiate Institute, well versed in English Grammar, Arithmetic, Geography, Etymology, English and Canadian History, but unable to distinguish between a

sulky rake and a spring tooth harrow. You have also a few older and more dignified applicants, who have possibly obtained a teachers certificate, and may even have taught school for a year or two in some rural district. In my class we had one man with an arts degree, obtained in an American University. Could anything be more absurd than to throw this heterogeneous mass into one classroom and to expect them all to come out at the end of one or two years scientific and practical farmers, with a thorough knowledge of all the underlying principles of agricultural science? In order for a professor or instructor to get the best possible returns from his imparted knowledge, he must have the members of his class on a relatively equal footing. This can best be accomplished by having the aspirants to a college diploma or degree all educated together before entering the regular college classes.

At the A. & M. College of Mississippi we have a "preparatory department," and I cannot explain its workings better than by quoting from our last Catalogue: "This Department is designed to furnish a thorough elementary education to young men, particularly sons of farmers, who are deprived of the advantages of a good high school near home. Also to prepare for the freshmen class such as desire to take the College Course." *Course of Study*:—"The course of study requires only one year for its completion. Those who fail to complete it in that time will not be promoted to the Freshman Class, but may if they choose, renew the course the next session.

The subjects taught are the following: English grammar and composition, penmanship, declamation, arithmetic, book-keeping, algebra to equations of the first degree, geography, United States history and agriculture.

*Methods of Instruction*: Instruction in all these branches is as thorough and as practical as the subjects will admit. Special attention is paid to composition writing by the students, in order that thereby they may acquire a correct and ready use of the English language."

"The result of such study, it is believed, can hardly be other than the development of an intelligent, patriotic spirit, and proper preparation for the active and responsible duties of citizenship."

During the first half of the fall term, instruction in agriculture is given by means of an elementary text book, supplemented by occasional lectures on the subject by the professors of agriculture and chemistry. Through-