

partments of work is unobserved and silent in its march, but it is none the less steady and sure.

The establishment of Agricultural Colleges inaugurated a change in the method of instruction and in the trend of education. The dead languages, so long enthroned in places of honor and preferment in our Colleges and Universities, have been, to a great extent, supplanted by studies more closely allied to the particular business the student is expected to follow and they are taught only when necessary to a correct knowledge of special subjects prescribed in the course of study.

We endeavor to combine theory and practice and to put theoretical knowledge to practical use. The establishment of institutions of this kind, by the people, was a recognition of the value of practical experience as a necessary part of an education. Theory without practice is like faith without works—it is dead. Therefore, while we are training the mind to think accurately, we try to give the student a sufficient amount of experimental knowledge of work in the line of his studies to enable him to enter upon and pursue his chosen calling, after leaving college, with as little interruption as possible in preparatory work.

People unacquainted with the method of instruction in technical schools and colleges are disposed to discredit its practical value, but those who, either by experience or observation, have had opportunity to determine its worth, know that the graduate in the Science of Agriculture or in the Mechanic Arts, like the graduate in literature, law