

students are incapable of succeeding in any scientific study. Curiously enough too, this subject is not offered at all in the First year ⁱⁿ ~~to~~ Science. Here the idea seems to be that an advanced knowledge of mathematics, physics and chemistry is necessary to begin the study of Biology. This is not true. There are some studies in Biology, even research studies, which can be carried on by an illiterate person, and as for the others the student can acquire the necessary knowledge of these cognate studies as he proceeds and as occasion may required.

This department can only be repaired by adding new personnel. We have tried reorganization but I predict without appreciable results. There is no use shuffling positions and subjects in the curriculum. That is futile. The reason is obvious. Men cannot cooperate unless they be equipped and placed in a way which admits of cooperation. Professors do not teach their subjects; they only teach what they know about their subjects and most of them try to teach all they know, no matter by what names, or numbers they may be called. We had a curious instance of this recently when a department changed the name of a pre-medical subject from LM to LP and, presto, the subject ceased to be pre-medical.

I recommend that Dr. Lloyd be translated to a research professorship and relieved of most of his teaching. I recommend that two new capital professors be added to the Department of Botany, one of these to replace Professor Derrick. One of these two should be, for the most part, a general Botanist and the other a Geneticist or plant Pathologist. Genetics is probably the prettier subject and has very important bearings upon special problems of breeding. Plant pathology is of great importance to our field and forest industries in Canada. So far as Zoology is concerned a capital man of interest and initiative will have to be found to replace Dr. Willey, when he retires.