work. Students could often repeat accurately what the text-books and the lecturers said about insects, fungous diseases, and the growth of plants, but frequently could not identify or recognize the very organisms about which they fancied they knew so much. In fact, a practical, intimate knowledge of plant and animal life was almost impossible under the old system; and the result was the graduation of some unpractical men who added but little to the fame of their Alma Mater.

In fairness, however, it should be stated that this condition of affairs was not peculiar to the O. A. C. The Universities, with their much better equipment, had but few laboratories open for practical work, and had made but little progress in this direction, while the great majority of colleges were still imparting knowledge in the natural sciences from the lecture platform. It became evident at the outset that the introduction of laboratory work meant new work-rooms and more assistance, for a professor under the old system could lecture to eighty as easily as he could to fifteen or twenty, but under the laboratory system he could not do justice to more than twenty or twenty-five at once. Is is not strange, then, that the new methods of instruction in the natural sciences were but gradually adopted, especially when we realize that governments are naturally conservative, and hesitate to commit themselves to a policy which would involve increased expenditure, before the public feel the need for such a change.

When the Biological Department was comfortably housed in its new quarters in 1892 a serious attempt was made by Professor Panton to introduce laboratory methods, but the immense amount of work to which he was compelled to give his attention made the practical work quite fragmentary at first. In the College Report for 1892, Professor Panton gave an outline of the duties devolving on him. His duties were: "1. To deliver a course of lectures on Hygiene, Zoology, Structural Botany, and Geology to the students of the First Year; 2. A course on Theoretical Horticulture, Economic Entomology, and Economic Botany to the Second Year; 3. A course on Physiological Botany, Economic and Systematic Botany, and Biology, to the Third Year; 4. As librarian to superintend the library and reading room; 5. As curator of the museum to oversee it; 6. To take meteorological observations, and to report annually upon them." No wonder Prof. Panton had little time for laboratory work or laboratory investigations, for he was Botanist, Entomologist, Zoologist, Geologist, Horticulturist, Librarian, Curator of Museum, and Meteorologist, at one and the same time!

Again, without assistance it was almost impossible for the Professor, with such a multiplicity of subjects on his programme of duties, to get material ready for individual work; for successful instruction depends to a large degree in getting material at the right time, at the proper stage, and in large quantities, especially when large classes have to be looked after.

In 1893 Prof. Panton secured the services of Mr. F. C. Harrison (now Prof. Harrison) as assistant in Histology and General Microscopic work.