

A Step Towards Saving Canada's Forests

IT is proposed to establish in connection with the University of Toronto a School of Forestry. The idea is a new one in Canada, but a need exists for such an institution, and the desired Government patronage will not likely be wanting.

In the United States there are three such schools, and instruction in the science of forestry is also given in forty universities. In that country great progress has been made in the cultivation, preservation, and management of forests, during the past thirty years. The American public has come to realize that the future supply of timber depends largely upon the judicious management of the forests of the present day, and the same truth applies with equal force to Canada. Every year is reducing the supply of raw material in the woods, and in face of the rapidly diminishing forest area, the lumber resources of the future are a problem. In the case of this country, the danger of exhaustion is not a near one, but even now it is the part of prudence to make provision against the day of want.

Forestry is the business or the science of forest-culture. It includes both the care of existing forests and the propagation of new ones. Prevention of ruthless waste and despoiling of choice areas by greedy woodsmen is one department of the work; the other is the planting of new forests where the woodsmen have removed the original growth. The United States government now has fifty million acres of forest reserves, some of which is prairie land, but out of which will come in time extensive artificial plantations. Several of the individual states are also taking the matter up and appointing forest commissions.

The forestry schools teach the technology of the woods. In the first year the student takes up silviculture, forest mensuration, and tree-planting, with visits to the woods to examine prevailing forest

conditions. In the second year he studies plant diseases, forest protection and law, and practical working methods. The establishment of such a course in Canada would be one of the most important educational steps that have ever been attempted. A school of forestry might very easily take equal rank with schools of mining.

Progress Made in 1902

PROGRESS is being made steadily, and in some cases rapidly. No year is ever complete in itself, for some unfinished business is always carried over to the next year; but the movements that were set a-going, as well as those which were successfully completed, belong to the record of the year's progress. In both these respects, 1902 was an important year.

The most memorable features may be very briefly summarized. The establishment of universal peace deserves first place. Great Britain completed her war with the Transvaal, and united with Japan to preserve the integrity of Korea and China. Russia was threatening, but remained quiet. The United States declared the Philippine war at an end. Public sentiment greatly strengthened in favor of arbitration.

In the scientific world, the most notable progress was made in connection with wireless telegraphy. At about the same time as the Atlantic was spanned by the Marconi method, a British cable was laid in the Pacific. Great scientific interest was awakened by a remarkable series of volcanic disturbances in various places, and out of what at the time brought serious disaster valuable discoveries are expected to result.

Educationally, the bequest of Cecil Rhodes, by which international scholarships have been founded at Oxford University, was an important and unique departure in public philanthropy. Rich men's gifts to educational institutions in the United States amounted to \$28,-