

of the art of forestry, in order to have a basis for the discussion of what the education of a forester should be.

It is probably the experience of every University student that a large part of the information which he imbibes in the class rooms and in his reading, he is never called upon in the practice, to apply. The shallow-brained, and the *so-called* practical man, when he realizes that he has occupied himself with things that are "of no earthly use" to him, is apt to blame his teachers or the Institution for having misled him and wasted his time. He does not realize that imparting information is not primarily the end of an institution like a University, but the means to an end, namely to education; that there are many things we may forget, nay, we must forget in order to make room for others; but not to have known them, not to have secured the result of the temporary possession of that knowledge, which is an undefinable breadth of view and judgment, would be a serious drawback.

In other words, an education, even in a technical art, is not merely a conglomerate of information directly applicable in the art, but is capacity of appreciating broadly relationships which will lead to a ready grasp of conditions and to the devising of new methods, different from those learned, to suit new conditions. "The sooner the student learns that it is not what he studies, but how he studies, that the training he receives is of more value than the information stored, the sooner he learns the value of a college course."

As there are artists and artisans in every profession, leaders and assistants of various degrees, there may be educational institutions of various degrees, and the question arises when a new art is to be taught, what kind of an education is primarily desirable, whether that of the technical training school, which attempts little more than the imparting of information regarding processes and manipulations; or the special academy which lays a broader foundation of technical knowledge; or else the University, which, to justify its name, should give the broadest education, and secure that grasp of the entire field of the art, which makes artists and leaders. All three classes of instruction are needed in the end, but it would appear most desirable to provide for the last mentioned first, in order not only to secure a set of men, who will be able to direct policies and lead in the movement of introducing forestry practice, but also to secure the teachers for the lower grade schools which must eventually train assistants.

When the writer was called upon to formulate plans for the first forestry school on this continent, ten years ago, he submitted three alternative plans, one providing merely for a professorship, which would suffice to teach all that a forester would be likely to be called upon to apply at the present time, a second