

Peace River, contain merchantable timber everywhere. Mr. Low found white spruce trees measuring 24 and even 30 inches in diameter, three feet from the ground, and 70 feet high in the valley of the Hamilton River, between the 53rd and 54th degrees of latitude, and he says in his report that trees of that size are not of uncommon occurrence. He also says that in some parts of the valley of the Ashanipi River, one of the upper branches of the Hamilton, white spruce trees 30 inches in diameter and 40 feet high are pretty common as also are black spruce 24 inches in diameter. He found that as far as the centre of the Labrador Peninsula and 500 miles north of

the St. Lawrence, there are spruce trees whose dimensions equal those of the largest in the finest forests of the south shore, of the St. Maurice and Ottawa. It is in these valuable forests of the Labrador Peninsula that the Indians have caused the greatest devastations. It is estimated that the timber thus destroyed might have yielded one million tons of pulp a year for half a century. Those interested in the general subject of forestry cannot do better than join the Canadian Forestry Association whose head office is at Ottawa. Much valuable information concerning all that goes to make up the fascinating study of forestry may be thus obtained.—Daily Witness

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## SIX YEARS OF RURAL SCHOOL BETTERMENT.

State Supt. W. W. Stetson, of Maine, has been doing a wonderful work for the schools of the Pine Tree State. And he is still at it with inexhaustible enthusiasm and vigor and an abundance of sound common sense. Since 1895, when the able "Study of the Rural Schools of Maine, by the State Superintendent of Common Schools" appeared, a work of steady transformation has been going on, which seems destined to put the country schools of Maine upon an equal footing with the best public schools of any city. The credit of leadership in this remarkable movement is Mr. Stetson's; yet his associates, and the community as well, merit praise, for there are states in which a transformation such as they have wrought would have been quite impossible.

In 1895 when Mr. Stetson made his memorable tour of inspection of 200 rural schools in eight different counties of the state, he was able to rank only six per cent. as "excellent." Twenty-one per cent. were designated as good, thirty-two per cent. as fair, and forty-one per cent. as poor or very poor. Not very encouraging conditions, these: nor was it true that the large percentage of poor schools was due to the great districts of sparsely populated territory which are characteristic of Maine. Some of the best schools were found in the "back" districts, while many of the poorest were located within a few miles of the centers of population. No section of the state could be discouraged by contrast with any other. All were equally liable to censure. A few of the discourag-