

I can see where lectures on Forestry could be introduced, namely, as a part of surface geology when the influences of forest cover on erosion, waterflow, climate, etc., can be properly discussed. The second place is in the course of engineering; when materials of construction are being discussed it would be quite proper to give the students an idea as to how wood is produced. The third place would be in a course of lectures on general topics and especially economics, when the position of the forest industry and its requirements can be more or less lengthily discussed. . . . These courses are, to be sure, not intended for the purpose of making professional foresters. That is an entirely different matter and must be especially provided for.

"As to your second question, namely, whether it would be feasible to use 500 or 1000 acres of land partly covered with timber, so as to work up a particular demonstration of good forestry, that is of course quite feasible, although it would be a still better object lesson if a piece of good forest land should be placed under management, when it could be shown that by the mere manner of cutting the crop a most desirable reproduction of new crop could be secured.

"Altogether the movement for a more rational treatment of our forest resources seems to acquire of late a momentum which a few years ago was absent, and I expect that within the next decade or so considerable inquiry on the part of lumber concerns will arise for people instructed in forestry."

The suitability of Kingston as a place in which to establish a School of Forestry has been fully recognized, as seen from Mr. Harcourt's speeches above referred to. Queen's University and the School of Mining provide all the groundwork for forestry education. Only the purely technical subjects will have to be added, including forestry, silviculture, &c. The city is within easy reach of extensive areas of land suitable only for growing timber and still fairly well timbered. Not more than fifty miles away is the Eastern Ontario Forest Reserve. Eastern Ontario, of which Kingston is the educational centre, has extensive lumber interests and a large body of lumbermen and millmen who are very much alive to the necessity for new light on their industries. The School of Mining has been a pioneer in educational methods in mining and has led the way in adapting itself to Canadian conditions. Pioneer work of the most careful and cautious character is required in forestry, and it can be safely entrusted to an educational body which has already shown itself adapted to such work.

In May, 1902, negotiations were begun with Professor Fernow and arrangements were finally made for him to deliver a course of lectures on Forestry in January, 1903, on such subjects as *The Forest as a Resource*, *Forest Industries*, *Forest Growth*, *Forest Crop*