# A Boy's Indictment of Civilization.

Like a pig why cant I wallow, Or move like a graisful swallow, Without koller, pants, or kote ?

### хn.

And I hate the site of brushes, Whether shoo, or teeth, or such as, They give me still the blews : And I tell yoo it does sadden me, And often it does madden me, To kleen my shoos.

### NIII.

And then the silly noshun, To be allers soapin, soapin, And a scourin of your skin; To be for ever rubbin, And to be for ever skrubbin, I think is dedly sin.

Oh. this horrid education. And the modern sivilizashun Of our time. It's a cruel fad atroshus, It's a wikid frawd feroshus, That hardly merrits to be put in decent rime.

## Werekha.

MEMOIRS OF THE FORESTS OF RUSSIA AND THEIR PRODUCT CONTINUED.

### TREATMENT AND EXPLOITATION OF FORESTS.

N days gone by the forests were cut under license, and this mode in in more at the more still a first start of the start o mode is in vogue at the present time. Systematic cutting goes back only to the time of Peter I. and does not now every where prevail.

The old method of jardinage exists at present in a great many forests.\* This arbitrary manner of cutting and felling no longer satisfies the wants and demands of many localities, where assortments are found to dominate in the forests of the north and north-east of Russia; it gives way in the central and southern parts of the country, according to development and demand, over the whole extent of the forests, to exploitation according to the system of regulated cuttings. The abundance of the forests in the north of Russia, and the little demand for wood are the cause why many of the forests so situated can be exploited by jardinage only, to supply the small demands of trade and local wants. It is only in the second half of the last century that people commenced to consider special plans of forest administration, and adopt the method of regular cuttings for their management. By these old plans it was a question of dividing large forest areas, even of high forest, in straight zones, parallel to each other across the whole mass, and equal in number to the number of years of the revolution prescribed for their exploitation. The physical inconveniences and the complete inequality of the yield from these cuttings a tire et aire caused the method to fall into disuse, and resulted in the continuation of the arbitrary system of jardinage. The rational system of exploitation was introduced into Russia, and put into practice in the year 1841. In 1873, of the whole extent of the Government forests, there were 11,872,-500 hectares under a system of regular exploitation, principally in the southern, central, and south west Provinces, where the forests have acquired great importance, because their extent and yield scarcely suffice for the local wants of the population. The forests appertaining to mines and factories are all exploited according to plans of systematic management, and one may rely that on all these forests which cover a space of 5,891,638 hectares, the cuttings are in just and legal conformity with the annual increase of the trees.

\* Jardinage is the outcome of primitive exploitation. Where wood abounded, and the forest was open to every one, each one took according to his needs. So long as exploitations of this kind arc restrained, it is possible to proceed by jardinage in all the forests. Nevertheless the extraction of trees taken here and there in the interior of massive woods is very unfavourable to the development of broad-leaved trees broad-leaved trees.

Oh, this horid education, And the so-kald sivilization Of our time. It's a kruel fad atroshus, Its a wikid frawd feroshus, That hardly merrits to be put in decent rime.

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It surely is a krime, In skool to pass our prime ; Or so it seems to me. To be krammed with education In a kuntry that is free.

### 111.

And then the hard taxashun To keep this education All a goin in the skools. With so much confounded larnin Stuck in boys as shud be farmin, No wonder that there are so many fools.

And the skool marm, she loquashus, And the skool marm, sne roquasnus, And the master's so audashus, They put me in a fever and a fry : But Fd stop her shrill loquacity, And curb his bold audacity, To keep the educashun Of this educated nashun From a critic up so your high.

From a gittin up so very high.

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tin .

But we take examinashun In most awl things in creashun. And many things outside. There's history, a botherashun, And mathemateks, a vexashun, And verbs with endless iterashun, And other nasty stuff beside.

V1.

Yes, we take examinashon, Whatever bee our tallent or our stashun, With so many marks and passes. When boys as shud be free and yellin Are loaded up with grammar and with spellin, Are you surprised they sometimes turn out asses

Sometimes I greatly wonder, And sometimes I greatly wonder, And sometimes I greatly scunder At the false and flippant ways of men. It seems there grate ambishun To attane to some posishun Where they can simply weeld a pen.

Oh, this sickening adorashun That is paid throughout our nashun, To superfishel stile. Better be more sagashus, Be true and more corageous, And be a man the while.

### IX.

But I don't like botherashun, And etarnel disputashun About my klose. The moddern way's uneasy, For I like to be light and breasy, And I like to be free and easy, As mama to her kost well noes.

To me it wouldn't matter If my fashonable hatter Were to move to Jeriko ; And my nobby, snobby tailor, If he likes may be a sailer And navigait the Po.

xı.

And I tell you I farely holler When my starched and stiffaned koller Holds me tite about the throte,

## VIII.