



DEAN BESSEY TELLS OF FORESTRY DEPARTMENT

ORIGIN OF FORESTRY COURSE IN THIS UNIVERSITY.

DEPARTMENT IS TWENTY YEARS OLD

Dr. B. E. Fernow, Then Chief at Washington, Delivers First Lecture—Course a Certainty in 1902.

Although there were suggestions of some instruction in general forestry in the first and second decades of the existence of the University this first took definite shape about twenty years ago when a course of lectures was carefully blocked out so as to rouse an interest among the people in and out of the institution. The first lecture was a public address, and was given in the old chapel in University Hall by Dr. B. E. Fernow, then the chief of the forestry bureau in Washington. We may very properly claim the hope to have been started with the aid and official sanction of the United States forestry bureau, and I well remember how anxious Dr. Fernow was that the work should be developed and continued. His first lecture was followed by a course of lectures extending through several months of the winter and spring. The Governor Furber gave several lectures in which he drew upon his long experience as a grower of trees in the eastern part of Nebraska, and it is not too much to say that it then looked as though the study of forestry in the University would at once become a permanent feature.

Mr. Furber was followed by Mr. E. F. Stephens, the veteran planter of trees over all portions of Nebraska who showed how success in the making of forest plantations on the plains could be attained. Others were brought in for a lecture from time to time, and it did not take long to begin the matter by having a systematic course of six or seven lectures for use any day. I gave in this way a course of a dozen to fifteen lectures touching in order upon many phases of the subject of general forestry. Before leaving this part of the history of forestry in the University it may be recorded that all of the lectures, except the opening one by Dr. Fernow, were given in the botanical lecture room then in room 102 of Nebraska Hall.

Then the matter waited for about ten years. I am sure that in all this period it was not dead, it was slowly vegetating like some seeds that take a long time for germination after planting. At last President Roosevelt stirred the ground by setting aside a couple of forest reserves in central and western Nebraska. This he did at the request of Mr. Pinchot, who was then the chief of the forest service. Naturally this created interest in the subject of forestry and forest reserves, and Chancellor Andrews asked me to give an address at chapel, and tell something about these reserves, and what the forestry movement signified. So in the spring semester of 1902 this address was given to an unusually large audience, including the chancellor himself. In the course of the ad-

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CONSERVATION OF NEBRASKA HALL

FOREST RANGER LAMENTS

SUBJECTED TO THE RIGORS OF A FEW HINTS ON WHAT TREES TO PLANT AND HOW TO PLANT THEM.

He sitteth on the topmost peak and seeth where the lightning striketh.

He riseth up in the noon and leeseeth down upon the land and leeseeth down upon the land and leeseeth down upon the land.

He catcheth the flesh of the tortoise and eateth it, while the fatted deer seetheth about, he playeth it not, for it is forbidden by the laws of his fatherland.

At the rising of the sun he mounteth his cayuse and he the beast seetheth down upon the land and casteth into the hand of his fatherland, yet even to the hand of his fatherland he leeseeth the hand of his fatherland he leeseeth the hand of his fatherland he leeseeth the hand of his fatherland.

He riseth forth on the trail and the foot wind calleth him to slumber. A bear of the tribe of Hornet riseth up and smiteth him, yet even unto the tenth time doth he smite him, and the place whereon he smote was heated seven times hotter than it was wont to be heated.

He watcheth over the young trees that his children, even unto the tenth generation, may have shakes to cover their heads. When the young tree dieth he seeketh for insects and to and behold, he findeth them in his garments.

He cometh into his camp at night with a song in his heart and findeth a bear in his tent; he falleth down in the dust and weepeth, for to and behold his substance is wasted.

The local Serine and the Pharmaceuter dippeth his pen in the ink and setteth the wild tribes of the hills against him.

The settler concealeth himself behind a tree and greeteth him with an evil egg.

At the end of the month he counteth his silver and gold, and lo, he findeth that the Jewish merchants have taken his shekels.

W. A. RAYMOND, Kootenai National Forest

It is a matter worthy of note that Nebraska, a state with as small amount of forested land as nearly any state in the union, still possesses one of the leading schools of forestry.

IMPORTANCE OF ARBOR DAY

A FEW HINTS ON WHAT TREES TO PLANT AND HOW TO PLANT THEM.

Arbor Day is the one national festival which, instead of looking backward and glorifying in trees and achievements, seeks to bestow upon future generations, a better environment and a better landscape. The origin of this day dates back to the annual meeting of the board of agriculture of the State of Nebraska held in Lincoln on January 1, 1872. At the meeting Hon. J. Sterling Morton of Nebraska City introduced a resolution to set apart a day to be devoted to tree planting. Its first object was economic. In order to urge upon the people the necessity of planting large areas to trees, Mr. Morton offered a prize of \$500 to the agricultural society of the county which would plant properly the greatest number of trees.

The original design has been modified and today the observance of Arbor Day is usually associated with our schools. With the adoption of the movement by the schools came a greater interest in the study of trees for educational purposes which furnished a means of securing a knowledge of plant and tree life, which cultivated in the young the power of observation and kindled in the minds of all an interest in natural objects which will be a source of lifelong benefit and pleasure. Each year the schools plant large quantities of trees, shrubs, vines and flowers. This custom, which is universally practiced now, is especially valuable to the young and helps to develop a keener appreciation of the value and beauty of trees. James Russell Lowell once said that he respected a man in exact proportion to his respect for trees.

In order to make the planting of trees a success it is necessary for each individual to consider first, what he shall plant, and second how he shall plant.

It is advisable to choose native species first and then to determine which of the imported species have made good growth. Aside from commercial planting many species are planted for shade around the home, on school grounds, along roadsides and streets and in parks.

There are certain considerations which must be observed in the selection of trees for planting:

1. Trees must be hardy, capable of

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REASON FOR FORESTRY AND GROWING IMPORTANCE

DESCRIPTION OF PROCESS FROM NURSERY TO CAMP.

FORESTER'S WORK QUITE COMPLICATED

Five Years of College Work Necessary for a Good Foundation—Work Is Not Remunerative.

With reference to our forestry work these questions—what do you study, of what does the work consist, where do you work and for whom—are asked almost daily of the forester. To answer them in detail, one would soon become lost in a maze of the natural sciences, with a little law and economics intermixed. The common conception of forestry is that the forester plants trees and makes the landscape look nice. That is a part of the full meaning, a rather small part, yet a very important one, and a part that involves more than appears in the mere statement. Before the forester can plant, he must know when and how to collect the seeds, how to take care of them until the proper time to plant them. This alone presupposes a detailed knowledge of about 100 important species of the 600 different kinds of trees that grow native in the United States.

If he plants in the nursery, which is the usual procedure, he must know the finer points of nursery practice in order to combat the diseases to which the little trees are especially susceptible, and so that he may take advantage of the many conditions of moisture, soil, light, temperature, and other factors, for the forester must use every possible means to grow trees at a very low price. In this work he should know the structure of roots, stem and leaves of the seedlings and know how each of the factors mentioned affects this structure; he should have a knowledge of soil physics and the composition of the soil; and should have a fair idea of plant diseases.

When the trees are two or three years old they are ready for the plantation, the new woods, and are planted more than a thousand trees to the acre and usually many acres, in a short period of two or three weeks. The work is done by a number of gangs of laborers under the supervision of the forester. Before planting he should know what trees are adapted to that particular soil and to that particular climate, how they will behave at different ages until mature, and how to handle his men so that his planting will cost less than ten dollars per acre.

In managing a stand of middle aged timber, several thousand acres in extent, the forester has a number of entirely different problems to solve. Above all other things, if his forest is managed for wood, he must make every acre produce the largest possible amount of wood. Here he must know how to make the soil and the sunlight force the trees to grow at their maximum. In order to do this he must have a knowledge of the structure of the tree from pith to bark, from leaf to rootlet, and how each part is affected by the soil and

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