

Why Men at Oregon State College

Take Forestry

by

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Preface

The questionnaire for this survey was patterned after a similar questionnaire circulated among the students at New York State College of Forestry. The primary reason for this was so that a comparison of the results from the two schools could be made; hence, a comparison of the forestry students of the eastern United States with those of the western United States.

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Chapter I

Statement and Importance of the ProblemThe Problem

Statement of the purpose of this study:- The purpose of this particular study is twofold. The primary purpose being (1) to determine why men at Oregon State College take forestry; the secondary purpose being (2) to draw conclusions from the results of this survey that may contribute toward a better understanding of forestry student problems and aims.

Importance of this study:- What has forestry and the forester to offer to the world? Where does the forester fit into the modern economic system? Answers to these and similar questions have to be produced by every person who professes to be a forester. The answers might be something like the following. To the public forestry can offer security of the supply of wood and can put to a profitable use public lands that would otherwise stand idle. It can offer a solution to erosion and flood problems, and can furnish recreation in the form of wild life and forests for those who enjoy these things for other than economic reasons. To the businessman, especially one in a business related to

lumber production, the forester can offer greater profits by the use of planning and a few practical economic principals.

Whether or not every forester agrees with these reasons to justify his existence is immaterial. The important thing is that he must offer the world something tangible, he must be able to give reasons for his actions, and back up the reasons with a knowledge of a great variety of subjects.

The public in general is blind to the fact that a forester is more than a fire-fighter or a tree-planter. Every, forester, perhaps, has heard observations like this: "So you are a forester! A forester is one of those fellows who go around in the woods telling people to be careful with campfires, "isn't he?" This is pretty discouraging to a young forester, but he must remember that mistaken ideas, such as these, are based on what foresters used to be and not what they are today. It simply means that the forester must become an educator, in addition to a forest technician, a scientist, and engineer, a naturalist, an economist, and a business man. It means that the forester must demonstrate the practicability of forestry in his every-day work, and show that it has something to offer the present, as well as the future generations.

This role of educator that a forester must play is

becoming more and more important. And since the public that he must enlighten is so varried in character, the forester must have a background of many different subjects, and be able to converse with people in all walks of life. He must gain the interest of the farmer, and speak to him in terms with which the farmer is familiar. At the same time the forester must be able to meet businessmen on an equal footing and speak convincingly to them. To do this is quite an accomplishment, requiring personality, tact, and a diversified education. No practicing forester can afford to become too engrossed in the technicalities of forest production, or other branches of forestry, to the detriment of his knowledge of other feilds.

"The quality of the students attending the forest schools will be a major factor in determing the ultimate character of the profession of forestry. It is therefore of vital interest to inquire about the students now entering the schools, their aptitudes, their personal background, the influences leading them to the choice of forestry as a career, and matters of similar importance."(2)
There are also numerous problems of interest connected with the policies of the school, relative to recruiting students, selective admission, student guidance, and the like which have occupied the attention of this study.(2)

"It is often difficult if not impossible to determine whether or not a student possesses the qualifications essential to success in forestry, at least until he has

been in school for some time. Frequently very important traits do not appear until a man has assumed responsibilities. This is often the case with such qualities as executive ability, self-reliance, and even adaptability. On the other hand, dislike of the woods life and work, lack of interest in the problems of forestry, ineptness in handling instruments, and tools, inability to relate principal to practice, or sheer incompetence in study or in the field may reveal themselves in a way to indicate that the student is in the wrong profession." (2)

The foregoing are some of the more important situations and problems which come-up in the field of forest education and which can be more easily solved by making a study, such as is made here, in this report. This is the importance of the problem presented here, as the author sees it.

Chapter II

A Review of a Similar Study

A Survey of the Students of the New York State College of Forestry:- A questionnaire was prepared and sent to all students of this in forestry at this school. This questionnaire was so framed that the answers would indicate about the same questions as was used in the questionnaire for this study.

The percentages of affirmative replies to the individual questions asked to determine why the student chose to study forestry are given in Table 1. In this table the student body is broken down into three groups: (1) all freshmen students; (2) sophomore, junior, and senior students in forest production; and (3) sophomore, junior, and senior students interested in forest products.

Table 1.--Reasons Why Students at the New York State
College of Forestry Chose to Study Forestry. (1)

Reason	All Fresh- men	Sophs., Jrs., & Srs. in Forest Production	Sophs., Jrs., & Srs. in Forest Products
	(Weighted percentages)		
a.Desire to be of public service	7.1	5.7	0.8
b.Financially unable to study elsewhere	10.6	18.0	23.5
c.Prospect of good opportunities for employment	18.5	16.8	23.9
d.Belief that pre- college environ- ment fitted one for the profession.	18.4	7.7	5.2
e.Influence of men in the profession	7.7	10.3	6.4
f.Desire to lead a healthy life	6.7	8.9	3.2
g.Desire to do some- thing different	1.9	2.1	1.8
h.Love of outdoors	17.7	21.3	4.3
i.Desire to enter forest industries	12.1	2.2	20.9
j.Miscellaneous	9.3	7.0	10.0
Total	100.0	100.0	100.0

"It is difficult to draw many final conclusions from the results of the survey. It seems quite clear that love of the out-of-doors is one of the most potent reasons why students select what is known as general forestry. As might have been anticipated, students expecting to enter the forest industries make their decisions on a different basis. It is also interesting to note that more students in general forestry than in forest products desire to be of public service." (1)

"The replies to the question "Knowing what you do now, would you still choose forestry as your profession if you were able to start your college education over again?" are of interest. About 95 percent of the freshmen, 80 percent of the sophmores, 75 percent of the juniors and 70 percent of the seniors are satisfied they made the right selection of their profession. In other words, there is a constant decline in the percentage of students who are entirely satisfied with their original choice. Perhaps this should be expected and undoubtedly the same situation exists among students preparing for other professions." (1)

"From 75 to 95 percent of the students enrolled in forestry at the New York State College of Forestry expect to make forestry their life work. Strangely enough, the percentage of students who expect to make forestry their life work seems to decline from the freshman to the junior year, and then rise again the senior year. The

actual percentages are as follows:- freshmen, 95; sophmores, 90; juniors, 75; and seniors, 85." (1)

"Approximately 45 percent of all the students registered at the New York State College of Forestry came from metropolitan areas, 30 percent from urban centers from 2,500 to 50,000 population, and 25 percent from rural communities. The large number of metropolitan areas in New York State probably affects these percentages to a considerable extent." (1)

Chapter III

Method of Procedure and Sources of Data

I. The Questionnaire

The construction of the questionnaire:- A questionnaire was prepared and circulated among all of the students in forestry at this institution. This questionnaire was so framed that the answers would indicate; (1) why the individual student choose forestry; (2) the class of the individual student- whether he was a freshman, sophomore, junior, senior, or graduate student; (3) the major course of the individual student- whether he was in logging engineering, technical forestry, or wood products (note: there is a course given in forest recreation at this institution but since it is not considered as a major course and since not an appreciable number of students are taking it it was not considered as a major division of the school of forestry.) (4) whether the students, knowing what they did, at the time the questionnaire was circulated, after at least one term of college work in forestry, would still choose a career in forestry if they were able to start their college education over again, (5) how many students expect to make forestry their life work, (6) the environmental background of the students; and (7) the geographical representation of the students.

The questionnaire used in this survey is on the following page:-

A Forestry Student Survey Questionnaire(Mark an X in the proper place)

1. What is your class?

Freshman () Sophomore () Junior () Senior ()

Graduate Student ()

2. What is your major course?

Logging Engineering () Tech. Forestry () Wood Products ()

3. Why did you take forestry? (Check only the outstanding reason).

() a. Influence of your reading.

() b. Desire to be of public service.

() c. Love of outdoors.

() d. Prospect of good opportunities for employment.

() e. Belief that pre-college environment fitted you for the profession.

() f. Influence of men in the profession.

() g. Desire to lead a healthy life.

() h. Desire to do something different.

() i. Desire to enter forest industries.

4. Knowing what you do now, would you still choose

choose forestry as your profession if you were

able to start your college education over again?

Yes () No ()

5. Do you expect to make forestry your life work?

Yes () No ()

6. Where have you lived most of your life?

Rural Community () Metropolitan Center ()

7. Where is your home?

City _____, State _____

Use of the questionnaire- It has been the objective of this survey to obtain factual information so far as possible in regard to problems of student personnel. With this in mind, the questionnaire used in making the survey of the students at this institution was patterned to comply with this objective.

This questionnaire was used as the basis in formulating the results and conclusions of this study. It was used to find out, specifically, why the students chose the profession of forestry for their career and also to obtain auxillary information and data which could be very adequately used in a study of this nature. This entire study and report is built around this questionnaire. All of the auxillary information and data was procured so as to fit in with the results obtained on the questionnaire.

Methods used to secure additional data- Although the questionnaire, mentioned above, was used as the basis of this study, all of the necessary information and data needed in a study of this nature could not be obtained solely by this method. Other sources of information were obtained from books, magazines, interviews with foresters who are in the professional field to-day, and

such other sources that could be utilized effectively. Books and magazines such as Forest Education by H.S. Graves and C.H. Guise, Journal of Forestry, etc. were used as sources of additional information.

Chapter IV

Results of the Questionnaire Survey

Overview:- The results of the questionnaire handed to the students of the forestry school at this institution were obtained during February 1941. The responses received proved useful as well as very illuminating and were found to group themselves into rather definite categories. The reasons given were in general more specific than those found by Graves and Guise in their study of forest education which was conducted under the auspices of the Society of American Foresters and the Carnegie Corporation.

The students concerned in this survey consisted of men predominantly from Oregon and California, with a considerable number from some middle-western states and a significant minority from eastern and southern states. The actual states involved are:- Washington, Oregon, California, Utah, Nevada, Arizona, Nebraska, Kansas, Missouri, Illinois, Michigan, Wisconsin, Indiana, Ohio, Pennsylvania, Connecticut, Massachusetts, South Carolina, Kentucky, and British Columbia.

The following are the results obtained from one school in one section of the country, however, it is thought that they may be fairly representative of conditions in other sections of the country, particularly as twenty states are represented.

Tabulated results by classes:- The percentages of affirmative replies to the individual questions asked to determine why the student chose to study forestry are given in Table 2. In this table the student body is divided into freshmen, sophomores, juniors, seniors, and graduate students.

Table 2 - Reasons Why Students at the Oregon State College of Forestry Chose to Study Forestry

Reason	Fresh men	Soph.	Jrs.	Srs.	Grad. Students
a. Influence of your reading	8.3	13.2	5.7	8.2	--
b. Desire to be of public service	8.3	2.5	5.7	3.2	--
c. Love of outdoors	37.5	47.2	37.7	32.3	66.7
d. Prospect of good opportunities for employment	16.6	3.8	15.1	24.2	--
e. Belief that pre-college environment fitted you for the purpose	12.5	5.2	13.2	8.2	--
f. Influence of men in the profession	8.3	19.1	11.7	11.3	--
g. Desire to lead a healthy life	---	5.2	1.9	3.2	--
h. Desire to do something different	6.3	0.9	---	3.2	--
i. Desire to enter forest industries	2.2	2.9	9.0	6.4	33.3
Totals	100.0%	100.0%	100.0%	100.0%	100.0%

Table 3.- Reasons Why Students at the Oregon State
College of Forestry Chose to Study Forestry
(divided into departments of the forestry school)

Reasons	Logging Engineers	Wood Products Students	Technical Foresters
a. Influence of your reading	7.7%	11.8%	9.2%
b. Desire to be of public service	---	---	6.6%
c. Love of outdoors	41.0%	11.8%	44.0%
d. Prospect of good opportunities for employment	12.8%	11.8%	10.6%
e. Belief that pre- college environment fitted you for the profession.	10.3%	5.8%	10.3%
f. Influence of men in the profession	10.3%	5.8%	13.1%
g. Desire to lead a healthy life.	5.1%	---	3.5%
h. Desire to do something different	---	11.8%	2.3%
i. Desire to enter forest industries	12.0%	41.2%	0.5%
Totals	100.0%	100.0%	100.0%

Findings:- Discussion of these tabulated Results In
the form of conclusions:

It is difficult to draw many final conclusions from the results of the survey. However, it seems quite clear that love of the out-of-doors is one of the most significant reasons why students choose to study technical forestry. As one might expect, wood products students make their decision on a different basis. This basis being the desire to enter forest industries. Strange as it may seem, the logging engineering students chose to study forestry on the basis of love of the out-of-doors. It is also interesting to note that students in technical forestry are the sole members of the school that desire to be of public service.

The significance of the percentage of those who gave as their reason for entering forestry, the desire to do something different cannot be commented on without knowledge of similar percentages entering other professions.

The results obtained from the other reasons for entering forestry came out according to, and in keeping with the results obtained in similar studies of this nature and, therefore, the author cannot see where any final or definite conclusions can be drawn.

Additional and auxillary data obtained from the study:-

The replies resulting from the question "Knowing what you do now, would you still choose forestry as your

profession if you were able to start your college education over again?" are of interest. About 88 percent of the juniors, and 52 percent of the seniors are satisfied that they made the right selection in their profession. As the reader will no doubt note, there is a constant decline in the percentage of students who are entirely satisfied with their original choice of their career. The author } is of the opinion that this is to be expected and perhaps the same situation exists among students preparing for other professions. Nevertheless, the author cannot account for the reason or reasons why a little less than half of the seniors are not satisfied with forestry as a career. Undoubtedly more data and information pertaining to this situation is needed in order to draw any final conclusions.

From the statistics obtained from the questionnaire, it is seen that about 85 percent of the students taking forestry at Oregon State College expect to make forestry their life work. Coordinating with the data resulting from the question asked to find out whether or not the individual student would enroll in forestry again if he could start his college career over again, the percentage of students who expect to make forestry their life work seems to decline from the freshman year to the senior year. This seems to be very logical. The actual percentages are as follows: freshmen, 95; sophmores, 92; juniors, 89; and seniors, 73. While the percentage is not the same the

trend is the same.

It is interesting to note that 61 percent of the students enrolled in forestry at this institution have lived most of their life in rural communities; 39 percent coming from metropolitan centers. The large number of rural communities in the Pacific Northwest probably affects these percentages to a considerable degree.

In view of this data, a question which may come to the mind of the reader might be- the proportion of students reared in rural environment in contrast to that of the city. This seems to be contraversal in the minds of foresters in the profession to-day. Some feel that the boy who has been reared on a farm will be more likely to be satisfied in the forestry profession than the boy who comes from the city. However, on the other hand, there are some who believe in the reverse of this generalization. This group cite a number of specific instances of men who have climbed to the top of the ladder of success and who have been brought up in large cities. The author does not have an opinion upon this question because of a lack of sufficient data and experience which could warrant a justifiable conclusion. There is, however, a rather general opinion that the boy who has been able to become acquainted with manual work, and who does not require the social life of the city may possibly, be able to be more contented with the living conditions which are found in

the majority of forest occupations. The most important and interesting fact having a bearing upon this question is that the forestry school at Oregon State College is recruiting men from living communities (farms on one extreme and large cities on the other) of every range in size, and the author believes that this situation is working to the betterment of the profession as a whole. In a profession such as ours, it would be a tragedy if schools were taking men from only one walk of life. It seems to be far better to have a well balanced representation of men from all walks of life.

A special note was made of the percentage of students entering forestry because they desired to be of public service. An analysis of the data pertaining to this question as received in the survey shows that only about 7 percent of the technical forestry students entered forestry with this view in mind.

From the contacts that were made with foresters in the field to-day, for this study, it was asked of them why they had entered forestry and what influenced their contemporaries in so doing. A large majority of these men stated that among the older groups most of them did have this public service idea as one of their reasons.

Such foresters as Pinchot, Fernow, and others inspired young men of their time to enter forestry, and also

inspired in them the desire to do something about the conditions as they saw them. Today with forestry an established fact, that incentive would naturally not be as strong. It must be realized of course that freshmen just entering college are unable to examine questions except as they relate to themselves, and they may at that age be blind to the absorbing fields of endeavor in scientific research in forestry, or in its broader social and economic dealings. It is of course not beyond the possibilities that they may be awakened to these things before graduating. It might be well to test men as freshmen and then again as graduating seniors to determine to what extent their viewpoints have broadened upon this question.

Chapter V

A Comparison of Similar Surveys Made of Two Schools-
The Forestry Students of Oregon State College With the
Forestry Students of New York State College of Forestry*

In addition to comparing the students of the two schools this will serve as a comparison of the forestry students of the eastern part of the United States with those of the western part. Since these two surveys were not made during the same school years, the results may not afford a true comparison, but in as much as they were only made about one year apart they should serve as a rough comparison. The survey made at New York State College of Forestry was made during the 1939-40 school year while the survey at the School of Forestry at Oregon State College was made during the 1940-41 school year. This comparison will be made upon the basis of the questionnaires used in both surveys.

Students' reasons for entering forestry- a comparison:

A comparison of the results obtained to the question "Why did you take forestry?" shows that the reasons why technical forestry students of both institutions are synonymous. The love of the out-of-doors being their most important reason. The same is true with the forest products (wood products) students. Their reason being the desire to enter forest industries. Since there are no logging engineers at New York State College of Forestry

* Note:- At Syracuse University.

it is impossible to make a comparison, and the author does not know what the results of such a comparison would be.

As can be seen from the above comparison, forestry students from both the eastern and western part of the country have the same reasons for choosing forestry as a career. In as much as the two schools involved in this comparison study have an enrollment which represents all sections of the country, it is probably safe to say that these reasons may hold true through-out the United States.

Student satisfaction of their choice of profession-
A comparison:-

A comparison of the results obtained to the question "Knowing what you do now, would still choose forestry as your profession if you were able to start your college education over again?" is of interest. The results of both schools show that there is a constant decline in the percentage of students who are satisfied with forestry as a career; the decline being from the freshmen class, highest percent of satisfied students, to the senior class, the other extreme. However the author cannot account for the fact that only a little over half of the seniors at Oregon State College School of Forestry are satisfied with their choice.

Except for the situation in the senior class at Oregon State College of Forestry, the results from the eastern part of the country are in keeping with the results from

the western part. It is impossible to draw any conclusions as to why the seniors of O.S.C. are not in keeping with those of N.Y.S.C. without additional information.

Will the students make forestry their life work-

A comparison:-

A comparison of the results obtained to the question "Do you expect to make forestry your life work?" shows that 85% the students of each school is going to make forestry his life work. This is an interesting fact that both schools should have about the same percentage on this score.

Urban and rural representation- a comparison:-

This comparison shows that a greater percentage of students registered at New York State College of Forestry came from metropolitan centers than do those from Oregon State College School of Forestry. This is undoubtedly due to the fact that there are more cities in the east than there are in the west.

For further comparisons of the two schools, the reader is referred to pages 5,6,7,12,13 and 14, respectively.

Chapter VI

SummaryConclusions* & Recommendations:

An overview of Forestry in the light of the student:-
Our profession has been branded with everything from tree surgery and government subsidation to a host of other things by the public as a whole. Naturally, the reasons lying behind these accusations are often ignorance and misconception concerning the fundamentals of forestry but even beyond this if we are willing to face the facts, a very important cause of these rather broad misunderstandings lies within the profession itself.

In order to understand this we must analyse our present and past status comparing it with that of some other profession of a similar nature. It is true enough that we are comparatively new in the professional field, but throughout our existence we have been entirely too content to remain away in a few government and state bureaus and agencies -- literally hiding our light under a bushel. Much valuable progress, however, has resulted from activity sponsored under government control. Nevertheless, it has occurred to but few men that we have bent our efforts too far in this direction and too little in the direct application of these findings.

*Note:-The conclusions in reference to the questionnaire

survey may be found under Findings, beginning on page 14.

When the public considers any profession it immediately thinks of those men who are engaged in practicing their chosen work. This is where forestry is badly lacking-men who are actually growing and managing timber properties- It is for this reason alone that we have not realized the full public understanding which a profession of our calibre deserves. Medicine, for example, carries on a vast amount of study in the underlying problems with which it is confronted. It would not demand much recognition as a profession if the results of this work were not applied to the relief of the sick. Our case is somewhat analagous- except that far too often we stop at research. In this country we have millions of acres of sick forest land on one hand and a host of scientific information with some exceptions such as national and state forests we have not attempted to apply this research on a nation-wide scale.

Independent action is of utmost necessity, aside from other reasons of national economy, and right here is where we can obtain this recognition. Our immediate need is to practice forestry, not to talk it or preach it-they will follow if we do the first. We must depart from the one trade path which we have trod long enough and expand the profession into its broader phases. For over forty years we have been trying to tell timberland owners what they ought to do with their land, when,

in reality, all the while it has been our job. Foresters seldom think of going out and actually practicing forestry on their own initiative after they graduate and spend a few years getting practical experience. We would soon starve to death and, industry would languish if agriculturists and engineers held the same attitude.

Let us stop to think about it. Here we have a profession with a great future-probably greater than any other as for the tremendous amount of work to be accomplished. A hundred million idle acres are issuing their challenge for us to meet the problem of how to manage them and apply our training. The latest boom in conservation has given us a start, but it is our job to keep busy on this problem long after the C.C.C. has passed into history. When we have the vast majority of forest lands in the country under a sound management policy of coordinated land use-either for timber growing, farming on the better areas, or recreation and game management, then and only then will such mute evidence relieve us of arguing to justify the existence of the profession. Even further, when we can show the public that we are the managers of a resource valued at billions of dollars upon which a large part of our national prosperity - our services as foresters will be at a premium and on a similar par with other leading professions.

In the light of this job, we as foresters, have to do it seems very logical that one of the first steps that should be taken toward solving this problem would be to equip the profession of forestry with men who are going to be capable of executing the national policies of future forestry with the most optimum efficiency. In order to supply the forestry profession with men of this caliber it is going to be necessary to practice a system of student selection.

In studying the results of this survey the author has repeatedly wondered whether forestry is attracting the type of student it should. Forestry requires considerable ability along executive lines. Intellectual leadership in it requires among other things, the ability to do social and economic thinking. The question is: are we getting students of this type? In the study made by Graves and Guise it was found on the basis of intelligence tests that the forestry students were below the median in all but two out of eleven institutions. (2)

Definite conclusions and recommendations drawn from the study:-

Limitation of enrollment:- First limitation of enrollment should be practiced if the complex nature of the situation will allow its practice. (2) It is granted that limitation of enrollment is going to be attacked by some educators on the basis that it does not offer equal

opportunity to all. (5) In view of this disagreement among educators, this step must be analyzed and considered carefully. If it is found that enrollment limitation would restore an injustice, then it would be wise not to limit student enrollment. However, along this line, the study made by Graves and Guise showed that only one school out of 15 examined was the college aptitude score made by entering freshmen above that of the other schools in the same university. Selective admission systems are now being practiced at a number of institutions using either direct or indirect methods. Syracuse and Penn. State limit the total number of incoming freshmen which they will receive. (5) From this the reader can see that it is possible to practice limitation of enrollment.

Student Elimination:- Secondly, a system of student elimination should be put into practice. (2) The reader undoubtedly knows that in all undergraduate schools there is a material reduction in the four classes during the four-year college period. "This is due to failure to meet the scholastic requirements, to decision to give up forestry as a career, to the necessity to leave school for financial or other personal reasons or to the specific advice of the school authorities." (2) Student elimination should not end here. It is the author's opinion that the forestry student who does not realize and accept the responsibilities of his profession should not be allowed to continue in

forestry, any more than the student who is not able to meet the academic requirements. Now, this may seem a hard and fast rule, but if we, as foresters, are to meet the demands which future forestry policies are going to put upon us, it is going to require a forester who possesses the correct attitude toward his responsibilities in addition to his technical knowledge.

Student Guidance:- Last, but not least, there is the problem of student guidance. (2) This is an activity which should be carried on before the student enters college and continued during his college career.

"It is probable that many students prior to entering college have a very hazy conception of the career for which they are preparing themselves." (2) It is possible that some students may not even find out what a forestry career consists of after four years of college. There is presented here a problem which should and, undoubtedly, is being solved by the school. There is always a great deal of changes in the pursuits of a career by the student. Much of this readjustment on the part of the student occurs after entering college and might be prevented if the student could be given, while at his secondary school, an objective, frank, and unbiased representation of what forestry offers as a career. (2) A program of this type should be free from propaganda, the object of which would be to increase enrollment. This problem has been studied

by the Investigation of Engineering Education and in this the following quotation is pertinent: "In presenting the matter to high school teachers, statement should be made clear, explicit, and devoid of undue or artificial glorification of engineering. It should be made very clear that the engineering colleges are not engaged in any campaign of propaganda to increase enrollments, but that they are vitally interested in enrolling those students who are qualified to profit by an engineering education, and those students only." (2)

The final responsibility in selecting a profession must, of course, rest with the individual. However several important considerations should be viewed first. Before any student embarks upon a program of study toward a professional degree in forestry, he should consider carefully his objectives, his inherent intellectual capacities, his love for learning, and his personal traits and characteristics. Unless he does he is apt to experience great disappointments and short comings in the future.

As far as recommendations as to limitation of enrollment or elimination of students, the author is not in a position to advance any programs to complete these ends. It is only brought to the attention of the reader that the forestry school should take these questions under advisement and possible activity.

In view of the fundamental importance of this whole matter, the author would recommend that the Forestry School at Oregon State College carry this study to a further degree. The results of such a study should contribute toward a better understanding of forestry student problems and aims.

Appendix

Selected References
Bibliography

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