December 14th, 2010
To the Editor:

I read your review of “One Hundred Rings and Counting” in the November/December issue of The Forestry Chronicle with interest. I was at the Faculty 1951–55 when Sisam was Dean. I always admired him from afar as a student. I knew nothing of the battles with Simcoe Hall.

When I was President of the CIF/IFC in 1973 I asked him to do a review of Canadian forest policy for the CIF/IFC. I was astonished to receive a handwritten and lengthy letter from him in which he declined and indicated that he felt that he had not been as successful as he wished as Dean and that he should have stayed in forest research. It was very personal. I destroyed the letter. His 1961 book “Forestry Education at Toronto” published by University of Toronto Press covers all the issues, challenges and problems. Your review helps me understand his frustrations, which may have prompted the letter.

Regarding Fernow, I knew Earle Stone, a great soils professor at Cornell. I have visited the old 25,000-acre demonstration forest at Long Lake in the Adirondacks where Fernow did some unwise and controversial clear cuts in high-graded hardwoods. There is a plague on a rock. Earle Stone suggested to me that the governor of New York State was so drunk when he cancelled the Cornell Forestry School that he knew not what he did! Fernow moved to Ontario.

I have the CIF/IFC sponsored and published book “Forestry Education in Canada” in front of me. George Garratt, Dean at Yale Forestry School, put his heart and soul into this 408-page CIF/IFC book. He was sick and died soon after. I knew him. Recommendation number one in 1971 was “No additional undergraduate forestry programs should be established in Canada.” I totally agree! Ontario did not need another Forestry School, nor does BC need two schools today. His 22 other recommendations are very sound. If only we had followed them; but who has the control or authority in Canada? The 1971 CIF/IFC book on forestry education was ignored. I attach them. Put them in the Chronicle?

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Conclusions and Recommendations of Dr. George A. Garratt in “Forestry Education in Canada”, 1971

**GENERAL CONSIDERATIONS OF PROFESSIONAL EDUCATION**

1. No additional undergraduate forestry programs should be established in Canada.

2. The four long-established forestry schools should be maintained in their entirety in their present universities.

3. Every effort should be made to preserve the autonomy of the faculties of forestry in the face of the increasing interest of other academic disciplines in promoting various forest-related aspects of the environmental sciences and natural resources.

4. The four parent universities of the established faculties of forestry, as well as the provincial agencies concerned with allotment of capital funds for new construction, should give immediate and full consideration to the needs of these faculties for realistic physical accommodations, in keeping with their current and projected educational programs.

5. The faculties of forestry should take appropriate steps toward encouraging students to increase their bilingual (English-French) competence, by whatever means may be available in connection with the academic program.

6. The faculties of forestry should also take a leading role, in conjunction with the professional foresters’ associations and other qualified groups, in promoting organized contacts between French- and English-speaking foresters through bilingual seminars and other appropriate devices.

7. The faculties of forestry should devote major attention to furthering the multidisciplinary aspects of their teaching and research programs, including an extension of intramural collaboration through the device of joint (dual) appointments of teaching and research personnel with other faculties and departments in the university.

8. The faculties of forestry should take the necessary steps to extend the scope of their co-operation with non-university agencies and organizations in connection with their graduate and research programs.

9. The faculties of forestry should provide special courses in pertinent subjects for election by both undergraduate and graduate students enrolled in other branches of the university.
10. The faculties of forestry should devote special attention to ways and means of increasing the funds available to them for student support, as these relate to (1) non-repayable grants and assistantships for undergraduates, to be awarded on the dual basis of academic ability and financial need, and (2) to fellowships and assistantships for graduate students.

11. Specialized training in depth should be left to the more appropriate environment of graduate study, the undergraduate curricula being centered on providing a substantial core of general education, with due concern for the social and natural sciences.

12. The faculties of forestry should review their student recruitment procedures, in co-operation with the provincial professional foresters' associations, the Canadian Institute of Forestry, and other pertinent organizations, with the objective of increasing substantially the proportion of well qualified students entering the undergraduate programs.

13. The faculties of forestry should undertake an in-depth study of the motivation of Canadian high school students in relation to their entrance into forestry and other professional fields of university study.

14. The faculties of forestry should constitute a permanent working committee, charged with the responsibility of reviewing the collective research programs of the several schools, with particular concern for basic studies of national significance.

15. Admission requirements for graduate students from non-English-speaking countries should be held to the same rigorous standard as those for Canadian students.

16. The faculties of forestry and allied graduate schools should give major consideration to the development of graduate programs designed to attract qualified non-forestry students.

EDUCATION IN FIELDS ALLIED TO FORESTRY

17. Instruction relevant to the management of forestry-related resources other than timber should be considered a normal function of the faculties of forestry, principally at the graduate level. It should be available to students with prior education both in forestry and in other related background disciplines.

18. The faculties of forestry should extend their co-operation to those non-forestry faculties and departments in other universities which offer programs of graduate study and associated research in forestry-related areas.
CONTINUING EDUCATION

19. The faculties of forestry, acting individually and in conjunction with professional associations, should take the necessary steps to enlarge upon their current continuing education activities.

RESEARCH

20. The faculties of forestry should engage in specific fund-raising activities, directed to two principal sources of support: (1) the forest industries and public agencies for short-term financing of research on a continuing basis, and (2) private foundations and individual donors for general research support, but with emphasis on establishing endowments or making long-term grants for the indicated purpose.

FACULTY

21. The faculties of forestry should give consideration to the optimum size and balance of their staffs, with special attention to the qualifications, motivation, and assignments of individual members.

22. The parent universities of the four faculties of forestry should consider the amplification of their present provisions for faculty upgrading, with special attention to adoption of a program of periodic leaves of absence available to all but temporary members of the staff.

23. The faculties of forestry should consider the feasibility of part-time appointments in selected fields of study, the adoption of a regular program of exchange of faculty personnel with other Canadian universities and with foreign educational institutions, and the establishment of a system of postdoctoral appointments.