

2-9-1968

## The Knothole, February 9, 1968

SUNY College of Environmental Science and Forestry Student Body

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Edman is not a student.

FEBRUARY  
9,  
1968

# KNOTHOLE



STATE UNIVERSITY COLLEGE  
OF FORESTRY

## JOB OPPORTUNITIES ABROAD

PUBLISHED BY:  
ALPHA XI SIGMA  
EDITORS:  
BOB RORCHAK  
JIM SNYDER  
DAN ORBAND  
GEORGE FREY

"In 1967," Director F. X. Gordon recently announced to the student and city press, "over 1000 guaranteed jobs will be open to young people with a yen to travel and work side by side with Europeans of all ages and class backgrounds."

Over the past five years, JOBS ABROAD has placed 2,000 participants (17½ - 40) in English, French, German, and other language areas. Positions are also occasionally open in such remote places as Japan, and Turkey. Spain, Italy and Greece are also sometimes possibilities. Applicants may choose from nine work categories; these include positions in factories, construction, restaurants and resort hotels, farms, and camp counselling. Openings also exist for child care, hospital work, and work camp jobs. Special interest jobs (teaching, office) are available to those with necessary skills and background. All assignments are made on a first-come, first-served basis, so an early application is to the student's benefit.

TYPED BY:  
BARB  
DEWAN

Non-students as well as students are eligible to apply for JOBS ABROAD membership. Special language fluency is not usually required as most positions are for unskilled work. However, those seeking secretarial or classroom jobs should have a good command of the language in the country they select.

DEADLINE  
5 P. M. MONDAY  
MARSHALL MAILBOX

"To the best of my knowledge," Director Gordon continued, "ISIS/ISTC is the only international non-profit organization guaranteeing job placement in Europe and other countries at any time of the year."

BROAD - con't.

For your copy of the new 34 page JOBS BROAD magazine complete with student on-the-job stories, photos, and application forms, air mail (.16 postage) \$1 to the International Student Information Service, 133 rue Hotel des Monnaies, Bruxelles 6, Belgique.

Application forms are available from Dr. Larson, Office of International Forestry, 320 Bray Hall.

## WOODCHIPS

Dr. Paul Graves will be speaker at the next Forestry wives meeting. He will show slides and share some of his experiences from his recent trip to Turkey.

The meeting will take place at 8 p.m., February 13, 1968, at the home of Mrs. William Duerr, 121 Windsor Avenue, Syracuse, New York.

For more information or for those needing a ride, please contact Linda Eakes, 475-9531, or Barbara Martin, 472-2191.

All Forestry wives are invited.

## DEMOCRACY, STUDENTS, AND THE UNIVERSITY

The university today is sick. It seems neither able to cope with the needs of its students, nor even sure what those needs are.

**NOTICE:**

In order to facilitate publication of the Knothole and the New Knothole, the editors ask that all articles be submitted by Thursday at 5 p.m. of the week prior to publication. Marshall Lounge Mailbox.

The university is failing partly because it has failed to realize that its function has changed over the past fifty years. More and more students are knocking at the doors, and more and more are being allowed in. The university today comprises over 50 per cent of college-age American youth. The university may not like it, but it is going to have to satisfy the needs and wants of this variegated group. Students today are not interested in the abstract, specialized knowledge their predecessors sought; they want knowledge which is concretely related to themselves and to their society. They want a university which is personally and socially committed.

Instead of this commitment, students find the university clinging to the vocationalism and specialization of the Morrill Act. Wisdom is fractionalized into knowledge and relegated to the appropriate department. There is much talk of general education, but the divided house has shown that it can indeed withstand the assault of reform. The "conspiracy of experts" effectively foils any attempt of the students to arrive at a coherent overview of themselves and society. Students find themselves forced into a major which is supposed to become their future career.

Students discover that their professors are more interested in research and establishing an international reputation than in teaching undergraduates. They find that they have become receptacles, expected to sit in the lecture hall and receive what their professors exude.

Above all, students find that their position in the academic community is one of second-class citizenship. The student is seen as someone no more able to recognize and distinguish his needs from his wants than a six-year-old.

It is not surprising that so many should drop out. Like the hippie, whose disgust with society is compounded by his inability to change that society, students are forced into apathy and non-involvement. They feel that their only alternative is to quit the campus.

## DEMOCRACY - con't.

This ought to be the last of their alternatives. Students possess greater power than most of them realize. The university does depend upon them in a real sense: a school cannot operate if there are no students. A massive boycott of classes would cripple the institution; the administration would have to capitulate to the demands of the students.

Students in campuses across the country are beginning to realize this power. While Berkeley is still a far cry from the perfect university, students there did succeed in bringing about many basic and overdue changes. Many other campuses are responding positively to the Berkeley example.

The kind of changes students want are numerous and vary from campus to campus. Free speech, smaller classes with better teachers, division of the university and college faculties, a say in the awarding of tenure, abolition of grades, curriculum changes: these are a few of the reforms. The university's infection has spread to many areas of the body.

The most basic change required is the democratization of the university community. If anything gets close to the heart of the disease, this is it.

It is what democracy can do for the university that makes it so valuable. Total democracy in the kindergarten is impossible --even ludicrous. It is neither necessary nor practical. University students, however, are not kindergarteners; they are fairly mature individuals, many already legally responsible for themselves. Democratization of the university is feasible; the contention of this paper is that it is essential.

If the university is to serve the needs of its students, it must know what those needs are. Few administrations do know. Democratic procedures are the best means by which students can make visible and ensure the satisfaction of those needs. Education is a subjective process. An administration can know if the academic quality of the education is high, but only the student can know if it is effective, if he is being drawn into his education. Admittedly, there

are fine subtleties to educational which escape most students, but the basic of these, that education must be involving, can be perceived only by students.

For democracy to exist as a vital and living force it must exist in as many of society's institutions as possible. One cannot expect citizens acculturated in anti-democratic institutions to be effective citizens in a democratic society. The student who matures in a protective university in which it is assumed that he make none but personal decisions--can we honestly think that he will emerge from that cocoon suddenly able, or even willing, to take part in making decisions which will affect a nation? We cannot afford to continue to ignore the harm the university [college] is wreaking in mass-producing apathetic and non-participating students [e.g. Knothole editors] who become apathetic and non-participating citizens.

The difficulty arises in trying to decide how such a democratic university will operate. We must know just how much democracy there will be, and in what areas.

Students should have sole control over their social behavior. The Berkeley administration's objection that the university operates in loco parentis was withdrawn when someone pointed out that over half the student body was 21 or older. Now, even the distinction of 21 years as the age of responsibility is being abandoned.

Students definitely have a place in setting educational policy, and should be permitted to participate in many of the most important decisions. As to tenure, for example: students must do more than simply indicate what type of teachers they want; what has to be worked out is a sort of "administration propose, student dispose" system. The decision to award tenure should be made by a student-faculty committee, for only students can know if the candidate is a good teacher.

Students should participate in significant numbers on curriculum committees and, where possible, vote as a body in referenda to revise and institute new courses.

RACY - cont.

Matters requiring the university to take a stand as a corporate body should be submitted to the university community in toto. Issues such as whether or not to furnish student rank to the Selective Service, extra-college expenditures, and disposal of university-owned property affect the entire community. Students must be allowed to help make such decisions.

The task will not be easy. It is difficult to democratize an institution, and the considerations involved in allowing students to help govern the university are complex. It will be difficult, too, to persuade students to assume the challenging role of self-government. But it can be done. To continue to accept the disease of the university as our own is destructive, of ourselves and our society. If we wish that society to persevere, we must reject the sickness and, as students, accept our responsibilities.

Jeffrey Elman

### MORE STUDENT LOANS OFFERED

The New York State Conservation Council Foundation through one of its Directors, Dr. Paul M. Cramer, of Syracuse, has provided \$1,000 for student loans at the College. For details, contact John Reeves.

### HARLOW WANTS TO SING

William Harlow has revealed to IF that he is the keeper of College Songbook archives, and has several editions. He help compile the last edition, which is the most complete, having both music and words. The full history of College songs, however, will probably never be recorded due to the bawdiness of some of the Summer Camp improvisations. Spending a rainy day in an Adirondack lean-to is a great inspiration to such creativity, according to Harlowe, but the verses live only in the memories of reminiscent Alumni.

In any event, he wants to support IF's suggestion for some informal harmonizing at the Faculty Round-Up, and has gone a step further in challenging the faculty to field a chorus for a Convocation. He does not promise any cultural enhancement for the students, but a sort of living history lesson along the lines of Walter Cronkite's "Twentieth Century." All those interested should contact Maestro Harlow.

### IONIC POLYMERIZATION COURSE IN JUNE

A one-week short course on the Principles of Ionic Polymerization will be held by the SUNY Polymer Research Center here at the College on June 17-21. Details and printed programs are available from Michael Szwarc.

### SUMMER CAMP JOB OPPORTUNITIES

The New York State Conservation Department announces summer camp job opportunities as Boys' Conservation Education Camp Counselor. Men are needed from June 24 through August 24, 1968 at Lake Colby in the Adirondacks, DeBruce in the Catskills, and Rushford in Southwestern New York. Applicants must be single males, at least 19 years of age, and preferably a student or teacher in the natural resources field with an interest in the out-of-doors. Those qualifying for the job will receive \$535 for the season plus meals and lodging at camp. Anyone interested should contact Dr. David L. Hanselman in room 119 Bray Hall.

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The Knothole reserves the right to edit all letters for clarity and good taste.

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## LANGUAGE EXAMS FOR GRADUATE STUDENTS

The Graduate Office announces that the next language examinations will be given on March 8, and April 20. The E.T.S. exams in French, German, Russian, and Spanish will be on April 20, and other languages on March 8.

All Ph.D. students who plan to take a language examination in the spring semester should register at the Graduate Office on the following dates:

"Other" Languages - Register  
February 19 or 20

French, German,  
Russian, Spanish - Register  
April 1 or 2.

Those who do not register will not be permitted to take the examination. No late registration allowed.

William L. Webb  
Director of Graduate Studies

SORRY ABOUT THAT...

Due to a typing error in the last issue of the New Knothole, one of the articles was left authorless. The article entitled "Student Power" was written by Mr. Edward Schartz of the United States National Student Assoc.