

3-23-1970

The Knothole, March 23, 1970

SUNY College of Environmental Science and Forestry Student Body

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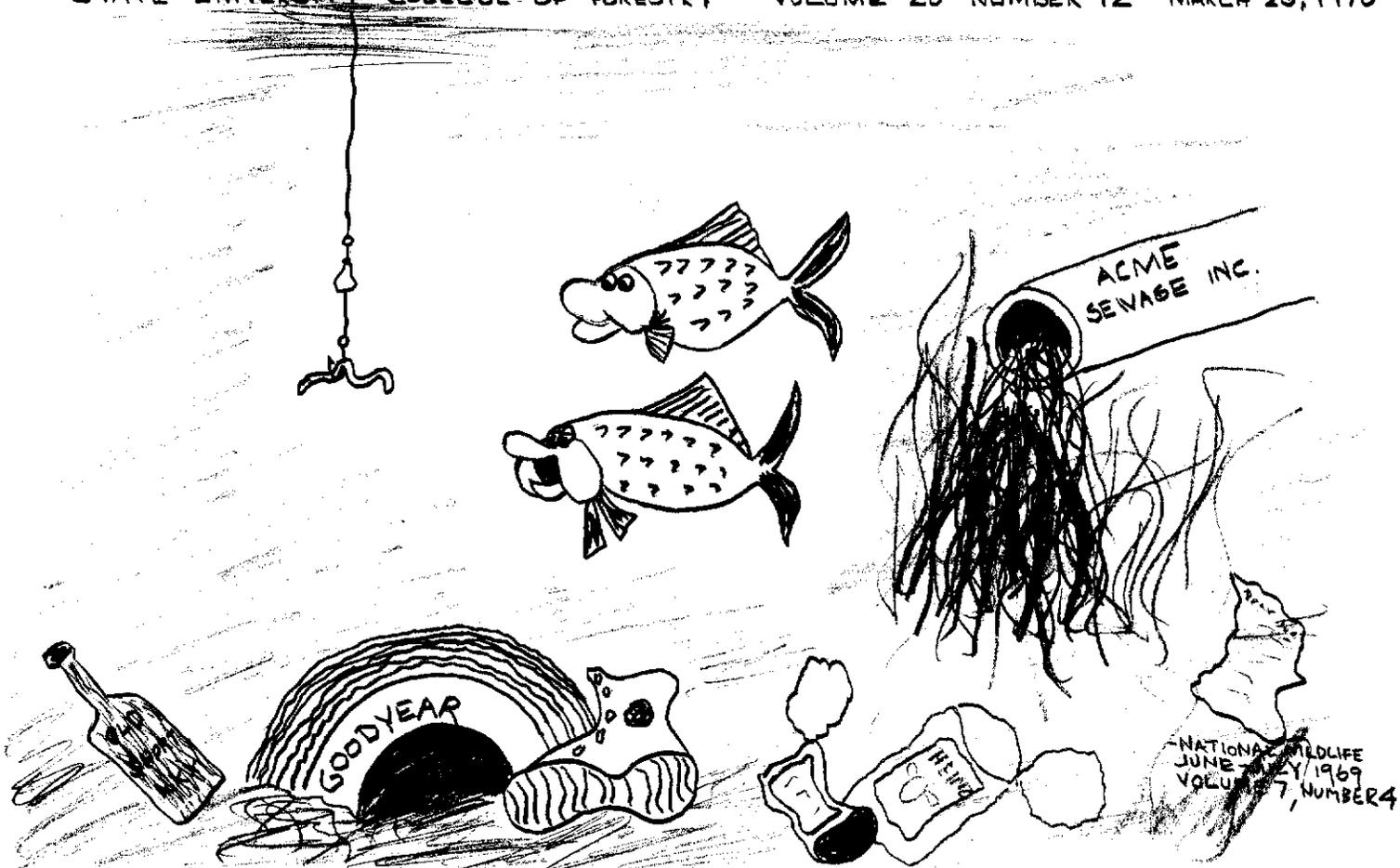
Recommended Citation

SUNY College of Environmental Science and Forestry Student Body, "The Knothole, March 23, 1970" (1970). *The Knothole*. Book 182.
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The KNOTHOLE

STATE UNIVERSITY COLLEGE OF FORESTRY VOLUME 20 NUMBER 12 MARCH 23, 1970



"THE ONLY ANSWER TO WATER POLLUTION IS TO GO RIGHT UP THERE AND GIVE THEM FOOD POISONING."

Where would we be without POLLUTION?

WHY...

the Great Smokey Mountains of Kentucky would have to be changed to the Clean Air Mountains

the Red River of Texas would have to be changed to the Blue River

the Black Hills of Dakota would have to be changed to the Green Hills

the Painted Desert of Arizona would become the drab Monochromatic Desert

A LOT OF TROUBLE ISN'T IT?

YOU CAN'T LIVE WITHOUT IT!

A Public Service
Announcement of
S.P.O.L.R.A.

Society for the Pollution
of Our Lakes, Rivers, and
Atmosphere.

THE KNOTHOLE

Published: Every Monday by Alpha Xi Sigma
Deadline: Monday A.M. one week before publication
Articles: Please sign name and so indicate if you do not wish to have name printed. We welcome all articles, gossip, notices, suggestions, and new staff members.
Editors: John Boreman Marlene Halinar
Norman Booth Janine Newmiller
Associate Editors: Cathy Wangerman Mickey Sull
Mary Schuschni Mike Lynch
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Cover: Mickey Sull

NIFKIN HOUR

On Friday, March 13, numerous faculty, alumni and students gathered for the second NIFKIN HOUR. All three "factions" mingled freely in the Library Conference Room, although at times the students present felt somewhat overwhelmed by the ratio of students to faculty. In the future, students should feel free to come and talk with those who are in some "minor" way influencing your education, your future job opportunities, and your life. Besides, it would make the students already present feel somewhat less out of place. The next NIFKIN HOUR is April 10, 1970, at 3:30 p.m. in the Library Conference Room. Hope to see you there!

---Ray Curren

PREDATORS PREVAIL

During the last third of a century, Missouri's annual bounty payment has averaged about \$53,000 on coyotes and bobcats. In 1966, it rose to over \$90,000. During this same period, the state's fox populations have remained static and have never been bountied.

The results of a recent state study postulated that bounties had little apparent influence on varying trends in the population of predator species.

-National Wildlife
February-March 1969
Volume 7, Number 2

THANK YOU

I wish to thank all my fellow Knothole readers for the numerous comments given to me about last issue's editorial pertaining to the clear-cut larches on Mt. Olympus Drive. Because of the interest that was aroused, a copy of that editorial with some explanatory notes (for non-Forestry Students) is being forwarded to the Publication Office of the Daily Orange.

Mickey Sull

HAIKU

Smokey the Bear contemplating
Sounds of tourists departing:
A pile of tin cans in a high wind.

--Grady L. McMurtry

ARCHERY CLUB

A new dimension is being added to the college this week. An archery organization is being formed and is hopefully taking a place in Forestry Club. The objectives of the club will be varied, among which will be: attaining a place to shoot, an information center for beginning archers, and group shoots for carp. If you are interested in joining an informal group, plan on attending the meeting Monday, April 13th. The place has not been set yet, but notices will appear the week after vacation. If you're interested come to the meeting. William Tell, Fred Bear, Ben Pearson and Robin Hood have signed the membership sheets.

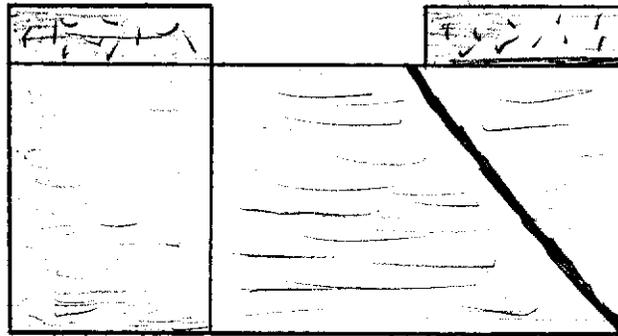
NOTICE

There will be a meeting for all students scheduled to go to the 1970 Summer Field Session at Pack Forest, on Wednesday, March 25, at 7:30 p.m., Room 5, Illick Hall. If you cannot make this meeting, notify Dr. Richard V. Lea, Director, Summer Session, Room 231, Marshall Hall.

Thank you.

EDITORIAL

WHAT IS THIS:



Is it the side view of an orthographic projection? Is it a representation of a topographic map or is it a soils map for Sylvester Flatloft's potatoe farm in East Cupcake, New York?

Unfortunately, it is none of these. What this diagram does depict can be sadly seen when one peers thru the center western window on the 3rd floor of Bray Hall. Or it can be seen by looking out of the south-facing windows of Illick; or the North-facing windows of Marshall. Most of the time, however, it is seen in one of two ways: as you walk by it, or as you do what so many do, and walk through it. Yes, I am referring to our Quadrangle.

Since my first semester at our College, I have heard the comments spoken by so many of our professors about the days of yore when anyone caught traversing our Quad was severely ridiculed and scorned upon by our own students. "The esprit de corps among our student body was really something then," they say. Now I'm not saying that we - today's students - do not exhibit something of this sort at present. Indeed, from my own experience, I have been deeply impressed by the friendliness of my fellow students and the faculty - towards each other, and towards me. Still, however - there must have been some type of "feeling" our predecessors had that we appear to be lacking. Proof of this can be found by looking at our Quad and seeing the muddy scar running in a south-westernly direction from Illick Hall to Moon Library. In the past few years, it is true that much construction has taken place on our College grounds. We have all complained (and still are rustling our feathers) about the grounds work (or lack of it) when our quad was laid down and grass and shrub plantings were attempted. I myself was one of the sonmores who did their surveying on our quad. In fact - we were the first ones to muddy it up. Finally, after student and faculty concern grew, our administration and the Forest Management Department put little pins in the asphalt so our boys will not have to turn the quad into a hog wallow in order to finish Lab. exercise No.1-13 or so. Someone put some topsoil on the southern portion of the quad and thereby proved that it does take soil to grow grass. This deduction may be proof of some progressive thinking on our quad's restoration. Nevertheless - regardless of all the past work that has or hasn't been done and all the past words that have or haven't been said, the fact remains that if we - the students attending our college at present - want our quad to look nice someday, then we can start to work towards this goal right now. It is only a matter for those glorious individuals concerned to stop walking across the quad. I'm not going to argue back-and-forth about the point that you don't save that much time by taking the "short (and muddy) -cut" to Moon (even though in actuality - the time you save is negligible). Rather I am requesting that we all consider this: if we let our "piece of green" alone - it will heal and the path will disappear. Spring is here. The quad's surface will be soft and will stay that way until somebody steps on it: then it will be muddy. If we don't use the path - then hopefully, our college will reseed that scar next month or so when all the snow is gone. If all goes well - perhaps this year's graduating seniors will be able to see a green quad for the first time since their freshman year.

Please - let us each try and co-operate - don't use the path anymore. And if you should catch someone else cutting across the quad - tell him (or her) off - right then and there. If luck is with us - the college will reseed the entire quad this spring. We should have grass before we even think of having trees. After all - owning a green quadrangle only has one cost - that we take the time to walk around it. I don't believe that such a cost is too great.

-Mickey Sull

The 38 Landscape Architectural students from Syracuse's State University College of Forestry reached this Guatemalan city after dark on February 1 and were welcomed by the Mayor of Antigua as sky rockets and a marimba band livened up the summerlike night.

Whatever events may be awaiting the group in the coming four months, the students, including four wives, will never forget the first hours of their arrival. Two volcanos, both smoking and one belching balls of fire; the crowds of Guatemala City in their Sunday fiesta; and finally, the arrival at the location of the school in Antigua in the tropical night and being greeted by exploding fireworks, fire balloons, a marimba band (the traditional music of the country), and formal greetings by officials of the city.

The first two days of the 3,000-mile trip went remarkably according to plan, although hardly uneventfully. Such things as searching for a dropped contact lens on the carpeted floor of the airliner are to be expected. The trip started Sunday before dawn at the Forestry College on February 1, and the students, four wives, and the two faculty members and their wives and children flew from Hancock Airport to Kennedy in New York City, and were shuttled without a hitch from Mohawk to the "Pan Am" building where more parents and friends (those unable to attend the farewell in Syracuse) were waiting to add to the send-off.

By the time they were over Washington, D. C., the snow on the ground below had disappeared. However, crossing the Gulf of Mexico, the snow seemed to have returned as they passed over solid-appearing drifts of white clouds that lay unbroken all the way across the water to the shores of the jungle-covered Yucatan Peninsula.

The real excitement began, however, with the first sight of the eleven-and twelve-thousand foot mountains poling up through scattered clouds around Guatemala's capital city. As forewarned by the pilot, everyone saw and felt the plane in the pilot's words "stand up on its nose" for the necessary steep dive into the valley of Guatemala City. But it was over in a brief minute, no wheeling and circling, the pilot touched the 707 down as light as a feather, presumably a more difficult feat in the thin air of 5,000 feet, and only one's eyes could tell they were on the ground taxiing by a mixed array of antiquated military aircraft and up to the landing apron of Guatemala's handsome new airport.

The Dean of the School of Architecture, his family, and members of his faculty and student body, waited to welcome us. The Dean had made it possible to pass through customs without inspection. Furthermore, except for certain advance arrangements by the Dean with customs officials, disaster would have struck at this point. Guatemala has a rule against "Hippie" type long hair. In spite of many advance warnings on this point and some barbering, six or eight of the students still did not meet Guatemalan standards. They were passed through, however, although with some grumbling by the inspectors in spite of Dean Asensio's attempts to placate them. The following day, the hair flew and the locks fell as the long-haired students decided to go along and conform to the host culture.

From the glass-walled airport, the more than 12,000-foot volcano "Aguila" with its symmetrical cone tapering up to a jagged crater, seemed unreal reaching up through great heaps of cumulus clouds. The temperature was a summery 72°, although at the high altitude the sun made it seem hotter.

Piling the hundred-odd bags and suitcases plus the 38 students and wives into the University bus gave the students their first glimpse into one aspect of the Latin American way of life - how to fill a bus. We couldn't all fit in, but Guatemalan students were on hand to take some students in their cars.

A brief swing through the city had been planned, partly so that the students would arrive at their new home after dark. A general impression of the city seemed to be one of strangeness - the low height of most buildings in this earthquake country; the sense of gay, crowded streets with people everywhere, dark-skinned and light, including barefoot brightly costumed Indians; balloon vendors; and refreshment booths of all kinds along the streets. There were two or three fairs passed by, but the whole Sunday atmosphere was carnival. It was said that, within a 30-mile radius of Guatemala City, at least one town is having a fiesta every day of the year and, of course, every Sunday is a celebration day.

Closer to the equator the days are of more even length, summer and winter, so that when the spectacular sunset painted up the clouds and mountain peaks it was already six o'clock and busload of Syracuse students, with some overflow into Guatemalan student cars, started the hour-long, 25-mile trip to Antigua. In the tropics there is no twilight -

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one minute it's bright sunset; the next it's night - so the impressions were limited to the narrow, winding road marked by a steady stream of oncoming headlights of Guatemalans returning to the city from a Sunday at the lakes or in the mountains. The traffic, at least on Sunday evening and close in to the capital city, was worse than Syracuse.

Your correspondent, an accompanying faculty member, remembered telling an assemblage of parents that at least their sons and daughters would be safe from traffic mishaps in Guatemala. And so one would think, since in most part of the country there are few roads and fewer cars and, statistically, Guatemala of six million in a country a little smaller than New York State without Long Island has only 3.6 cars per 1,000 population. The United States, by contrast, has almost 100 times as many per thousand of population. Yet what cars there are when concentrated on the few roads gathered around the one sizeable city and driven with the Latin reckless abandon that perhaps only the French and the Lebanese can match - when most of the cars of the country are all on one winding mountain road, it is an awesome sight. People couldn't drive that way if it ever snowed. As a matter of fact, it was the dry season and there would not even be any rain until mid-May.

The road climbed to 7,000 feet, giving several spectacular panoramic views of the lighted city far below, and then dropped back down to 5,000-foot Antigua.

The students for once were almost speechless on arrival at their inn, the Posada Belen, not only because of the eight Indian marimba players and fireworks on the patio but at the beauty of the Inn itself - dormitory life was never like this - splashing fountains, exotic blooming trees and vines, and the gardens and swimming pool set off the 17th century original architecture.

Your correspondent, who had brought back pictures from an advance trip last June, was soundly criticized by the students - his photography had given them no idea of the magnificence of their surroundings.

After the students were shown their rooms, some with fireplaces, a fine supper was served in the beam-ceilinged inn, followed by speeches of welcome. Finally came the chance of falling into bed after a day of so many changes - from winter to summer, from North America to Central America, from near sea level to 5,000 feet, and from Syracuse University to a new educational experience in collaboration with San Carlos University.

-George F. Earle
Director
Foreign Study Semester

TRI - STATE

The Intercollegiate Tri-State competition is being held in Syracuse this year, on Saturday, April 18.

For those who may not know, Tri-State is a field day for Forestry students from the University of West Virginia, Penn State and Syracuse. There are more events in the Tri-State competition than are participated in at our own Barbecue. Each year the events are held on one of the three College's home ground. Last April I was fortunate enough to travel to West Virginia with our College's representatives, and although we did not win, we had a great time. Last year Penn State came in 3rd, Syracuse placed 2nd and West Virginia came out on top. This year we aim on getting the title back! As a member

RECALLING YESTERDAY

The airs of remembrance fill my head
Interwoven with scents I once knew;
The times of the past, the days I lived last
And longest when I recall skies only blue.

Unfolding of flowers in some quiet rain
That rolled off my head and ears,
The beauty it gave to those wild loves;
The shroud it gave to my tears.

I can lightly bring back the wonderment
Of looking at sunset skies,
I can also look now and wonder and wish
I've matured so as then, I'd be wise.

The sacred smiles, the million miles
That never seemed to be long,
The hazy days and lazy ways
That grew special with each new song.

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cont'd on page 6

of the Woodsmen's Team, I wish to urge all students to read the Tri-State announcement and rules and regulations posted on the bulletin board located on the wall just as you walk into Moon Library. Don't be afraid to sign up for an event if you're interested. Help your college show those bark-peelers from Pennsylvania and the brush-pilers from West Virginia that we northern boys have what it takes!

-Mickey Sull

I'm softly sad with thoughts of those time.
As I feel a hush with each dawn,
For I hope I'll repeat what I may never will
Since possibly, yesterday's gone.

-Mickey Sull

ONE WAY TO SPUR INTEREST IS DUTCH ELM BEETLE REALLY RUSSIAN?

(Editor's note: A humorously satirical look at the encroaching threat of Dutch Elm disease appeared recently in the Brookings, S.D., Register and is reprinted here. The article appeared in the "Footnotes" column by Bill Leonard, Register news editor)

The time was 1970, and Dutch Elm disease was creeping slowly across the upper Midwest, decimating the American Elm populations of the Dakotas and Minnesota as it had those of Iowa in the 1950s. Once-shaded streets were lined with stumps; picnic tables blistered under the hot sun in once cool parks.

Then somebody got a bright idea.

Dutch Elm disease couldn't seem to stir much excitement. What if the name were Russian Elm disease?

OVERNIGHT, rumors grew into headlines. In days, the battle had a new cause-and soon, a new spokesman. A graduate student at an obscure college published a book, "Rush to Diagnosis," in which he maintained the disease came not from The Netherlands at all, but rather was brought to this country on an elmwood table-weight by a Russian delegate to the United Nations. Elm bark beetles also were Russian imports, he contented.

It was shortly after that that the Birch John Society issued its White Paper on Russian Elm disease, calling for the summary dismissal and deportation of all horticulture professors east of the Mississippi River.

"THIS INSIDIOUS infiltration lot," the BJS said, "could not have been carried out without the acquiescence of certain slimy characters who have achieved key positions within the agricultural schools.

"Where were the department heads when these men were promoted? Who are the fuzzy-thinking campus Comsymps who allowed this to happen?"

It was claimed further that the elm bark beetles, through their antennae, were receiving direct instruction from Moscow. "Bugs Bugged," the headlines screamed.

IN THE MONTH that followed, a leaflet-campaign began in earnest. Millions showered down from the skies over Mid-western cities, bearing the message, "Wipe out Russian Elm disease the only way possible-wipe out the elms!"

And in the next month, federal authorities, alerted by an FBI agent planted within the group, moved in at the last moment to halt an all-out attack on the elm trees of Sioux Falls by the "Momentmen." They were apprehended while creeping up on the city, armed with chain saws.

SAW-CONTROL legislation was immediately introduced in Congress but the National Lumberjacks' Association rallied support for its contention that the public's right to own and bear saws was clearly spelled out by the Constitution. The legislation was toned down to a meager attempt to control the traffic in mail-order chain saws, but the law never got out of committee.

A sit-in held in front of the White House drew several thousand youngsters, who screamed and chanted "save the beetles?"

-Arborists News
August 1967
pg. 63

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EDITORS, THE KNOTHOLE

TO: William M. Harlow '25

One of the most astounding pieces of writing I have read is your letter to the Knothole editors last issue. I'm amazed not only at your statements, but alas that they came from someone like yourself.

"...The faculty is a group of eminent scholars, masters in their fields." Really? I think making such a statement is being a bit naive. Surely you were once a student yourself and had occasion to be taught by someone who was far from being a "master" in his field or an "eminent scholar."

With regard to your statement that the student should "hopefully attain some wisdom": this to me, means never to accept flatly a person's "wisdom" simply because he is a faculty member. I do not see myself standing in awe of a professor as though he were some godly entity, vastly superior to anything I might hope to be. Only when this fallacy is removed can true wisdom be obtained.

Onward.

You ask to have "just one good reason" why any student thinks he or she is qualified to help plan the course content of his or her curriculum. Well Sir, I can give you one.

What a curriculum entails with regard to requirements, electives, prerequisites, their sequence etc., directly affects what will be learned in college as well as what can be studied in graduate and post graduate work. In addition, the curriculum will decide largely in what occupation the student will find employment, and just how well prepared the student will be for that occupation.

Again, I remind you that you were once a student and should be aware of these facts. I can't believe that during your years in formal education you sat back and let yourself be spoon fed whatever a group of professors said you should have, without once questioning their "wisdom".

I think that student representation has its place in course and curriculum evaluation especially at a time when employers and graduate schools are rapidly changing their requirements of graduates in Forestry. After all, shouldn't a person (including a student) have some voice in deciding his future?

As to your attack of Alpha Xi Sigma, I am more in sympathy with what they have to say than anything you came up with. Perhaps the "error" you mention is the use of the word "professor"? The Knothole simply printed what was given it and I do not see where it is the business of the Knothole to alter someone else's writing.

To close, I would like to say that I have enjoyed "pointing out errors to the editor" and hopefully to the readers of the Knothole. It is too bad that you didn't "learn much" from your students' comments. Perhaps then you would not have come up with such a bird-brained statement like "...students suggesting course content is for the birds".

Yours etc., etc.

Hubert Soika,

Student

TO: Hubert Soika

MARCH 5, 1970

I was delighted to read your undated letter to the "knothole" in reply to mine about student participation in planning the content of college curricula. Free speech should mean the presentation of opposing points of view on the same platform, or on the same page of a newspaper, with the same sized headlines! I hope the Knothole will follow your letter with these comments.

1. You don't read well. I said that "The European concept of a university which we have more or less followed is that a faculty is a group of eminent scholars, masters in their fields." In your quote, by substituting "the" for "a", and by your comments which follow, you imply that my statement was meant to apply to all present faculties of today. We may hope this is true and more or less it is so. However, the enormous expansion of the educational enterprise has not presumably made it easy to keep the quality of instruction high. Looking back, I can say that most of my professors were eminent scholars and

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To Hubert Soika cont'd

masters in their fields". The present faculty of this college, many of whom I know as colleagues and former students fits this category.

2. "Wisdom" is a very tricky thing to define. Again, strictly, you did not quote me correctly. If you keep doing this you may wind up as a newspaper reporter! They often include words in quotes that were not said that way by the speaker, - a most reprehensible practice. I guess you acquire "wisdom" indirectly if at all from the multitude of experiences that flood in upon you day after day. Most faculty members are "wiser" than you, a sophomore, and their knowledge in their own fields is infinite compared to yours, OTHERWISE why did you come here to study? Any student ^{who is dissatisfied with what he is getting} should try some other college. What do you know about the technical requirements for employment? They are constantly changing as you say, but the faculty, not you, is in a position to evaluate these changes and adapt the curriculum accordingly. Still I say -- "students suggesting course content is for the birds"!

3. You refer to my "attack of (sic) Alpha Xi Sigma" in a previous letter to the "Knot-hole". Ever since student days I have admired the organization, but that doesn't mean that one should remain quiet when it might be improved. I've tried to be brief. Both you and I have used too many words to express ourselves. Please do your readers a favor by signing your last name with a clearly recognized S, I thought it was an L and had some trouble "locating" you.

Yours for better education,

Wm. Harlow. '25

REPORT ON THE ALBANY PYE

PRE-TEACH-IN CONFERENCE

(PROTECT YOUR ENVIRONMENT)

Don Charles and I represented the College of Forestry at the PYE Conference March 6 and 7. We left Syracuse at 1:30 and registered in Albany at 4:45. We were taken on a short tour of the new Albany SUNY campus. We were both awed and impressed by the campus. For those of you who have never seen it, it is entirely new and modern, almost surrealistic. It is huge and the architecture units are so similar that it is difficult at first to find one's way around.

After the tour, we were treated to coffee and given name tags and PYE buttons. We were then given sheaves and sheaves of information relating to the teach-in: booklists, addresses of interested and helpful organizations, propaganda from various organizations, newspapers, newsletters, etc. etc.

Supper was served at about 6:15. The speaker at dinner was Carl J. George, associate professor of Biology and Ecology at Union College. He spoke about the "Hans Brinker Bill" to legislate on environmental programs "before the fact". He called for research on the environmental effects of any major project before the project is begun.

At 7:30, we moved to a large lecture hall (something of the sort found nowhere at Forestry or S.U.) where we were given a moving welcome by Erastus Corning, the mayor of Albany. Unhappily, as far as we and most of the other students were concerned, the program at this point was interrupted by students from the "New Left". Arguments and name calling took valuable time from the conference. Although these students had several good points, they used poor tactics to put them across. They never reappeared at the proper time.

Richard Ottinger, congressman from Westchester gave a long interesting speech. It was, of course, partly political, but he had several good points. He and others stressed that America will have to change its entire life style to effectively combat the total environmental program. Ottinger had difficulty answering some student questions. Although they were clear to us, he did not seem to understand what was being asked.

After the question and answer period with Ottinger, several kegs of beer were tapped for an informal "Rap-Session" on the teach-in. This was the first opportunity to talk with students and faculty of other colleges and discuss our various plans and ideas. It was a fruitful session, I believe.

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We were housed in dormitories with other students for the night.

At 8:15, breakfast was served. At 9:00 Robert Rienow, professor of Political Science SUNYA and co-author of Moment in the Sun spoke. From 9:35 to 12:30, workshops were held. I attended two workshops: the one on organization and the one on population. Students discussed their problems and ideas about organizing the teach-in. We discussed goals, target audiences, and methods for reaching these audiences. Everyone seemed to be having problems organizing. The best organized campus was Albany, and they had received full support of the faculty. The workshop on population had little to offer me with my background at the college, although I did pick up a few interesting facts.

Lunch was served at 12:35. We (Don and I) sat at the same table as Andy Garling and exchanged words with him. After lunch, we adjourned to the courtyard to watch the eclipse.

At 2:15, Vincent J. Schaefer, director of the atmospheric Science Research Center spoke of goals for the teach-in. Some of his ideas were very good, but he alienated most of the students by saying that he did not believe that population was a pressing problem in our country. We had already agreed several times that it was.

Andy Garling, Northeast coordinator for the Environmental Teach-in spoke next. He satisfied student unrest in the audience by taking issue with Shaefer's population statement. He then went on to speak about organizing the teach-in.

There was a final question and answer period where one student spoke of bombing Con-Edison and other such activities. Although most students felt that changes should be made, we agreed that bombing was not the best approach. We stressed the fact that each of us is a major polluter. Therefore, we are the enemy.

We will receive data from Albany on the number of students attending the Conference and the number of schools represented. It was estimated that 65 schools were represented and that around 300 students attended the Conference.

I have notes from the lectures and workshops and a huge envelope filled with information handed out to us. If anyone is interested, contact me through the Entomology office.

We left Albany at 4:00 p.m. Saturday to return to Syracuse.

Respectfully submitted by
Mary Schuschni

STUDENT LEADER'S CONFERENCE 1969

Summary and Recommendations

Group I The Advisory System

- A. That a memo from the registrar be distributed to all students to encourage them to see their advisors for a pre-registration session to avoid the last minute rush.
- B. That general advisors be selected for each department to advise on cross-campus courses. Perhaps this could be included in the duties of the proposed General Education Committee.
- C. That a Faculty-Handbook be prepared which would include a picture and professional description of each faculty member. This would serve to introduce the faculty to new and old students.
- D. That the number of student advisees assigned to a single faculty member be limited.

- E. That a bulletin at registration for all freshmen include:
 - 1. advice to see their advisor prior to registration
 - 2. information collected on possible electives
 - 3. information on advisors and their role
- F. That a senior advisor system be initiated to help new students, freshmen and transfers. This would involve voluntary communication between juniors and the new students during the summer and throughout the year.

Discussion of a Placement Center : It was noted that the Students in Chemistry can utilize the Placement Center of Syracuse University.

It was also noted that the students in Paper Science Engineering have a placement service incorporated into their Department.

However, it was decided that there is a definite need for placement aid to those students in Biological Sciences, Wildlife and Forest Management, etc.

Recommendation: To President Palmer

That plans for a placement service be formulated by the Administration for the purpose of supplementing the S.U. Placement Center, especially for the curriculums of Biological Sciences and Resources Management.

Group II Student Involvement in Evaluation

A. Course Evaluation

It was felt that student initiation and participation is desirable. It was agreed that the results of course evaluation by students could be beneficial to professors by pointing out weaknesses in the courses, provided that they did not try to rationalize the results; that the objectives of the student in taking the course were outlined in the questionnaire; and that the students gave a thoughtful evaluation.

It was proposed that the present student course evaluation questionnaire be revised, reworded for clarity, and reorganized to define student reasons for taking the course in question. A selected group of faculty members would be solicited to aid in the further development of the questionnaire.

B. Grading

Regarding student involvement in grading procedures, it was concluded that students are very wary of having an effect on the grade of a peer; peer group evaluation is not feasible except in some limited situations. It was suggested that it might be more practical for professors to use varied types of tests to evaluate

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the students performance. No definite proposals were made in this area.

C. Pass-Fail Option

It was proposed that the College of Forestry institute a study of the Pass-Fail option in the following form:

1. no minimum cumulative average requirement
2. limit of one course per semester
3. open to elective courses only
4. dates to declare or drop pass-fail would be stated

D. The discussion group endorses the proposal that faculty members be presented the option to have video-tape made of a lecture to promote self-evaluation.

E. It was proposed that a student curriculum committee be formed to voice student opinions on curriculums through the Faculty Curriculum Committee.

Group III Problem of Instruction

A. Over-Under Syndrome

This was defined as a situation where the instructor enters the classroom, stands behind a lectern, delivers material and makes a few diagrams on the board. When class has ended, he picks up his notes and walks out. He, therefore, has no contact with his students and antagonism develops.

Suggested solutions to this problem were: 1) smaller classrooms; 2) a time allotted either during class or after when the students may ask questions. Among the comments were that the interest of both the student and the teacher must evolve to overcome this syndrome; professors must lower their level and students must raise theirs. Another comment was made that the students expect the teacher to be somewhat of an actor, and not rattle off notes deadpan.

B. Publish or Perish

Many students feel that some teachers are so involved in their research that they do not spend adequate time preparing for their lectures, and that they teach by reading the text verbatim. A solution to this problem is that a balance must be achieved between teaching and research so that both the students and the professor are satisfied.

C. Open Door Policy

When a professor's door is open it means that he is there and willing to talk to students and advisees. Some students feel that this policy is not practiced by all professors and some are "unreachable". Proposed solutions to this problem are:

1. professors should state their office hours in lecture of advise students

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- that they may be reached by appointment,
2. students should go to see their advisors each semester before the registration rush to discuss their schedule for the coming semester.
- D. It was brought up that, regretablely some Graduate students do not make very capable instructors and do not have the interest necessary to improve their capabilities. It was suggested that Grad students who will be required to teach should take a course in the mechanics of instruction.
 - E. It was recommended that the display cases in Illick Hall deal with Biological Science instead of Landscape Architecture. Also, a display should be set up in Bray Rotunda applicable to the program of the College of Forestry of Today.
 - F. It was felt that the problem of planning a department's curriculum should be partly in the hands of students enrolled in that department. Committees composed of student and faculty members should be set up in each department to plan curricula.
 - G. An effort should be made to rewrite the college catalogue, with each department writing its own section.
 - H. It was suggested that a pass-fail option should be investigated.

It is hoped that this summary and the included recommendations will be of some aid in defining areas where work and interest are needed now and in the coming years. I would like to thank all those who attended the conference this year and applaud all those who showed a valuable interest in the affairs of our College. A special thanks to the recorders: Susan Damon, Jeanne Dory, and Adele Rossi.

Respectfully submitted,
Henri Hamel, Chairman
Student Leaders Conference 1969

NOTICE OF NOMINATION AND ELECTION

Nominations for next years class officers and Student Council Officers are being accepted from now until the Student Council meeting of April 8. If you are interested and qualified (check Student Handbook) or know of someone who is interested, contact by student mailbox, one of the following: Class President, Joe Paddock, Bob Plummer, or Bob Tindal. Elections will be held April 16 and 17 and the results will be announced the following week at the College Banquet.

THE END. (WHEW! -Thanks Pat!)

12.