One of the most astounding ideas of the present college generation of students is that they should be involved in curriculum planning. 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, and that students seek them out to attain knowledge, and hopefully some wisdom. If this be true, I should like to have just one good reason why any student thinks he or she is qualified to help plan the course content in any of the subjects listed in the curricula of this college. The whole thing should be quite amusing should it not! The students teach the professors, or tell them what to teach.

Having once led Alpha Xi Sigma when I was a student, I know it consists of the best student brains in the college. It is very sad to read this quotation from the Vol. 20, No. 7 (no date) "Knothole". "The problem of planning a department curricula for the students should be partly in the hands of students enrolled in that department. Committees should be set up in each department to plan curricula composed of students and professors." There are two egregious errors, one in each sentence which I hope the reader has noticed. Is it too much to expect the editors to correct such things before publication? But then, American Editor always worrying about errors in paper, get ulcers early. Chinese editor never worry about errors, even put some in! Readers much enjoy pointing out errors to editor.

During nearly a quarter of a century, I always accompanied the final exam in dendrology with a questionnaire which the students might use or not, as they chose. The first question was: "Besides the technical information scanned, temporarily gained, or perhaps permanently acquired, what of value did you get from this course?" The following answers were from men in Pulp and Paper, and Wood Products Engineering, two groups no longer exposed to a one semester course in dendrology.

1. This course has taught me to observe more carefully. Learning by observation is an excellent method to acquire knowledge.
2. I did learn to notice things for the first time that have been about me all my life.
3. It has taught me to think, to reason out answers and not jump to conclusions.
4. What I learned will be useful, if not professionally, then conversationally. Everyone ought to know something about things as common and important as trees, but few do.

The students were also invited to use the back of the sheet for gripes or suggestions for improving the course. The sheets were unsigned and left in the most conspicuous corner of the room! We learned much from these comments, and all faculty members would do well to get student opinion in this way. But when it comes to students suggesting course content, that is for the birds!

Yours, etc.
William M. Harlow '25

METERED MESSAGE FOR KNOTHOLE ON TARGET '76

Abracadabra:
I'm writing a poem
we now have fake sugar
and wracking my brain
there's not enough food
for an answer to solve
or too many people
all the trouble we're in,
diet today
for dear Knothole reader
and famine tomorrow
we must make an effort
I wonder if something
to save some of this world
can help.

for our kids!

-Two-Mary Schuschni
A VALUE

If I'm alone within this world, as a leaf on a country road,
If dust burdens my shoulders, as my mind's off afar,
If the only life I can hear is the wind
As I gaze at a friendly bright star;
And if the gleaming stream is my water cup
When I lie on the velvet green moss,
While the jay overhead in the red-wooded pine
Cries at me, telling who's boss;
And if my cares are as stable as the sands of a beach
That wander eternity's lane,
While the tearful willow guarding the shore
Beckons me once again;
Yes, if all this is true, I can honestly say,
Although at times I might try and pretend,
With all these riches, my treasure's still twice
When I can share even half with a friend.

-Mickey Sull
Following are the results of the Student Council Registration Questionnaire. Percentage are based on 601 returned questionnaires.

**ACADEMIC AND ADVISING SYSTEM**

1. Is the present system filling your needs?  
   - Yes 74.3  
   - No 23.8  
   - No answer 1.8

2. How many times this semester have you consulted your advisor?  
   - Average 2.20

3. Do you view your advisor as:  
   - Academic advisor ONLY 54.4  
   - Personal and academic advisor 42.6  
   - No answer 1.5

4. Do you feel the need to see your advisor during the semester to review the previous semester and plan for the coming one?  
   - Yes 63.9  
   - No 34.4  
   - No answer 1.7

5. Do you favor a pass-fail option for the College, similar to the one already in use at Syracuse University? (one pass-fail course per semester in a general elective)  
   - Yes 73.9  
   - No 23.8  
   - No Answer 2.3

6. Do you feel that there are sufficient electives in your curriculum?  
   - Yes 56.2  
   - No 41.6  
   - No Answer 2.2

7. Do you feel the need for a general education advisor to help in your choice of electives?  
   - Yes 47.0  
   - No 51.3  
   - No Answer 1.7

**MISCELLANEOUS**

1. Do you feel informed about job opportunities in your field? (summer and full-time)  
   - Yes 22.6  
   - No 76.0  
   - No Answer 1.5

2. Do you feel that information concerning jobs, etc. should be the responsibility of your department: Chemistry, Biological Sciences, Forest Management, etc.?  
   - Yes 86.0  
   - No 11.5  
   - No Answer 2.5

3. Do you favor a placement service here at Forestry to act as a clearing house for job offers?  
   - Yes 88.3  
   - No 9.3  
   - No Answer 1.3

4. Do you feel that a voluntary program of summer correspondence between upper-classmen and freshmen and transfer students should be inaugurated to acquaint new students with our College?  
   - Yes 52.6  
   - No 43.4  
   - No Answer 4.0

5. Would you be willing to participate in such a program?  
   - Yes 48.3  
   - No 44.3  
   - No Answer 7.4

6. If the Library were to remain open Saturday nights, would you use it?  
   - Yes 44.6  
   - No 52.0  
   - No Answer 3.3

**STUDENTS ASSOCIATION**

1. In your opinion, is the Students Association at the College of Forestry an effective voice of the students?  
   - Yes 25.1  
   - No 48.1  
   - No Answer 26.8

(On behalf of the Student Association, I would like to thank all those students who took the extra time out during registration to fill in this questionnaire.

Joe Braun  
President
TO: All Faculty, Deans

FROM: Mary Schuschni

DATE: February 11, 1970

In talking to professors about the Teach-In of April 22, I have been repeatedly asked for my ideas of what should be done. I want to stress that many programs are already under way and that my function is merely to act as coordinator for these activities and to encourage further activities. Although these are supposed to be student activities, faculty help and cooperation is essential for a successful program.

Here are a few of the things that I would like to see:

1. First, I think that all regularly scheduled classes on April 22 and perhaps other days that week should concern themselves with topics of environmental interest, preferably related to the regular coursework of that course.

2. I would like to see a schedule of events, published and available to the public, encompassing some or all of the following activities and any additional activities that any group may want to include:
   a. movies on the environment. These could be shown continuously April 22 or at specified times for the entire week, or whatever system works out.
   b. seminars. Faculty members or anyone else with particular interest in any phase of Environmental qualities can carry on seminars.
   c. lectures. Any faculty members with knowledge of a particular phase of Environmental quality may volunteer to give a lecture on his topic, or we may ask faculty members. These lectures may or may not cover work being done in the department. Guest lecturers, if available, may also be invited by certain groups to speak. Some guest lecturers (such as John Lind-say for the banquet) have already been invited. However, this will be a difficult time to engage guest lecturers.
   d. displays on the environment would be helpful if student & faculty members can be inspired to do this. The display cabinets may be put to good use for the Teach-In.
   e. other suggestions have included canvassing and lectures and seminars at local high schools.

Anyone with any further ideas, please contact me. Anyone who is already doing anything, who plans to do anything, or who has any other ideas or suggestions, see me. Any student or other person wishing to work on committees to organize this Teach-In, see me. I may be found in rm. 130 Illick. Messages may be left on my door or with the Entomology Secretary.

Some of the objectives of this Teach-In are: 1) to educate ourselves and the general public as to the scope and magnitude of the environmental problem, to point out that it is we and our standard of living that cause this problem to each of us, to explore what the environment is and how pollutants change and harm it, and to learn what we can do to solve the problem; 2) to affect the political structure in such a way that something is actually done—action; 3) to create a system of perpetuating an interest in the environment so that the April 22 Teach-In does not come and go as a one shot affair.

Anyone wishing to modify or add to these objectives, see me.

Mary Schuschni
Coordinating Chairman
478-4989
rm. 130 Illick

NOTE: The Library is now open until 10:00 P.M., Saturday
Open Letter to the College Students of America

Plans are now well underway for a nationwide Teach-In next spring, Wednesday, April 22, on the grave crisis facing the quality of the environment and the quality of life in America today.

A national headquarters and staff to organize, coordinate, and service this effort is now established in Washington. The address is Room 600, 2100 M Street, N.W., Washington, D.C. 20037

The aim of the National Teach-In is to encourage students across the country to take the initiative in organizing April 22 environmental teach-ins on their campuses, and associated efforts in their communities.

Successful teach-ins on all campuses on the same day will have a dramatic impact on the environmental conscience of the nation. They will be immensely effective as an educational effort in arousing public opinion concerning necessary steps to protect our environment and establish quality on a par with quantity as a goal of American life.

There is no question that in the long run, the environmental challenge is the greatest faced by mankind. Distinguished scientific authorities have been warning for years that mankind is rapidly destroying the very habitat on which he depends for his survival.

In addition, population continues to increase worldwide—while scientists warn that we may have already passed sustainable population levels. All across the country, and worldwide, increasing numbers of citizens are voicing the same intense concern as has been so eloquently expressed by the ecologists and other environmentalists.

Yet, many are still not aware of the environmental problems being created by our advancing technology. Federally-financed projects—such as the supersonic transport plane—raise grave questions about possible new environmental dangers. Many respected scientists and national leaders have indicated that although some positive steps have been taken, toxic, persistent pesticides are still accumulating in the world environment, wreaking destruction on fish and wildlife—and threatening man himself. Is the price we pay for these products in terms of their effect upon our environment worth the benefits we obtain from them?

The pollution of our rivers and lakes, and of the air in our urban areas continues to accelerate. Suburban sprawl continues to destroy vast scenic and recreational resources, with little heed being given to plans to create workable environments. And the millions trapped in our urban and rural ghettos continue to suffer the worst of the massive air, water, land and noise pollution.

Who will finally bear the brunt of this tragic irresponsibility? The new generation now in school, the generation which will soon inherit the world environment. The time has come for all citizens to begin thinking about the basic questions raised by technological advances and environmental degradation.

Students in America and the world, who are deeply concerned with the hard choices which their generation faces, are uniquely well suited to take initiatives in exploring with all citizens the problems created by man's growing impact upon his environment.

We believe the National Teach-In next April 22nd provides students the opportunity to accomplish this objective. Hundreds of teach-ins on that day would bring together for the first time on a national scale the many young people who are already concerned about the environment, and would involve and educate many more as well.

In addition to bringing this widespread involvement, the teach-ins would present information, draw the issues, stimulate plans for action, and demonstrate the strength of concern for a livable world.

Furthermore, the environmental teach-ins present an unprecedented opportunity for the involvement by student initiative of communities, organizations, leaders, and concerned citizens of all generations in a common, nonpartisan effort to meet a problem of far-reaching consequence.

Thus, we are writing this letter to urge that all campuses in America participate in a broad-based, student-led teach-in effort, involving all individuals and groups who share this concern.
Already, the student response to this idea has been one of overwhelming support, and a number of campuses are now well into the process of planning April 22nd teach-ins.

At the University of Michigan, a mass meeting was called recently by an ad hoc student committee to plan a teach-in. More than 350 people showed up, and the plan is now well underway. University officials and faculty were also contacted by the students for their support and advice, a step which we believe is important for successful teach-ins.

One of the projects now being planned preparatory to the University of Michigan event is a comprehensive inventory of environmental problems in that community and region.

Similar inventories for other teach-ins around the country would be educational and practical and would provide the teach-ins themselves with specific examples of local environmental problems needing immediate attention.

The University of Michigan students have sent us a memorandum on how they have developed their plan. We enclose a copy of the memorandum for the consideration of other campuses as they develop their own plans for their April 22nd Teach-Ins.

We look forward to the April 22nd event and ask your support and leadership. We are convinced that, if young people put their energy, imagination and idealism to work on this issue, they will help write a bright new chapter in the struggle for a livable world.

If you want more information, or if we can be of assistance please contact the National Teach-In office: Environmental Teach-In, Inc., Room 600, 2100 M Street, N.W., Washington, D.C., 20037. The telephone number after December 8 will be 202-293-6960.

Sincerely yours,

GAYLORD NELSON
U. S. Senator (Wis.)

GLENN L. PAULSON
Student
The Rockefeller University
New York City, New York

DOUGLAS SCOTT
Student
University of Michigan
Ann Arbor, Michigan

CHARLES CREASY
Contemporary University
Student Program
Federal City College
Washington, D. C.

SYDNEY HOWE
President
The Conservation Foundation

PAUL N. MC CLOSKEY, JR.
U. S. Congressman (Calif.)

ATTENTION STUDENTS WHO HAVE TAKEN EITHER WPE 388 OR WPE 486


Used copies are urgently needed for WPE 388. The publisher could not supply enough copies and as a result, 18 students enrolled in the course still lack textbooks.

If you wish to sell or loan yours, please get in contact with Dr. de Zeeuw in Room 425, Baker Lab.