The Knothole

SUNY College of Environmental Science and Forestry Student Body

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WHAT'S IN A NAME?

"What's in a name? That which we call a rose by any other name would smell as sweet."

So said Shakespeare in Romeo and Juliet. The question, as it concerns us seems to be -What's in our name? Are we a College of Forestry or are we something more?

There is a movement gaining momentum on the campus. The movement is one to change the name of the College of Forestry. It has its roots in a historical confusion as to what our name really is. For instance, I always thought it was the State University of New York College of Forestry at Syracuse University, yet in our original 1911 charter our legal name is the New York State College of Forestry at Syracuse University; and in a 1956 agreement between our two Board of Trustees the working name within the University system became the State University College of Forestry at Syracuse University. So who exactly are we? It is hoped that any name change would resolve all this confusion once and for all.

This is not a new movement. For a long time, there has been dissatisfaction among some departments with the label forestry. They feel that the term forestry does not adequately include their fields. This leads to the major source of dissatisfaction. Is forestry too narrow a term for all of the areas covered by our College? Does the layman really get a clear picture of all we are doing here or does he see only the stumpy with his axe? How many of you really knew what the College of Forestry was before you arrived on campus?

Perhaps if the general public knew the true scope of our activities, it would be easier for us to get financial support, either through state legislation or from donations. This certainly deserves serious consideration as we can use all the help we can get.

What names have been suggested? President Palmer has suggested the College of Forestry and Environmental Science. He likens us to a medical center providing medical care where we provide environmental care. The faculty has endorsed the above name and suggested another: The College of Environmental Science and Forestry. The Student Association is presently working on some names and anyone is welcome to get into the act.

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To many, this seems like trivia, but in reality it's an important step for the College. Undoubtedly, we will lose something intangible in the change, but perhaps there is more to be gained. This change will not be immediate. If faculty, administration, students and the public were to agree on a name today, it would still be a long time in coming. Think about it and make your opinion known.

- Barbara Steves

The following resolution was unanimously passed at the October 15 Board of Trustees meeting:

"Resolved that the Board of Trustees views with favor the proposal to change the name of the College to embrace the concept of environmental science."

The same motion was unanimously passed by the faculty on October 16.

**SOMETHING FOR NOTHING!**

Graduate students and others seeking information on air pollution should be aware of a new service of the Environmental Protection Agency, Air Pollution Technical Information Center (APTIC). APTIC is responsible for collection and dissemination of technical literature on air pollution. It publishes Air Pollution Abstracts, does literature searches (free of charge), and provides translations from certain Russian and German periodicals. Some additional information on APTIC and its services is available in the Graduate Office. Details and services can be learned by writing to Environmental Protection Agency, Office of Air Programs, Air Pollution Technical Information Center, Research Triangle Park, North Carolina 27711.

- Dr. William L. Webb

THE KNOTHOLE: The student publication of the State University College of Forestry at Syracuse University. Published every Monday. Student and faculty who have ideas about our College, notices they wish published, suggestions, stories, poems or anything that they think might interest our readers, are encouraged to submit these to the Knothole. Please sign name to articles and date them as well. Articles should be put in the Knothole mailbox no later than ten days before publication. Anyone interested in joining the Knothole Staff is invited to contact any of our members either in person or via student mail. We also welcome any comments and/or criticisms. These should be placed in the Knothole mailbox.

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PLEASE RECYCLE THIS KNOTHOLE
Dear Members of the Campus Community:

"Public ignorance of what the College of Forestry is has led many to seek a new name for our College" (KH 10/18). Well people, you are what you eat. Changing the name of the College of Forestry is, in my way of thinking, putting the cart before the horse. I think we all need to understand what a name change really suggests and what it says about the College of Forestry. I do however, fully support the idea of President Palmer changing the name; because it is a logical, realistic, political, administrative move. If it rings somewhat hollow, the responsibility for filling it in lies with each and every one of us. In a certain sense our education should first of all, prepare us to be participating members of a viable society in which we live. I think this abstraction can very logically be extended to the institution that guides our education. Is the College of Forestry and each individual member of our community contributing to the society of which it is a part? In a down home, feet on the ground, tobacco chawin' type of philosophy that seems to find appeal with certain sectors of the College, I might be moved to philosophize: "people know you for what you are."

Peace.

-Tom Catterson

Open letter to the readers of the Knothole:

Sometimes the faculty is accused of treating students as immature and irresponsible people. Sometimes that charge is probably justified. However, the decision of when to treat students as mature and when to act in loco parentis is the "teachers dilemma." This open letter is written to seek suggestions on how I should decide on the level of responsibility which should be given to (forced on?) students.

Last spring semester I was responsible for Forest Biology 497. About seventy students (largely juniors and seniors) registered for the seminar course which dealt with the exciting theme "The Future of Ecological Activism." Twelve outstanding speakers were brought to the campus and some informative and exciting discussions resulted. Because of the maturity of the class and the fact that it was entirely an elective, I decided that maximum responsibility should be left to the student. Attendance at the sessions was entirely voluntary. Each student was responsible for determining what his own grade should be since he was the only one who could possibly know how much he had been intellectually involved in the work of the course, and how much he had learned.

A majority of the students attended the sessions regularly and participated in the discussions. In other words, they acted as mature and responsible persons. However, a substantial number of students did not attend the sessions regularly, did not participate in the discussions, and still ended the semester by deciding that their grade should be "A."

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And there is the teachers dilemma! The responsible element in the class learned a great deal, but the irresponsible and immature got the same "reward." Should the teacher be philosophical and recognize that nothing will ever be absolutely fair? Or should he act in loco parentis and force the immature and irresponsible to attend and perhaps learn something important?

Another aspect of the teachers dilemma is that some students denigrate their own efforts and their own worth. One of the seniors in F. Biology 497 gave himself a "C" grade, even though he attended most of the sessions and felt he had learned a good deal from the course. His justification for his grade was: "I could have done better." Of course! But so could every other participant - including the teacher and the speakers. In such a case should the teacher serve in loco parentis and encourage those who set impossible standards for themselves to be realistic?

-Dr. William L. Webb

"THE CRADLE OF FORESTRY"

Beginning Oct. 11 and continuing for an indefinite length of time, the Library will feature a display on "The Cradle of Forestry." This is neither Cornell nor Syracuse, but the Biltmore Forestry School, founded by Dr. Carl Schenck in 1898. The school derived its name from its original location, the George Vanderbilt estate in western North Carolina. Schenck's guiding philosophy was that of a practical education, rather than theoretical one. For one year, the Biltmore Boys would have both classroom and field work in forestry. They did not live in dorms. They lodged with local people or in abandoned cabins in the forest which carried names like "Hellhole" and "Gnat Hollow." Biltmore Boys were expected to be able to rough it. After a successful beginning, Vanderbilt and Schenck came to a parting of the ways and Schenck was forced to mobilize his school. Mobilize he did. Schooling was expanded to include every major lumber company in the United States and a semester abroad emphasizing forestry in Germany. It was during this phase, in 1910, that Joseph Illick (for whom Illick Hall was named) joined with Schenck in Tupper Lake and toured with him for two years.

A continuing source of aggravation which eventually led to the dissolution of the school was the belief held by such prominent foresters as Gifford Pinchot and Bernard Fernow that Schenck's one year practical approach was inadequate to the needs of professional forestry. Both Pinchot and Fernow founded schools of forestry: Fernow in 1898 at Cornell and Pinchot in 1900 at Yale. Faced with criticism, competition and dwindling enrollment, Schenck found it necessary to disband his school in 1913.

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In 1951, Schenck, on a national tour sponsored by the American Forestry Association, visited the campus here. A reunion with several of his students, including the then Dean of the College, Joseph Illick, was held. The eighty-three year old Schenck, a former trustee, stated that, (in 1951) "The N.Y.S. College of Forestry at Syracuse is the foremost forestry school in the world, with the best equipment." Upon the completion of this tour, Schenck returned to Germany.

Further information for those of you who desire it will be in Moon Library. Why not check it out?

-Barbara Steves

PRINCETON, N.J. - Educational Testing Service has announced that special testing dates and special test centers in seven major cities have been established for the Graduate Record Examinations for the 1971-72 academic year.

This special service makes possible the testing of candidates who cannot take the GRE on one of the six regular test administration dates announced for the Graduate Record Examinations Program. Because of the additional expenses incurred in offering this special service, a service fee of $5 is added to the regular examination fee. The Special Administration centers will be located in Austin, Boston, Chicago, Los Angeles, New York City, San Francisco, and Washington, D.C.

The Graduate Record Examinations in this program include an Aptitude Test of general scholastic ability and Advanced Tests of achievement in 19 major fields of study. Candidates are urged to determine from graduate schools or fellowship sponsors which of the examinations they should take and when they should be taken. Applicants should be sure that they take the test in time to meet the deadlines of their intended graduate school, graduate department, or fellowship granting agency. Early registration also ensures that the individual can be tested on the test date of his choice.

Full details and registration forms needed to apply for the Special Administrations are contained in the Graduate Record Examinations Special Administration registration packet. These packets may be requested from: Educational Testing Service, The Quadrangle, Suite 253, 3810 Medical Parkway, Austin, Texas 78756; 960 Grove Street, Evanston, Illinois 60201; 1947 Center Street, Berkeley, California 94704; P.O. Box 955, Princeton, New Jersey 08540; One DuPont Circle, Washington, D.C. 20036; Fordham University Counseling Center, Dealy Hall, Bronx, New York 10458; and Counseling Center, Boston University, 704 Commonwealth Avenue, Boston, Massachusetts 02215.
OVERPAYMENT TO VETERANS BY THE VETERANS ADMINISTRATION

The Veterans Administration of Buffalo has recently contacted us regarding overpayments to veterans who have, during the course of the regular academic year, changed their status in some way. Many overpayments have resulted because the VA was not notified in time of a veteran's withdrawal, dropping of credit hours below the full-time requirement, or a failure to register for the Spring Semester of the academic year in question.

To avoid unnecessary overpayment, we would appreciate veterans notifying us as soon as they drop credit hours which bring them below the 12 required for full-time payment. We would also like to know as soon as possible if the veteran plans to withdraw or does not plan to register for the Spring Semester.

-Office of the Registrar

SECURING A POSITION

The Graduate Office has arranged a series of five seminars to assist graduate students in finding suitable employment. Some undergraduate students may find some aspects of this worthwhile. The programs will all be held in Room 319 Marshall Hall from 4 - 5:30 p.m.

Monday, Oct. 25: "Seeking a Position"
Seeking a Government Position - Prof. Getty
Seeking an Industrial Position - Prof. O'Neil
Seeking a Teaching Position - Dean Tepper

Monday, Nov. 1:
Application Letters and Bio Data
The application materials are crucial - Prof. Lalor

Monday, Nov. 8:
Interviews and Personal Contacts
The job interview - Vice-Pres. Zabel
The "seminar" and its function - Dean Webb

Monday, Nov. 15:
Salaries and Fringe Benefits
Personnel policies - how do they affect a professional - Mr. McCloskey

Monday, Nov. 22:
The Academic Environment
Significance of academic environment (university governance, academic freedom, tenure, sabbatic promotion policy, publish or perish, supporting services, etc.) on the university professor - Dr. Farnsworth & Dean Webb

-Dr. William L. Webb