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The Knothole, November 8, 1971

SUNY College of Environmental Science and Forestry Student Body

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"From Tweeds to Beads"

JOB WANTED: Teaching at college level (Engl. lit.)
Or light cleaning (no windows, floors).
Available immediately. Contact Dr.
Leonard Brill, 646 Douglass, San Francisco 94114

SAN FRANCISCO: -- With a sigh of liberated relief, he dropped out. He hung up his suit coat with patches, his pipe with matches, and donned beads, beard, embroidered denims and a bowling shirt he got at this auction. He moved into a tiny apartment, built bean bag chairs and shelves on which to hang his Huxleys and Hemingways. He became a vegetarian, did yoga on cushions when the sun rose, studied macrobiotics on cushions when it set. And, like instant Karma, the star became a chorus boy and that was that -- the beginning of a beautiful self-indulgent life.

That was over a year ago, when the well-read, well-bred Brooklyn-boy-turn-English-teacher (American and English Literature, Humanities, et al), dropped out to drop into himself.

Now, he says, moaning one of those academic moans, "I want to drop back in again. I'd like to find a job teaching somewhere. I miss students. But it's hard to drop in . . . the economic situation is so . . . and nobody's hiring, and . . . ."

And his voice trails off to the West Coast where he lives and he meekly locks down at his ragged t-shirt wishing, maybe?, it were a little tweedier. You know: with those terribly academic patches so he shouldn't wear his elbows out while leaning on that podium.

With memories of three years at the University of Minnesota, two years at Macalester College in St. Paul, "that awful year writing a dissertation back in '67," and those two last years at Stanislaus College in Turlock, Calif., Leonard Brill, aging in at 35, is the dropout professor.

It's happening all over the country. And Brill (please call him Dr. Brill) is only one of the many victims of a bad academic job market. Money is tight; contracts aren't being renewed. Profs take off to discover the better life. And even at your own campus, look around you: you just might notice that Professor -- oh-what-was-his-name? -- isn't there anymore. And he hasn't left to accept a better position at some elegant Eastern school. He just might be living in the hovel down the block.

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A graduate student writes: "Well people, you are what you eat," and "If it rings (name change proposal for College of Forestry) somewhat hollow, the responsibility for filling it in lies with each and every one of us."
- Tom Catterson, KH 10/25/71

The Dean of Graduate students seeks an answer to the question of responsibility of students within a course-should the instructor impose required attendance, written reports, etc. in a bioethics seminar, or should the student body act in a manner so as to make these unnecessary?  
- Dean William L. Webb, KH 10/25/71

Then Forestry Council moves to table this motion (name change proposal for College) "until enough information is presented via the Knothole to have a College meeting with total participation on the name change." And in both this and the following meeting the Knothole editor asked the student leaders to submit to him either collectively or individually, their opinions on the name change-to this date, none have been received.
- E. M. Dentes

All three excerpts are centered around a question of responsibility. I wish here, to consider this lack of responsibility, or perhaps it should be termed a lack of "active interest," as a primary factor we must all deliberate before the phrase, ENVIRONMENTAL SCIENCES, is incorporated into the College's present title. Although Dean Webb's open letter to the student body is not directly concerned with the name change, I feel its message is of great value in pointing out a general lack of student responsibility (as pertains to eco-activism) here at the College.

No one can dispute the fact that the College of Forestry has the potential to develop the environmentalists needed to attack the present ecological crisis. However, do we consider ourselves a school of environmental science merely because we possess potential in that area? Today's environmentalists must be active individuals, ready to participate fully.

Does the majority of the student body or faculty at the College of Forestry demonstrate this activist interest? The paper recycling project is an excellent example of how an initially popular program can end up in the hands of only a few who really care. Having worked with the project sophomore and junior year, I can testify to the fact that it is student run and student originated, and that the full burden of the program is now carried by a mere handful of students.

And what about FOREST Biol. 497, or should we call it Environmental Sci. 497? Both last year and this year the attendance record has seemingly followed a declining logarithmic curve. Why?

Although the general tone of this editorial does not connote a favorable attitude toward the name change, I fully agree with Mr. Catterson that it is, "a logical, realistic, political, administrative move."

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And I cautiously support this move while seeking answer to this question of responsibility. Are you ready to assume the position of New York State's leader in environmental sciences?

Our showing so far, as concerns environmental action, has been sorely lacking. And if we are to be a leader in the ecological sciences, we must improve our performance. Even now, Syracuse University is looking to the College of Forestry for guidance in the formation of a paper recycling project, how many of us will participate?

Further, I do not favor a name change because I feel the College will change, but because it will make available a variety of new opportunities to students, faculty, and administration. For students, it may mean new job opportunities if we expand our curricula (especially in the area of environmental sciences). For faculty, it could mean increased research funds, and funds too for the administration with which to continue building our College. For all of us, it could mean being recognized for what we really are.

-Evan Dentes

LETTER TO THE EDITORS: There has been a lot of talk recently concerning the name of our College. It has been suggested that certain departments are not fairly represented by the term "Forestry." There is also a belief that if our name were more explicit as to the nature of our activities, perhaps an understanding of our school would be more widespread, and it would then be easier for us to gain financial support.

I think that when considering the above opinions it should be noted that Syracuse University (I pick S.U. as the obvious example, but what I say could be applied to practically any school in the country), has a very fine music school but that would never be known by the name of that institution. What university represents its various departments in its name? If the laymen or potential student were really interested in what our school really is, then all he would have to do is come visit us, or pick a copy of the school’s bulletins—all he need do is inquire. If people thought of schools only in terms of what their names imply, then the only people who would apply to S.U. would be those interested in an old Greek city in Sicily. If someone is not interested enough to find out what our school really is, or if a student should decide to attend here without first inquiring as to what we have to offer, then it really doesn’t matter what we call ourselves anyway.

The same considerations can be given to the question of financial aid. S.U. gets its donations not because of its title, but because of its reputation. The College of Forestry has a reputation, too. If someone, whether a private individual or a government representative, were interested in giving us some money, then I should think he at least inquire about the kind of school his hard earned money was being given to. And if his money wasn’t so hard earned, and it’s just a donation for us and a tax write off for him, then again, it really makes no difference what our name is; it’s just a matter of chance whether we get the money.

(continued on next page)
How did your Fluids Class go?

All I'm saying is, if you want to change the College's name, fine. But a name is really very superficial. "You can't tell a book by its cover" - nor can you tell a college by its name.

-Dallas Gilbert
Class of 1974

Interested Students
Don't forget the free hour with President Palmer this Friday afternoon, from 2-3.

Dr. Szware Appointed

Syracuse, N.Y. -- Dr. Michael Szware, Professor of Forest Chemistry at the State University College of Forestry, has been appointed to the Evaluation Panel for the Polymeres Division of the Institute for Materials research, National Bureau of Standards.

The National Bureau of Standards assures maximum application of physical and engineering sciences for the advancement of technology in industry and commerce. The Bureau conducts research and provides central national services in many areas, including Materials Measurements, and Standards, which has both the polymeres division and inorganic division.

Born in Poland, Professor Szware received the B.S. degree in chemical engineering from Warsaw Polytechnic College in 1932. While engaged in research and teaching at the Hebrew University, Jerusalem, he earned the Ph. D. degree in organic chemistry. In 1949 he received an additional Ph. D. degree in physical chemistry from the University of Manchester, England, which also awarded him the honorary D. Sci. degree for his research on chemical bonds.

Professor Szware is the author or coauthor of more than 200 scientific publications. In 1963 he was elected to the Royal Society of London. He has been awarded the title of Distinguished Professor by the State University of New York, and most recently he was the winner of the American Chemical Society Award in Polymeres Chemistry.

State University College of Forestry
New Release

Please recycle this knothole when you're through reading. Thank you.
Leonard Brill is living in the hovel down the block. "I was disillusioned," he said in a recent interview. "I was disillusioned with the fact that decisions on education aren't made by the students and faculty. The people who are closest to education don't have any say about it."

"And," he said, "I wanted a year -- a very private year -- for myself. I thought it might be a good time to get away from teaching and get perspective on myself and spend some time alone with myself. At first, I felt quite elated and liberated and free . . . ."

And now? "Now I'm ready to go back to teaching because I feel that teaching is the most useful thing I can do. I miss students. I think that students at college age are the most interesting. Their sense of their own potential is greatest at that point. It's an unfilled sense of usefulness that's the strongest goal I feel in wanting to return to teaching."

But can a nice Jewish boy, well-studied in the finer things, leave the academic community, join the other world, and find real happiness?

"I get up at 5 a.m. everyday," Brill said. "Then I go over to the Zen Center and sit in the lotus position for 45 minutes. I work from 7 a.m. 'til 2 p.m. as a proof reader. It's no more hack work than reading student themes, except -- " he said rather sadly, " -- except there aren't any students."

But after going from tweeds to beads, Leonard Brill hasn't been fulfilled. He wants to go back to school. And he -- the dropout professor -- is like the dropout student. Both tire of the educational system and affect a deliberate liberation that often becomes dis-habilitation. For Brill, that forceds freedom from tedium, and academic unemployment became unenjoyment.

But some good has come out of his self-imposed Sabbatical. "I have explored an education I have never explored," he said. "I was always very tied to language -- a head-consciousness that was bred in graduate school. And I wanted to explore new languages. Vegetarian cooking, Yoga, Zen, the guitar -- they've all become new languages."

But when the school year was over last June," he said, "I realized that I had spent a year not being in a classroom."

Leonard Brill -- Dr. Leonard Brill -- is looking for a job. He can teach English lit, humanities, and some other subjects, too. And he can do light cleaning (no windows or floors). Contact him.

THE OTHER SIDE OF THE COIN--THE PROF'S SIDE
by
George F. Earle
Professor of Landscape Architecture

The student, a big, pleasant looking fellow, came into my office with a very brief petition to drop my major course. I had just finished the second lecture of the new semester, but, as he explained, he had already taken a similar course two years ago at another college and passed with a "C".

"Did you use a single textbook?" I asked.

He nodded, so I asked which one it was.

He had no idea, and explained: "When I read a book, I never pay any attention to the author or the title."

(continued next page)
"Well, then," I said, "could you give me some idea of what the word 'Baroque' means to you?"

This is a course in cultural history in which the 17th-18th century "Baroque Period" is a major part of any text or course of the kind.

"Well," he said, "I have no idea what it means—I believe I have heard it, probably in that course, but I can't honestly say what it means." As a matter of fact, I had mentioned it in my opening lecture.

A generation ago, any student who had survived in a good college would have "B.S.'ed" his way through such an interview better than that. In the first place, his survival instincts would have been better developed—he probably would have taken some trouble to prepare some answers, or invented some, or acted distressed, or at the very least shown some kind of respect for the learning process called courses and college in which he was spending his time. I don't mean to imply that the student was arrogant or rude—he wasn't.

His sincerity was real and honest. By the collective attitudes that he has grown up with, both of his peer group and adults, he has been led to develop an internal standard of judgment. In education, as in everything else, his feelings at any given point of his internal development, he has been encouraged to believe, are essentially right. That he had failed to retain or "get" anything from the course was the course's failure, not his. In fact, further discussion brought out the belief that such courses were valueless for certain individuals like himself who did not respond to them regardless of how related they might be to a professional field the student was pursuing. In other words, the true judgment of the worth of intellectual fare, very much like the judgment of food that we eat, is reduced to a kind of "gut" judgment—how does it taste?, or how does it go down?

Throughout history, scholarship and the learning process on all levels have assumed external rational measurements rather than internal intuitive judgments. A student presumably stretched and strengthened his abilities to accommodate fields of study that were difficult for him. He aspired to be more than he already was. True, there is a kind of honest naturalism in being what you are—"doing your own thing" and no one else's—but it presumes an internal automatic mental developmental process in place of external challenge if growth is to be accomplished. No one is ready to believe that the athlete can develop physically without rigorous and externally imposed exercises even granted natural strength. Is mental development so different?

Anyway, I signed his petition—certainly there was no reason to have him in the class. Moreover, right or wrong in his attitude, he would hardly be subject to any change in his resistance to this subject.

Congratulations to the newly elected freshman class officers. They are:

- President, Robin Wall x2973 (R.M.)
- Vice Pres, Rick Brooks x2350 (F.B.)
- Sec-Tres, Steve Anlian x2260 (LA)
- Soc Char, Dale Thorp x2391 (F.B.)
HEARING TESTIMONY AT A HEARING ON THE
USE OF PUBLIC FOREST LANDS 9/24/71

The earth is our mother.
The loggers don't know this.
They go cut into the crisp morning air
And to music of chainsaws and dozers
Rape her forests.
Loggers speak today eloquently describing
The benefits and ease of rape.

The earth is our mother.
The shamans don't know this
Carrying the knowledge of the universe.
Shaman sing your song...

The earth is our mother.
Some who come today know our mother
And speak well of her.
They have heard the shaman's song
And were struck by the wisdom of his magic.

The earth is our mother.
We are waiting for the time
When all people
Will hear the shaman's song
His magic in their hearts.

-The Happy Wanderer
NOTICES

"The National Wildlife Federation has announced a program of fellowships in Environmental Conservation with stipends up to $4,000 a year. Applicants must be American citizens accepted for a doctoral degree by an accredited graduate school by September, 1972 and interested in continuing conservation studies. Applications must be postmarked on or before December 31, 1971." For application blanks write to:

Executive Director
National Wildlife Federation
1412 Sixteenth Street, N.W.
Washington, D.C. 20036

"The Social Science Research Council, chartered for the advancement of research in social sciences, is offering fellowships and grants. Awards are made directly to individuals, not to universities or other institutions; only citizens or permanent residents of the United States and Canada are eligible for these fellowships and grants. Support is not offered for graduate study or dissertation writing for research EXCEPT within the specified scope of the Research Training Fellowship Program and others of the co-sponsored research programs."

Additional information may be obtained by writing to:

Social Research Council
Fellowship and Grants
230 Park Avenue
New York, New York 10017