The Office of Career Services would like to remind all graduation candidates to take a moment and complete the questionnaire recently sent to them concerning their post-graduation plans. Information you can furnish will allow this office to better understand the plans and decisions our graduates are making. Your prompt return of this survey form to 107 Bray will be greatly appreciated.

ZELKER'S LAST ASP

This is the last in a series of great articles that have been printed weekly in the KNOTHOLE. I know it's hard to believe, but retirement is at hand. Gripe, last week I couldn't think of anything to complain about—the administration finally has me brainwashed. Some things have changed here these last four years while others are still great traditions. I started out as a peace and love "ecologist" who cried every time a tree was cut, but then I saw THE light, Shelterwoods, clearcuts, and prescribed burning are now dear to me. I now even understand compound interest! The great traditions here at Forestry will never die. The dying trees on the quad, the cankered maples, the aesthetics cutting a brown path across the quad, apathy, and the great hatred between the schools are all as timeless as the works of Plato. I have attacked these pressing problems despite threats on my life and limb, nasty phone calls at all hours of the night, and subtle hints of being expelled from school. Although I lived in constant fear, I continued on in the best traditions of Jack Anderson, Walter Cronkite, and even Ted Baxter. But now, all that is ending, all is forgiven— but we'll get you! The people on top will never rest; the new editors are already uncovering dirt where I never even thought of looking. Now that I am moving up to bigger and better things (the welfare lines!) I hope the new people can follow in my footsteps and have the great throngs of followers that I once did.

Tom Zelker

"cut it out your shorts, Zelker--MC"

OUR THANKS

To Ellen Gural:
After 27 years of service, what can we say but:
THANKS! --We couldn't have done it with-you— THE KNOTHOLE STAFF.
STANLEY HATHAWAY, THE NEW SECRETARY OF INTERIOR?

1. Wyoming is one of the most backward states with respect to conservation in the nation. Ex-governor Hathaway urged the shooting of eagles, our national symbol.

2. Hathaway wants Nathaniel Reed, Assistant Secretary of Interior, out of Washington, D.C. Before he even gets there.

3. Nathaniel Reed is one of the most qualified and dedicated people to look after the needs of wild animals and their habitats. He has done an excellent job. He is a real friend of the wolf and understands their role in the ecosystem.

4. Stanley Hathaway as Secretary of the Interior would be an environmental disaster for this country.

Please do all you can to achieve either the withdrawal of his nomination, or the blocking of his confirmation. Future generations of Americans will be forever grateful to you.

If you agree with this, please write to the President, your Senators and Congressmen and anyone else that you can think of. These could be potentially the most important letters you could write to save the environment. Write to your friends and urge them to write, too.

Summer Job INFO. SHEET

SCIENTIFIC AND PROFESSIONAL ENTERPRISES, College Division, 2237 El Camino Real, Palo Alto, California 94306, will make available to any interested students an information sheet of summer jobs searching. This is FREE, and all that is necessary is that the student request this from them and enclose a stamped self addressed envelope.

...still the world's oldest...

I hope few of your readers noticed the footnote at the bottom of p.8 of the April 10 KNOTHOLE. It was reported that a giant Taiwanese Chamaecyparis tree was believed to be 6,000 years old. The story attributed to Reuters News Agency, Taiwan, was published in the December 2, 1973 New York Times and has been, most unfortunately, copied many times since.

Dr. Christen Skaar, WPE Dept., spent some time in Taiwan, and corresponds with a staff member of the Department of Forestry, Taiwan University. I asked Dr. Skaar to query his friend about this tree. There follow some excerpts from his reply.

"...A group of students and professors of the Department of Sightseeing of Private Chinese Culture College, a third-class college in my country, went to see the giant trees under instructions how to get there by my Department. After they had seen the giant trees, they announced imprudently and boastfully that they had "discovered" a group of giant trees, one of which, the so-called "Fushing No. 1", was over or about 6,000 years old. Then the television and newspapers propagated the information enthusiastically and without consulting an authority on this subject. Therefore, the news was spread all over the world. Lots of letters to the Information Bureau Executive Yuan of the Republic of China asked to be informed the reality of the age of Fushing No. 1 Giant Tree. The Information Bureau is now very embarrassed.

Actually, the estimated age (Taiwan Forestry Bureau) for Fushing No. 1 is 3,859 years. Another older tree, "Dream-Moon Giant" is about 4,100 years old. Whenever stories about extremely old trees appear, one should always check them out by writing to the Laboratory of Tree Ring Research, University of Arizona, Tuscon 85721. So far as I know, Old Methuselah, a California bristlecone pine is still the world's oldest, with an age of about 4,600 years. A while back, a "bright" graduate student, (not Forestry) was permitted to cut down a big bristlecone pine in eastern Nevada. It had 4,900 rings. No other b.c. pine has been found since which appeared to be as old (increment borings) without actually cutting it down!

Wm. M. Harlow '25
Here are a few answers to standard questions unfailingly asked of "Stumpies" by outsiders. They come with being a forestry student. Perhaps these answers will inspire you to bear with this plague with a little more poise. One caution: all answers are designed to be followed by a quick, masterful departure.

1) Exactly what do you do in forestry?
   a. I'm sorry, we need special clearance before we can divulge privileged information.
   b. Ask not what you can do in forestry; ask what forestry can do to you. (Gestures are invaluable with this one.)
2) What kind of tree is that?
   a. Dendroidus arboretus.
   b. Caninus comfortus stationi.
3) Do you make a lot of money in forestry?
   a. No, we deal strictly in wampum.
   b. Money can't but love.
4) Can you cure my sick plant?
   a. For a nominal fee I can give it a fine burial.
   b. Does the sun rise in the West?
5) Why do you live in our S.U. housing and eat in our dining halls?
   a. We like a little foot and shelter now and then.
   b. Our school over-admitted and all the treehouses are full.
6) Are you going to be a forest ranger?
   a. No, I'll be collecting refuse in NYC.
   b. No, I'll be managing a toothpick factory.
7) Are you going to help Smokey the Bear?
   a. Well, somebody has to start forest fires somewhere so he doesn't get laid off.
   b. (Does not apply in every case)
   c. Isn't it unusual for a girl to be in forestry?
   a. They have ranger outfits with high-heeled boots, now.
   b. Yes, I've had offers from three circuses...

To those who have cuttings, etc. in the Greenhouse - please remember to remove them before the end of the semester.

If in your rush to exit from this beautiful little corner of the world, you run into any books with a call number on them, don't forget to return them to the library before you leave.

Now that the end of the semester and exams are close at hand, we must once again consider cheating on campus. Right now, cheating is very disorganized. The lapboards in Marshall Auditorium are an example. Do you realize how hard it is to find a board with a cheat sheet on the subject for which you are taking the exam? It's damn difficult! We propose to register course cheat sheets that can be available at request (Forestry ID required) in Room 107 Bray from Barb Hasenstab. In this way, the students will not have to stay up late before an exam. The student just has to walk into 107 Bray and pick up his desired cheat sheet. How easy! And the professors can easily know who is cheating without worrying.

So far, we have found several subjects available. Here is a short list:

**Dendrology—** Subalpine—*engelmanni*  
Montane—*concolor, doug fir*  
Arid—*ponderosa*

**Soils**—BD/PDX100=½ solids-100=½pores  
A1 is granular  
B1 is blocky

**Fire weather**—Heat yield = Quantity of heat/pound of fuel burned

**Physiology**—Basic nutrients—C, H, O, P, K, N, Ca

**Chemistry**—offers a host of equations and formulas such as Ester = \( ROH \_ OH \rightarrow ROH \_ OH \)

Of course, this is only a partial list and if cheating was more organized, the course coverage could be expanded greatly. We would like input on this. Please reply in the box in Moon Library. Don't get caught not cheating!

Tom Zelker  
Mark Steinhorst  
(Unemployed Foresters)
The purpose of this questionnaire was to survey resource management students' opinions about the Resource Management curriculum.

Student status:
- Freshman—9
- Sophomore—23
- Junior—24
- Senior—12
- Total—76

**Question 1** Did you come here to study environmental science, forestry, or both?
- Environmental science 16
- Forestry 20
- Both 22

By forestry we mean: the scientific management of forests for the continuous production of goods and services.

By environmental science we mean: broader environmental issues, including studies of the quality of the total environment, greater emphasis on people and man-environment relationships, and quality of life issues.

**Question 2** Are you satisfied with your education so far?
- Yes 33
- No 36
- Yes and no 2

If not, briefly indicate why (see following remarks).

**Question 3** Do you feel there are too many required courses?
- Yes 38
- No 34
- No opinion 2

**Question 4** List any required courses you feel were a waste of time, include S.U. and E.S.F., briefly indicate why you felt they were a waste (see following remarks).

**Question 5** List any course areas you would like to see added or developed in the school (see following remarks).

**Question 6** Would you like to see the resource management curriculum split into two options? 1) Environmental studies 2) Forest management
- Yes 46
- No 25
- No opinion 2

**Question 7** Do you feel there are presently enough environmental studies type courses offered?
- Yes 23
- No 44
- No opinion 6

**Question 8** Do you feel the present curriculum offers enough hard core forestry courses?
- Yes 41
- No 29
- No opinion 2

**Question 9** Do you feel your advisors give you adequate guidance and counseling?
- Yes 41
- No 29
- No opinion 5

**Question 10** Do you feel the Resource Management program is giving you adequate preparation for a professional career in:
- Forest management 44
- Environmental science 22
- No 41
- No opinion 2

**Question 11** Do you feel the Office of Career Services is doing an adequate job in helping students find employment?
- Yes 18
- No 18
- No opinion 25

(The no opinion in most cases indicates people who have not used the services)

Those students who indicated they were dissatisfied with their education so far gave the following reasons: the courses aren't practical enough, there is too much memorization of facts, not enough conceptual information. Teaching quality is often poor. The curriculum is not flexible enough to meet students' needs. Much time was wasted in courses that they didn't want to take. Sophomores and freshmen felt there wasn't enough emphasis on their major during the first two years and that the choice of electives were often limited to them because of requirements.

In response to the question of courses that were a waste of time, most every course offered at S.U. and E.S.F. was mentioned. But there were some trends. Most of the people who came here to study environmental science, not forestry, thought mensuration and harvesting were wastes. Chemistry, Physics, Calculus, Economics, and English were listed many times because they were a repeat of highschool, and not directly related to practical...
Source management. Six credit courses should be condensed, ERM 100 didn't offer enough valuable information, and plant physiology was generally disliked.

There weren't many suggestions for courses to be added or developed. The development of practical skills as well as more field experience was expressed a lot. Other suggestions were for more environmental studies, wildlife, and recreation courses to be offered.

J. Stevens, ERM 203

Sixteen Days To Go... and then...?

Well, people, in sixteen days it'll all be over with. Exams'll be finished and commencements will be done and most of us will be back at home busy at some sort of summer job or busy looking for one. Most of you will return to E.S.F. next year, so I won't write much for you. One thing, though; I hope that out of the two hundred things each of you probably want to do this summer you actually get six done. I've never been able to bust four myself. My summers still turn out well; we of the KNOTHOLE staff trust yours will, too.

Some of you, of course, won't be coming back to E.S.F. Some of you are flunking out; others are transferring somewhere else. To the former, I hope Forestry's given you better things besides bad grades; to the latter, I hope your next school treats you at least as well as Forestry apparently has.

A few of you will be going to Wanakena come next fall. What the word "wanakena" means I do not know; however, judging from my lack of contact with graduates of Wanakena, I speculate that it is Iroquois for "You should not have refused my offer". Wanakena is a very mysterious place, I think, and I for one would rather canoe through the Bermuda Triangle than journey to Wanakena. The courage of those who are Wanakena bound is overwhelming and inspiring; some day I hope I'll be brave enough to ascertain your ultimate fates.

And then, there are the graduates, the weary survivors of four years of college. That is an impressive achievement, and you should be pleased with yourselves. Until now, to me you've been mere students; now you're awe-inspiring graduates. It's sort of like your sister turning into somebody's wife; a "Sunrise, Sunset" syndrome. Now, whatever skills you have will be tested in a career. Now, also, you yourselves will be put to the test as you get barraged by countless decisions that you'll probably never enjoy much respite from. I'd like to try and write a meaningful discourse on these decisions; if I don't succeed, understand that I've far to go before I stand where you are. The light at the end of the tunnel may be as yet too weak for the likes of me to read the writing on the wall.

I deal here with "major" decisions; "minor" decisions should come pretty naturally to all by now. As we all know, in making a decision one starts by defining the problem. Seek out the genuine problem; it's not often that the genuine problem is the apparent one. Your intelligence is obviously vital in this endeavor, but it isn't necessarily omnipotent. Sometimes empathy is the crucial element. Empathy. You know. That's the quality that Americans sigh at on The Waltons and sneer at on the streets. American society assigns empathy no great value; consequently American society provides huge, profligate targets for grateful iconoclasts. For the sake of whatever is holy, empathize. Be on guard that you don't intellectualize when you should feel; that's like plugging a stereo into your nose. Get to the heart of the matter and focus on the same, for that and little else should be taken seriously.
Empathy and intelligence are crucial in identifying what is genuine in a given problem, and inevitably they would have to be crucial in dealing with the same. A mutual tempering of empathy and intelligence gives rise to principles, the power and direction of which will depend on the absolute and relative quantities of each. Weak principles are worthless in dealing with a genuine situation, and lopsided ones are potentially dangerous. So, anyways, develop your principles; remember that substantial principles tend to babble like a brook far more often than they roar like a jet. Know what your principles are and why you hold them, because sooner or later you'll have to bend them and you must genuinely feel how far they can and should be bent. Principles cannot be like concrete walls; neither can they be like swinging doors. It's very easy for principles to degenerate into hollow boasts, so when you do bend them don't let yourself off too easily. Strive for dynamic, living principles rather than passive ones; the former is to the latter what your clothes are to your undies.

Principles oftentimes are what mobilize us to make a decision and/or attack a problem; the problem may be within us or outside ourselves, and it might be as minor as what you're going to do tomorrow or as major as dying for a cause. Well-principled people seldom have other people as their enemies; no man is an inherent enemy of another man. The most common and worst enemy of principled people is The Flabby Ego, and it has acquired that position not by virtue of malevolence but by virtue of infinite cunning and infinite tenacity. No ego exists that cannot be zapped into so much flab in a matter of minutes by appropriate circumstances. Keep in mind that The Flabby Ego is inconvenient and not evil; all you can really do is do all you can to trim it down again, and obviously that's easiest to do with yourself. Watch out, though, for a flabby ego that's left to itself; it almost always gets flabbier. As it gets flabbier, it usually gets meaner until it degenerates into The Obese Ego, which can be tenacious, cunning, and extremely malicious. You can either flee from an obese ego or you can duel with it, but it's one or the other; there is no in between. To duel an obese ego is to battle something of potentially great power and malevolence—if it's within you, seek help; if it's within someone else, be on your guard. An obese ego is dangerous because if it has principles, they are eminently suited to its own purposes; conceivably it could easily justify to itself ripping you to shreds if it can. Dealing with The Obese Ego is the ultimate test of one and one's principles—especially one's principles. Never forget that.

Good Lord, what on earth have I been writing? If it looks as though I'm preaching, forgive me; I don't deserve to and I don't mean to. Preaching is anathema to budding young iconoclasts like myself. However, all the readers are part of my college which I find myself embarrassingly fond of; I can't quantify your importance to me but I know that somewhere and somehow you are important to me. I wouldn't be happy to write a simple toodle-oo essay to those departing E.S.F., so instead I wrote this. I hope you've found it something meagerly substantial.

Well, I reckon it's Happy Trails time, people. All of us on the KNOT-HOLE staff extend our sincere congratulations to the Class of 1975 and our hope and confidence in your futures. To those leaving Forestry, farewell and our best wishes. To the administration and faculty, have a good summer, and we 'all comin' back now, y'heah? And for myself, I'd like to say to all of you adios, take care, and Godspeed.

Marc R. Caufield
I would like to take a little of your time now to help me deal with a real problem that has been occurring on the Forestry campus ever since I can remember. That's twenty minutes at least. The problem is one of identity, or who's who at the ESF. You never know who the person is that just walked by you. Far be it from me (or the typist of this paper) to give you every dog-blasted name that is currently enrolled in school, even the Empire Forester doesn't do that. Rather, I will not concentrate on who that is, but what that is...is that a narc or just another dumb sophomore?

To do this I have pragmatically devised a key for you to use next year (this one being gone) to be able to recognize the different groups of people on the campus.

**KEY TO ESF BEINGS**

1.a. Rare on Forestry campus due to one course per semester, most likely to be seen on 4th floor of Illick, or Marshall Auditorium, acts like stranger to Forestry campus, least homogeneous group due to frantic attempts to look like "Stumpy", snores when sleeping in class...**FRESHMANNIT WHERERAMAMITUS**

1.b. Not like 1.a....2.

2.a. Also rare on Forestry campus but more common than Freshmaniti. Occurs pretty much everywhere on campus with twigs in pockets or T-square under arm. Third most frequent species seen in Moon Library, no longer carries umbrella, sleeps quietly...**SOPHOMANLYPTUS BUDWEISIORSCHLITZIT**

2.b. Seen too frequently to fit either 1 or 2.a....3

3.a. Second most common species seen in Moon, extremely common campus-wide. Has wild-eyed-overworked look. Has not developed sleeping with eyes open fully (in classes)...**JUNIORHITTUS TEMEROMORTUS**

3.b. Keep going, turkey!.....4

4.a. Can sleep through entire class with eyes open, a few more advanced members can even take notes while sleeping. Relatively rare in Moon Library. Frequently looks at calendar and sighs, most homogeneous in bearing, gait, and dress...**SENIORBLAZZIT**

4.b. I don't believe you're still reading this trash....5

5.a. Most frequently observed species in Library, indeed, they believe they hold the place up. This group banter about with inflated chests and heads. Traditionally has lowest I.Q. of all observed species.....**GRADUGRANECORIA SELFINFLATUS**

5.b. Only one more to go.......6

6.a. This species has tremendous lung capacity due to being #5 in earlier evolution. Generally nice dispositions except when around species 1-5. Can discuss absolutely nothing for hours, lecture everything in minutes, acts like stranger in Moon Library.....**PROFESSORIALULCER RAMITDOWNWATWAVEA**

James Parker
Seniorblazzi 3pp.

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**THANKS**

I want to thank everyone for their beautiful cards, gifts, and flowers when I was hospitalized in March. Everything was greatly appreciated.

Sincerely,

Theodore J. Kochanek
Director of Physical Plant

**QUOTE OF THE WEEK:**

"I'll be damned if I'll ever come back to this place again."

Ralph "Bart" Bartholomew
Summer '40

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