STUDENT LEADERS' CONFERENCE

One year ago, the ESF Student Council sensed a need for the reinstitution of the Student Leaders' Conference, and last year's conference was a great success. The topic for the event -- Cheating -- was very timely, indeed. As a result, new guidelines for handling cheating cases were constructed. Because faculty, administrators, and students alike found the conference to be enlightening and fruitful, the Student Council has chosen to hold another conference this year.

This year's conference will center on the most controversial topic presently facing this college -- the college's transition to senior college status. Student participation in administrative affairs will also be discussed. To be conducted on Thursday, October 14, 1976 at 7:30 PM in Mifkin Lounge, the conference will be structured to allow all those who attend -- faculty, staff, administrators, and students -- the opportunity to hear the facts and voice their opinions.

Anyone connected with ESF is encouraged to attend. This is the best opportunity for face-to-face, student-administration discussion that most of us are exposed to. Be there. Make your views known.

The Business Office has now received many of the Fall 1976 BBOG checks. In addition, many students still have not picked up their NDSL/SEOG checks. These checks are available in Bray Hall basement (Room 23).

ATTN: The next issue of the Knothole will come out Thursday evening, October 14. Same time and place.
SOME FACTS, SUPPOSITIONS, AND MISCONCEPTIONS REGARDING CESF UPPER DIVISION STATUS

editorial: On Sept. 21 the DO printed an article which was concerned with ESF's transition to Upper Division status. Since that date there have been additional articles and numerous Letter's to the Editor each attempt to inform and communicate the issue as it exists did not clarify the situation, did not calm doubts or ease fears and misconceptions and did not present a clearly understandable comprehension of the facts. As a result these efforts (which were motivated by the students concern and interest in college affairs), obfuscated the reasoning behind the transition, and added hearsay to rumor, doubt to doubt, and conjecture to conjecture. But the letters and articles have served a very import function: they have informed the student body of certain administrative actions which many felt were lacking in student input and discussion. In short, those letters brought the issue forcefully to the students attention and demanded, by their very nature, clarification of ESF's transition to Upper Division status.

I am by no means an authority on this topic (or any other for that matter) but I have endeavored to research the history of the process towards Upper Division and I will hopefully report what I was told in a truthful and honest manner, completely devoid of all supposition, snide remarks, and quaint truisms. I have no doubt that some will take offense to this presentation, that some will shrug their shoulders at it, that some will endorse it, and that some will even raise out of their individual stupor/daze to read it.

WELL THEN, WHAT OF UPPER DIVISION STATUS?

TRUTH: The transition toward senior college status has been in the discussion stage for over ten years by the college community (faculty, administration and students)

TRUTH: Contrary to current rumors, ESF will NOT have an open admissions policy. Entry qualifications and standards will be maintained.

FALSEHOOD: President Palmer made the decision to go to Upper Division status without the prior consultation of faculty and students.

TRUTH: Students were informed, albeit in a rather haphazard and inefficient manner, of the eventual transition.

TRUTH: President Palmer initiated the action towards the transition to Upper Division status with the consultation, advice, input, and approval of fellow administrators and faculty.

TRUTH: One of the primary reasons for the transition is budgetary.

TRUTH: Presently almost 90% of the instruction currently offered at ESF consists of courses offered to upper division and grad students.

TRUTH: Upper Division will result in a lower faculty/student ratio.

MISCONCEPTION: ESF is that little college up in the Adirondacks that makes maple syrup.

TRUTH: Headcount (physical bodies) differs from FTE (full time equivalents; how ESF is funded) Lowering the number of bodies will not necessarily result in decreased funding because low FTE bodies are being supplemented by high FTE bodies.

TRUTH: The administration is open and available to the students.

TRUTH: There is a great deal of confusion with respect the transmittal of information and decisions to the student body. This confusion is the fault of no one in particular and everyone in general.

TRUTH: Nothing is cast in stone. If the conditions for transition are inappropriate (for example, if the extra funding for additional faculty and facilities improvement is not forthcoming) ESF is not duty bound to, if you'll pardon the phrase, screw itself. Upper division is in the planning stages, it is tentative and preliminary, and it will adjust to societal, political, and economical pressures.

SUPPOSITION: Some claim that with the transition to Upper Division this school will loose one of its most distinguishing characteristics: THE STUMPY SPIRIT. But who can say that such will be the case? When an individual arrives here, how sure are they of their interests and career choices? A person who would transfer here in their Junior year may have MORE interest and concern toward this school than the freshmen because of their greater ability to see their needs for the future. Also, I would like to point out that much of the stumpy pride I've observed, while admirable for pride's sake, boarders on chavanistic arrogance and , lets face it, good, oldfashoned prejudice.

Hope I have helped more than I have hindered. Bill Coons

2

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SENIOR COLLEGE?! 

This is the CESF Student Representative to the Board of Trustees writing. Now doesn't that sound impressive? I don't think so, but that is not the point of this. I want to inform you of a decision made recently by the Board of Trustees. They have "endorsed the College's transition to full senior college status." You may have heard rumors about this, but I'd like to give you the facts as I know them.

As of 1980, CESF will accept only junior transfers and the student body will be composed of juniors, seniors and graduates only. This is what is meant by a "full senior college." Next fall the college plans to admit 100 freshmen, about half the number presently enrolled as freshmen. In 1979 there will be no freshman class and no sophomore transfers will be accepted.

According to the planned enrollment, the numbers of juniors and seniors will increase quite minimally even with the ending of the freshman and sophomore tracks. There are now 538 juniors and 458 seniors. Plans are for 556 juniors and 509 seniors in 1980. However, the total number of graduate students will increase by approximately 30% from 315 at present to a projected 412. As a result the total enrollment of the school will drop from 2,251 to 1,847 in 1980. As a result of this drop and a planned increase in the numbers of both graduate assistants and faculty, the college will enrich the present student:faculty ratio of 15:1.

How does the college expect to get the funding to bring about these changes? The college is funded by the SUNY system seated in Albany. The money we pay for tuition goes into the SUNY "pot" and then back to the college out of this pot (which is enriched by state tax payer's money!). In this system, however, colleges do not receive the same amount of money for all types of students. They receive the least for lower division students (freshmen and sophomores), more for upper division students (juniors and seniors), and the most for graduate students.

If one looks at the switch from the administrative point of view, the reason for the switch-over can be justified. Much of the instruction currently offered by the college is specific to upper division students, and many of the courses taken by lower division students are given only at Syracuse University (S.U.). This accessory education at S.U. annually de-

pletes the college of a lot of money. (It costs over $100 a credit hour). With all of the budget cuts being made by the state this accessory education is one of the first things to become limited—as all of us who tried to take an elective over at S.U. in fall semester 1975 know.

The reasoning above seems plausible, but I personally would like to know what will keep the state from cutting us further once the senior college is established and for example ending accessory instruction over at S.U. altogether.

Now you say, "well what do I care if four years from now there is no accessory instruction, I've got better things to worry about." In my opinion a major transition of this sort demands a little consideration on the part of everyone here. I've encouraged some other people to write articles on what they know about the situation. Read them. Think about it. Then if you want to hear more or if you want to express your opinion come to the Student Leader's Conference on October 14 at 7:30 P.M. in Nifkin Lounge. The topics of discussion will be the school's transition to a senior college and the possibilities of student participation in administrative affairs. The meeting is open to all students and faculty alike. I want to get people's opinions so that I can present these to the Board of Trustees at their meeting on November 8. I want to represent a large cross section of the college body. But if you're not interested—don't come—we don't need to pack the room with (useless) bodies!

Susan L. Buck
Student Representative to the Board of Trustees

CATCHIT CATCHIT CATCHIT CATCHIT

In the four years I've spent at this college the display cases have remained relatively stagnant. I understand that stagnation occurs in Pinus banksiana but for it to occur at the college is unpardonable. Let's get some ideas, actions, and inputs flowing. I'm sick of looking at a stuffed Bambi and moldy caterpillars. Do you hear me, J.P. Illick?

Also, along these lines... there is a horizontal display case in Moon Library.

Continued on page 6.
To the Editor

Perhaps the students at this college are getting excited about nothing. Maybe the wall of ES and F aren't being torn down around them. Maybe not, but it sure looks that way.

One July 12, 1976, the Board of Trustees of ESF unanimously adopted a resolution stating, "That the Board of Trustees endorse, and hereby does endorse, the College's transition to full senior college status"? Surprise, ES+F! The 1977-78 freshman class will be reduced to 100, and the 1978-1979 freshman class will simply not exist. At the same meeting, Dr. Pentoney, Vice President for Program Affairs, suggested that the movement "toward full-fledged senior college status...has actually been underway for some years now although not widely recognized"? Dr. Pentoney "suggested" just last year that the senior division status idea was "under consideration" rather than actually "underway". Thanks for letting us know.

However, that's not all! According to the Board's minutes, "the college is in the process of planning dual enrollment with at least one two-year college in each of the educational regions in the State. Another effort to develop a pool of transfers has evolved this year in cooperation with Syracuse University"? One may assume that this program will follow the present guidelines dealing with dual enrollment with Columbia-Greene: "Upon acceptance and successful completion of the associate in applied science degree program, the student is automatically accepted at the College of Environmental Science and Forestry"? Automatic acceptance? What about the 4,000 applicants from 42 states and eight countries? Perhaps academic excellence will no longer be a prerequisite for acceptance at ESF. Perhaps acceptance will lie solely in the willingness of students to enroll in forest management programs at New York State community colleges or at Syracuse University.

Stephen Danko
*from the minutes of the Board of Trustees meeting, July 12, 1976.

To the Editor

The library is a place of study. True? Anyone who goes to Moon Library can tell you the answer.

Starting last year (and continuing this year), Moon has changed from a place of study to a meeting place. The "Regulars" have turned the library into a student union. No longer can one turn to Moon as a refuge from the dorm's noise (or any noise for that matter). If one wants to be in the ESF social scene, all it takes is participation in the activities in the library, namely objective conversation to those who have to study, not that there are many people who go to Moon to study, first floor Bird is quieter. Aren't there more pleasant places for socializing?

But, maybe there are students who go to the library to study. If you students exist, who have to work at Moon, it is time for you to arise and come forth. State your preference? (Excuse me, but could you be a little quieter, I'm trying to study.)

Susan McGaulley

OF HARVESTS AND FESTIVALS

Lorenzo State Historic Site, Cazenovia, and Friends of Lorenzo will sponsor "Hearth and Harvest Day" from 1 to 6 p.m. October 10 at the Lorenzo estate.

Lorenzo, operated by Central New York State Park and Recreation Commission and the Division for Historic Preservation, is at the foot of Cazenovia Lake. Entry is via Route 13, one quarter mile south of the Routes 13 and 20 intersection.

Activities of the afternoon will recreate tasks necessary for building a house and running a household in the early 19th century.

The skills of spinning, dyeing and weaving wool and flax will be demonstrated. Soap making, candle dipping and the production of other household necessities will also be shown.

Also offered this weekend is the Lafayette Apple Festival from 10 A.M. to dark on Saturday and Sunday, October 9th and 10th. The festival will be held at the old high school (now the middle school) located on Route 20.
Fish, waterfowl, and wildlife have all known the value of swamps and marshes for years, but many people still consider them waste lands. Right from the start, wetlands make land travel inconvenient, bred nasty insects, and tied-up rich potential farmland.

As soon as pilgrims came to New York, they began the slow battle against New York's million acres of wetlands. When the bulldozer came along the war escalated, until now only about 150,000 acres remain that support wildlife in any abundancy.

Fish and wildlife is the most visible value of wetlands, but they have less obvious uses. Many fish that live in open waters, like pike and pickerel, need wetlands as spawning areas. Behind all the wildlife is a rich plant community, made possible by vast stores of nutrients which have collected over years. This ability of wetlands to collect nutrients is a value just becoming recognized.

These nutrients, when added to open waters, cause all sorts of problems. Nutrients cause excessive plant growth, which can be bad in itself. The decaying plants use up vital oxygen which aquatic life depends on. This nutrient pollution can come from sewage plants, which pour organic wastes into waters, but this can be controlled. It can also come from water washing over soil and vegetation, and picking up nutrients on its way to lakes and streams.

While agricultural scientists try to grapple with this problem, nature has already provided an effective way of keeping excess nutrients out of lakes. Wetlands trap nutrients around waterways, and incorporate them into their abundant plant life.

Water--either too much or too little--is of vital concern to the public. Wetlands help in either case. They absorb many acre-feet of floodwater when they have to. Water held in wetlands helps recharge the underground water table, replacing what we remove.

C'mon folks, have a little respect for your friendly neighborhood swamp, O.K.?

L.P.

The Botany Club will be taking its annual trip to Treman State Park on Sunday, October 10, 1976. What will we be doing there? Practicing our dendrology (that's tree identification, for the uninformed), for one thing. Secondly, we will be enjoying the beautiful scenery in the park, while seeing how many different types of trees we can identify. Do you want to practice what you are learning in Dendro, or see how many trees you can identify? Well, never fear, for help is available. Dr. Ketchledge will be coming along to lead the search for trees, and to keep our identifications straight. After an enjoyable time of identifying trees, a football game has been known to occur.

If you are interested in signing up, the list is on the door of 333 Illick. If you have a car, and can drive, you will be reimbursed for gas.

Our meeting to prepare for the trip on Thursday, October 7, will be extra special, as Dr. William Harlow will be coming to the meeting. Dr. Harlow has written several books on tree identification (Dendro students, look at your fruit and twig key!), and he is also a professor emeritus of the college and a very interesting person, besides. Dr. Harlow is also a filmmaker of some very excellent films. These are worth your time to enjoy. There will be a few films of various lengths; one will be a film on time lapse photography.

Dr. Harlow said he will also answer questions! If you haven't had a chance to meet one of the college's better known members, this is the opportunity, as well as a chance to see some good nature films. All are welcome. Attend even if you are not going on the trip to Treman. The meeting will be at 7 PM in 319 Marshall, on Thursday, October 7. All those going to Treman should plan to attend the first part of the meeting.

Darcie Eding

FARMING MAP AVAILABLE

The Cooperative Extension has published a large colored map of Onondaga County which shows active farming areas and is termed "a real eye opener." The map costs $2.00 and is available by contacting Cooperative Extension Headquarters, 1050 W. Genesee St., Syracuse, New York 13204.
The Bionic eye ZOOMS again!
If you produce more lumber you'll have more sawdust. You know, I never thought of it that way.
This is my first time (you don't say?) in Moon Library---Do you have any comfortable chairs like those in Bird???
Smile, when you say Pinkie!
Asst. Assoc. Prof. of BS
To the people from The Lake,
Bob Klips says Thanks!
What do you say when one of your professors zzz's during another prof's lecture??
He's either incompetent, bored, suffering from the chills, bunions, and the dread tsetse fly disease, or a proper indicator of course content.
Hope the drink'in and the sin'in was OK in N. Orleans.
A stumpy is a person who sings contralto or, depending upon the severity of the cut, soprano.
Burnout - a state of mind and a person.
Congradulations to D. Schwab and Mrs. Schwab. We who were of Tully salute you.
Little Schwab's???
The ZIPPER lady - (how does it work? A discourse on said topic occurs nearly every night at Graham Dining Hall of Fame.)
Headlights. A rather quaint and refined allegory frequently bantered about in certain areas of campus by certain students at a certain time each weekday. Look out Gloria Steinman!

The contributions for the Knothole Creativity Contest have not exactly swamped this office.
Reminder: CATCHALL is the Knothole's personal column. Submit material via the mailbox in the basement of Marshall; label it CATCHALL.

MONARCH'S WINTER REFUGE DISCOVERED

For years entomologists, zoologists, and nearly everybody else has been trying to crack the case of the missing monarch. Studies revealed that this butterfly migrates South from September to October, but the question has been to where.

After years of tagging (a problem in itself) and monitoring, Dr. Fred A. Urquhart deduced that the overwintering grounds must be somewhere in Mexico. He confirmed the location on "The Mountain of Butterflies," north of Mexico City, in an isolated woodlot at an altitude of 9,000 feet. At this high altitude, the temperature is generally just below freezing. Since the monarch is cold-blooded, the reduced activity in this temperature allows them to conserve the fat they will need to make the return trip North.

Knowing that these butterflies live only 9 to 10 months, the new mystery is how they find their way without having made the trek before, and without older ones to act as guides.

M.P.
Eligibility

An undergraduate teacher shall be defined as a faculty member who teaches at least one undergraduate course each semester during the academic year of the nomination although his/her teaching load may include graduate courses as well. Nominees must, however, be teaching a full-time faculty load, exclusive of administrative duties, during this same period. Persons are ineligible for nomination for either award if the award period, that is the period when the salary increment or financial award and the professional obligations connected therewith coincide with a sabbatical leave, be that for one or two semesters.

DISTINGUISHED TEACHING PROFESSORSHIP

For the Distinguished Teaching Professorship, the candidate must have attained the rank of Associate Professor or Professor and must have completed at least three years of full-time teaching on the campus that recommends the appointment. Only those faculty of State-operated campuses are eligible to make nominations. It is hoped that the campuses which cannot be included in this program will develop parallel programs in rewarding superior teaching. Only one nominee may be recommended by each eligible institution for the Distinguished Teaching Professorship.

CHANCELLOR'S AWARDS FOR EXCELLENCE IN TEACHING

For the Awards for Excellence in Teaching, persons nominated by the campus may be of any academic rank and must have completed at least one academic year of full-time teaching on the recommending campus prior to the year of nomination. Nominees may be made by State-operated, community, and statutory colleges. Eligible campuses may recommend faculty members each year on a ratio to FTE undergraduate students indicated for that year. Campuses having fewer than the minimum FTE undergraduate students may make two nominations.

Criteria for Selection

The usual criteria for promotion are skill in teaching, sound scholarship (usually demonstrated through publications or artistic production) and service to the University and to the broader community. The Distinguished Teaching Professorships and Chancellor's Awards for Excellence in Teaching place greatest emphasis on the first of these. The Chancellor's Awards for Excellence in Teaching may be made to those who do not meet all the requirements for a Distinguished Teaching Professorship, but who have demonstrated outstanding teaching ability. It may be that those nominated for these Awards have not attained the academic rank or length of service required for appointment as a Distinguished Teaching Professor or that, although their teaching skills are excellent, they have not reached the standard required for such an appointment.

The following criteria are to be used in the selection of persons to be nominated for either the Distinguished Teaching Professorship or the Awards for Excellence in Teaching:

A. There must be positive evidence that the candidate performs superbly in the classroom. The nominees must maintain a flexible instructional policy which adapts readily to student needs, interests and problems. Mastery of several teaching techniques must be demonstrated.

B. The candidate must be a broad-gauged scholar who keeps abreast of his/her own field and who uses the relevant contemporary data from that field and related disciplines in teaching.

C. In relation with students, the candidate must be generous with personal time, easily accessible, and must demonstrate a continual concern with the intellectual and social growth of individual students.

D. The candidate must set high standards for students and help them to attain academic excellence. A quantity and quality of work that is more than average for the subject must be required of the student. The candidate must actively work with individual students to help them improve their scholarly or artistic techniques.

E. The candidate's evaluation of student's work must be strongly supported by evidence. He/she must be willing to give much greater weight to each student's final level of competence than to the performance at the beginning of the course. Expert teachers enable students to achieve high levels of scholarship. Consequently, it is possible that the candidate's marking record may be somewhat above the average of his/her colleagues. If it is, it should be supported by evidence. There must also be evidence that the candidate does not hesitate to give low evaluations to students who do poorly.

F. No person may be recommended who has not regularly carried a normal teaching load for his/her campus, both in terms of the number of semester hours taught and in terms of the number of students served. Teachers of studio courses or other specialized courses in which numbers are normally low are to be considered in terms of the load normally expected for this discipline. Department chairmen are not explicitly excluded but may be nominated only if they meet this criterion of teaching load.
To: All ESF Students
RE: Nominations for Distinguished Teaching Professorships, and Chancellor's Awards for Excellence in Teaching

A Nominating Committee of the Student Council is now accepting nominations for the distinguished teaching professorships and chancellor's award for excellence in teaching. Nominations must be of a qualified professor, one who is an excellent teacher and deserves recognition. Please consult the list of criteria for these awards listed in this issue of the Knothole.

Winning one of these awards results in a promotion and/or a monetary award. Also involved is a great deal of prestige. If there is a professor you would like to see nominated for these awards, please drop a letter in the Student Council mailbox in the basement of Marshall, stating the name of the professor, and the reasons for selection. The committee greatly appreciates all suggestions. Refer to page number 7.

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**GOINGS ON**

October 9: OAS field trip to the Noyes Sanctuary at Nine Mile Point on Lake Ontario and to Selkirk Shores State Park. Meet at 7:30 a.m. at Clinton Square. Leaders: Dick Roberts, 652-3744, and Chris Spies. +

October 12: OAS field trip to Oakwood Cemetery. Meet at 6:45 a.m. at the Colvin Street entrance. Leader: Chris Spies. +

October 13: ADK hike to see October scenery. Difficulty: medium to strenuous. Call leader: Bob Walker, 474-2820. ++

++ - If you have any questions or need transportation to any of the meeting places for the OAS field trips, please call Chris Spies at 423-4150 during the day.

++ - ADK hikes are graded according to difficulty, so you must call the leader for permission to participate as a guest. Hiking reminders: smoke only at rest stops, not while hiking; walk around cultivated fields; go under fences; always bring rain protection, first aid kit and extra clothing.

- OAS = Onondaga Audubon Society

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**ESF UNDERGRADUATE ENROLLMENT BY COURSE OF STUDY - FALL 1976**

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<tr>
<th>Curriculum</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>5th Year</th>
<th>Totals</th>
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<td>86</td>
<td>189</td>
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<td>Paper Science and Engineering (PSE)</td>
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<td>469</td>
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Note: Graduate students are not included on this list; also there are 45 part-time degree students and 11 full-time/102 part-time non-degree students.