

*RHP*

VOL. I

THE

NO. 2

# MAINE FORESTER



**MAY  
1927**

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# The Maine Forester

PUBLISHED ANNUALLY BY THE

## Forestry Club

of the

## University of Maine

at Orono, Maine

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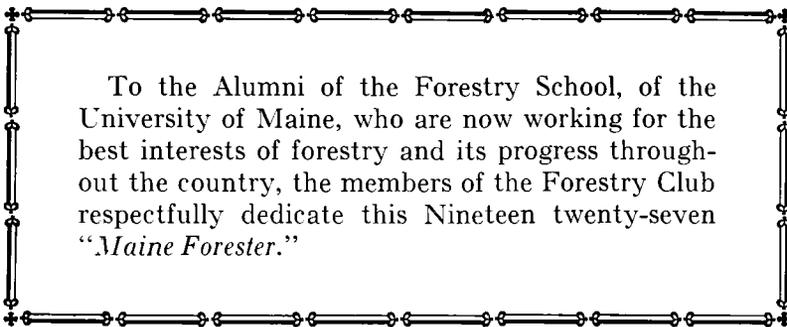
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### CONTENTS

	Page
<i>The Life of a Forester</i> —Alton Best . . . . .	8
<i>Senior Write-ups</i> . . . . .	11
<i>Forest Research in the Northeast</i> —Samuel T. Dana . . . . .	23
<i>The Maine Forest Service</i> . . . . .	29
<i>Wealth in a Woodpile</i> —A. L. T. Cummings . . . . .	32
<i>Our Winter Camp—Its Place in Education</i> —Prof. Gilbert I. Stewart . . . . .	33
<i>Forest Schools Having Four-Year Curricula</i> . . . . .	38
<i>Extension Forestry in Maine</i> —Ralph M. Hutchinson . . . . .	39
<i>Trees for Street Planting in Maine</i> —Dr. Edwin D. Hull . . . . .	41
<i>Cord Measure</i> —C. W. L. Chapman . . . . .	43
<i>How It Feels to Face a Forest Fire</i> —E. E. Shaw . . . . .	45
<i>The Harvard Forest School</i> —Errol E. Tarbox . . . . .	47
<i>Ni Sigma Pi</i> . . . . .	51
<i>Hard Knots and Seasoned Cracks</i> . . . . .	53
<i>Alumni</i> . . . . .	59
<i>Roster of Students</i> . . . . .	65
<i>Editorial</i> . . . . .	68





To the Alumni of the Forestry School, of the  
University of Maine, who are now working for the  
best interests of forestry and its progress through-  
out the country, the members of the Forestry Club  
respectfully dedicate this Nineteen twenty-seven  
*“Maine Forester.”*



“Strange as it may seem, the American people, bred for many generations to forest life, drawing no small measure of their wealth from the forest, have not yet acquired the sense of timber as a crop. Those immense stretches of cut-over lands, mostly too rough or too sterile for tilling, have not awakened us to their vast potential worth as growers of wood. Fully one-fourth of our land area ought to be kept in forest—not poor, dwindling thickets of scrub, but forests of trees fit for bridges and houses and ships. Handled by the best timber-cropping methods, our present forest lands could be made to grow even more timber each year than we now use. But much of our cut-over land, lying idle or half productive, is now an immeasurable loss. It pays little or no taxes, it keeps few hands busy, it turns few wheels, it builds no roads. Idle forest land has scrapped schools, factories, railroads, and towns; it has dotted the land with abandoned farms; it has created a migratory population. Our forest problem is a land problem of the first magnitude.”

*President Calvin C. Coolidge.*



THE SENIOR FORESTERS AND THE FACULTY, 1926-27

	Prof. Stewart	Prof. Briscoe	Prof. Chapman			
	Harris	Meserve	Swift	Trask	Winch	
	Lary	Parker	Simon	Hackett	O'Neil	
Sanford	Nutting	Bragdon	Kelso	Pike	Beeaker	Bixby
	Best	Waldo	Gross	Parsons		
Armstrong	Turner	Ernest	Waldron	Lewis	Dickson	Hanscom



**NEIL L. VIOLETTE**  
**Forest Commissioner, State of Maine**

# The Life of a Forester

---

Oh, it's great to be a forester,  
To roam amid the trees,  
And chase the dainty wood-nymphs  
That come dancing in the breeze.

And hear the squirrel's gay chatter,  
And the bluebirds' gentle trill,  
And catch the gaudy brook trout  
In yonder dashing rill.

And watch the morning sunrise  
Send out its ruddy glow,  
And climb the peaks in the evening  
To view the dark forest below.

Oh, it's a life worth living,  
And the man of the woods is blessed  
With all the goodness that one can receive  
From nature at her best.

Hm-m-m (clearing the throat)

Now listen, you young fellows,  
With your future still in doubt,  
Don't ever take up forestry  
'Till you know what it's about.

For these pleasures that I've mentioned  
May sound like one sweet dream;  
But don't be fooled, my children,  
They're not what they may seem.

For in summertime you're tortured  
By a million different flies.  
And the boiling sun tans up your skin  
Until the darn stuff fries.

And then the cold nor'easter  
Comes a-cuttin' in your face  
And the blinding snow a-whirlin'  
All around the place.

Then it isn't pleasure,  
    It isn't bliss sublime  
To caliper the hemlock  
    And tally up the pine,

And if you stick to this stuff,  
    I swear—or I'll be cussed—  
That by the time you're sixty  
    You'll be full of blister rust.

Now you may think I'm lazy,  
    And it's leisure that I seek,  
But damn' if I will kill myself  
    For twenty bucks a week.

—*Alton L. Best*, '27.

“Let us develop the resources of our land,  
Call forth its powers,  
Promote all its great interests,  
To see whether we also,  
In our day and generation,  
May not perform something to be remembered.

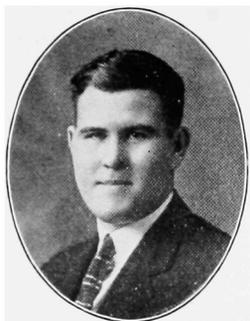
—*Daniel Webster.*

## ANDERSON, JOHN R. "Johnny"

Bangor

Bangor High School

Although "Johnny" originally belonged to the class of '26, he has nevertheless returned to finish with us of '27. We are glad to welcome him to our number which is the largest class in the history of the forestry school. He believes as we do that there is safety in numbers.



## ARMSTRONG, VOSE LEWIS, "Beaver"

Vanceboro

Xi Sigma Pi

Vanceboro High School

"Beaver" demonstrated to boys in camp how to cross thin ice on a beaver pond without getting all wet. The method was all right but the weight was too great. All the same though "Beaver" is just what the name implies when it comes to work.



## BEEAKER, ANTHONY A., "Tin Cup"

Rumford

Phi Kappa

Stephens High School

Freshman Football Team; Varsity Football (3, 4); Sophomore Owls; "M" Club; Chairman Executive Committee of Forestry Club (1).

He is the best man known to run a line with a compass and a tin cup to keep the needle true north. He not only can run one line in this way, but runs across several others in the process.



BEST, ALTON LEWIS, "Fireman"

Allentown, Pa.

Xi Sigma Pi, Phi Sigma, Alpha Gamma Rho

During the still, small hours of the night, when only the howl of a bobcat, or the bark of a fox broke the tranquility, Al Best awoke with a cough and a sneeze. The camp was full of smoke.

As he struggled to tear himself from the clutches of his sleeping bag, the floor under the sawdust filled box by the stove (not the cat's bed) burst into flame. Clad only in his pajamas and a fireman's hat, he found his way to a hatchet in the far corner of the camp. With this weapon in his hand, Al fought his way to the heart of the flames and hurled the blazing box of sawdust through the window. He then madly attacked the burning floor boards with his axe, while his seven camp mates still slumbered without a premonition of danger.

The fire rapidly gained headway, and the contents of the partially filled water pail on the stove was of no avail. In his bare feet and scanty attire, "Fireman Best" ran through the snow and cold to the water hole, a full hundred yards away. Racing back with a full pail of water, he dashed the contents into the heart of the flame. This proved effective, and the danger to the sleepers was averted. Al went to bed.



BIXBY, THOMAS PERRY, "Cannon Ball"

A. T. O.

Newburyport, Mass.

Asst. Editor "*The Maine Forester*"

Xi Sigma Pi

Newburyport High School

This fellow isn't very large but he sure can carry an awful load. He couldn't get enough in his pack, when going to camp, to make it heavy as the rest of the gang's, so some one helped him out of the difficulty by giving him a twenty pound cannon ball to carry along, which he did like a man.



BRAGDON, KINGSBURY PUTNAM,  
"Monk"

York Village  
York Village High School

Valentino's double, but much better. He proved himself a man of the great open spaces where men grow hairy, by giving all the other fellows a week's start on their beards, then he came out with a bush four inches long and the only open spaces to be seen were his eyes and mouth.



DICKSON, THOMAS L., "Freeze"

Mexico  
Beta Theta Pi  
Mexico High School

Freshman Football; Track; Vice-President Sophomore Class; Vice-President Sophomore Owl Society; Varsity Track (2) "M"; Varsity Football (2, 3, 4); "M" (3, 4); President Junior Class; "M" Club (2, 3, 4); Varsity Track (3, 4); Senior Skull Society. Asst. Business Mgr. "*The Maine Forester*". Xi Sigma Pi, Phi Sigma.

Ramie's co-worker. The frost had a great affinity for his toes. It is a wonder that he didn't freeze Ramie out.



ERNEST, RAYMOND, "Radio Rame"

Orono  
Orono High School

Rame furnished the boys in Camp No. 4 with entertainment from start to finish, but they were not the only ones. Rame says, "The woods ain't no place for a young married man, because they don't have any feather beds, steam heat or servants to wait on you there".



GROSS, ELROY HEYER, "Silent"  
Waldoboro

Waldoboro High School

Elroy is one of those who "took time out," but true to his original purpose, has come back to finish strong with us. He is one of those big (230 lbs.), husky men of the forest. Another Benedict, but he stood it better.



HACKETT, CARROLL EDMUND  
"Speed"

New Vineyard

Kappa Sigma

Farmington High School

Captain Baseball (1); Varsity Baseball (2, 3); Captain Varsity Baseball (4); "M" Club; Sophomore Owls.

Partner to "Energy". Liked the woods—left camp just once during the long hibernation and couldn't stand being away. Always building the fire and cleaning up the camp.



HANSCOM, WILLIAM ASA, "Energy"  
A. T. O.

Orono

Orono High School

Freshman Football, Basketball and Baseball; Varsity Basketball (2, 3); Captain Varsity Basketball (4); Sophomore Owl Society; Junior Week Committee; Penobscot Valley Alumni Association Scholarship.

Another real woodsman. Even refused to take time out for the Christmas Holidays. A great correspondent man.



HARRIS, FREDERICK SIMPSON

Milo

Delta Tau Delta

Milo High School

Baseball (1, 2); Xi Sigma Phi.

"Poker face", he is the same under all conditions and circumstances. Although he is always jolly and pleasant, he knows his hand and plays it well.



KELSO, ELMER GARFIELD, "Kel"

Buxton

Beta Kappa

Buxton High School

Freshman Baseball; Varsity Baseball (2, 4); Rifle Club (1, 2, 3, 4); Rifle Team (1, 3); Intramural A.A. (2, 3); Scabbard and Blade.

"Kel" is a very remarkable fellow and always does well whatever he undertakes, no matter what the "Undertaking" is.



LARY, GEORGE ALFRED, "Sheik"

Old Orchard

Delta Tau Delta

Old Orchard High School

Track (1, 2).

There were only two of the younger opposite sex in the town of Grindstone, but he knew them both before the first week was up and so did some of the rest of the gang.



LEWIS, CARLTON HERBERT, "Tucker"  
 Old Orchard  
 Delta Tau Delta  
 Old Orchard High School  
 Track (1, 2); Vice-President Forestry Club  
 (3); Campus (1).

This is the side kick of the one above. They are inseparable, where you see one you will see the other. Only "Tucker" is noted for his poise and quiet ways.



MESERVE, NORMAN A., "Norm"  
 Gorham, N. H.  
 Kappa Sigma  
 Gorham High School  
 Freshman Track; Varsity Baseball (2, 3, 4);  
 Sophomore Owls.

A man among men is this one from the "Granite State" He is always willing and ready to help where needed and knows how to smile and laugh, which is needed in this world.



MITCHELL, DONALD DAVIS, "Big Boy"  
 Lynn, Mass.  
 Phi Gamma Delta  
 Lynn Classical High School

Track (1); Relay (1); "M" Club Show (1, 2).  
 The handsomest man in camp not baring the whiskers. He was also the tallest and could lie the longest in bed. One of the four "must-get-theirs", who went to camp early to get their deer before they were all gone.

NUTTING, ALBERT D., "Gramp"  
 South Paris  
 Phi Mu Delta  
 South Paris High School

Xi Sigma Pi.

This fellow doesn't come from France, even if the name of the place does look familiar. He could show the French Foresters a thing or two just the same. He never offers any information but when asked for it he has the goods to deliver. He is one of the silent men of the open spaces.

O'NEIL, JOHN DANIEL, "Spot-light"  
 Lewiston  
 Phi Kappa  
 Jordan High School

Rifle Team (2, 3); Track Club (1, 2, 3);  
 Men's Student Senate (3); Scabbard and  
 Blade.



"Satchel", as he is known in the C. A. C. W. club, was Parkie's partner on their memorable expedition up the Schoodic road. They were only "hunting" with a flashlight, for the ten-dollar bill that John had dropped during the afternoon, but the game warden misunderstood. John is proud of the fact that he spent the whole nine weeks in camp without taking a bath.

PARKER, LYNDALL KILGORE  
 "Speed-king," A.T.O.

Auburn  
 Deering High School and Edward Little  
 High School

Xi Sigma Pi; Rifle Team (1, 2, 3, 4).

Parkie was undoubtedly the camp's star track man. His finest performance was in out-distancing John O'Neil in their race from the Scoodic road back to camp. Fear lends wings even to leaden feet. Parkie also created a furore by chasing an elusive deer so far into the woods that he completely lost himself. Night and a blinding snow storm came on together, and it required the efforts of over half the camp, armed with lanterns and guns, to find the hunter. He was comfortably camped for the night within fifteen feet of the road.





PARSONS, WILLIAM, "Heavy"  
 South Berwick  
 Delta Tau Delta  
 York High School and Berwick Academy  
 Asst. Mgt. Baseball (1); Rifle Club (1, 2);  
 Order of Temple.

This guy sure has a heavy line as well as heavy feet. He has a heavy crush on the opposite sex, too. On the way up to camp he was going to take Prof. Briscoe's "lunch" he had such a heavy appetite.



PIKE, JOSEPH B., "Information"  
 Bridgeton  
 Alpha Gamma Rho  
 Bridgeton High School  
 Xi Sigma Pi; Freshman Cross Country  
 Squad.

Camp III would have been lost without Joe. He brought in three-quarters of the firewood, got up first on the cold mornings to build the fire, and supplied the boys with chewing tobacco and facts. A real woodsman out of place.



SANFORD, ARTHUR REDINGTON  
 "Gee-sus"  
 Redding, Conn.  
 A. T. O.  
 Sanford Prep.

Freshman Banquet Com.; Secretary-Treasurer Forestry Club and President of the Forestry Club (3).

This handsome, curly haired answer to a co-ed's prayer, easily takes first prize as the laziest man in the Senior class, with two or three exceptions. Best was his close rival for a long time, but Al's activities as fireman gave Art a big lead. As a cruiser, Art was the best in Grindstone. His four years' experience in the woods enabled him to get high honors in the cruising and mapping course.

SIMON, JOSEPH, "Shylock"

Millinocket

Phi Kappa

Millinocket High School

Freshman Football Team, Freshman Basketball Team, Freshman Baseball Team; Varsity Football Team (2, 3, 4); Varsity Basketball Squad (2, 3); Team (4); Varsity Baseball Squad (2, 3), Team (4).

The proprietor and general sales manager of the camp store. Sold packages of advertising matches and the boys candy. Went out any kind of weather to wait on a customer. We don't know whether he got his pound of flesh or not, but we do know that he lost some tramping around in the woods.



SWIFT, RALPH JOHNSON, "Skin-full"

Thomaston

Thomaston High School

Xi Sigma Pi; Phi Sigma; President Forestry Club (4).

Here is a true man. He is a level-headed fellow and always tends strictly to business. He has had some time debating with himself whether he will be a good economist or a poor forester. It will make no difference what he takes up we know that he will succeed.



TRASK, HENRY ORVILLE, "Chick-a-poo"  
 Mechanic Falls  
 Sigma Phi Sigma  
 Gorham High School

Freshman Football, Cross Country, Relay and Track Teams; Varsity Track Team (2, 3, 1); M. C. A. Cabinet (1, 2, 3, 4); Intramural A.A. Delegate (2, 3); Prism Board; Sophomore Owls; Class Relay (1, 2, 3); Carnival Ball Committee (2); Student Senate (3); Chairman Carnival Ball (3); Winter Sports Team (3); Varsity Relay (2, 3, 4); Varsity Cross Country (2, 3); Executive Committee Forestry Club (3); Editor-in-Chief of "*The Maine Forester*"; President of the M. C. A. (4); Chairman of the Commencement Week Committee; Chairman of the Committee on Student Investigation and Research.

This fellow believes that there is more to be gained in college than just out of books. He was general housekeeper for Camp IV as well as camp cook during the Christmas vacation. He claims that he got more out of the camp than the rest of the gang because he stayed there the longest in actual days.

TURNER, GEORGE W. C., "Columbus"  
 Hartford, Conn.

Alpha Gamma Rho  
 Hartford Public High School



Liberal Club (1, 2, 3); Track (1); Cross Country (2, 3); Outing Club (3); President of Outing Club (4); Men's Glee Club (1, 2); Class Executive Committee (1); Phi Sigma; Xi Sigma Pi.

This is the future research expert of the country in all lines of forestry. He has noted facilities for discovering the slightest thing wrong or out of the way with the order of nature's things. He carries a complete laboratory outfit with him at all times. His most recent discovery was that he had lost something down at Mt. Vernon.



WALDO, HENRY CHANNING

"Hammer-head"

Randolph Center, Vt.

Alpha Gamma Rho

Randolph High School

Freshman Rifle Team; Varsity Rifle Team (2, 3, 4); Vice-President Rifle Club (2, 3); Phi Sigma; Xi Sigma Pi.

The lad named above has some head on him and he doesn't use it entirely for studying or reasoning either. When anyone wants to take down a shelf just ask him how it is done. He can out butt the best billy goat on four feet.



WALDRON, ALEXANDER FREDERICK

"Musical"

Kittery Point

Traip Academy

Freshman Rifle Team; Varsity Rifle Team (2, 3, 4); Xi Sigma Pi; Phi Sigma.

This gentleman helped in furnishing the musical entertainment for camp II. He has melodious voice as well as a wonderful ear for cords and other sounds. Even his laugh is musical to say nothing of when he is asleep, which is a variation between deep bass, alto, contralto and soprano.



WINCH, EUGENE C., "Capt."

Bangor

Alpha Gamma Rho

Bangor High School

Freshman Rifle Team; Varsity Rifle Team (2, 3); Mgr. Rifle Team (3); Scabbard and Blade; Captain Rifle Team (4).

Shooting seems to be this person's hobby, but it is not all shooting at a target. He can shoot the worst line of anyone in the class barring none. He also has the distinction of being the only pink whiskered bird in the class.



# Forest Research in the Northeast

By SAMUEL T. DANA

Director, Northeastern Forest Experiment Station

In the last analysis, all progress in forestry is dependent on the information secured by research. No matter how desirous an owner may be of handling his lands properly, good intentions alone will not enable him to do so. Forest management can be really effective only when based on definitely established facts and principles; and these facts and principles can in turn be determined only by thorough-going investigations.

The importance of research is emphasized by the fact that the end of the original forest capital of the United States, on which it has so far been depending almost wholly for its wood supply, is now in sight. Within another thirty or forty years the accumulated growth of centuries will be exhausted. We shall then have to grow wood like any other crop or go without. But growing a crop of timber on anything like a sufficient scale to meet even our present needs is no easy matter, and will require more intensive measures than we now have the knowledge to apply.

The best available estimates indicate that we are now removing from the forests each year about four and one-half times the amount of wood grown. To balance this deficit with the present average annual growth per acre would require an area larger than the total land area of the United States. Present growth can, however, be considerably increased by better protection from fire, insects, and disease, and by putting into practice such simple and inexpensive silvicultural measures as might be included under "crude forestry". Even if this were done, however, the present drain on the forests could be met only by utilizing considerably more than the total land area suitable for the production of crops without irrigation. Obviously there is not the remotest possibility that any such area will be available for forest production. The only alternative is to grow more wood on the land that will be available.

The practice of sufficiently intensive forest management to meet our own needs means that our present growth must be increased by 312%. It also means that we shall have to bring about a greater average production per acre than has so far been achieved by another country except Belgium and Alsace-Lorraine. France produces but 38.4 cubic feet per acre, Germany 50.0 cubic feet, Austria and Switzerland 35.0 cubic feet, and Sweden but 23.6 cubic feet; while our goal is 52.8 cubic feet.

To increase our present growth to a point beyond that so far achieved anywhere in the world outside of two small countries in Europe is a big job, and one that requires a high degree of skill based on thorough knowledge. It involves the restoring to full production eighty-one million acres of denuded lands, only .04 of 1% of which are now being planted annually, and two hundred and fifty million acres of second growth lands, most of which are producing only a fraction of what they might. It also involves cutting our remaining one hundred and thirty-eight million acres of virgin forests so that they will be replaced by fully stocked stands of desirable species.

Good intentions alone will not suffice to do these things. Fire protection will not suffice. Equitable taxation will not suffice. Crude forestry will not suffice. Only the general application of the most effective methods of forest management will solve the problem. At present, the plain fact is that we do not know what these methods are. The only way to find out is through systematic investigation by trained men.

Yet so far, taking the country as a whole, forest research has not been developed on anything like the scale that it must be if we are to practice the kind of forestry to meet our timber requirements. In addition to the little being done by forest schools, state departments of forestry, and other agencies, the federal government now spends \$135,000 a year for research in the fields of forest protection and forest production, or 1.6% of the amount spent for agricultural research. This is used chiefly for the support of nine regional forest experiment stations, which are attempting to do in the field of forestry what the agricultural experiment stations are

doing in the field of agriculture. Several of these, however, are stations in little more than name, and none of them spends as much as \$25,000 a year.

One of the most recent is the Northeastern Forest Experiment Station, which was established during the summer of 1923. The region covered by the station includes the six New England states and New York, with a forest area of approximately forty million acres and a wide diversity of forest types and economic conditions. The station's headquarters are at Amherst, Mass., in cooperation with the Massachusetts Agricultural College. This will make possible the close correlation of allied investigations in the fields of forestry and agriculture, both of which deal with the basic problem of land utilization. Most of the field work will, however, because of the large territory involved, be conducted in other parts of the region. This will involve the establishment of a number of field stations, or centers of work, in different states and in cooperation with state agricultural colleges, forest schools, state forestry departments, private owners, and other agencies interested in forest research.

Many facts emphasize the importance of the forests of the Northeast and the consequent need of research to make them fully productive. Within this region is located 54% of the total number of pulp mills in the country. These produce over 56% of the total wood pulp production, and consume nearly 51% of the total pulp wood consumption of the United States. The industry has a large capital investment of a permanent character which cannot well be moved or converted to other uses without heavy loss. Yet many of the northeastern pulp and paper manufacturers are totally dependent on the purchase of pulp wood, and only a few are entirely independent. New York, for example, in 1920 imported more than one-half of the 1,130,505 cords of pulp wood it consumed. With the probability of decreasing supplies of foreign materials, the situation is one that the industry cannot view with complacency.

It is a striking fact, the significance of which is too often overlooked, that the products of the wood manufacturing industries of New England are valued at twenty million

dollars a year more than its agricultural products. New England imports half of its lumber, and New York cuts less than half of its requirements. Yet in spite of this situation, over five million acres of forest land in New England are now an unproductive waste, and more than eight million acres grow nothing but fuel wood. The Northeastern Forest Experiment Station will aim to supply, so far as possible, the information needed to remedy this situation. With an annual budget of less than \$25,000 to be spread over forty million acres and an almost infinite number of problems, progress will, however, necessarily be slow.

The situation is one that calls for increased activity and hearty cooperation on the part of all agencies in a position to conduct forest research. A census of forest investigations in the Northeast recently made by the Experiment Station shows that a considerable number of projects have already been started by various agencies, and particularly by the forest schools. They include work in all phases of forest protection, reforestation, methods of cutting, mensuration, and forest management generally. While much of the work is not intensive, it does represent a conscious effort to solve specific problems. Encouraging as these efforts are, their total accomplishment is small in comparison with what remains to be done.

One of the first policies decided upon for the Northeastern Forest Experiment Station was the organization of an advisory committee to assist it in formulating its program and in other ways. It was felt that such a committee, composed of men already engaged in or interested in the results of forest research, would be able to help the station materially in selecting for study those problems which are of outstanding importance, both intrinsically and in the light of other investigations already under way in the region; and that it would also help in bringing about the close cooperation between it and other research organizations which is obviously desirable and upon which the effectiveness of the station will largely depend.

When this suggestion was first made, many expressed the belief that the usefulness of a committee of this sort might be greatly increased by making it an advisory body

not only to the Forest Experiment Station but to other investigators as well; and after some discussion the Secretary of Agriculture was asked to take the leadership in organizing a Northeastern Forest Research Council. The underlying idea of such a council is that it will be helpful in coordinating forest research already under way or hereafter undertaken, in encouraging increased activity in this field, and in concentrating attention on problems of outstanding importance. The Council will not itself conduct any research, but will aim rather to stimulate and guide research on the part of others without in any way attempting to interfere with their complete freedom of action. While its recommendations will not be mandatory, they will undoubtedly command respect, and should be effective in securing the adoption of a more comprehensive, better coordinated, and therefore more effective program of forest research than now exists. It should also be influential in calling attention to the results of investigations and in getting these results put into actual practice.

The Secretary of Agriculture has named a council of seventeen members who are well distributed throughout the region concerned, and who are recognized leaders in their respective lines. Among the interest represented are the forest schools, state departments of forestry, agricultural colleges and experiment stations, pulp and paper industry, lumber industry, wood turning industry, and private timberland owners. Provision is made for a rotating membership under which the terms of one-fourth of the Council members will expire each year. This will make possible the bringing in of new blood and new points of view, and at the same time by leaving the majority of the Council unchanged will secure continuity of policy.

It is believed that a council of this sort will be in a position to serve to advantage as a clearing house for the discussion of all matters pertaining to forest research. Just how far it will go and what its activities will include will be decided by the Council itself, which is an independent body that will formulate its own policies. Its organization is indicative of the desire for cooperation on the part of research agencies generally, and should do much to bring about increased

activity in this field. The problems involved are so numerous and so complex as to require the united efforts of all in their solution.

In no other part of the United States is the need for forest research more marked than in the Northeast. In no other region are economic conditions more favorable for the practice of forestry by public or private owners, and in no other region is there a greater possibility of putting to immediate practical use the facts and principles established by research. These facts constitute a challenge to develop a research program adequate to meet the pressing need for additional information.

# Maine Forest Service

## Activities

Protects the forests from fire.

Combats the white pine blister rust.

Studies the spruce bud worm and other forest insects.

Conducts investigations as to the best methods of forest management.

Advises private owners on the handling of their forest lands.

Maintains a forest tree nursery for the distribution of planting stock.

Promotes public instruction in forestry.

Licenses portable saw mills.

Issues permits for cutting on Auxiliary State Forests.

Administers the public lands.

## Forest Fire Protection

### INCLUDES

Enforcement of the slash laws.

Control of brush burning, including the burning of blueberry lands.

Penalties for leaving fires unextinguished or allowing them to escape.

Maintenance of over 60 fire lookout towers.

Maintenance of railroad and other patrols.

Screening of smoking car windows.

Use of spark arresters on all locomotives.

Authority to suspend open season for hunting and fishing.

Posting of fire signs and other educational work.

Licensing of portable saw mills.

## Maine Forestry District

The Maine Forestry District includes 9,700,000 acres in northern Maine.

Fire protection within this District, including fire fighting, is organized and paid for by the State.

Funds for this purpose are secured by a special tax of  $2\frac{1}{4}$  mills on the dollar on all property within the District.

Any adjoining town or plantation may at any time by vote of its inhabitants become a part of the Forestry District.

## Outside Forestry District

Responsibility for the protection of the 5,000,000 acres forest land outside of the Maine Forestry District rests upon the municipal officers of each town or plantation.

Selectmen are ex-officio forest fire-wardens with authority to appoint deputy wardens.

It is unlawful to burn brush or blueberry land except under written permit from the Forest Commissioner countersigned by a selectman.

All fires of one acre or more in area must be reported by selectmen to the Forest Commissioner on forms furnished by him.

Forest fire signs for posting in schools, camps, saw mills, and elsewhere are furnished by the Forest Commissioner without charge to selectmen and timberland owners.

Selectmen are authorized to suspend portable saw mill licenses in time of drought and to suspend or revoke them for violation of the slash laws.

The State cooperates with municipal officers in the enforcement of the slash laws and in the maintenance of fire lookout towers, but cannot contribute toward the cost of fire fighting.

## White Pine Blister Rust

Is a disease of serious economic importance.

Was introduced from Europe and is now present throughout the northeastern United States.

Attacks white pine trees and currant and gooseberry bushes, spraying does no good.

It is particularly destructive to young trees but also does considerable damage to older ones.

Trees attacked by it almost never recover.

Unless checked promptly it threatens the continued production of the white pine as a commercial tree.

The shipment into the State and the movement within the State of any currant or gooseberry bushes are forbidden by law.

The shipment into the State and the movement within the State of any white pine trees are forbidden except under permit from the Forest Commissioner.

The disease cannot spread directly from one pine to another, but must first go from a pine to a currant or gooseberry bush and then back to the pine.

It can be controlled at a reasonable cost by uprooting all currant and gooseberry bushes, both wild and cultivated, within 200 to 300 yards of white pine trees.

The immediate removal of these bushes is essential.

The disease is now spreading rapidly and must be controlled at once to prevent serious and widespread damage.

The State Forest Service is ready to cooperate with towns and individuals in organizing and directing the control work.

## Wealth In A Woodpile

*By* A. L. T. CUMMINGS

W'en I was work on loggin' crew,  
 An' help for chop de tree,  
 No matter how moche slash we mak'  
 She's all de sam' to me.

We chop off limb an' t'row away,  
 Jes lak dey was no good,  
 But trim de log de bes' we can—  
 Don't care not'ing for wood.

But now I leeve on great beeg town;  
 Long way from pine an' spruce  
 Mus' burn t'ree cord of small short stick—  
 Mak' me poor like de deuce.

How moche you 'spose dat woodpile man  
 Git nerve for ax me pay  
 For dose t'ree cord, sam kin' o' stuff—  
 Log-man was t'row away?

T'irteen dollar for jes wan cord  
 Is de bes' price he mak',  
 An' if 'Twan't heem saw' two tam,  
 Ba gosh, fourteen he tak'.

I think I'll jack ma job on mill  
 An' go back on countree,  
 Buy two, t'ree acre good wood lot  
 For mak' de big monee.

Will chop all day for seex, seven month,  
 An' save all of de slash,  
 Haul heem to city wit' ole plug,  
 Den sol' for plenty cash.

I use' to t'nk de easies' way  
 For earn de large fortune  
 Was totin' boose across de line  
 On night de ain't no moon.

But now I know for git rich quick  
 Dere's sure no finer way  
 Den sellin' slash, fourteen a cord,  
 Dose city mans mus' pay.

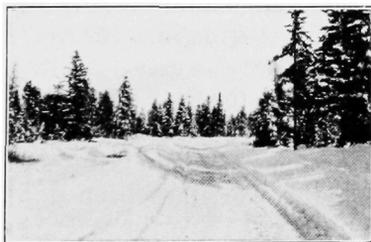
# Our Winter Camp---Its Place In Education

By PROF G. I. STEWART

Forestry education, technical training of foresters being the object, has been carried on in the United States for more than a quarter century. During this period of time schools of forestry have sprung up in every part of the country, until now there is not a forest region lacking a forest school.



During the development of forestry education ideals have changed somewhat, and the conception of what constituted an ideal curriculum in forestry training has changed to a great extent. The reason for this is simple; at the outset practically the only employment for a trained forester was offered by the United States Forest Service, and all schools attempting to supply trained men to that organization, built up curricula directly suited to offer the best training for that particular type of work. But conditions have changed with time; oppor-



tunities for technical foresters are abundant outside of the Forest Service and industry is finding more and more profitable use for a forester's training. Education in forestry subjects has felt this change and the various forest schools have revised and added to their

curricula as the new conditions required. So today we find schools of forestry in different parts of the country, building up and developing curricula which differ greatly.

This is an exceedingly fortunate situation—it spells progress, because forestry schools are centering their atten-

tion on the problems of the region in which they exist, which means specialization in some degree. We have departed more or less from the standpoint of generalized education, even though we must continue to build upon those general founda-



tions of science which constitute the basis of forestry. In this respect the practice of forestry differs greatly from every other profession; the principles of engineering, medical practice, dentistry and many others hold world wide application.



Successful practice of forestry departs from that—it is based upon the solution of local problems, and successful application cannot be based too greatly on generalization. Hence the difference in curricula which we find extant in our forest schools; they are built up

fundamentally around the conditions prevailing in their respective regions.

In one respect practically every school regards one phase of forestry education essential, and that is an intensive training in field methods and their application. In most cases this part of the curriculum requires from nine to twelve weeks to complete and usually the work is carried on in a special woods camp, designed especially for that purpose.

The forest school of the University of Maine has conducted a course of this nature for the past four years, but unlike most camps of this kind, the work has been done through the winter months. The Great Northern Paper Company has cooperated with the University in a most helpful way. They have always supplied the camps to house the students, supplied the details of the commissary at cost, and supplied one man to assist in instruction. One additional instructor is supplied by the state forest organization

at Augusta, and the camp is under the supervision of one faculty member from the forest school of the University.

There are good arguments against the work being carried on through the winter months, but they must be limited to the discomfort of doing tedious instrumental work in cold weather, and the limitation put upon the work by short working days.

has its advantage. Then the operations may be carried on full swing in this time of the year, and large operations may be studied to best advantage. Then again the discomforts of cold weather can be no worse than those caused by flies and mosquitoes during the summer months. Also travel on snowshoes is much easier in swampy country, than on foot during the summer.



Winter camp also has its advantages. In the first place all the woods full swing in this time of the year, and large operations may be studied to best advantage. Then again the discomforts of cold weather can be no worse than those caused by flies and mosquitoes during the summer months. Also travel on snowshoes is much easier in swampy country, than on foot during the summer.

And lastly, there is the fact that summer months are left free for the student to earn funds for a following school year—an advantage of no small importance to a great many.

In general the camp instruction may be grouped under three heads; logging studies; forest engineering; and forest management. Subjects dealing with the studies of actual logging methods; scaling, felling, skidding, loading, hauling and water transportation are given.

Those subjects falling under the head of forest engineering comprise: field work in the analysis of the U. S. Land Subdivision System; surveying methods applicable to forest surveys; rail-railroad curve the various timber survey. tual field work all of these taken and each student to complete

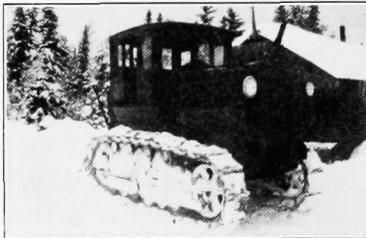


road location; location; and methods of Beside the acc-problems in are under-worked out, being required all of them.

The work in forest management comprises a valuation survey for the purpose of gathering the business information pertaining to a large forest property. Timber volumes in all the forest types of the region are gathered, as they exist on the property. The problem work in connection with this subject consists of a complete report, in workable form, of all the details of the property—timber volumes arranged by forty acre lots, and diameter classes and species. The same information is again arranged for each working group and placed in workable form to be used in the regulation of the cut.

Growth data are used according to actual field studies, and from yield tables.

This management work has been carried over into the second semester and the regulation of the cut will be



worked out in order to complete a full management problem of a forest property. In this way each student will have completed a valuation survey of a forest property, arranged the business data in correct form, regulated

the timber cut on a feasible rotation, and worked out as far as possible, the probable silviculture for each working group. The time in camp does not permit of full completion of this problem.

The final value, to a student, of a camp training of this kind cannot be overestimated. It places him in a position to experience first hand, the various types of work he will encounter after his graduation. In some students it instills a new love for forestry and the woods that could be gained in no other way. In others it creates a reverse mental attitude, but that type of student would dislike the work anyway, in the course of time, and the sooner he knows it the better. Training of this kind permits a student of

forestry to apply the theories and principles he has learned during his training—it constitutes the best kind of an example of the problem method of education.

And last, but not least, there is the joy of the camaraderie of camp life, when good foresters get together. Long may it continue.



## Forest Schools Having 4-Year Curricula

Economy in publication demanded the omitting of the detailed courses of study for 20 American forest schools offering courses covering a four-year period. Certain of the schools offer only a four-year curriculum; others also give graduate work, leading after one additional year to the master's degree. In the following list the schools offering graduate work are indicated by an asterisk.

Interested persons may secure the curricula of the schools from their respective catalogs in greater detail than can be here published. The similarity of the many courses would have made their inclusion unnecessary repetition.

The following list shows the principal forest schools giving 4-year courses or more and granting a forestry degree.

Bates College, Lewiston, Me.

\*University of California, Berkeley, Calif.

\*Colorado College, Colorado Springs, Colo.

Colorado Agricultural College, Boulder, Colo.

\*Cornell University, department of forestry, New York State College of Agriculture, Ithaca, N. Y.

Georgia State College of Agriculture, Athens, Ga.

\*University of Idaho, Moscow, Idaho.

Iowa State College of Agriculture, Ames, Iowa.

University of Maine, Orono, Maine.

\*Michigan Agricultural College, Lansing, Mich.

\*University of Michigan, Ann Harbor, Mich.

\*University of Minnesota, St. Paul, Minn.

University of Montana, Missoula, Mont.

University of Oregon, Eugene, Oreg.

Pennsylvania State College, State College, Pa.

Pennsylvania State Forest Academy, Mont Alto, Pa.

\*Syracuse University, New York State College of Forestry, Syracuse, N. Y.

\*University of Toronto, Toronto, Canada.

University of Washington, Seattle, Wash.

\*Yale University, New Haven, Conn.

(References) Librarian, U. S. Forest Service, Washington, D. C.  
Forest Commissioner, Augusta, Maine.

\*Colleges offering graduate courses of one or more years in forestry.

## Extension Forestry In Maine

On July 1, 1923, a new project known as "Forestry Extension" became a part of the teaching in agriculture to be conducted by the Extension Service, College of Agriculture, University of Maine. The need for such an extension project in Maine had been felt for some time prior to the year 1923. This work, however, could not be undertaken until sufficient funds were available through the Smith-Lever Act of 1914, and as necessary funds were to be had beginning with the year 1923 a full time forestry specialist was appointed on July 17, of that year. A definite project agreement for the forestry project has been approved by the Secretary of Agriculture through the Office of Cooperative Extension Work and by the College of Agriculture of the State of Maine.

One of the duties of the forestry specialist is that of studying the needs of the state in so far as extension work in forestry is concerned, and to prepare specific plans for meeting the needs with special emphasis on those phases of the work needing immediate attention. One may wonder just what are the forestry problems of paramount importance needing immediate attention, and which, at the same time, are of such a nature that they may be developed through extension teaching.

It is generally recognized that American people are not forestry minded, and as yet, have not arrived at that state of mind where they can think of forest growth as a crop. The awakening of forest land owners to the employment of better forestry practices can be considered the problem of problems worthy of and needing immediate attention.

Maine has two groups of forest land owners. Group I represents a comparatively few companies and individuals who own and control the major part of 15,000,000 acres of forest land. This group, through owning such vast acreage has been forced to employ some of the better forestry practices. Group II is composed of over 50,000 farmers who own more than 1,500,000 acres of farm woodland together with nearly 1,000,000 acres of pasture woodland. It is with

Group II, farmers having an average of from 30 to 50 acres of farm woodlot, that the forestry specialist is interested in developing the "forestry-mind"

To awaken the mind of the farmer to forestry practices which he can adopt the Extension Service of the College of Agriculture started its forestry program with a project known as timber estimating. The purpose of this project is to assist woodlot owners in determining the amount of standing timber on their woodlots as a means of enabling them to handle this part of the farm to better financial advantage. A simple, yet consistently accurate, method of timber estimating is presented. Over 260 demonstrations have been held in different communities of fifteen counties with a total attendance of about 2800 persons. As a result of these meetings, cruising sticks, instruments to facilitate the estimating of woodlots have been purchased by nearly 850 individuals.

Another forestry practice demonstrated by the Extension Service is the planting of forest trees on Maine farms. Accurate data is not available on the amount of farm land suited to forest tree planting, but it has been estimated that about eighteen percent of the total farm area is idle, non-agricultural land which could be and should be growing forest trees of commercial importance. Over 200,000 nursery grown forest trees of white pine, red (Norway) pine, white spruce, Norway spruce, and balsam fir have been planted in 140 demonstration areas in the last three years.

Timber estimating and forest tree planting are but two practices adapted to forestry extension teaching. The development of new forestry projects will be governed by the completion of those now existing and by economic conditions.

# Trees For Street Planting In Maine

By DR. EDWIN D. HULL

Of the more than five hundred species of native and foreign trees in the United States, only a very small number are adapted for street planting, and, owing to the location of Maine, fewer still will be found useful here.

It should be mentioned that the qualities of a good shade tree are: hardiness, to withstand city conditions and transplanting; symmetry, as shown in a straight trunk and rounded head; a high degree of immunity from insect and fungous disease; foliage of sufficient density to produce a good quantity of shade, but not so dense that grass cannot grow; cleanliness in habit, not shedding its bark or branches, and retaining its leaves until late Autumn; longevity; and finally, medium height. Trees of this sort, with attention to proper spacing, the planting of specimens of the same size and the same species on a single street, together with judicious pruning, will add much to the attractiveness of a city.

In listing the following species, an attempt has been made to arrange them in order of excellence, and not according to a natural classification.

Norway Maple (*Acer platanoides*)—From Europe and the Caucasus. Numerous varieties have been produced in cultivation, some with finely dissected leaves and variegated foliage. The typical form has been planted in considerable numbers on the campus of the University of Maine, where it does very well.

Sugar Maple (*Acer saccharum*)—A native tree, flourishing in almost any soil. Much like the preceding Maple in habit, but with somewhat smaller leaves. The Black Maple (*Acer Saccharum nigrum*),—often regarded as a distinct species, has black bark, and is otherwise duller in appearance and not as attractive as the typical species.

Sycamore Maple (*Acer pseudoplatanus*)—From the same region as the Norway Maple, and much resembling it, though

the leaves are larger and broader and of a darker green. Like the Norway Maple, also, numerous varieties have been produced under artificial conditions.

Red Maple (*Acer Rubrum*)—A native tree, very attractive in its bright red branchlets, flowers and fruit, and in its scarlet or orange autumnal foliage.

Basswood (*Tilia americana*)—A native tree with large leaves and fragrant flowers, which yield a superior quality of honey.

Small-leaved Linden (*Tilia cordata*)—An Old World tree resembling our native Basswood, but with much smaller leaves.

Pin Oak (*Quercus palustris*)—Not native to Maine, but found from Massachusetts southward and westward. Its habit is much more that of a conifer than that of an Oak. The foliage turns bright red in Autumn.

English Elm (*Ulmus campestris*)—A native of western and southern Europe. There is a very good specimen of this tree on College Road in Orono.

Scotch Elm (*Ulmus glabra*)—A native of the Old World from Europe to Japan. A variable species, with many species produced in cultivation.

White Ash (*Fraxinus americana*)—A native tree with compound leaves, at its best in moist soil.

Horse Chestnut (*Aesculus Hippocastanum*)—A native of northern Greece and Bulgaria. It is the first of all shade trees to come out in leaf. It should not be planted in dry soil.

Western Catalpa or Cigar Tree (*Catalpa speciosa*)—A southern tree ranging from southern Illinois and Indiana to Louisiana and Mississippi, but perfectly hardy northward. It has large, heartshaped leaves and clusters of white, showy flowers.

# Cord Measure

## A Rule for Measuring Stacked 4-foot Wood

*By* C. W. L. CHAPMAN

A standard cord contains all the well trimmed wood that can be closely and neatly piled in a space four feet wide, four feet high, and eight feet long. In spite of this simple definition, there is a great variation in the amount of solid wood that may be bought or sold as a cord. To begin with, a pile of wood 4' x 4' x 8' does not actually contain 128 cubic feet of solid wood, as many suppose, but rarely contains more than 100 cubic feet, because of the air space between the sticks. Thus, under the most favorable conditions, 18 of the 128 cubic feet in a stacked cord is nothing but air. In ordinary practice, one can rely on softwood running about 90 to 95 cubic feet of solid wood to the cord. Hardwoods, cut in four foot lengths, seldom run more than 85 cubic feet of solid wood to the cord. If the pile contains many limbs or much crooked wood, it may have as few as 65 cubic feet of solid to the cord.

Anything that tends to increase the amount of air space between the sticks, decreases the amount of solid wood to the cord. Crooked sticks, poorly trimmed knots, small round wood, loose piles, defective sticks; all cause deductions in the amount of wood in the cord.

“Long Cord” is a term applied to a pile of stacked wood four feet high and eight feet long but the wood may be more than four feet long.

A “Short Cord” is a pile of stacked wood four feet high by eight feet long but less than four feet wide. Stove lengths are sometimes sold by short cords.

It has long been the practice in measuring piles of stacked wood made up of sticks less than four feet long, to divide the product of the length and height in feet by 32, to get the number of short cords. Thus, a pile of 16-inch stove wood, seven feet high and eight feet long, would contain  $1\frac{3}{4}$  short cords.  $\frac{7 \times 8}{32} = 1\frac{3}{4}$

The same principle may be applied in measuring four foot wood. In order to overcome the difficulty encountered when the piles are not exactly four feet high (most piles vary from 45'' to 54'' in height) the height is expressed in inches, which, for a standard cord is 48''. The dividing factor, 384, is obtained by multiplying 48, the height in inches, by 8, the length of a standard cord in feet.

The application of this rule is simple enough in practice. The scaler takes the height in inches at two foot intervals along the pile. By doing this, he obtains the average height of the pile in inches. He then finds the average length in feet and multiplies these two averages together. Their product is divided by 384 which gives the number of cords in the pile without deductions.

Example: A pile 13 feet long and averaging 46 inches in height will contain 1.56 cords.  $\frac{13 \times 46}{384} = 1.56$

Cordwood is discounted for rotten or defective sticks and for loose, poor piling. This may be done for four foot wood by using the following table.

<i>Diameter of Stick</i>	<i>Contents in Cords</i>
4''	.004
6''	.01
8''	.02
10''	.03
12''	.04
14''	.05
16''	.07

Example of Use: In looking over the pile in the above example, it is found that there are three 6'' sticks, one 12-inch stick, and one 14-inch stick unfit for use. Also, there are holes in the pile caused by loose piling in which can be placed two 8-inch sticks. Referring to the above table, the cull would be:

3	6'' sticks	.03	cords
1	12'' "	.04	"
1	14'' "	.05	"
2	8'' "	.04	"
		<hr/>	
		.16	"

Deducting the cull from the stack, we have 1.56 cords minus .16 cords or 1.4 cords of wood in the pile.

# How It Feels To Face a Forest Fire

International Man Has Thrilling  
Experience in Northern Quebec

*By* E. E. SHAW

Forest Engineering Department, Graduate of the Class 1916

Early in the Summer, we were in the Wessoneau district. For two weeks it had been smoky, and dark. Daily the atmosphere grew thicker and darker.

One day two fire rangers came into camp. They had been fighting fire on their district, and had been driven out as the fire advanced and their camp burned. Others came in later, saying the fire was traveling fast, jumping streams and lakes. Even large lakes did not stop the advancing flames. In the morning, as the wind came up after sunrise, we could see smoke billowing up to the west and again to the north; as the wind freshened the smoke cloud grew heavy and close, so it was certain the fire was sweeping our way fast.

We packed up our outfit and canoed across the lakes to the Laurentian Club camp on Lake Steamboat Rock. This place had a clearing of two acres or more fronting the lake shore and seemed like the best place to wait for the fire to pass over. The Club manager wanted all the help possible to save the club. So we agreed to help. Men were busy with goods piled up on the shore and covered with wet canvas. Ladders were being made and put up to the buildings, pails and shovels distributed. The guardian's wife and children, at the camp, were sent off down the lake with two Indian guides to be out of the path of the fire.

About noon the fire had reached the head of the lake, north of us; we could hear the roar and see streaks of flame flash through the rolls of smoke. We watched the fire run up one valley and sweep over the crest of a mountain two miles away.

Our own outfit was piled on the shore under a wet canvas, the camp cow was tethered to a stake on the lakeshore. All preparations having been made to protect the buildings.

The roar of the fire which was growing louder, the smoke getting thicker and the sight of the fire wall sweeping the forest at the head of the lake, all combined, gave us a feeling of an impending something, a great uneasiness from which there was no escape. It was a wonderful and also terrible sight, like a live creature overcome by some pestilence.

Then all at once the fire was on us. It swept from the mountain top behind the camp, and closed in on us from the north, meeting just above us. A tornado of flame swept the camp and clearing.

It was a thrilling and soul-stirring half hour we experienced.

Several incidents stand out in my memory above the rush of fire fighting.

An Indian, I remember, stood on the roof of our camp, where it seemed impossible to live, putting out a fire on the shingles. He stood silhouetted against a wall of flame. The wind currents created by the fire would cause local whirlwinds, and great gusts of hot air would sweep the clearing. One such gust swept a sheet of live flame the whole width of the place, and sometimes in the rifts of smoke a tongue of flame would spiral up one hundred feet or more above the tree tops. A cow moose trotted across between some men carrying water from the lake. Pete, the camp guardian, who was a very little man, was running around with two slop-jars full of water; he was so short the jars dragged on the ground.

When it seemed that we could stand the terrific heat and smoke no longer and would have to give up, the atmosphere began to clear and the fire to pass on. Shortly we could breathe easier. Looking over the battle-ground we found three badly scared men hiding under a canvas on the shore; the cow had developed a bad cough; some of us had our hair singed, and all had red and watery eyes.

From down the lake and across on the other side came a roaring as the fire swept away, leaving a charred and naked waste where a few hours before was virgin forest.

# The Harvard Forest School

*By* ERROL E. TARBOX

Imagine if you can a smooth black road winding along ridge top and side hill, and bordered on both sides by a thick growth of oak and maple. Up ahead, and to the left a lane leads up a little hill bordered by stone walls; ancient apple trees weighted down by grape vines, and thrifty maples. through these trees the newcomer gets his first glimpse of Harvard Forest School.

It is a large white painted building formerly the headquarters of a Shaker colony; three stories high in front, and shaped like the capital letter "L." The study rooms are on the second floor of the front part of the building, and sleeping quarters are on the third. The foreman of the forest and his family make their home in the long "l" part of the house. Behind the main building are a barn, stable, and pump house. The main house and the outbuildings; together with an immense pile of wood in the yard give the place an ideal farmlike appearance, and one would never suspect in passing along the road that he was looking at an institution of learning.

The two thousand odd acres comprising the forest is divided into three separate tracts. They are called the Prospect Hill, Meadow Water, and Slab City. The growth on these tracts varies from pure stands of old field pine of all ages to varying mixtures of pine and hardwoods, and pure hardwoods, with here and there a type in which hemlock and spruce predominates.

The forest has been on a sustained yield basis since about 1909, the allowed annual cut being 250,000 board feet. During the winter of 1922 the forest was surveyed on a cubic foot basis with the intention of redetermining the annual increment in terms of this unit. The yearly cut has been estimated conservatively, and a result the amount of growing stock is steadily increasing.

The students at Harvard Forest School number three to four each year. At the commencement of the school year

in September two or three weeks are spent conferring with Professor Fisher, and touring the surrounding country under his guidance. During this time, the student gains some familiarity with the region, and is assisted in selecting the particular problem upon which he wishes to work during the year. Once the problem is selected the student commences field work, for it is advisable to secure all the field data possible during good weather; leaving office work for the stormy winter days.

A man is left pretty much to his own devices in working on a problem, and this is a good thing for him in developing initiative, and the power of independent thought. Of course questions arise which he cannot solve alone, and then Professor Fisher is always ready with helpful advice. There are no classes: discussions are always informal, and are held any time or anywhere the occasion arises. Professor Fisher moves to Cambridge during the winter months, making occasional visits to the School, but the remainder of the time he lives on the forest. It is a great privilege for any student of forestry to be able to spend a year under this man; to be able to receive the full benefit of his wide knowledge and viewpoint of forestry gained through many years of study and experience, and imparted to the learner in his characteristic and inimitable manner.

The winter of 1922 was the first one during which the students remained on the forest. Before then, it was usual to migrate to Cambridge in December and remain there until spring. Despite the severe winter experienced that year, field work was continued whenever it was necessary, although travel was necessarily curtailed. During good travelling weather, field studies are made not only on the forest itself, but in all the surrounding towns for many miles, this section of Massachusetts being heavily wooded. The students are provided with a Ford, and are allowed to travel at will as long as constructive necessary work is being performed.

The student is presented with many opportunities to earn money. The school has a reputation in the region as being the abode of good timber estimators and surveyors, and many requests for men to do jobs are made to Professor Fisher by buyers and sellers of timber. When such a job

comes to hand, the entire student body goes to work until the job is completed, and then studies are resumed. There is also much work to be done on the forest. This work may be thinning, weeding, planting, nursery practice, brush disposal, or cord wood cutting, and it gives the student valuable experience in actual wood's practice as well as furnish him with money.

By spring the field work of the student's problem has all been completed, and he usually has made at least a first draft of his thesis. A great deal of study and revision is necessary before his paper is passed upon and approved by Professor Fisher. The novice is sure to make statements which are incorrect, and to draw conclusions which are not based upon fact, or at least upon too little evidence. However, the thesis is finally completed, and if satisfactory will eventually appear under the writer's name as a Harvard Forest School Bulletin.

A man will get out of Harvard Forest School just what he puts into it. The opportunities for self-advancement are great, but it is squarely up to the individual. In such a school which is so regulated that the student is left largely upon his own initiative, he can do as much work as he chooses, and to a lesser degree, he can do as little as he chooses. For a man who is eager for knowledge and willing to work, the school offers an opportunity which cannot be equalled.



**XI SIGMA PI**

Pike                      Swift                      Waldo                      Prof. Highlands  
Bixby                      Armstrong                      Best                      Waldron                      Turner                      Harris  
Dickson

## Xi Sigma Pi

Xi Sigma Pi, the honorary fraternity in forestry, has a progressive chapter at the University of Maine. The fraternity was founded in 1908 at the University of Washington. The second chapter was established at the Michigan Agricultural College in 1916. The University of Maine, the following year came in and established the third chapter. At present there are eleven chapters.

The purpose of the fraternity is to maintain a high standard of scholarship in forest education, and to encourage an active interest in the practice of forestry. Eligibility to this fraternity is based on scholastic ability, general character, and the interest shown in forestry work.

Gamma chapter is composed of seventeen students and three faculty members. The spring initiation was held Thursday evening, March 10, 1927, admitting to membership three new members of the class of '27, Prof. Stewart, and four of the class of '28.

An organization of this kind is an important factor in college life. It offers a goal toward which underclassmen may work, and to upperclassmen it offers an opportunity to associate with those who are seriously interested in forestry and in its upbuilding.

## The Maine Forestry Club

The Club has been very active this year under the able leadership of Ralph Swift, as president. They have held four monthly meetings to date with two more to be held this year.

An organization meeting was held in October and the new officers, executive committee and Editor-in-Chief of the *Maine Forester*, were elected.

At the second meeting on November 10, Mr. Victor Isola, Secretary of the State Hardwood Association, gave the club a very interesting talk on the hardwood situation in Maine and its future prospects.

As the annual winter camp course kept the seniors off the campus until early February, the next meeting was not held until Feb. 9. At this time Mr. Rendall, supervisor of the Bates Forest for Bates College, gave the club members an outline of his experiences as a forester, both on and off the Bates College Forest.

The March meeting was called on the 9th. Dr. C. C. Janzen and Prof. G. I. Stewart, each gave a very good talk.

One of the activities of the club this year was to give a dance in the gym. on November 12. The club realized a profit of about \$40.

## Hard Knots and Seasoned Cracks



Stude: I say, Professor, I need a light on this subject.  
Prof. Might I suggest a little reflection?—*Ollapod.*

If all the students who sit through four straight hour lectures were lined up three feet apart, they would stretch.  
—*Denison Flamingo.*

College students today know that witchcraft does not exist. Yet it is surprising the number of them who still are able to raise the devil, most any time.—*Red Cat.*

“Do you know William?”

“Seems that the nomenclature has reached my ears before, but I’ll bite. William who?”

“Wilya marry me?” — *U. of Wash. Columns.*



1—Nice Kitty!  
 3—Cruising?  
 5—Inspecting Limbs

2—Picking Pine Cones?  
 4—Running a Line  
 6—The Great Open Spaces



“Hear about the Scotchman who just went insane?”

“No, what was the matter?”

“He bought a score card at the game and neither team scored!”—*The Webfoot*.

“How do you know Evangeline was the first wicked poem in America?”

“Why, doesn’t Longfellow say, ‘This is the forest prime evil?’ ”—*Illinois Siren*.

Prof.: "Why is hash like an examination?"

Student: "I don't know." (as usual)

Prof.: "It is a review of all we have had for the last week."



A RISING YOUNG FORESTER

*Tune*—"My Bonny Lies over the Ocean."  
 Last night as I went down to Grindstone,  
 Last night as I went for the mail.  
 I nearly fell over the trestle,  
 When I met a girl with a milk pail.

—George W. C. Turner.

**Right Audience**

Professor: "I am going to speak on liars. How many of you have read the twenty-fifth chapter of the text?"

Nearly every student raised his hand.

Professor: "Good! You are the very group to whom I wish to speak. There is no twenty-fifth chapter."

—*Iowa Frivol.*

**Fair and Warmer**

Bill: "You are the sunshine of my life."

She: "Oh, Bill."

Bill: "You reign alone in my heart."

She: "Darling."

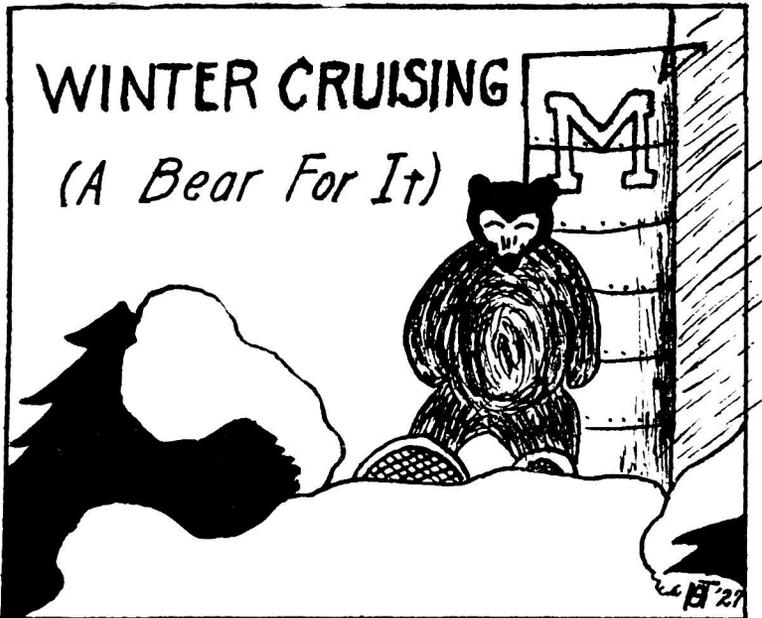
Bill: "With you at my side I could weather any storm."

She: "Just a minute, Bill. Is this a proposal or a weather report?"—*Selected.*

She: "My, but your face is rough!"

He: "Yep. They used me in a match strike once."

—*Cincinnati Cynic.*





# Alumni

The following are the graduates of the forestry school with their present occupation and address as far as known. Any corrections or more recent information will be greatly appreciated.

<i>Class</i>	<i>Name</i>	<i>Address</i>
1905	Harvey, Bartle T.	Rua Viconde de Inhauma, 52-1st Andre, Rio de Janiero, Brazil.
1906	Churchill, H. L.	1 Glen St., Glen Falls, N. Y., c/o Finch, Pruyn & Co.
	Crowell, Lincoln	Sandwich, Mass., Forest Service.
	Frost, Walter O.	Augusta, Maine, Forestry Dep.
	Rogers, David N.	Quincy, Cal., Forest Super., U. S. Forest Service.
1907	*Cayting, Arno B.	
	Coffin, Roy S.	Bangor, Maine, 100 Seventh Street, Mgr. Coffin Amusement Co.
	Toner, Ernest L.	Rockland, Maine, Supt. of Schools.
1908	Locke, Samuel B.	Ogden, Utah, 2867 Fowler Ave., U. S. F. S.
	Smith, Raymond J.	Dell, Montana, U. S. Forest Service.
1909	Carlisle, George T.	Bangor, Me., Consulting Forester, 27 Columbia Street.
	Chandler, Bernard A.	112 Chestnut Ave., Takoma Park, D. C., Bureau Internal Revenue (Forestry Specialist.)
	Osgood, William T.	1030 Lumber Exchange Bldg., Chi- cago, Ill.,
	Pike, Lewis F.	85 Croton Road, Wellesley Farms, Mass. (Factory Mgr.)
	Roberts, Benjamin L.	Richmond, W. Va., Cherry River Broom & Lumber Company.
	*Jewett, John N.	
1910	Bagg, William C.	Utica, N. Y., 8 Sage Court, (Instructor)
	Cruikshank, Robert B.	Columbus, Ohio, Ohio State Univer- sity. (Teaching)
	*Davis, Fred D.	
	*Gardner, Leroy W.	
	Reed, Marshall E.	Roxbury, Mass. (Forester)
	*Shatney, T. Franklin	
	Wakefield, George A.	Pittsburg, Pa., 627 Oliver Bldg.

\*Deceased

<i>Class</i>	<i>Name</i>	<i>Address</i>
1910	Wentworth, William H.	207 Bay St., Springfield, Mass. (Draftsman)
	Kimball, Winfield A.	51 Church St., White Plains, N. Y. (Teacher)
1911	Bearse, George D.	New York City, 342 Madison Ave., Newsprint Service Bureau.
	Peckham, Wentworth	36 Henry St., Melrose Heights, Bos- ton, Mass.
	Pinkham, Niles C.	Fort Kent, Maine. (Lumberman)
	Wood, Harold G.	Hallowell, Maine. (Manufacturer)
1912	Houghton, Lloyd E.	Bangor, Me., 6 State Street, c/o Gr. Northern Paper Company.
	Hussey, Philip R.	Bangor, Me., 65 Harthorne Ave.
	Miller, W. J. H.	124 Wickes Ave., Yonkers, N. Y., Manning, Maxwell & Moore, Inc.
	Poole, James P.	Dartmouth College, Hanover, N. H. (Teaching Evolution Dept. of Biol- ogy)
	Sweetser, Harlan H.	Portland Me., R.F.D. 4 (Landscape Work)
	Thompson, Lynwood B.	Belfast, Me., 22 Miller St.
1913	Amadon, Arthur F.	Troy, N. Y., 194 Eighth Street (N. Y. Conservation Commission)
	Fiske, Raymond H.	Lincoln, Maine. (Surveyor)
	Savage, Ernest T.	Bangor, Me., 195 Garland Street.
	*Webster, Ernest J.	
1914	Atwood, Charles R.	Rumford, Me., 534 Prospect Ave., (Oxford Paper Company)
	Chapman, Chauncey W. L.	Orono, Me., Forestry Inst. U. of Me.
	Smith, Leon C.	Hancock, Maine.
	Towner, Wayland D.	51 Winsor Ave., Watertown, Mass. (Fiscal Service Corp., Boston.)
1915	Brockway, E. H.	Brockton, Mass., Room 408, 106 Main St. (County Agent, Plymouth Co.)
	Douglas, C. Hazen	Peabody, Mass., 110 Lynn St.
	Fogg, Harry W.	Eustis, Fla., (Inspector State Plant Board).
	Fowler, Henry W.	Chicago, Ill., (Salesman for Borden's Farm Products Co.)
	Hill, William B.	101 Royal Road, Bangor, Maine, (Ind. Agt. B. & A. Ry. Co.)

\*Deceased

<i>Class</i>	<i>Name</i>	<i>Address</i>
1915	Norton, Chester H. Patten, Montford E.	West Summerville, Mass., 43 W. Adams St. 2 Remick Ave., Sanford, Maine.
1916	Rendall, Raymond E. Shaw, Earl E.	Alfred, Me., (Forester Bates College). Bangor, Box 923. (Canadian Int. Paper Company, Three Rivers, Que.)
1917	Andrews, Harold P. Hanley, Edward K. Hansen, George E. Libby, Philip N. Capt. O'Donoghue, Wm. F. Wahlanberg, Wm. G. Whittemore, James A.	Unity, Me., Principal High School. Thomaston, Me., Gr. Northern Paper Co. Worcester, Mass., 692A Maine St., Room 4. (Nursery Work) Temiskaming, Que., Riordon Pulp Corp. Fort McKinley, Portland, Maine. Hangan, Mont., (Forest Service, Priest River Forest Experiment Station). Bangor, Maine, (Forester).
1918	Annis, Howard L. Calhoun, Lewis T. Lemont, Herbert R. Parmenter, Robert B. Perkins, Carlton L.	Lincoln Center, Me., (Pulpwood Buyer). 6 Parkway Road, Stoneham, Mass. Bath, Me., 564 Washington Street. Boston, Mass., (State Forestry Dept.) Elkins, W. Virginia, (Forest Service).
1919	Anderson, Carl A. Faulkner, George	E. Bridgewater, Mass., 147 Elm St., (Teaching). Winter Harbor, Me., (State Forestry Work, Augusta, Maine).
1920	Averill, Robert W. Averill, Walter B. Crawshaw, Thos. H. Stevens, Wingate I. Upham, Warren P. Woodman, Roger F. Friend, Francis H.	West Stewartstown, N. H., (Conn. Valley Lumber Company). Stillwater, Maine. Glens Falls, N. Y., (Finch, Pruyn & Co.) U. S. Forest Service, Elkins, W. Va. Coolin, Idaho. Plymouth, N. H., 35 Langdon Street. Skowhegan, Me., (Nursery Work).
1921	Barron, John S. Stephens, Raymond D.	Spokane, Wash., 1308 Old Nat. Bank Bldg., (Diamond Match Company). 75 South Park Street, Bangor, Maine, (Eastern Mfg. Co., So. Brewer, Me.)

<i>Class</i>	<i>Name</i>	<i>Address</i>
1922	Demerritt, Dwight B.	Louisiana State Univ., Baton Rouge, La., (Extension Forester).
	Dow, Robert W.	1132 So. Stanley Ave., Los Angeles, Cal., (Geo. L. Eastman Co. Steel Specialties Department).
	Huckins, Leroy S.	Addison, Maine, (Teacher).
	Nickerson, Osgood A.	Bangor, Me., 253 Hammond St., (Insurance).
	Tabbutt, David W.	U. S. Forest Service, Bristol, Tenn.
	Watson, Myron E.	7 Fairlawn Ave., Portland, Me., (Insurance).
	Woodman, Charles L.	Plymouth, N. H. 35 Langdon Street, (Mass. Conservation Commission).
	Tarbox, Eugene E.	Sanford, Me., 307 Main Street, (Forester Pine Blister Rust Control, York County).
1923	Bisson, Adolph D.	Woodsville, N. H., (Acer Lumber Co).
	Foss, William M.	Warrenbury, N. Y., (Conservation Comm., Albany, New York).
	Jones, Clayton	Randolph, Vermont.
	McKechnie, Ishmeal	Bangor High School, Bangor, Maine.
	Wellington, William H.	c/o James D. Larey & Co., 350 Madison Ave., New York City.
1924	Baker, Gregory	1 Glen St., Glens Falls, N. Y., (Finch, Pruyn & Co).
	Christopherson, Wilbur	Gloucester, Mass., Fresh Water Cove.
	Hills, Frederick G.	Suite 14, 109 Queensbury St., Boston, Mass., (Mass. Conservation Commission).
	Hutchinson, Ralph M.	Forestry Specialist, U. of M., Orono, Winslow Hall.
	Lockwood, John E., Jr.	Old Town Jersey City, N. J.
	McKechnie, Karl H.	Fairfield, Me., (Teacher).
	Merrill, Julian H., Jr.	Orono, Me., (J. W. Sewall Co., Oldtown).
	Morrill, Paul M.	94 Audubon Road, Boston, Mass.
	Sargent, Philip A.	U. S. Forest Service, Hot Springs, Col.
	Sweatt, Chester V.	Pembroke, Maine, (Teacher).
	Webb, George H.	Liberty Mutual Ins. Co., Boston, Mass.
	Wescott, Donald	High School, Vanceboro, Maine.
	Wiswell, Harry S.	Machias, Me., Elizabeth, N. J. Park Comm.
	Stevens, Ronald C.	Kingfield—Lacey Company.
	Shapiro, Max	Mt. Bethel, Pa.

<i>Class</i>	<i>Name</i>	<i>Address</i>
1925	Cambell, Charles O.	West Gray, Maine.
	Davis, James E.	North Conway, N. H., Lamere Paper Co., St. Paulin, Que.
	Dawson, Leroy L.	Vergennes, Vermont.
	Edwards, Frank B.	Greer Ice & Fuel Co., Greer, S. C.
	Fitzhenry, Raymond C.	31 Church St., Rutland, Vt., Sales Mgr.
	Gruhn, George H.	Forestry Dept., State House, Augusta, Maine.
	Hutchins, Bentley S.	161 Bay State Road, Boston, Mass., (Folsom Engraving Company).
	Kaakinen, Aaro	217 Mechanic St., Fitchburg, Mass.
	Kelleher, George F.	11 Highland St., Ware, Mass.
	Linekin, Maynard G.	Beechwood St., Thomaston, Maine, (Canadian International Pulp & Paper Company).
	Moody, Charles F.	185 Pleasant St., Saco, Maine—Am. F.Y. Company, Framingham, Mass.
	Parmenter, Arthur N.	Mass. Forestry Dept., State House.
	Phipps, Carl L.	Gorham, N. H.—Brown Co., Berlin, N. H.
	Savage, Hoyt B.	21 Clinton St., Milo, Maine, (Can. Int. Paper Co., Three Rivers, Que).
	Sewall, Rufus S.	Wiscasset, Maine.
	Smart, Edgar S.	R.F.D. 2, Winterport, Maine.
	Smith, Hollis A.	Supt. Martha's Vineyard, State Forest, Vineyard Haven, Mass.
	Stearns, Drew T.	Hebron, Maine.
	Stowell, Hubert K.	Dixfield, Maine.
Sullivan, Daniel L.	55 Highland St., Reading, Mass.	
York, George O., Jr.	53 Oak St., Oldtown, Me., P. C. F. Co.	
1926	Baker, Gerald F.	80 Wiley St., Bangor, Me., G.N.P. Co.
	Burr, Maurice H.	Pine St., Oldtown, Me., Sewall Co.
	Curran, Lawrence E.	Mexico, Maine.
	Diehl, Richard B.	126 Winthrop St., New Britain, Conn. (E. C. Bryant Co).
	Dowd, Clarence M.	Vassalboro, Me., (Can. Int. Paper Co. St. Johns, Newfoundland).
	Eaton, Henry B., Jr.	329 Maine St., Calais, Maine.
	Hamer, Harry N.	192 Tenny St., Methuen, Mass.
	Holdsworth, Frederick W.	Methuen, Mass.
	Houghton, Amory M.	838 Wash. St., Bath, Me., (Nursery, Old Lyme, Conn.)
	Johnson, Reginald F.	Hancock, Maine.
McFadden, Kenneth E.	Wiscasset, Maine.	
Schroeder, John R.	Newcastle, Me., (Finch, Pruyn & Co.)	
Snow, Oliver R.	67 James St., Bangor, Maine.	

<i>Class</i>	<i>Name</i>	<i>Address</i>
1926	Somers, Vernon H.	89 Howard St., Bangor, Maine.
	Standish, Myles H.	Prospect Street, Gardiner, Maine.
	Switzer, Karl F.	17 Elm St., Machias, Maine.
	Weatherbee, Francis E.	School St., Lincoln, Me., Harvard Univ.
	Wheeler, Gerald S.	114 Sanford St., Bangor, Syracuse Univ.
	Whitney, Sprague R.	Orono, Maine.
	Wilkins, Austin H.	Hartland, Me., Cornell Univ.
	Wing, Gerald E.	Flagstaff, Maine—G. N. P. Co.
	Winter, Harold L.	59 Church St., Livermore Falls, Me., (Working for Sewall Company).

## Roster Of Students

This is the list of students in actual attendance at the Forestry School during the year 1926-27. The information after each name is in the following order: 1, name; 2, home address; 3, fraternity; 4, honors.

### — 1927 —

These are given in separate write ups in the front of the book.

### — 1928 —

- Adams, Gifford B., Boothbay Harbor; Xi Sigma Pi; Art Editor of "*The Maine Forester*"; Track 1, 2, 3; Sophomore Owls.  
 Ames, Fred G., Bridgeton, Maine; Xi Sigma Pi.  
 Bates, Thomas, Bath, Maine; Sigma Alpha Epsilon, Sophomore Owls.  
 Goodspeed, Allen W., Montclair, N. J.; Sigma Chi, Xi Sigma Pi.  
 Hammond, Seymour C., Shrewsbury, Mass.; Sigma Alpha Epsilon, Track and Baseball 2, 3, "M" in Track.  
 Hathaway, Roy S., North Jay, Maine; Sigma Alpha Epsilon; Basketball 1, 2.  
 Hayden, Wilson S., Augusta, Maine; Sigma Alpha Epsilon; Treas. of Forestry Club 1926-27, Sophomore Owls, Baseball 1, 2, 3.  
 Kimball, Clarence E., North East Harbor, Maine.  
 Lloyd, Hugh C., Portland, Maine; Theta Chi; Asst. Business Mgr. of "*The Maine Forester*"  
 MacDonald, James C., Newton, N. J.; Xi Sigma Pi.  
 Keene, Edward L.,  
 Kehoe, George, Rutland, Mass.; Phi Gamma Delta; Track 1, 2, 3, Scabbard and Blade.  
 Moody, Delbert L., Waldoboro, Maine.  
 Murdock, Laurence H., Jr., Mexico, Maine; Beta Theta Pi; Track 1, 2 and Winter Sports Team 2, 3.  
 Murphy, Charles R., Rumford, Maine; Phi Kappa; Track 1, 2.  
 Newman, Ralph G., Auburn, Maine; Phi Mu Delta; Band and Musical Club 1, 2, 3.  
 Orienti, Paul T., Lee, Mass.; Phi Kappa.  
 Scribner, Henry A., Augusta, Maine; Sigma Alpha Epsilon.  
 Sturgis, Guy H., Jr., Portland, Maine; Sigma Alpha Epsilon.  
 Tolvo, Benedict E., Lee, Mass.; Phi Kappa.  
 Waldron, James N., Dexter, Maine; Phi Gamma Delta.  
 Young, Kenneth H., Bridgton, Mass.; Sigma Chi; Football 2, 3, Sophomore Owl.

### — 1929 —

- Airoldi, Louie, Lee, Mass.; Phi Kappa; Football 1, 2.  
 Andrews, Jacob S., Gloucester, Mass.; Sigma Phi Sigma; Track 2.  
 Arey, Harold L., Vinalhaven, Maine.  
 Bixby, George D., Newburyport, Mass.; Alpha Tau Omega; Track 1, 2, Sophomore Owls.

- Brown, Kenneth T., Mexico, Maine; Beta Theta Pi.  
 Burnham, Richard, Machias, Maine; Phi Kappa.  
 Davis, Lyman A., Monson, Maine; Beta Kappa; Rifle Club.  
 Dolliver, Ferdinand M., Seawall, Maine; Sigma Nu.  
 Dow, Horace L., Bar Harbor, Maine; Sigma Nu.  
 Eaton, Donald H., North Berwick, Maine; Sigma Nu.  
 Ellis, Fred H., York Beach, Maine; Delta Tau Delta.  
 Gray, Lyman S., Fryeburg, Maine; Phi Kappa Sigma.  
 Hall, Clifton W., East Machias, Maine; Phi Eta Kappa.  
 Hamilton, Harold P., Baring, Maine; Phi Mu Delta; Varsity Baseball Team.  
 Hamlin, Charles W., Plantsville, Conn.; Lambda Chi Alpha; Track and Relay 1, 2.  
 Hammond, George E., North Berwick, Maine; Delta Tau Delta; Drum Major in the Band.  
 Hinkley, Frank R., Westbrook, Maine; Kappa Sigma.  
 Johnson, Robert M., Biddeford, Maine; Sigma Alpha Epsilon.  
 Lambert, John H., Lowell, Mass.; Phi Kappa Sigma.  
 Lancaster, Virgil M., Newport, Maine; Phi Eta Kappa.  
 MacNaughton, Victor B., Bangor, Maine; Phi Mu Delta; Cross Country, 1, 2, Relay 1, 2 and Track 1, 2.  
 McPheters, Byron W., Bangor, Maine;  
 Mann, Robinson, Houlton, Maine; Kappa Sigma.  
 Merrill, Richard A., Augusta, Maine; Sigma Alpha Epsilon.  
 Noyes, Worth L., Orono, Maine; Phi Eta Kappa; Cross Country 1, 2, Track 1, 2, Relay 2.  
 Parks, Robert D., Jamaica Plain, Mass.; Phi Gamma Delta; Relay 1, Track 1, 2, M. C. A. Cabinet 2.  
 Payson, Harold T., Brooks, Maine;  
 Poole, Lyman C., Pemaquid, Maine; Phi Mu Delta.  
 Rawson, Lovell C., Uxbridge, Mass.; Sigma Nu.  
 Rogers, Donald B., Oldtown, Maine.  
 Shirley, Noyes D., ; Alpha Gamma Rho.  
 Simone, Anthony C., Lee, Mass.  
 Stevens, Clyde A., Bethel, Maine.  
 Stevens, Elmer A., Bethel, Maine.  
 Sylvester, Harvard L., Etna, Maine.  
 Taft, Earl D., Uxbridge, Mass.; Sigma Nu.  
 Turner, Willard F., No. Reading, Mass.; Phi Gamma Delta; Cross Country 1.  
 Wheeler, Whitney L., Tenant's Harbor, Maine; Phi Mu Delta.  
 Whitten, Charles A., Lee, Maine; Phi Eta Kappa.  
 Winter, George H., Bangor, Maine; Alpha Tau Omega.

— 1930 —

- Allen, Herbert S., Bridgeton Highlands, Maine.  
 Armstrong, Fred H., Grand Rapids, Michigan.  
 Bonney, Dean R., Bath, Maine; Lambda Chi Alpha.

- Burns, Bruce B., Waterville, Maine.  
 Frost, Stanley C., Portland, Maine.  
 Gavin, John M., Madison, Maine.  
 Gray, Lawrence M., Fryeburg, Maine; Phi Kappa Sigma.  
 Hardy, Charles C., Oakland, Maine; Kappa Sigma.  
 Heenie, Myron D., Bowdoinham, Maine.  
 Hicks, Robert M., South Paris, Maine; Phi Mu Delta.  
 Knight, Frank A., Brunswick, Maine; Alpha Gamma Rho.  
 Knight, Harland L., South Paris, Maine; Phi Mu Delta.  
 Livingston, Edwin W., Oakland, Maine; Theta Chi.  
 McComb, Wallace, Westfield, N. J.  
 Marsh, Robert B., Waban, Mass.; Phi Gamma Delta.  
 McCray, Roy H., ; Sigma Alpha Epsilon.  
 Marston, Malcolm D., Brockton, Mass.  
 Moody, Norman O., North Monmouth, Maine.  
 Parsons, Douglas R., Stonington, Maine.  
 Pearce, Franklin E., Malden Mass.; Alpha Tau Omega.  
 Plummer, Henry A., South Paris, Maine; Phi Mu Delta.  
 Pratt, Sylvester M., Oxford, Maine; Beta Theta Pi.  
 Prescott, Robert B. E., Jamaica Plains, Mass.; Phi Gamma Delta.  
 Randall, Herbert E., Wakefield, Mass.; Phi Gamma Delta.  
 Reilly, Frank E., New Harbor, Maine.  
 Sawyer, Kenneth S., Garland, Maine.  
 Scribner, Russell O., Bangor, Maine; Sigma Nu.  
 Sherman, Floyd B., Houlton, Maine; Kappa Sigma.  
 Steenstra, Edward F., Warren, Rhode Island; Alpha Tau Omega.  
 Sullivan, E. F., Newburyport, Mass.; Alpha Tau Omega.  
 Taplin, Paul L., Middlesex, Vermont; Beta Kappa.  
 Webster, Carl P., Fryeburg, Maine; Alpha Gamma Rho.  
 Wescott, Lee ; Phi Eta Kappa, Relay and Track

## Editorial

The forestry club took its maiden plunge into the literary pool four years ago. It did strike the jagged rocks and stayed at the bottom for awhile, but like the ill-fated S-51, it has been raised again and put into running order. It is now on its second voyage and all it needs to keep it sailing is a few recruits each year, to man it.

We wish to express our sincere appreciation and thanks to Mr. Violette and the State Forestry Department for their kind co-operation and the printing of this magazine for the forestry club.

The Forestry School of the University of Maine takes this opportunity to express its deep felt appreciation for the co-operation of the Great Northern Paper Company in making the forestry course at the school a more practical one, by giving the use of their camps and men.

