

Maine Forester



Student loggers loading with A-frame on University Forest

1960

Maine Forester



Published Annually by
The Students of the School of Forestry
University of Maine
Orono, Maine



The Maine Foresters proudly dedicate their yearbook to Dr. Charles O. Dirks, Professor of Entomology. His many years of devoted service to the university will come to an end with his retirement July 1. As his former students, we will always remember the soft spoken and quiet mannered way in which he guided us toward a greater appreciation for the natural world in which we live.

Dr. Dirks was born in Pawnee Rock, Kansas. His childhood was divided between the states of Washington and Kansas. After receiving his B.S. in Horticulture and Plant Pathology from Kansas State College in 1924, he went to Iowa State College where he was awarded an M.S. degree in Pomology in 1925.

Dr. Dirks' teaching career began at Purdue as an instructor in Entomology. In the summer of 1927 he started his doctoral work at Cornell. That same Fall he came to the University of Maine as an Assistant Professor in the Department of Biology. Dr. Dirks was the only teacher of Entomology in the university at that time. He completed work for his doctor's degree at Cornell in 1935. Dr. Dirks became Associate Professor in 1937 and Professor ten years later.

He became a part time member of the Experiment Station Staff in 1942 as Assistant Entomologist; he was made Associate Entomologist in 1948. From 1948 till his retirement in 1954 from the Experiment Station, he investigated the white pine weevil and various other insect pests of Maine.

Throughout his early career he was active in research on fruit insect



pests and the European spruce sawfly. From 1945 to 1948 Dr. Dirks undertook work on the Spruce budworm in the Province of Quebec, the Adirondack Mountains of New York, and Aroostook County in Maine. The summers of 1957 and 1958 were spent working at a Maine Forest Service field station investigating the Spruce budworm.

His bibliography consists of 31 separate publications ranging from Experiment Station to Journal articles and smaller papers.

He and Mrs. Dirks were married in 1925 and have a married daughter living in Belfast, Maine. This is a source of much joy to Dr. and Mrs. Dirks for it enables them to see their grandchildren quite often, and to engage in a bit of the "indulging" for which grandparents are noted.

In recent years his main source of relaxation has been gardening. The Dirks' yard is a bower of varied colors and blossoms during the summer. Little folks have been seen picking some of the delicious raspberries in the Dirks' gardens.

He has maintained a keen interest in the literature of the early West and its transition from the frontier days to a settled and prosperous area. His continued interest in this segment of American History is understandable when one considers that his early boyhood was spent in an area not long removed from days of the frontier.

Dr. Dirks is also an accomplished beekeeper. Since 1935 he has had charge of the college apiary. He has been very active with state beekeeping organizations, and has helped obtain certain legislative measures for the beekeepers in Maine.

Congratulations, Dr. Dirks, for a well deserved honor and may the best of luck be with you in the future.



Editors' Message

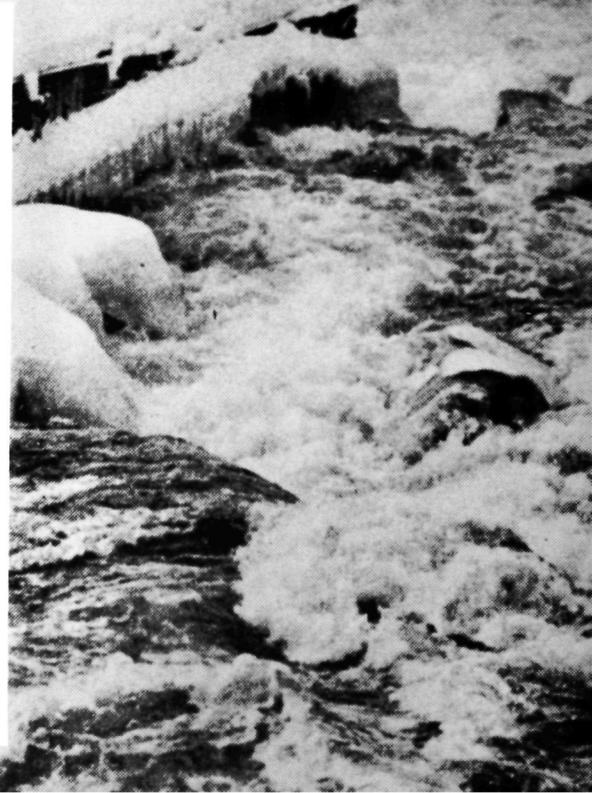
This year's edition goes to press with innovations. These changes resulted from the reactions toward last year's expanded yearbook by alumni, students, faculty, and friends. From this vast array of suggestions it became our job to screen and select the ideas that make up the 1960 edition.

The biggest change we made was switching our printing process to the offset method. This method has allowed us to increase the number of pictures at a reduced cost. We have inserted two new sections that we feel should be incorporated into future editions; the listing of forestry scholarships and their recipients and the section set aside for recognizing prominent alumni.

As the cover is closed on the 1960 *Maine Forester*, we can only say "many thanks" to the generous support given us by Maine industries, our advertisers, faculty, students, Forestry Club, the rest of the *Maine Forester* staff and YOU!!

DAVID B. CLEMENT '60

GARY E. MUNKHOFF '60



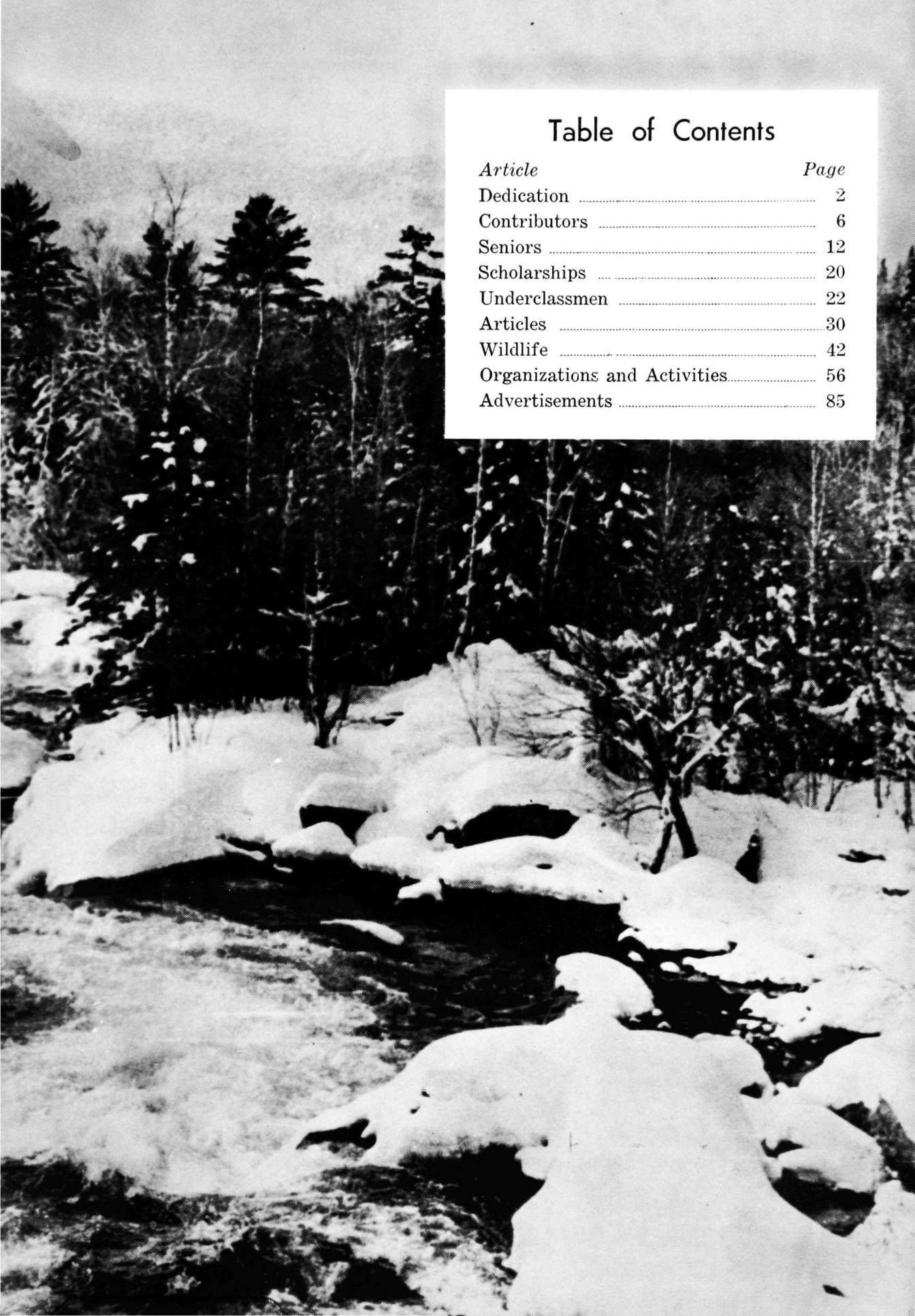


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Our Thanks

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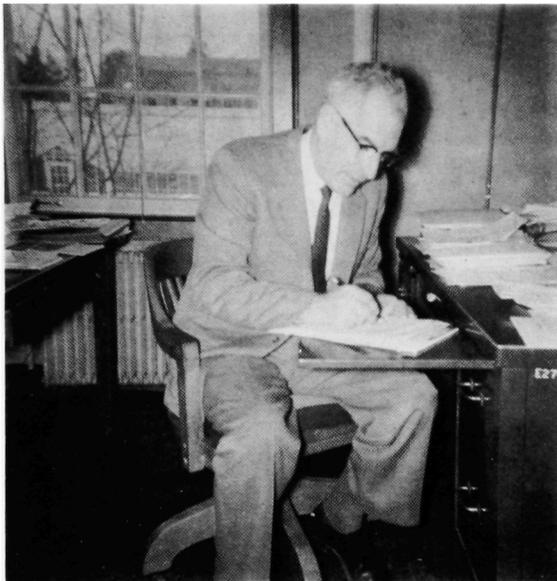
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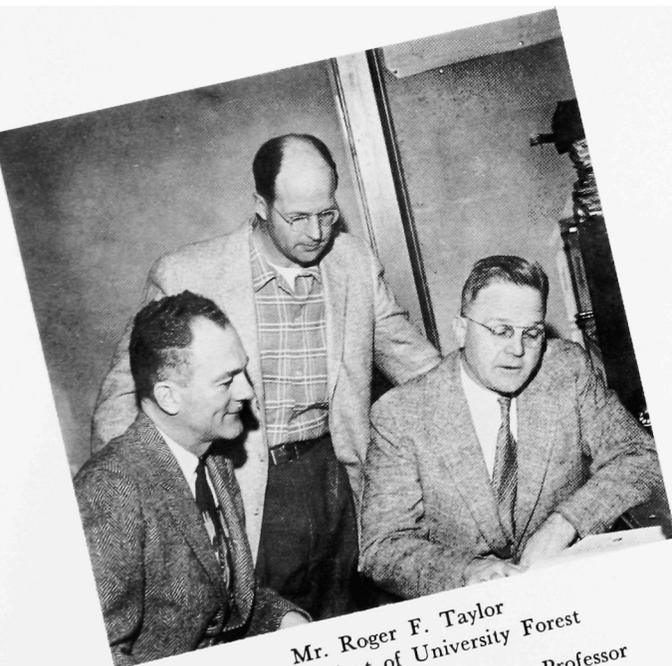
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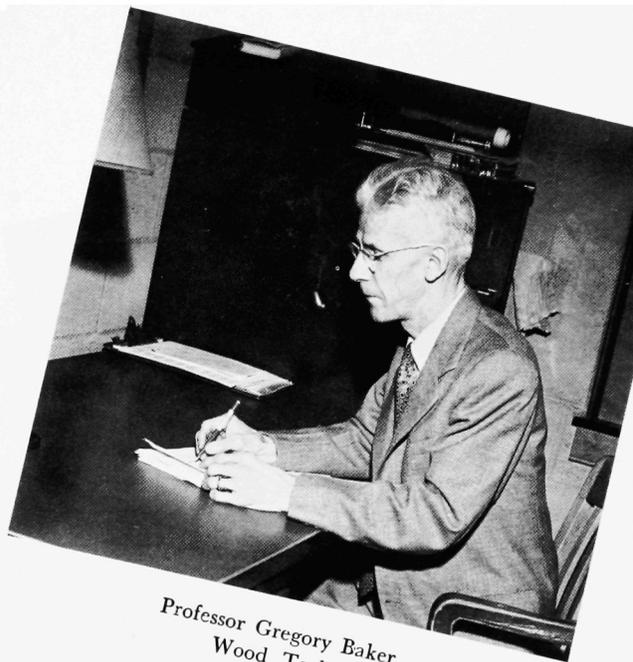
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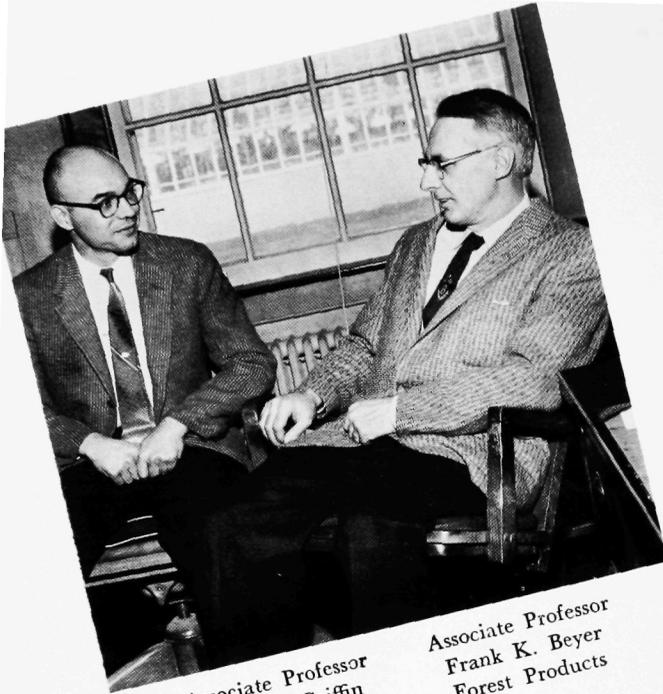
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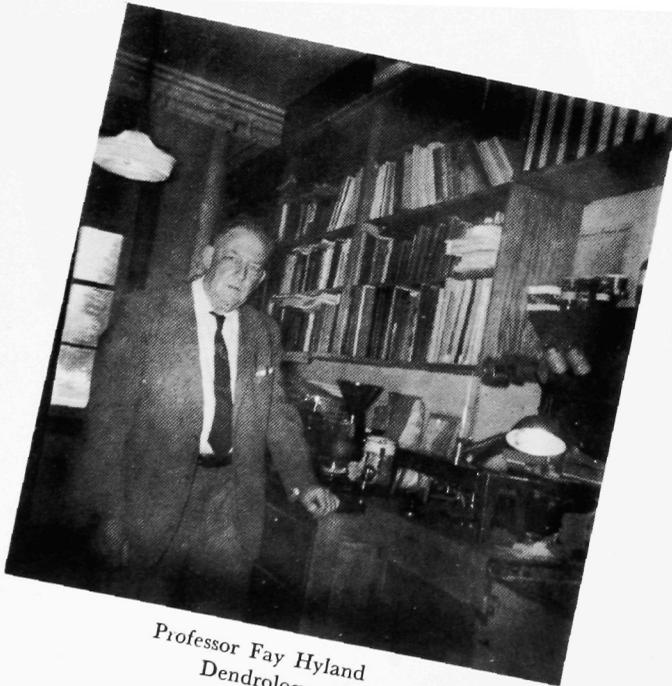


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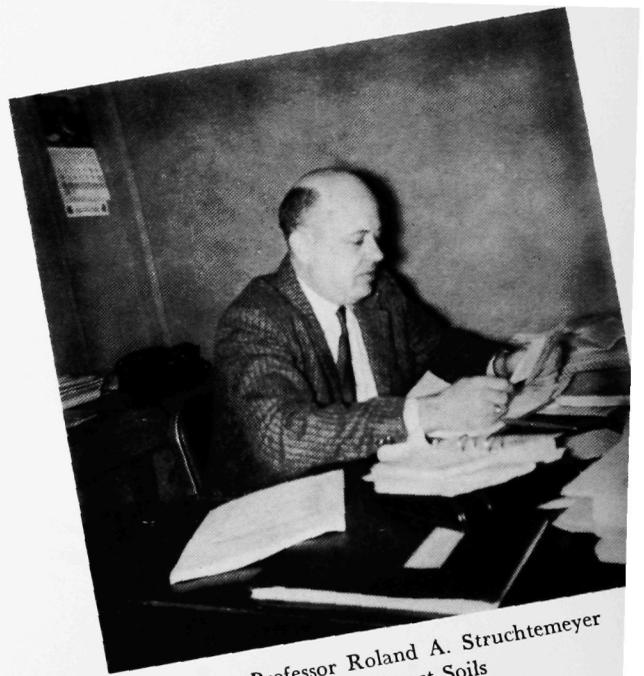
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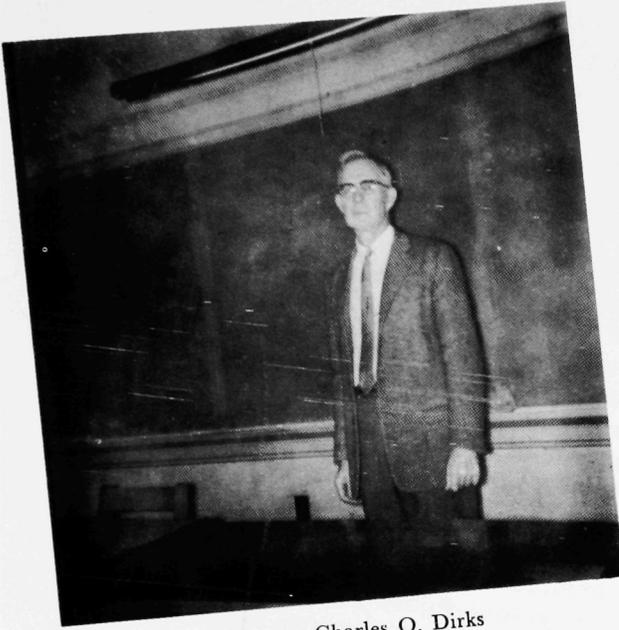
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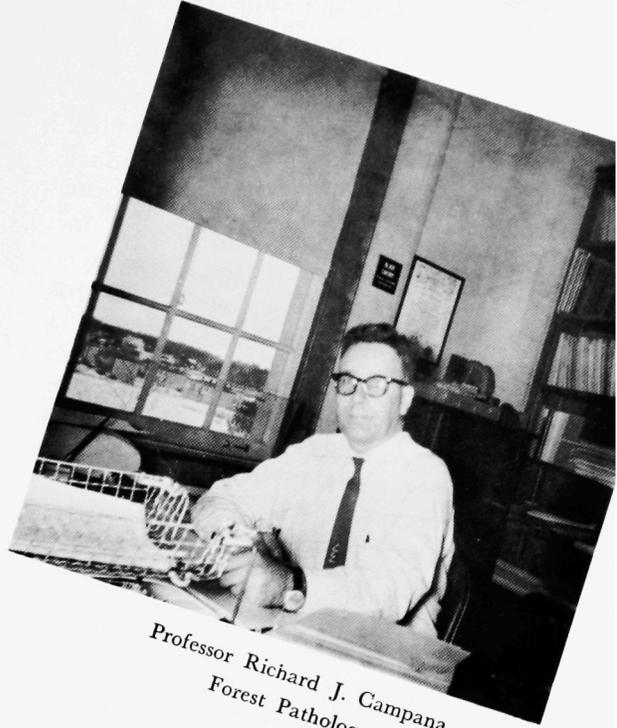
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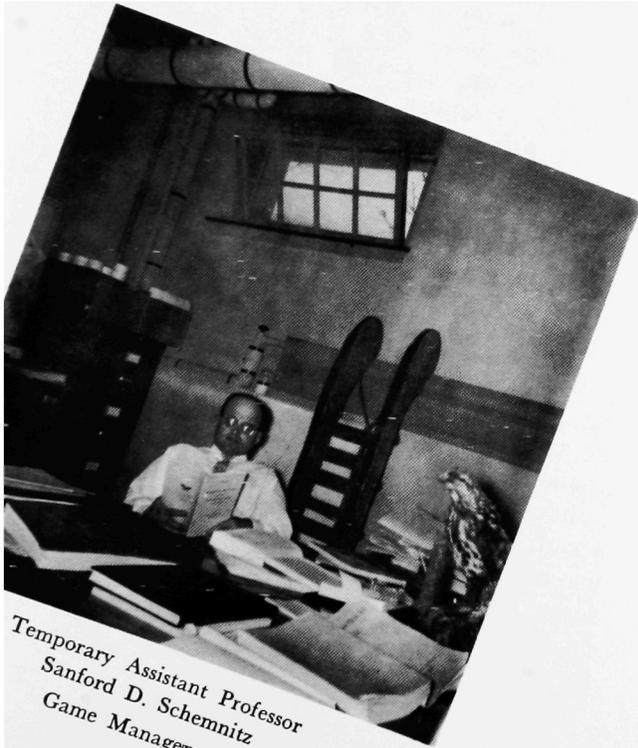
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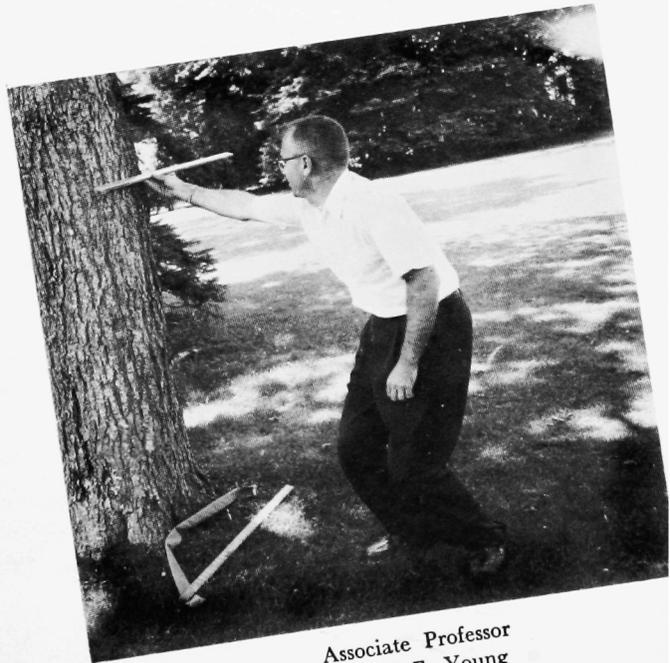
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Challenges and Opportunities in 1960

Foresters have never had as many opportunities and challenges as they do today. The past twenty years have brought major changes in forest land uses, timber harvesting methods, and forest product markets. Increasing populations coupled with more leisure time have greatly increased forest recreational demands. Major challenges to forest land managers are how to manage forest land for multiple purposes and to sell the public that integrated uses are feasible. The need for multiple use of nearly all forest lands makes it increasingly important that public and private foresters alike in land management be able in their profession and have ability to cooperate with the public. Their success will depend on how well they combine these qualities.

Markets for products from wood are constantly changing. Important use demands of 20 years ago have nearly ceased. New uses, especially in the paper field, have become so great that the present period has often been called the "paper age." Foresters have a big stake in forest product research that will improve present wood products and introduce new ones. Wood product research foresters, who are discovering new and needed use answers, are meeting challenges and at the same time making major contributions to the forestry profession.

Many forestry students choose their profession as a means of having an out-of-door career away from the factory and office desk. Forest land managing, timber harvesting, and product transportation can provide this desire for field jobs.

A good knowledge of trees, their uses and problems, soil, and of people are needed by the forest land manager. Foresters are trained to become good land managers after they gain practical experience in how to apply their professional training to actual field problems. Good

forest managers must have a feel for the land with a strong desire to make the areas they are responsible for better and more productive forests and that they contribute to their best use or uses. Timber is a crop that requires many years to grow. Mistakes in forest policy are expensive to correct and take long periods of time. Usually the young forester will not be making major decisions on land policies, but he will be carrying out those of others, which gives him an excellent opportunity to be gathering facts on which to base his decisions when the responsibility is given him. However, the Service Forester working for a public agency, a private company or association, or as a consultant to small land owners usually is faced with the responsibility of making land management decisions early in his professional career. In very few professional occupations are persons so much on their own as are foresters. Even the carrying out of the same general policy of land management over a big area has to be left up to the individual administering the local area. These facts make field training, such as summer camp, essential to the student forester's training. His knowledge of forestry imagination, and feel for the land will all have a big effect on results not only in the year carried out but for many to come. This is a challenge that makes the life of a forester interesting and worth living.

For many years, methods of harvesting and transporting wood to the manufacturing point changed very little. Many people said that mechanization could never be applied to harvesting wood. The chain saw, bulldozer, tractor, and truck have brought about great changes in 15 years. How to use new methods of harvesting and at the same time not lessen forest production or growth is a great challenge to every forester. Those working as timber har-

vesters and as timber managers need a common basic training to coordinate their common problem of making tree growing a good long-time business. In order to do this, timber harvesting methods must leave the land in good condition to produce the next timber crop, forest game crop, and forest recreation. How much can be invested in other land uses than timber and future timber crops is a challenge to foresters to answer. Every active forester has contributions to make in arriving at the right answers.

A game manager's problems in forested areas are so closely tied to those of the forest land manager and timber harvester that he must coordinate his work with their's. Ability to cooperate with others certainly is a must for game managers who must work between the sporting public and the forest land manager, private or public. Facts obtained through research and experience are the best basis for selling good game management practices. Obtaining them are major challenges to every game biologist.

Forestry has become more intensive as forest crops have increased in demand, whether game, timber, or water. In the case of game and water the demand in many areas is so great that the need appears to be constantly greater than the supply. How much the public is willing to pay and what can be done to provide added game and better or more water are the problems. In the case of timber, the type of product demanded is constantly changing. However, both private and public projections into the future indicate a need for increased total supplies of wood and timber. Much progress has been made toward more complete utilization of the tree from the days when hemlock was cut for its bark only to the present integrated uses of wood for veneer, lumber, and paper in some processing plants. However, there is a long way to go before even the major portion of the wood grown can be

used. The challenges are great for profitable use of thinnings and cull trees in order to make forest land more productive. New products from wood are a constant challenge to foresters. Advertising of wood and its values compared to other materials is needed and is a constant challenge. There are opportunities for foresters in wood product advertising.

The challenge to the University and the School in training foresters and wildlifers to meet their challenges and opportunities is one that requires a staff dedicated to their profession and its need for well-trained graduates. The School's staff is made up of experienced teachers who are devoted to their profession and their students. Individual help is always an important feature of forestry training. The staff attempts to meet this need by liberally giving of their time to help students. The School's curriculums are designed to meet the requirements of accreditation by the Society of American Foresters. This requires training in the basic subjects—English, mathematics, chemistry, physics, botany, zoology—the first two years and more specialized work in major forestry and wildlife areas the last two years. Summer Camp helps meet field accreditation requirements. In professional curriculums, it is difficult to provide as many elective courses as would be liked. However, curriculums are designed so that the student who makes an early decision on his electives can work out his program by early taking the necessary prerequisites.

The School staff recognizes the challenge for changes and improvements in programs. It also knows that great care is necessary to change only when it will result in better training.

In addition to training foresters the School, located in a state based on a forest economy, has major opportunities and responsibilities to help provide leadership in state forest activities and problems.



Class of 1960

By STEVE HOWE

Four years ago, seventy-seven enthusiastic undergraduates entered the University of Maine to major in forestry or wildlife. Our numbers have since been cut drastically. However, because of students returning to school from other classes and transfer students, we are slightly over sixty-five per cent of our original strength.

Returning from eight weeks of R & T work (rough and tough) at summer camp, the proud seniors were raring to go. We had conquered the wilds of Indiantown. Times had been trying and occasionally tempers flared, but no one was lost in the ordeal. Now we have buckled down and thrust into our last year of undergraduate work, with each student determined to make the final year his best.

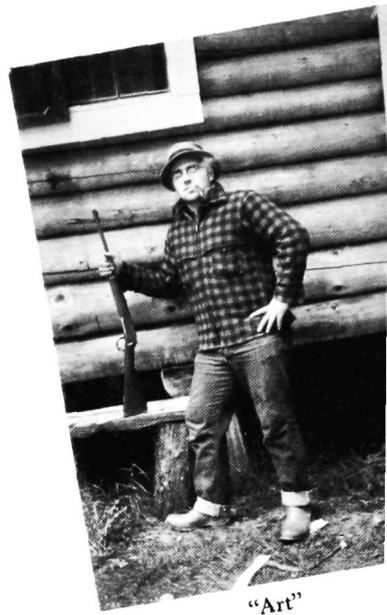
This year's graduating class is unique in its versatility. There are outstanding students and there are the "pluggers." There are students who have devoted all their efforts to their area (especially the wildlifers), and students who have entered into and excelled in other campus activities. This gives us a well-rounded class of personalities, interest, and talent.

The end is drawing near. First semester has passed, and in a short time we will be saying goodbye to the friends we have made at the University. Some of us will be going to graduate school, and some will be found starting their life jobs. The remaining few will be lucky enough to be working for their "Uncle" for two years.

Before we do leave, however, we would like to express our many, many thanks to all the professors who have spent many hours working for us, both in the classroom and in the office. It is a wonderful feeling to be able to know that when extra help is needed it is always available.

The class of sixty has many favorable and valuable experiences to look back upon. Spring trip, summer camp, and the all-important lab work we have had as undergraduates, combined with our class work, has given us a valuable background in the field of forestry and wildlife.

In closing I would like to quote from the class of '59: "The ideas and concepts we have learned will be applicable, not only in forestry but in all our activities. It is our job to put them into practice. Only time will tell what use we make of them."



"Art"

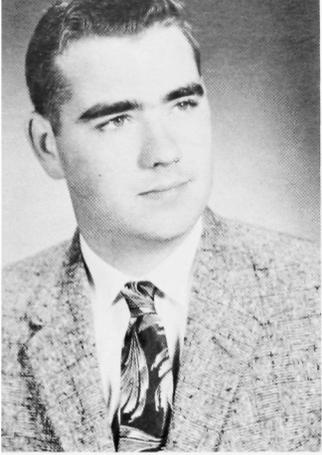
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"Joe"

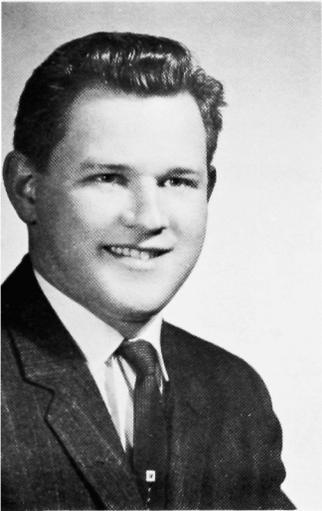
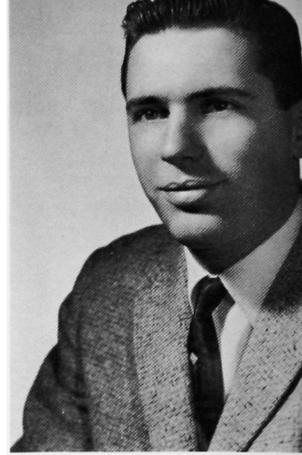


Den Men



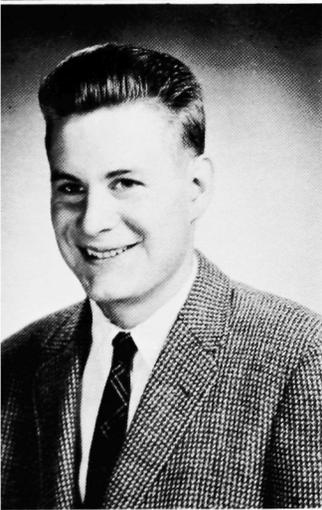
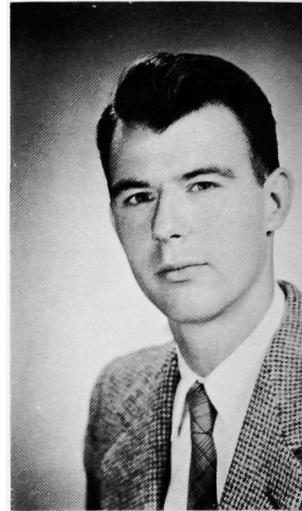
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Forestry
Alpha Gamma Rho
Freshman Track
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Forestry Club 1, V. P. 2
Sophomore Owls
V. P. of Sophomore Class
Proctor 3, 4
Xi Sigma Pi

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Union Committee 1, 2, 3
Scabbard and Blade
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Co-editor 4



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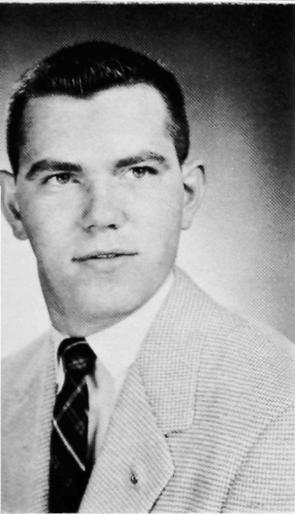
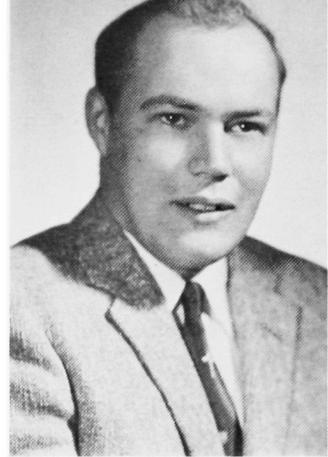
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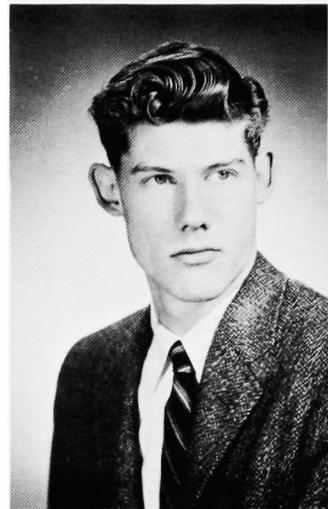
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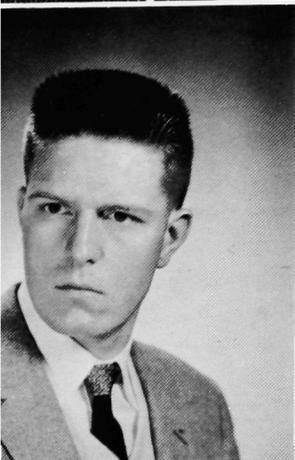
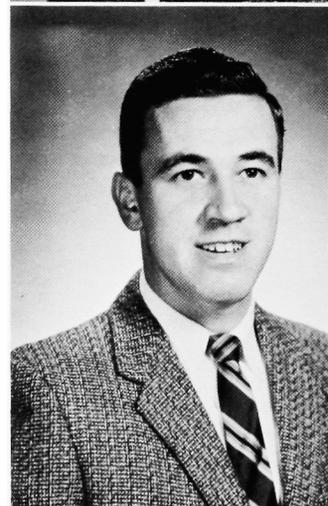
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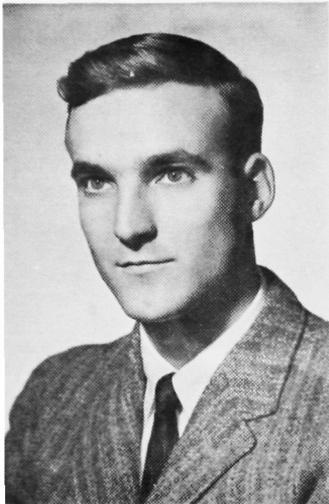
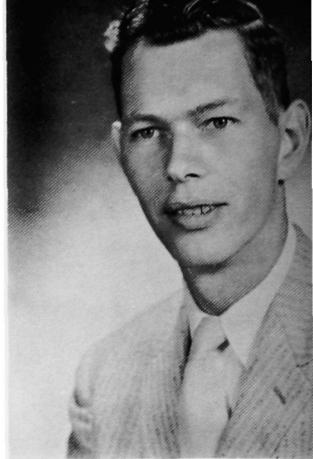
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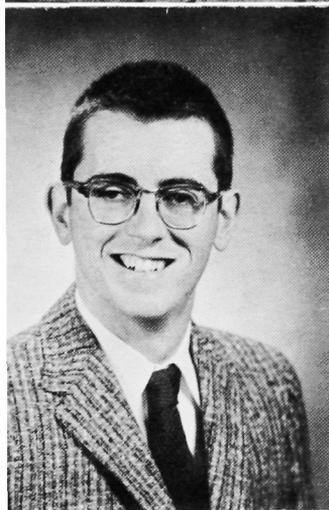
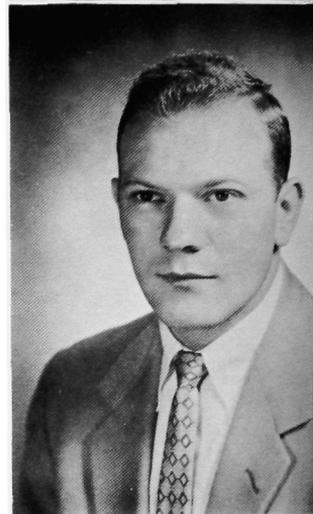
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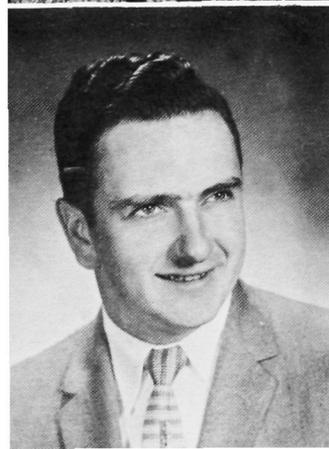
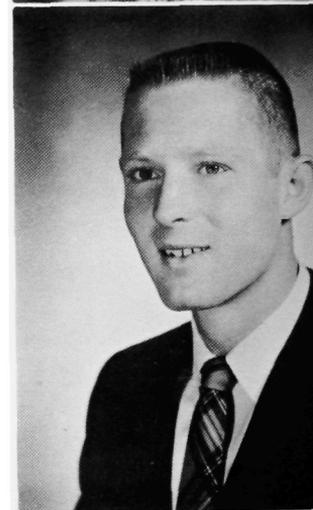
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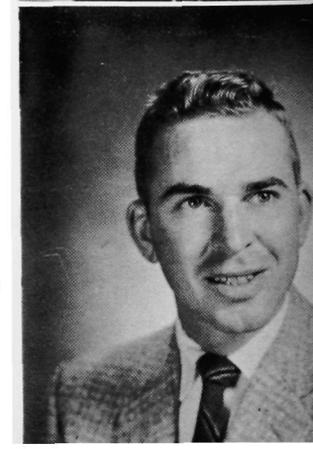
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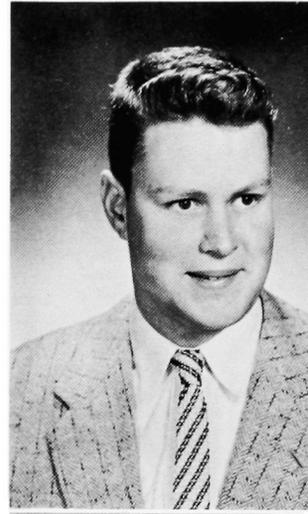
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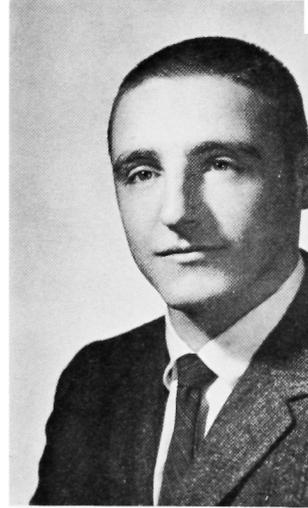
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Wildlife Management
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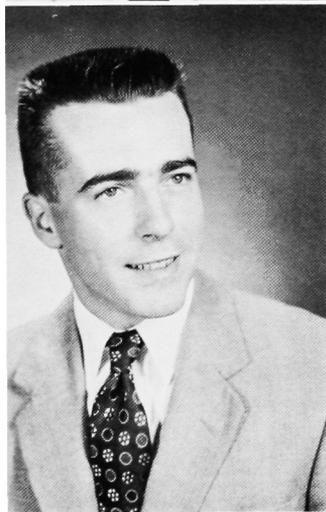
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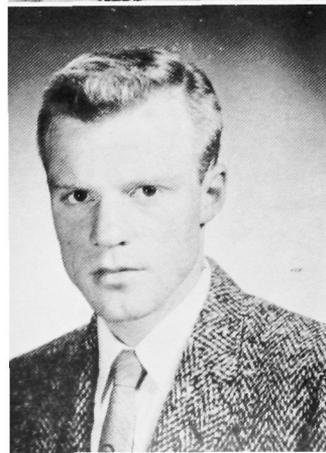
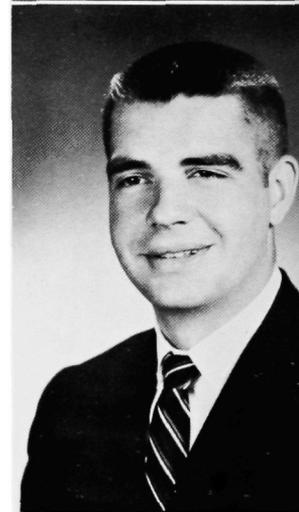
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FORREST S. STEVENS III
Old Town

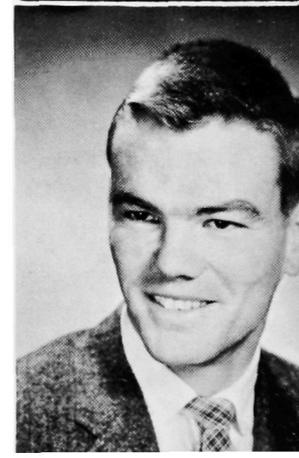
Forestry

DAVID A. WHARTON
Keyport, N. J.
Wildlife Management
Alpha Gamma Rho
Hot Shots 1
Varsity Singers 1
Glee Club 1, 2, 3, 4
University Singers 2, 3, 4
Maine Forester Staff, Wildlife
Editor



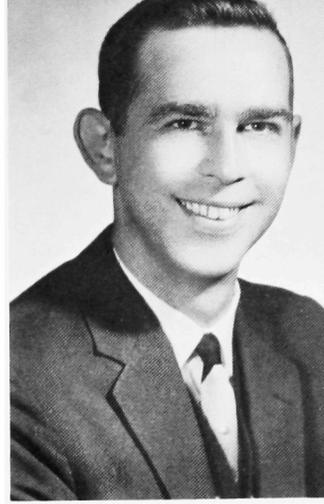
GORDAN W. STUART
Westbrook
Forestry
Alpha Tau Omega, Treas. 4
Xi Sigma Pi

MARSHALL T. WIEBE
Stratford, Conn.
Wildlife Management
Sigma Nu, Chaplain 3, V. P. 4
Forestry Club 1
Hot Shots 1





EARL F. WILDER
Augusta
Wildlife Management



WILLIAM C. WINTER
Stillwater
Forestry

NOT PICTURED

GILBERT C. CASTLE
Lexington, Mass.

Forestry
Sigma Phi Epsilon
Forestry Club 1, 2, 3, 4
Maine Outing Club 1, 2, 3, 4

GEORGE W. GRAY, JR.
Oradell, N. J.

Wildlife
Lambda Chi Alpha

ALFRED E. MANDIGO
Boston, Mass.

Forestry
Phi Kappa Sigma
Forestry Club 4
Rifle Team 2, 3, 4

ELLIOT R. SAMPSON
Branford, Conn.

Forestry
Alpha Gamma Rho
Hot Shots 1, 2
Forestry Club 1

RICHARD O. THOMPSON
Lisbon Falls

Forestry
Alpha Gamma Rho
Forestry Club 1, 2, 3, 4
Hot Shots 1, 2
Maine Forester Staff, Bus. Mgr. 4

Scholarships and Awards

By ALLAN F. GORDON

Each year certain scholarships and awards are given in the School of Forestry. Most of these awards are given through the University annually with the exception of the Xi Sigma Pi Award and the St. Regis Paper Company Undergraduate Scholarship. These awards are announced at the Forestry Banquet each spring although some are announced in advance of the banquet. The awards and the recipients are as follows:

The Xi Sigma Pi Award is awarded each year to the highest ranking junior in the School of Forestry. A Swedish axe is awarded. The award this year is given to Ray Secrist. Also this year Xi Sigma Pi will present a set of cruising and scaling sticks to the highest ranking sophomore. This award goes to Thomas R. Jewell.

The Maine Hardwood Association Award, the income from a fund of \$1,766 established in 1939, is awarded annually to the senior student in the School of Forestry who shall have achieved the highest rating in the courses in wood utilization and technology and the basic sciences leading to this field. The Director of the School of Forestry will appoint a committee and act as chairman of that committee to determine the specifications on which the rating is based and to select the recipient. This will be awarded to a senior after spring mid-semesters.

The Maine Hoo-Hoo Club Scholarship of \$200, established in 1954, is awarded annually to a male resident of Maine who is entering his senior year in Forestry, on the basis of need, scholarship, and intent to make a career of forestry or the lumber industry. The selection is made by the University Scholarship Committee in con-

sultation with the Director of the School of Forestry. The award this year goes to Donald Edwards.

The Retail Lumber Dealers Association of Maine scholarship, \$100, established in 1956 by that Association, is awarded annually to a Senior majoring in Forestry at the discretion of the faculty of the School of Forestry. The award this year is given to Richard Shumway.

The Robert I. Ashman Fund of approximately \$2,750 was established in 1957 by the friends and students of Professor Emeritus Robert I. Ashman, a member of the University of Maine Faculty from 1930 to 1957. Income from this fund, not to exceed \$100, shall be awarded annually to the outstanding senior in the School of Forestry as selected by the Forestry faculty and approved by the Dean of the College of Agriculture. The basis of the award is excellent character, high moral standards, and devotion to the profession of forestry as exemplified by Professor Ashman. The recipient shall be selected at the start of his senior year, and shall be known (throughout his final year) as the Robert I. Ashman Award Student. The award shall be paid by the Treasurer of the University upon completion of all requirements for graduation by the student. The Robert I. Ashman Award Student this year is Allan F. Gordon.

Each year the St. Regis Paper Company awards a two-year, \$1,600 scholarship to a junior in Forestry at one of the four northeastern forestry schools—New York State College, University of Massachusetts, University of New Hampshire, and the University of Maine. The award is based upon scholarship, interest, and ex-

perience in the field of forestry. The recipient is chosen by the Technical Director of Forestry of the St. Regis Paper Company, the Director of the Northeastern Forest Experiment Station, U. S. Forest Service, and the Eastern Regional Forester of the U. S. Forest Service upon recommendations of the faculty of the School of Forestry. The scholarship for 1958-1960 is held by Allan F. Gordon and for 1959-1961 by Lawrence O. Safford.

The Henri Raffy Memorial Fund was established in 1956 by a gift of \$5,100 to the University from Mrs. Katherine Foote Raffy in memory of her husband, Henri Raffy. The income from this fund is to be used: (1) for Scholarships, or (2) for loans to assist students in the School of Forestry. Students are to be selected on the basis of character, financial need and satisfactory scholastic attainment. Awards are to be made by the University Scholarship Committee. The recipient this year is Joseph Carroll.

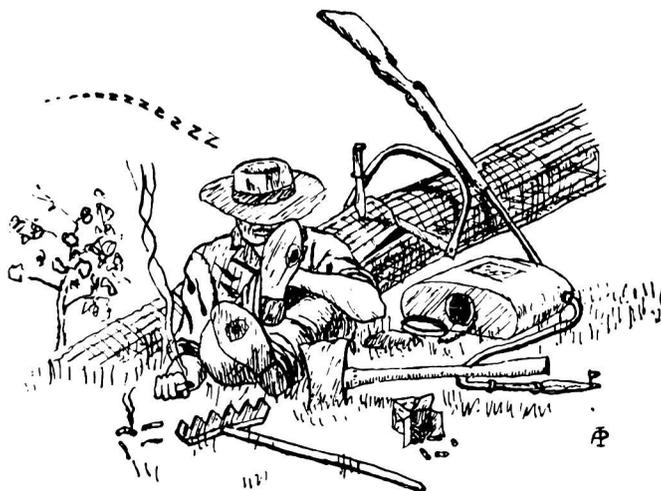
The Gerald E. Wing Scholarship Fund of \$1,500 was established in 1957 by friends and associates of the late Gerald E. Wing, Class of 1926, an executive in the Scott Paper Company. The income from this fund is awarded annually to a deserving and promising freshman in the School of Forestry for use during his sophomore year in the School of Forestry. The award is made by the University Scholar-

ship Committee. The award this year is given to Donald Edwards.

The Homelite Forestry Scholarship of \$500, contributed annually by the Homelite Corporation of Port Chester, New York, is awarded to two junior or senior students enrolled in the School of Forestry on the basis of promise, competency, and need. The awards this year go to Roy Hitchcock and Ernest Gallant.

The Wildlife Certificate was awarded last year for the first time by the Commissioner of Inland Fish and Game to the outstanding student in the wildlife management program for the year. The certificate this year goes to Stanley B. Chenoweth.

The James E. Totman Fund of \$50,160 was established in 1952 by James E. Totman of Baltimore, Maryland, a graduate of the College of Agriculture in the Class of 1916. The income from this fund is to be used for: (1) scholarship assistance to superior men and women students in the College of Agriculture and to freshmen entering the College of Agriculture, (2) financial aid in sponsoring agricultural research by graduate assistants under the supervision of the Agricultural Experiment Station, and (3) loan assistance to outstanding men and women who are seniors in the College of Agriculture and who are in need of additional funds to complete their college program. Awards have been made this year to Walter Burge and Paul Wares.



The Forester on the Job





UNDERCLASSMEN

The Juniors

By LARRY SAFFORD

After two years of general study of everything from angiosperms to zoology, we, the Juniors—foresters and wildlifers alike—finally have begun to be exposed to some of the specific, technical phases of the realm of forestry. Everyone has had some sort of picture in his own mind of just what it would be like. Some have gained it from valuable practical experience in the field during the summers; others, from acquaintance with images and ideas associated with forestry.

Being individuals, a variety of ideas and pictures not at all similar or based on the same principles, ideals, and dreams was present as we started this year. Forestry as it really exists, its theories and practices are being presented by our instructors. For most of us, this creates a different image than previously existed in our minds. For some the images merely merged to form a clear picture of the road ahead. For others the images conflict, causing areas of doubt or question which must be made clear in the semesters ahead. And for a few, the images were not alike at all; the true image completely shattered or obliterated the old one; these men left the course. Still the images are being built day by day, lecture by lecture, and bull session by bull session; as more knowledge is gained, a clearer and truer image is painted. Soon all that remain will be indoctrinated (to borrow a term from "Administration") so that the realm of forestry will be clearly imprinted in our minds and we will be professional men.

The fall semester will be remembered for its long cold labs and many reports. A new cut record for a class in a single

semester was established; unfortunately the number per person was unevenly distributed so the effects were felt drastically by only a few. This infamous caper caused numerous lectures of fatherly advice by nearly all the faculty, and even resulted in a few "Van Doren" type quizzes. The most remembered things from each course will be the lab report in silvics, the final exam in physiology, the "Christmas present" in soils, the current literature from mensuration, and keeping our substages up in anatomy.

This semester is a broader one. Aside from such forestry courses as are required, everyone has a number of electives—art, music, astronomy, history, literature, weather and persuasion—to name a few. With these to broaden our scope and attitude, and the technical courses to give us a strong base, our indoctrination is becoming more complete. The most remembered things about the general courses this semester will probably be the sliced fingers from wood identification, the snowy Friday afternoon silviculture labs, the shape of Marsh Island from photogrammetry, the handling of seedlings from nursery practice, getting things done in administration, and the precision required in route (Tote Road) surveying.

Looking to the days ahead, most of us feel some anxiety. The spring trip and summer camp are looming very close. The many stories and rumors handed down by the seniors add an air of intrigue and mystery (perhaps that should be spelled misery according to some) to the whole thing. The only fact anyone can observe from the outside looking in is that the present seniors survived, so why can't we?



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Who's missing!

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Class of 1962

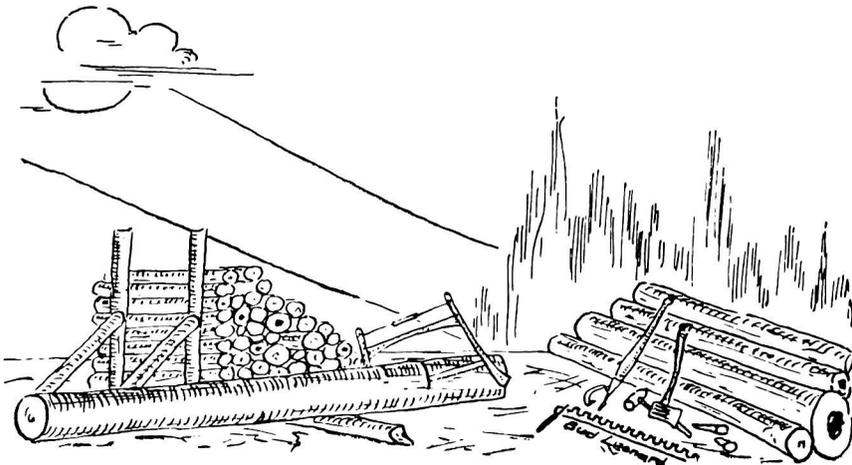
By DAVE WARREN

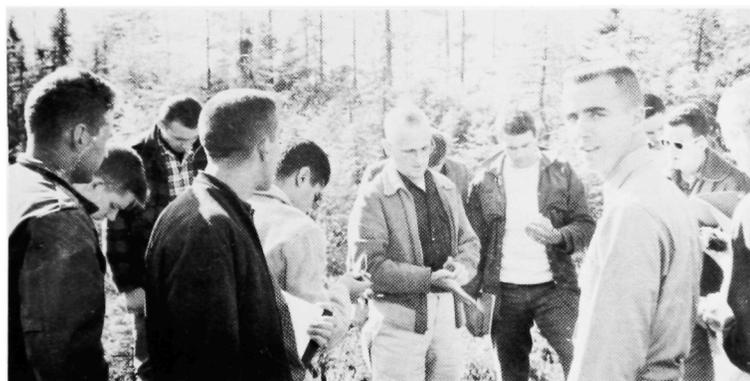
When the class of '62 straggled back to Deering Hall last fall, they were glad to be sophomores and be able to look sympathetically at the new freshmen getting their first look at Deering. However, many of the original class have dropped out for financial or other reasons, or have transferred into different curriculums. Of the original seventy-five who started in the fall of 1958, forty returned to try another year. For those who did return to school this fall, the sharp edges have begun to round off, and the "Gung-ho" freshmen of last year have been replaced by more mature and determined sophomores. The sophomores are somewhat better off than are the freshmen; they can look back on a year of college; they also can look forward to the more than two years still to go. They stand on the threshold of their careers; parts of the puzzle have begun to fall into place; losses have been sustained, but progress has been made.

Our class scattered over the country in search of experience, and many of us went westward to find summer employment.

The experience was very rewarding to those who made the trip, and many members of the class of '62 will head out west again this summer. The class has been active in the Hot Shots, and Forestry Club. The troops really fired up about the Farmer's Fair this fall, and pitched in with the rest of the school to help win a first prize. Sophomore foresters have also been well represented on campus in sports, Maine Outing Club and many other campus activities. Ours is a well rounded class with members coming from all over New England, south to Pennsylvania, and a foreign student from Iraq.

This group will form a nucleus of the class of 1962. Not all now here will be able to bear the strain, and additions will be made from other classes and colleges. But the opportunity is ours; the opportunity to become strong in the field of our own choosing. The class of '62 will endeavor to take advantage of this opportunity and bring credit to the School of Forestry and to themselves.



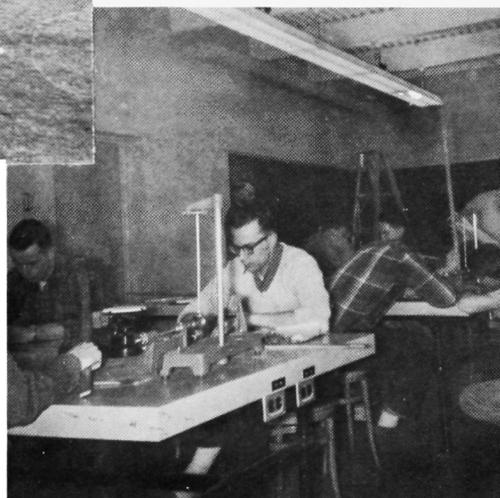


Feet wet?

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What a doll!!



Law of Gravity

Class of 1963

By DAVE RICHARDSON

In September of last year, a group of young men, representing many states, gathered here on the University of Maine campus. This group of men marked the fifty-sixth class to enter the School of Forestry.

For nearly all of us, campus life was a new and unique experience. The first few weeks seemed utter chaos—attending speeches, meeting new friends, buying books and supplies, and even trying to decipher the schedule cards. Much of the confusion was eliminated or at least lessened, however, during Freshman Orientation Week when the students took various tours and became acquainted with the University and its operations.

One of the highlights of the week for the freshman foresters was the trip out to the University Forest. Here, we were first introduced to some of the professors and the courses which they teach. Brief introductions were given to forest fire control, mensuration, silviculture, wildlife management, and several others.

As the weeks passed, we gradually became adjusted to this new life and settled down to some hard studying. In addition, many activities got underway, and the freshman foresters were right in the

middle of them. Professor Randall's "Hot-Shot" crew started meeting regularly on Sunday afternoons and many of the first-year woodsmen took an active part in the training. Also, the Forestry Club held its monthly meetings and many of us profited greatly from the guest speakers. In connection with the Forestry Club, many of us also took active part in helping to construct a new cabin on Pickerel Pond and with the forestry display for the fall Farmer's Fair. For the last two years, the forestry exhibit captured first prize.

And now, here we are with one full semester behind us. Needless to say, it has been a very full and enjoyable sixteen weeks. We all hope the next one hundred and twelve will be the same. As for this spring, fraternity "rushing" will be a highlight, the "Hot-Shots" will resume their program, and the Forestry Club will also continue its meetings.

The paths that lie ahead for us are still uncharted and each of us must make his own decisions, just as our brothers before us did. It will be a kind of pioneering as we strive to reach our personal goals. As we move towards these goals, may the Class of '63 leave behind a record and memory unequalled in these past fifty-six years.



