

MAINE FORESTER



1963

The
MAINE
FORESTER



PUBLISHED BY

THE STUDENTS

OF

THE SCHOOL OF FORESTRY

UNIVERSITY OF MAINE

ORONO, MAINE

1963

Editor's Message

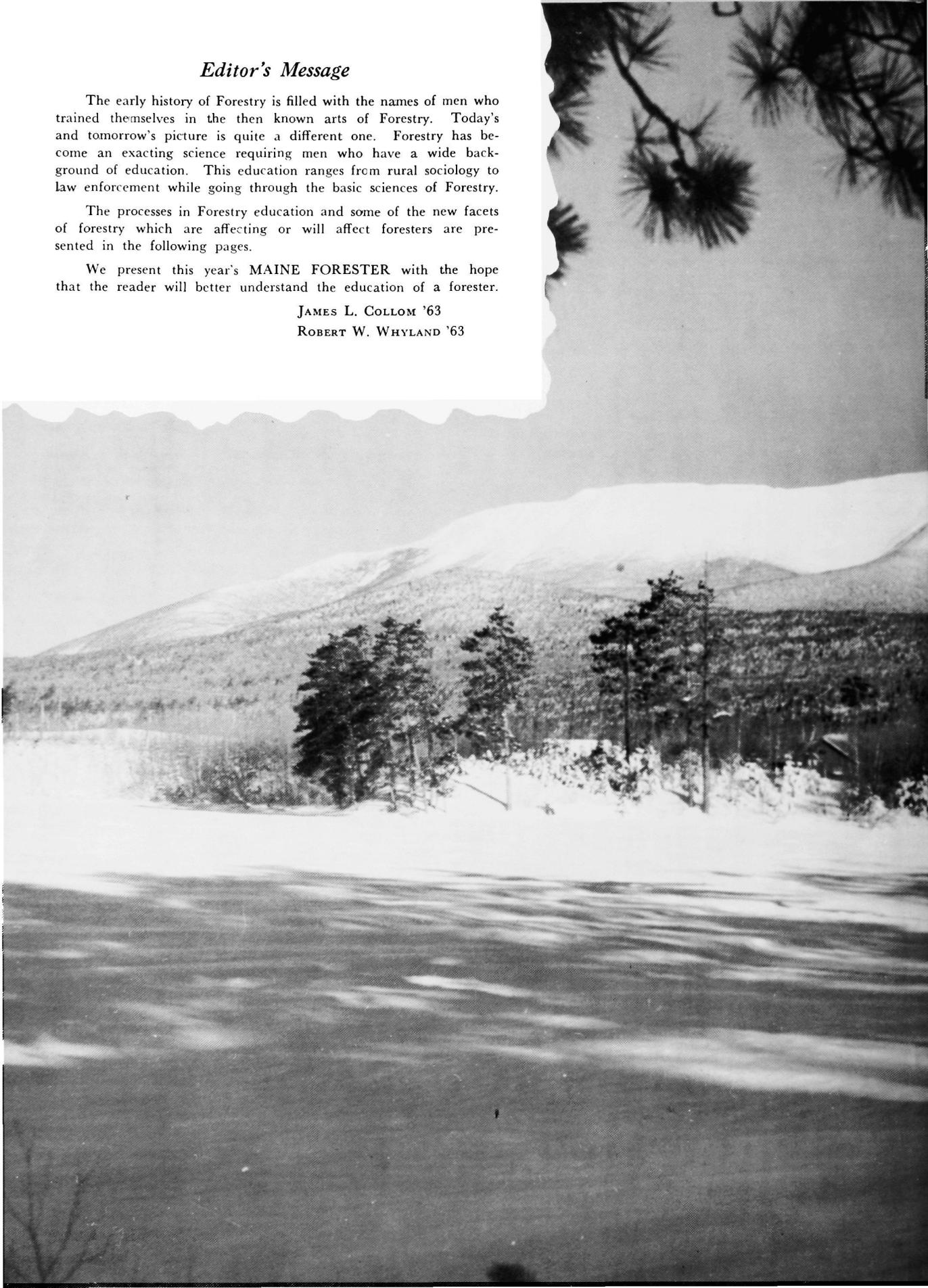
The early history of Forestry is filled with the names of men who trained themselves in the then known arts of Forestry. Today's and tomorrow's picture is quite a different one. Forestry has become an exacting science requiring men who have a wide background of education. This education ranges from rural sociology to law enforcement while going through the basic sciences of Forestry.

The processes in Forestry education and some of the new facets of forestry which are affecting or will affect foresters are presented in the following pages.

We present this year's MAINE FORESTER with the hope that the reader will better understand the education of a forester.

JAMES L. COLLOM '63

ROBERT W. WHYLAND '63



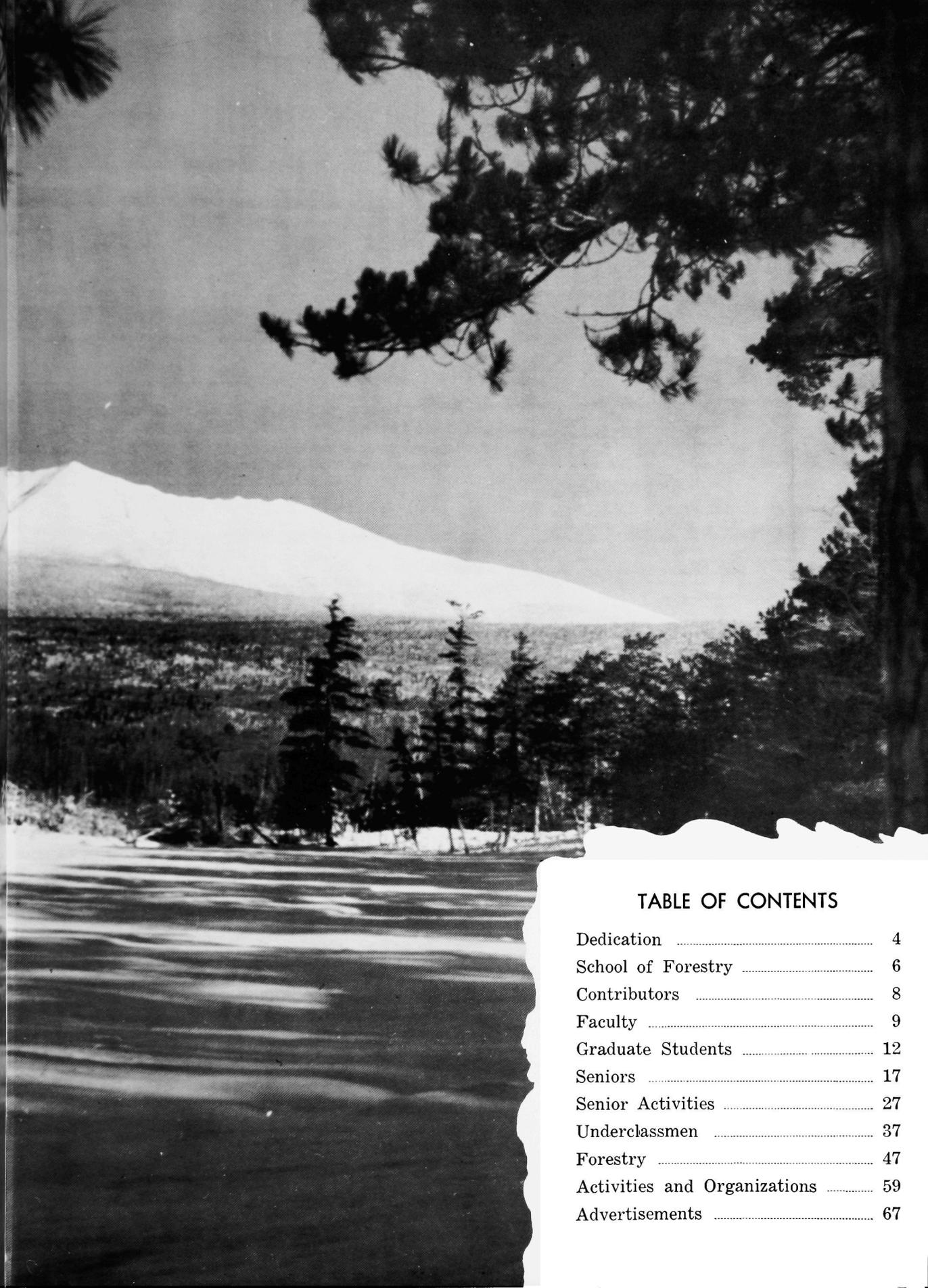


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DEDICATION



It is with a great deal of pleasure and pride that we dedicate this edition of the MAINE FORESTER to Mr. Roger Taylor. We have found Mr. Taylor's considerable influence in every corner and activity of the School of Forestry, and have found this influence to be instrumental in the moulding and making of each student.

Mr. Taylor was born in 1918 in Amherst, Massachusetts, and prepared for his career at the Stockbridge School of Agriculture in Massachusetts. Mr. Taylor brought to the University of Maine experience in timber salvage, lumber operations and farming, as part of his background. All of these have served to stand him in good stead in the performance of his duties as Superintendent of the University Forest. During the early years, beginning September 1, 1946, Mr. Taylor participated in the operation of the State Forest Nursery which was then located at the University. Since that time the duties on the University Forest have involved every phase of forestry, including: silviculture, logging, sawmilling, engineering of roads and bridges, building construction and even the recreational phase found in the handling of "The Ledges." Each of these has been handled under the supervision of Mr. Taylor. Several recent accomplishments have been the construction, this fall, of a 40 ft. by 60 ft. pole building for machinery storage, and Mr. Taylor's participation in the training of Peace Corps Volunteers in bridge and road construction.

It should be noted that in addition to the previously mentioned activities Mr. and Mrs. Taylor have raised a fine family of three boys and one girl, and have both been active in clubs and organizations associated with the University and the School of Forestry. Mrs. Taylor is a member and dedicated attender of the Forestry Wives' Club, while Roger finds time to be the University Fire Chief, a regular supporter of the Forestry Club, a member of the Society of American Foresters and a member of the Eastern Maine Forest Forum. Both Mr. and Mrs. Taylor also find time to raise forest and ornamental nursery stock.

It is in connection with these types of activities where Mr. Taylor's influence may be most plainly felt. Everyone who has been connected with a Woodsman's Weekend, a Farmer's Fair exhibit or other such event will be sure to remember that there was no one more willing to cooperate and lend a hand or just advise than Mr. Taylor. The success of every such venture has been enhanced by his participation.



Another area of influence, which is not very apparent, is understood very well by those who have worked on the University Forest under Roger's direction. None of these people will forget the patience with which he turns fumbling, green handed recruits into efficient forest workers. The better understanding of how forests are turned into money and men into good workers may be of great importance to these students in the days to come.

In Mr. Taylor's sphere of influence the most important is in his maintenance of the University Forest as a laboratory and a practical example for the education of the student. The University Forest achieves its greatest value when it is used as the focal point for demonstrations of the theories brought out in most of the forestry courses. The fact that such varied subject material is successfully taught on the relatively small area of the University Forest is due, in part, to Mr. Taylor's ability to manage the area for these uses. His ability to get along with and meet the desire for forest use of faculty members, with varying needs, and students alike, plays a great part in the value of the forest.

The tendencies of our time toward specialization, as expressed in the varying sequences studied in the School of Forestry, are well balanced by the practical applications which are studied in the University Forest. Mr. Taylor has demonstrated the ability to coordinate the staff requirements in a way which enhances the training of each student.

The Staff of the MAINE FORESTER is happy to be able to dedicate this 1963 edition to Mr. Taylor, who exemplifies, to us, "dirt forestry" on its highest level.



SCHOOL OF FORESTRY

1903-1963

This year the school celebrates 60 years of forestry training at the University. A good record has been made. Student numbers have grown from 4 in 1903 to 225 in 1963. Today a large percent of the forest land managers and forestry leaders in Maine are graduates of the School. Many of these forest leaders first came to the State to take forestry at the University. In this way the School has helped provide able leaders as well as opportunities for its graduates. Successful Maine foresters can be found most anywhere in the world where there are forests. We are proud of our record which provides us with encouragement and background for a greater future.

The editors of this yearbook said they were interested in why we have a forestry school and what some of its aims and hopes for the future are .

My opening statement indicates past success is one good reason for having our forestry school. It is needed to train professional foresters who will become leaders in forest policy and forest land management in the years ahead. Back in 1903 training forest leaders was given as a principal reason for establishing a forest training program at the University. It was logical that Maine should have been one of the first states to provide training in forestry as its economy then, as now, was based on the products of its forest land. Most foresters are dedicated to their profession. A good forester must have a "feel" for the trees and the land. He wants to leave the forest he has managed in a more useful and productive condition than when he took it over. This is another good reason for a forestry school, so that men with a natural interest in forest land and its products can obtain training from men with an intense interest in forests, timber, wildlife and out-of-door recreation. Growing timber is one of the great resources of Maine and of the nation. I believe training in forestry is important background for all persons connected with forest use development and protection. They need to acquire and maintain a "feel" and knowledge of the forest as a whole whether they become land managers or highly specialized in pest control.

As world populations increase and competition for land intensifies, persons with knowledge of trees, how to grow and harvest them, and their



From the Class Building to the near by University Forest



effects on other resources such as wildlife, water and recreation will be in increasing demand. Persons trained in forestry schools will be the best qualified individuals to answer this need.

Our School, located in one of the most forested states in the nation, has an ideal setting for the training of foresters and wildlifers, which makes it possible to tie field observations in closely with academic training. The School's 1700 acre forest within ten minutes driving time from the campus, plus several managed and research forests nearby, provide many opportunities for field laboratory trips.

The University of Maine wants the School to continue to have a leading role in forestry training. This will require good students, staff, and facilities. Intent has been indicated by two School staff members being added during the past 3 years, and a new summer camp site and building. A new forestry building has been requested from the State Legislature as part of the University's facility requirements. Plans are underway for new staff members in forest recreation, genetics and plant physiology. As staff members are added, more emphasis will be placed on graduate programs to meet the increased training required for foresters in specialized areas of work. The School desires to expand its research program to meet state and national forestry needs, and to provide staff and advanced student training and experience. The McIntire-Stennis legislation passed by Congress in 1962 offers good possibilities for a greatly improved school research and graduate student program in both forestry and wildlife. The quality of our under-graduate program will be maintained and should be improved by a stepped up research effort which will provide added staff in specialized areas.

The School of Forestry at Maine intends to provide foresters and wildlifers with background training needed to manage and harvest forest land and wildlife crops for present and predicted future needs. In addition, it plans to train foresters who want to engage in products and businesses closely allied to forest crops.

The staff looks forward to the future with the opportunity to maintain the good record of the past 60 years through continuously improving School programs and facilities.

A. D. Nitting

Thanks . . .

to all those, who by their generous contributions have made this edition of the Maine Forester possible.

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The paper used in this yearbook is the generous contribution of the **S. D. Warren Company**, makers of Warren's Standard, Cumberland Mills, Maine.

Pictures donated by Maine Forest Service, Georgia-Pacific Corporation, students and faculty have contributed much to this year's publication.

FACULTY



... TCH...



...SAFTY...



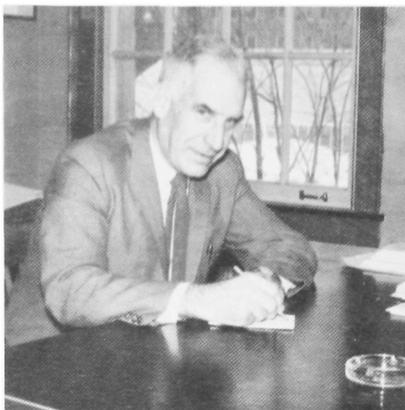
... LET ME ASK...



...WARM SNOW...



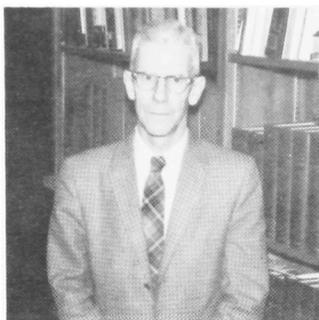
FORESTRY



Director A. D. Nutting
School of Forestry
B.S., Maine, 1927



Dr. Harold E. Young
Professor of Forest Mensuration
B.S., Maine, 1937
M.F., Duke, 1946
Ph.D., Duke, 1948



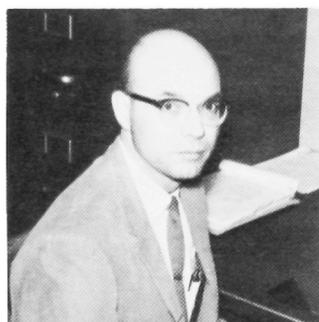
Gregory Baker
Professor of Wood Technology
B.S., Maine, 1924
M.F., Yale, 1939



Arthur G. Randall
Assoc. Prof. of Forest Mgt.
B.S., Yale, 1933
M.F., Yale, 1934



Frank K. Beyer
Assoc. Prof. of Forest Products
B.S., Cornell Univ., 1929
M.S., Univ. of Wisconsin, 1930



Ralph H. Griffin
Assoc. Prof. of Silviculture
B.S., Virginia Polytech. Inst.,
1943
M.F., Yale, 1947
D.F., Duke, 1956



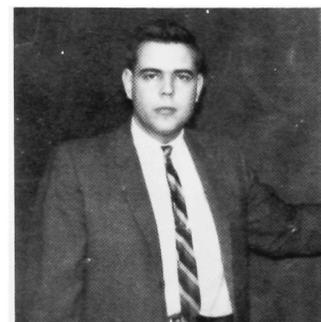
Roger Taylor
Superintendent of Univ. Forest



Thomas J. Corcoran
Assist. Prof. of Forestry
B.S., Mich. Col. of Mining
and Tech., 1955
M.S., Purdue, 1960
Ph.D., Purdue, 1962



Henry A. Plummer
Assoc. Prof. of Forestry
B.S., Maine, 1930
M.F., Yale, 1950



Samuel M. Brock
Assit. Prof. of Forest Economics
B.S., Univ. of Michigan, 1956
M.F., Univ. of Michigan, 1956

WILDLIFE AND RELATED FIELDS



Howard L. Mendall
 Professor—W. L. Mgt.
 Leader Coop. W. L. Research
 Unit
 B.A., Maine, 1931
 M.A., Maine, 1934



Sanford D. Schemnitz
 Assistant Professor of
 Wildlife Mgt.
 B.S., Univ. Michigan, 1952
 M.S., Univ. Florida, 1953
 Ph.D., Oklahoma State,
 1958



Chester Banasiak
 Assistant Professor
 Dept. of Inland Game
 B.S., Michigan State U., 1948
 M.S., U. of Mass., 1951



Richard J. Campana
 Professor—Forest Pathology
 B.S., U. of Idaho, 1943
 M.F., Yale Univ., 1947
 Ph.D., Yale Univ., 1952



Fay Hyland
 Professor—Dendrology
 B.S., Michigan State U., 1925
 M.S., Maine, 1929



Roland A. Structemeyer
 Professor—Forest Soils
 B.S., U. of Missouri, 1939
 M.A., U. of Missouri, 1941
 Ph.D., Ohio State U., 1951



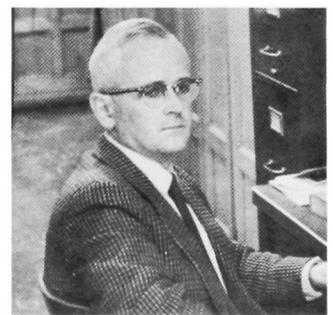
Mrs. Cleale, Miss Gifford
 Office Staff



George R. Cooper
 Professor—Plant Physiology
 B.A., Colo. State College of
 Education, 1942
 M.S., Iowa State U., 1948
 Ph.D., Iowa State U., 1950



John B. Diamond
 Assistant Professor of
 Entomology
 B.S., U. of Rhode Island, 1951
 M.S., U. of Rhode Island, 1953
 Ph.D., Ohio State U., 1957



Charles D. Richard
 Associate Professor—Taxonomy
 B.A., Wheaton College,
 Illinois, 1943
 M.A., U. of Michigan, 1947
 Ph.D., U. of Michigan, 1952

GRADUATE

GRADUATE PROGRAM OF BENJAMIN DAY

I am presently finishing the second year of a study on winter behavior of white-tailed deer. Each winter the deer relinquishes nine-tenths of his summer range and retires to softwood cover along water courses to escape deep snows and chilling winds. These winter ranges—deer yards—must be managed to provide adequate food and cover for a population that has suddenly increased tenfold if large scale winter loss is to be avoided.

To manage a game species effectively, its minimum survival requirements must be determined. My project is designed to further the knowledge of the winter requirements of whitetails, particularly by observations of their behavior as influenced by climate and cover.

To study areas were chosen to represent different principle cover types of North-central Maine.

To assemble a picture of winters accumulating severity, periodic observations were made of fallen snow, and cross sections of snow cover and continuous readings of temperature were obtained. This information was recorded in each forest type and density throughout the yarding period.

To measure activity of the deer herd, two miles of cruise lines were established on each study yard and all signs of deer movement intercepted were recorded by cover type following each storm. Deer bedding was studied to determine the reason for site selection and to gather information on numbers of deer using the bedding areas, timber volume of each site, slope, and other site factors.

I would like to express my appreciation to the many forestry and wildlife students who aided me in gathering field data.



Benjamin W. Day, Jr.
B.S. Wildlife Management
University of Maine

Robert D. Greenleaf
B.S. Forestry
University of Maine



GRADUATE PROGRAM OF ROBERT DEAN GREENLEAF

The Integration of Year Round Recreation and Timberland Management in the Passadumkeag Mountain Region of Eastern Maine

There is little need for planned resource allocation when a small number of people are relying on a relatively large resource base. However, when a rapidly expanding population is dependent on an unchanging or diminishing resource base, then allocation of resources among uses must be planned to assure maximum benefit. Such is the case in the United States today. Multiple use of forest land is a partial solution to the problem.

This study is an analysis of the allocation of forest land among two uses, recreation and timber, on the Passadumkeag Mountain Region in Eastern Maine. The study area contains approximately 100,000 acres of forest land.

The objectives of the study are: (1) to develop some of the concepts and problems in the integration of recreation and timberland management and (2) to derive cost figures for different types of facilities, which might be useful to forest land owners contemplating recreational development.

The method of study employed is the development and coordination of separate recreation and timber management plans.

STUDENTS



Edward Heath

B.S. Forestry

University of New Hampshire

GRADUATE PROGRAM OF EDWARD I. HEATH

An increasing population, more income, and more leisure time are just a few of the factors creating the present demand for recreation. This demand is not only being felt in regions close to metropolitan areas but also in resource-oriented areas such as our wilderness tracts. My thesis, entitled "An Assessment of Internal and External Recreational Development Plans for a Large Wilderness Tract," involves assessing the impact of recreational development on a wilderness environment.

The study area contains approximately 500,000 acres within which is centered Baxter State Park. The area is divided into three major areas for the purpose of the study; A 108,000 acre tract in the central portion of Baxter State Park called the internal zone, a 93,000 acre tract called the peripheral zone, and a 300,000 acre tract called the external zone.

Four major plans are being assessed. An internal development plan, peripheral development plan, external development plan, and a combination of the three. Two alternative plans will be analyzed under each major plan. These alternatives will be compared in terms of development cost, acreages involved, roads required, campers per acre, sites per acre, etc. All plans will be designed to accommodate the projected use in the years 1976 and 2000.

GRADUATE PROGRAM OF RUSSELL R. HYER

Classification of Intertidal Habitats in Maine

The 1963 winter waterfowl inventory of the Maine Department of Inland Fisheries and Game reported over 57,000 waterfowl, including 20,000 black ducks in the coastal waters off Maine. Many of the birds, especially the black ducks, depend on the intertidal zone for food. To maintain or increase the present population, good habitat must be retained by an understanding of the environmental requirements of waterfowl.

One of the first steps in achieving an understanding of waterfowl habitat requirements is the formation of a classification which would point out ecological differences between the various environments. If the ecological differences are known, a relationship between the differences and waterfowl useage might become evident.

The specific objective of the present investigation was to devise a classification scheme for the intertidal habitats occurring in Maine. The scheme was to meet the following requirements: (1) ecological differences between the various habitats must be reflected, and (2) the terms of description must be clear and distinct so that the field biologist with limited experience in coastal habitats might use the scheme.

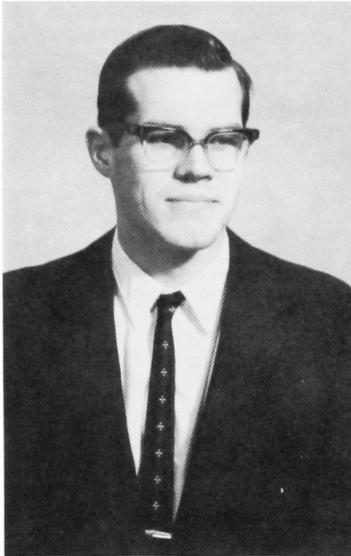
An attempt was made to select representative study areas of each habitat type. Emphasis was placed on the study of the unvegetated flats and beaches rather than on the vegetated marsh area. This was done because previous classifications of flats and beaches have been limited in number, scope, and application, but existing marsh classifications were believed to be adaptable to the requirements of the present study.

Russell R. Hyer

B.S. Wildlife

Purdue University





Richard A. Kennedy
B.S. Forestry
University of Maine

GRADUATE PROGRAM OF RICHARD A. KENNEDY

The Relationship of Maximum Peat Depth to Some Environmental Factors in Bogs and Swamps in Maine

Maine is endowed with numerous lakes, swamps, and bogs. These poorly drained depressions are characteristic of glaciated regions. The development of a peat deposit creates a bog or swamp from a lake, and requires several thousand years. Peat is formed from the remains of plants which are incompletely decomposed.

The alignment of modern highways makes it impossible to avoid all bogs and swamps. The question is: Where shall the proposed highway cross them? Peat deposits deeper than five feet present complicated, and therefore costly, engineering problems.

Airphotos are used in the preliminary planning phases of highway construction. They furnish valuable information about the vegetation, soil types, drainage, and topography of an area when viewed stereoscopically by an experienced airphoto interpreter. The problem confronting the airphoto interpreter is to estimate the depth of peat at any point within a bog or swamp.

This study was initiated and sponsored by the Maine State Highway Commission and the U. S. Bureau of Public Roads to increase the accuracy and confidence in estimating peat depths from aerial photographs, and reduce the amount of costly field checking. An attempt was made to find relationships between the maximum depth of peat and some environmental factors (many of them visible on airphotos) in a bog or swamp.

The extreme variability of bogs and swamps, and the complexity of factors affecting peat development limit the possibilities of finding relationships useful to airphoto interpreters. However, twelve radiocarbon dates, indicative of the maximum ages of those bogs, have supplied information about the glacial geology and postglacial climate of Maine.

GRADUATE PROGRAM OF JOHN M. LANE

The primary objective in managing balsam fir, *Abies balsamea* (L.) Mill., for pulpwood is to attain maximum production by maintaining the stand in a healthy, rapidly growing condition. Balsam fir is a prolific species and a rapid grower under favorable conditions. However, it is also susceptible to decay, insect attack, and windthrow, especially under poor growing conditions such as exist in very dense stands. If these dense stands, or "fir thickets," are not treated silviculturally, undesirable conditions such as deteriorated growing stock and low increment rate will become dominant. It is imperative then, that overstocked stands of balsam fir be put into the best possible growing condition. The purpose of this study is to reduce the density of fir thickets by using herbicides. The objectives of the study are to find:

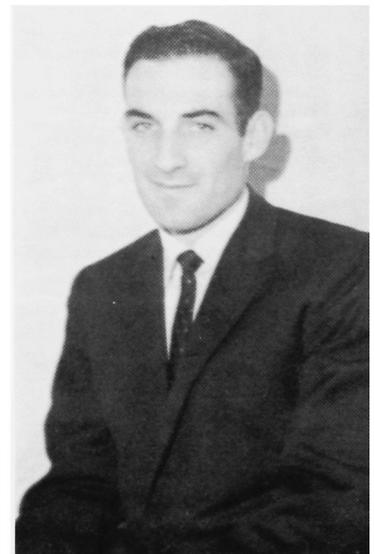
1. The most effective herbicides.
2. The minimum concentrations at which the herbicides will be effective.
3. The season of the year when the herbicides should be applied.
4. Any effects weather, root structure, soil moisture, and physiological conditions of the tree will have on the toxicity of the herbicides.

All data will be analyzed using statistical methods.

The area in which the study is being conducted is owned by the Penobscot Development Company of Great Works and is located off the Old County Road in Milford.

The proposed title of the thesis is *The Effect of Selected Herbicides on Young Balsam Fir With Particular Emphasis on Their Possible Use to Control Stand Density.*

John M. Lane
B.S. Forestry
University of Maine





Daniel Schroeder
B.S. Forestry
Michigan College of Mining and
Technology 1962

Dan came to the University in the summer of 1962. He worked for the summer as one of the summer camp staff and is now here at school getting his work with Forest Economics under way.

DR. H. E. YOUNG RECEIVES FULBRIGHT SCHOLARSHIP



Just before going to press we received word that Dr. Harold Young had been granted a Fulbright Scholarship for studies in Norway. We wish to express congratulations and best wishes from the students of the School of Forestry.

A FULL DAY AT SUMMER CAMP



Early morning shave



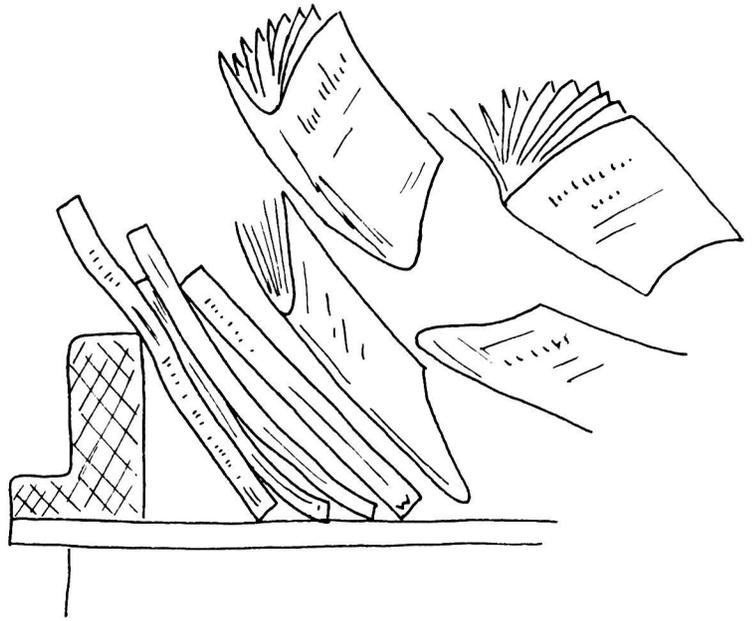
Morning visit to a local sawmill



Practice before supper



Afternoon mapping



SENIORS



CLASS OF 1963

by BRIAN T. SWEET

The forestry class of 1963 is composed of 44 students, 38 of whom are enrolled in forest management, forest utilization, the five-year pulp and paper program, or forest science. The remaining 6 are in either of the wildlife sequences, wildlife management, or wildlife science.

The objective of this article is to give the reader a brief outline of the various courses taken by seniors in the forestry and wildlife sequences. The article is also an attempt to point out what a senior in either of the sequences can be expected to be studying in his final year of undergraduate study.

Let's first explore the various courses taken by seniors in the forestry sequences, management, science, and utilization.

The courses taken by students in management are designed to put the finishing touches on the college training of future forest land managers. Among the courses taken by seniors are business accounting, forest administration, forest valuation, forest pathology, forest policy, forest economics, and wood technology. These required courses are augmented by various electives selected by the student in relation to his particular interests.

Students are encouraged to select electives from a list of suggested courses. These electives are suggested for their value to the student in his future work as a forest land manager, and which offer the best opportunity to obtain a well-rounded education. This is true in all the sequences in the selection of electives. However, the student has the final say as to the electives he wishes to take.

The forest utilization sequence is not radically different from the management sequence, and is centered around developing interest in forest harvesting and the manufacturing of forest products. In gen-

eral, courses taken by seniors in forest utilization include: business accounting, forest administration, forest valuation, forest products, lumber manufacturing, personnel management, forest policy, forest economics, wood technology, and forestry seminar. All of these are designed to train the student for the utilization field.

For those students interested in research, or those planning to do graduate work, the forestry school offers a sequence in forest science, which is designed to train men for further study in the fields of wood technology, or tree growing. Basic similarities exist between the courses in the sequences, and in the electives suggested to the student.

In the forest science-growth sequence, the prescribed courses for the senior year include: forest products, forest administration, wood technology, forest policy, forest economics, and forestry seminar. This is the same schedule of courses being taken by seniors enrolled in the technology sequence with the exception of: forest administration, forest policy, and forest pathology.

Something ought to be said about the five-year pulp and paper program offered at the University. This program is designed to train those students interested in the manufacturing of paper. Students desiring to enroll in this program, after receiving their undergraduate degree in forestry, generally enroll in the forest utilization sequence.

This concludes the brief run-down of the required courses during the senior year in the forestry sequences. The titles of these courses are somewhat descriptive of the material covered in the course, therefore, due to space limitations in an article of this nature, it is not feasible to





explore the specific material covered in each course.

Having just finished briefly describing the course requirements in forestry during the senior year, let's now turn to those courses which students enrolled in wildlife are required to take in their senior year.

Wildlife management is designed to train the student in land and game habitat management, thus preparing students to assume responsibility in the field of wildlife conservation, including fish and game management.

Game management, fish management, photogrammetry, disease and parasite control, forest economics, and wildlife seminar are the primary courses required during the senior year in the wildlife management sequence. Electives are directed toward supplementing the student's understanding of forestry and conservation practices.

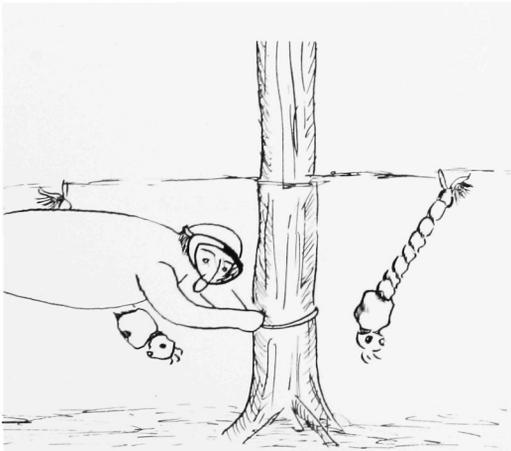
As in the forest science sequence, the wildlife science sequence is directed toward preparation of the student for graduate work. Specifically, wildlife science is designed for students interested in pursuing a career in wild animal research.



Emphasis is placed on electives during the senior year with game management and wildlife seminar being the only two required courses. Electives may include such courses as design of experiments, advanced mathematics and chemistry, a foreign language, or a course in logic.

Following graduation in June, the men of the Class of 1963 will be turning to their fields of endeavor to continue learning by practical application of the theoretical tools provided them through their years of study at the University. Many will be seeking employment with the Federal Government and private companies. Some will desire to fulfill their obligation for military duty before entering their chosen fields. Further study through graduate work will be undertaken by some, in various colleges and universities throughout the country.

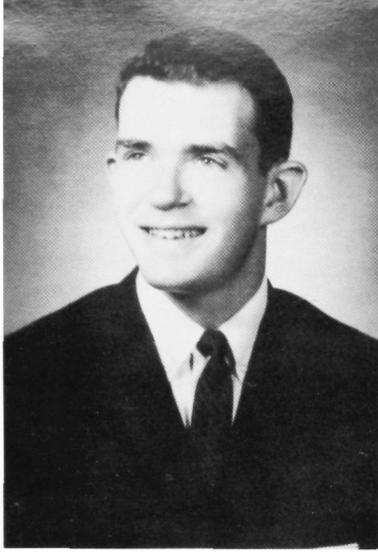
Whatever the individual interests may be, and wherever they may take us, the members of the class of 1963 will always be thankful for the training provided them by the School of Forestry and other departments of the University of Maine.



FORESTRY

Angevine, Harry W.

Arseneault, Norman G.



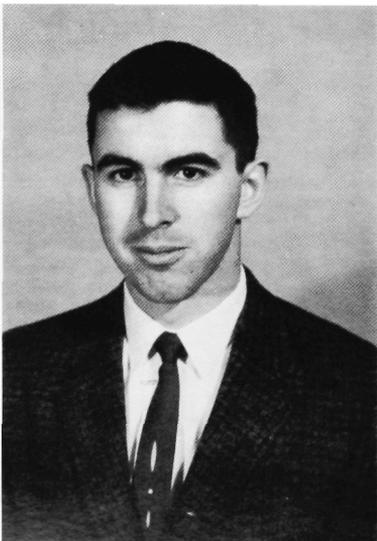
Burton, Roy S.

Collom, James L.

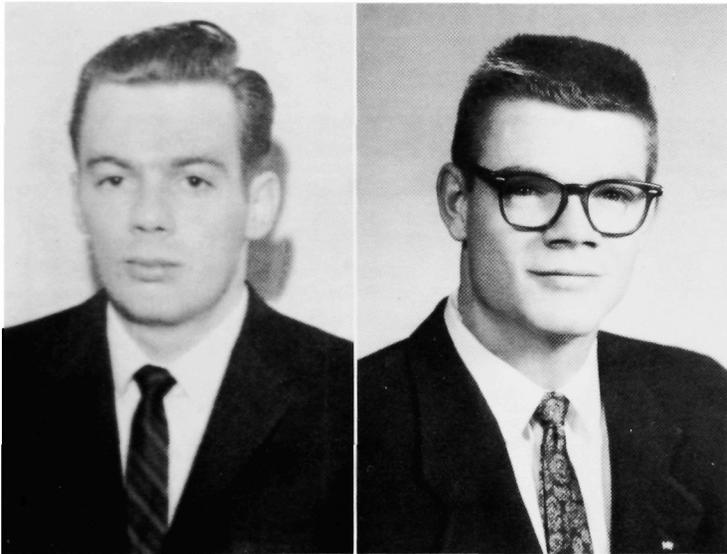
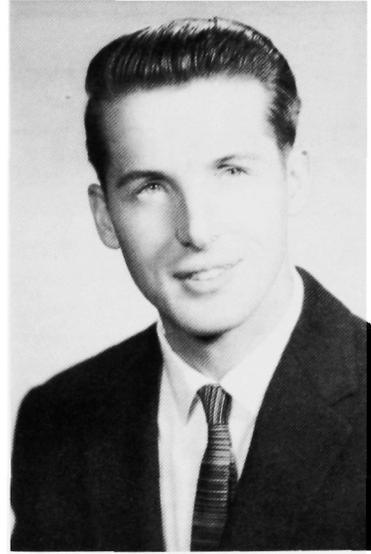


Cullinane, Raymond J.

Field, David B.



Gammon, Calvin

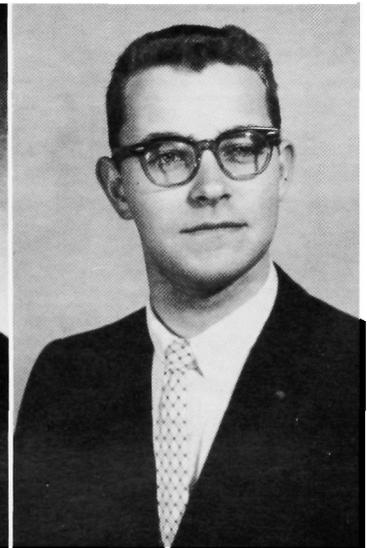
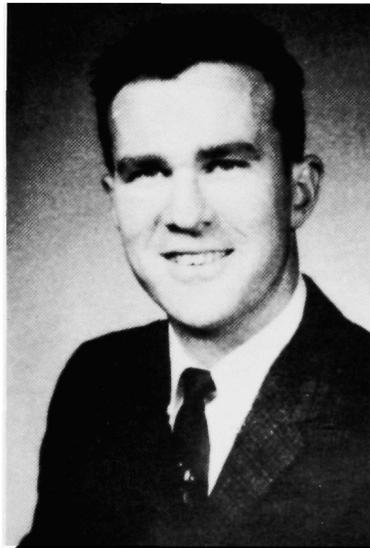


Holden, Eric J.

Keene, Clifford R.

Kendall, William E.

Larson, Albert L., Jr.



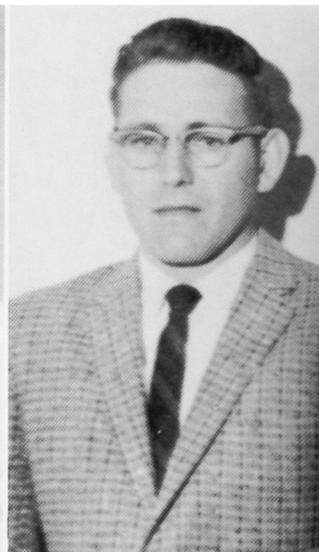


LaTourette, Alvah N.

Lovejoy, Richard A.

Mallett, Ronald J.

McGlauffin, Hollis A.



McKenna, Richard

Mitchell, Roger J.

Morrill, Gayden W.

O'Brien, Lewis B.

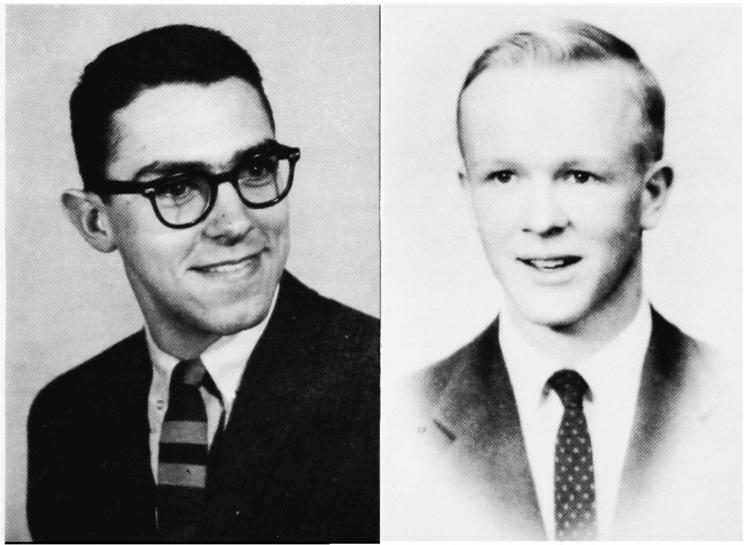


Porch, Stephen L.

Purinton, David B.

Richardson, C. David

Richardson, Ernest M.



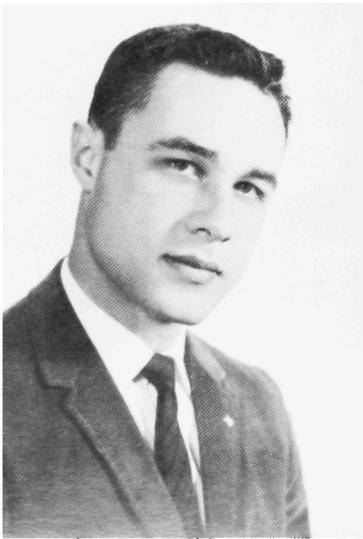
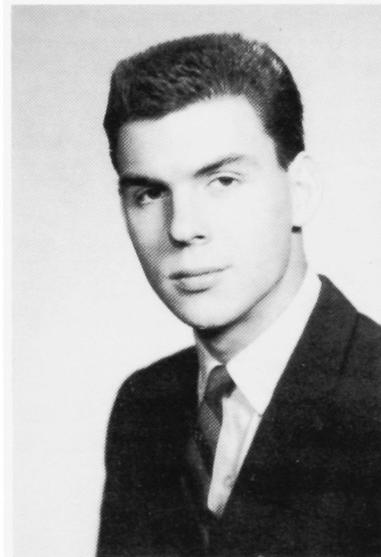


Sarnow, Stuart G.

Smith, Converse B.

Squires, Richard P.

Staiger, Richard D.

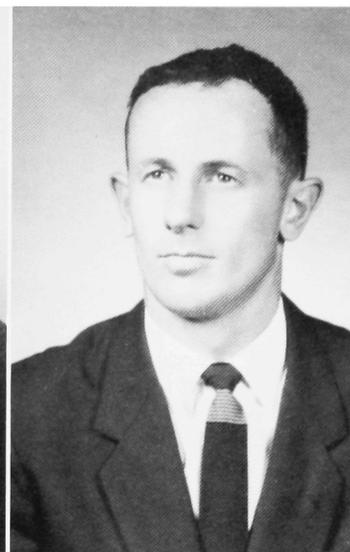


Sweet, Brian T.

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Toomey, John P.

Townsend, Fred L.

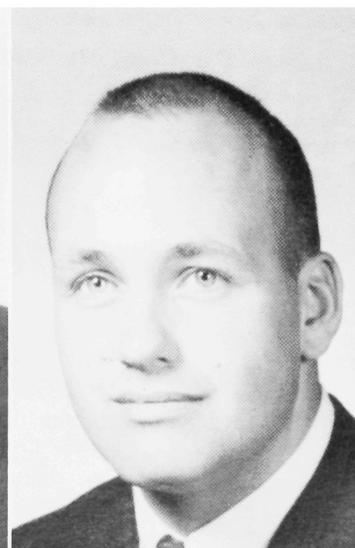


Trundy, Gerald E.

Waite, William R., Jr.

Whyland, Robert W.

Wilson, Stephen P.



WILDLIFE

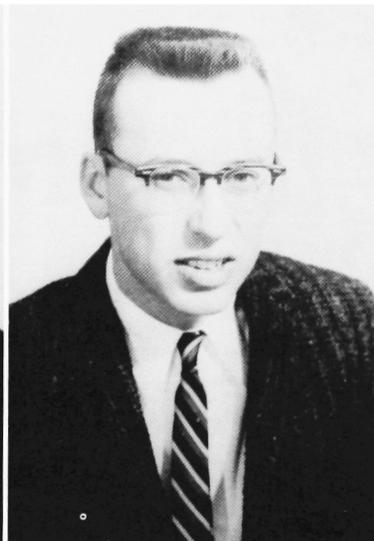
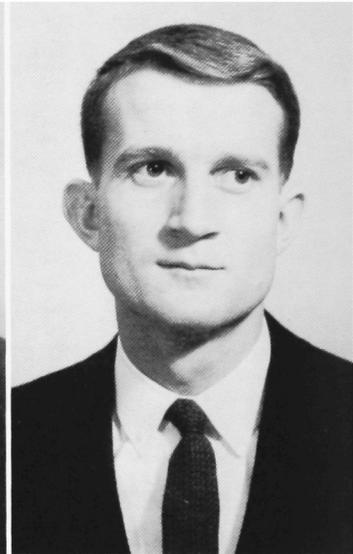


Anderson, Jon K.

Andrews, Philip S.

Ferguson, Edgar L.

Florence, Benjamin M.



Gramlick, Francis

Moulton, John C.

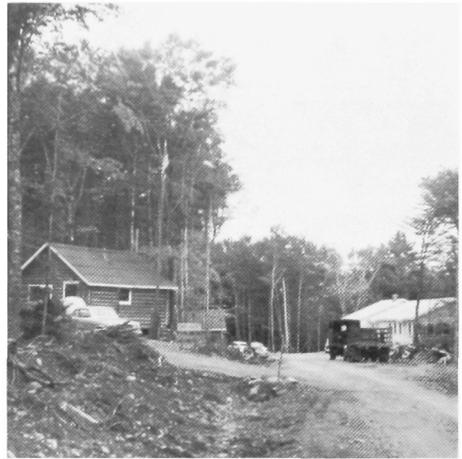
not pictured

Incerpi, Angelo

WILDLIFE CAMP 1962

by

PHIL ANDREWS



A warm, sunny Saturday in June of 1962 again stimulated the annual northward migration of the wildlifers. Destination: Princeton, Maine.

First arrivals were the author and a bespectacled gentleman known to his compatriots as "The Duck". We arrived via a conveyance of questionable ancestry known as the "Blue Goose" to its owners. Whether the name was chosen because of its color or the strange noises which it emits has yet to be determined. At any rate, all who participated in wildlife camp grew to know and love this contraption with the strange affinity for mud and dust.

With the arrival of the rest of the flock and our leader Dr. Quick plus wife, work began. The first day was spent cleaning and unlimbering gear (primarily fishing gear). A dock and canoe rack were also constructed for the use of the hapless bumbling foresters who would soon arrive. These structures were later dubbed collectively, "Quick's Folly".

On Monday work and study began in earnest and continued through the week. Unfortunately, activities were slightly hampered by bad weather and a cold virus which slowed Doc Quick down considerably. Nevertheless, we spent several wet but interesting days on and in the various marshes of the Moosehorn Wildlife Refuge. Brood and nesting counts were made on the ducks and geese in the

area. Here we also brushed up on canoeing techniques, waterfowl identification and methods of accidentally stepping into mudholes while still retaining poise and grace.

A study of porcupine damage was also undertaken in the town of Princeton and, later in the week, a deer browse study was made on one of the local areas which had been burned over. Much was learned in the short week which we devoted to wildlife study.

There were, of course, the usual memorable events; often pleasant, sometimes unpleasant. Take the time we discovered that a doctor can almost, but not quite, run down a small fox on foot, or the day we learned how to pick up porcupines by the tail. Ouch! And who could forget the lilting music of blackfly wings as we counted browse tips under a warm sun.

We will be eternally grateful to Mrs. Tripp of Princeton who kept us well fed during our first week's stay. Her culinary artistry is exceeded only by her charm.

All things must end, however, and, with the weekend approaching, we bade farewell to Dr. Quick and headed for the various recreational facilities in the area (e.g., Grand Lake Stream, Calais, Stock's Drug Store, etc.). Upon our return, we filled sand bags, boarded our windows, and cleaned weapons in preparation for the onslaught of the foresters.



The new building for Summer Camp. This building has; a large lavatory, a store room, a large class room and fire place on the basement level. Upstairs there is the kitchen and dining area. The windows from both provide an excellent view of Big Lake. (Note bell at kitchen door)

SUMMER CAMP — 1962

by CONVERSE B. SMITH

The 1962 Summer Camp program was unique in many ways. With Professor Randall's dream of a new camp site becoming a reality, many new opportunities and problems presented themselves, some of which had never been encountered before.

The cabins were moved from "Mosquito Haven" to the new location. This new camp site is on a hardwood ridge along the shore of Big Lake. Due to unforeseeable circumstances, much of the work on the "mess hall" and the new campsite itself was not completed. By the end of the summer, however, great improvements had been made through the combined efforts of the staff and students. Brush

was piled and burned, culverts installed, a flag pole and dinner bell erected, the "mess hall" completed, a recreation area including basketball, volley ball and horse-shoe courts constructed, and a waterfront, with a beach, raft, and canoe slip was completed. Much of the work-time was donated on Thursday nights, the rest being done as part of the daily camp assignment, or for hourly wages (not under N.L.R.B. sanctions).

The field work was conducted according to a schedule dependent on the weather. Extremely wet days were spent on trips to the various mills located in the area. These included the St. Croix Pulp and Paper Mill, the Northeast Construction



The CREW—1962

Company and Freer's Hardwood Mill. On the not-so-extremely-wet days . . . well boys . . . it's a warm rain in Princeton!

The schedule was organized so as to present some experience in as many different phases of forestry work as possible. Such things as recreation development, road survey and layout, timber marking, C.F.I. measurements, topographic and plane table surveys, fire control, road and boundary maintenance, scaling, and pulp cutting were all sampled. A trip to the Moosehorn Wildlife Refuge (not to be confused with the Moosehorn refuge for "wild life") to study duck banding was something short of successful. Someone forgot to invite the ducks!

The largest single division of work, however, was the Township cruise and the preparation of the management plan. Cruise areas were drawn by number out of a hat and assigned to the different crews; some made strip cruises, others made aquatic surveys. The wedge prism method of cruising, using a three diopter lens, replaced the conventional sample plot method that had been used in the past. This resulted in a great reduction

of field work and computation time. Never the less, the midnight oil burned long and late until the last plan was completed.

The camp was fortunate to have again this year John Carney, former world champion bucksawyer, return to give instructions and demonstrations on the filing and use of the bucksaw and two-man crosscut saw. His great skill with the saw is only matched by the repertoire of stories that go with him. During this time we also received instructions on the care and use of the chainsaw and chain from representatives of the Homelite Chain Saw Company, and the Oregon Chain people.

The Maine Forest Service, keeping with the spirit of a new camp near the water, donated three canoes for the duration of the camping season. Considering the amount of use they got, they were a well received donation. Continuing along the recreation line, it might be appropriate to point out at this time that the 1962 baseball team established a reputation that struck fear into the hearts of all organized teams in the area. Suffering one of its rare defeats on its first trip to the Peter



Look we won new Hard-Hats



Before the BELL!

Dana Point Stadium, the team returned time and again to avenge itself against the Passamaquoddy Warriors. The 1962 season record will not be published for fear that the 1963 team might feel itself an unworthy successor.

The closing of camp was highlighted by the annual woodsmen day events, sponsored by the Camp Council. Included in the program were finals in the horseshoe intramurals and the volleyball tournament, pulpwood throwing, a bucksaw contest, two man crosscut sawing contest, and two man canoe races. Competition for the cash and equipment prizes, which had been donated by various benefactors, was hot and fast. Tours of the Township were provided for visitors, during the slack periods of the day. A lobster and steamed clam banquet closed out the season on a well-fed note.

The combination of the new camp and the enthusiasm of the staff and students bred what we feel is a new attitude towards Summer Camp. To be sure it is no picnic, however, the Class of '63 hopes to pass to the following classes the feeling that Summer Camp represents an opportunity to solidify all they have learned.

The brief exposure to the different phases of forestry received at Camp, offers a working knowledge of many of the different jobs a graduating forester is expected to be familiar with. There is nothing that impresses the fundamentals of forestry, in one's mind, any better than the application of techniques and the observation of results.

R. J.'s excavating service





“Dr. Tom’s” playground



Camp Staff

??????



1962 UTILIZATION TRIP

by

DICK STAIGER



In the early hours of the morning of June 4, 1962, a rather odd looking car was parked in the back of Deering Hall. It was Hadley Burrell's limousine. This was the beginning of the first annual "Utilization Trip." About 25 of us went on this first trip. Now, looking back, we can see that it was educational, and, well, sometimes it was downright funny.

Professor Plummer was our "leader", and assisting him was Professor Baker. The schedule, they prepared, took us from Orono to Monson, then on up through Greenville to Pittston Farm on the first day. We saw a furniture plant, Great Northern's heavy equipment shop, and the camp at Pittston Farm. That night at Pittston Farm will be remembered for the food if nothing else; steak, and all the trimmings, then more steak, and more trimmings. We slept full.

The following day, we rode to where Great Northern was "picking" the shore of a lake for pulpwood. We rode out to watch the "picking" on a "boom jumper". On the way back, we observed a crew repairing floating booms with a kingsize electric drill. Technology is everywhere.

After leaving Great Northern, we went to Rockwood to see Scott's really big "hot logging show." Stump to sled to pallet to water in the same day, a truly "hot" operation.

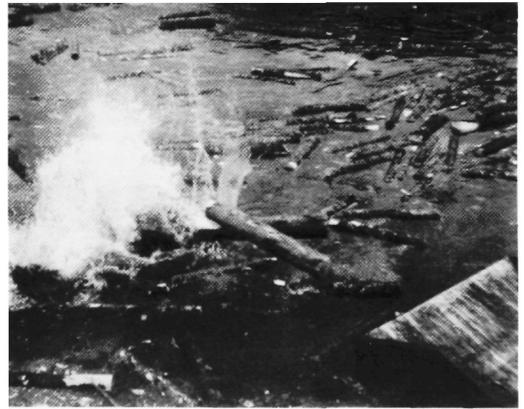
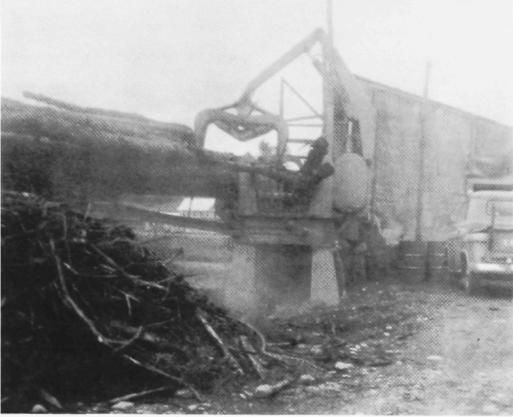
This was the way the week went; we moved from areas of pulpwood production, to sawmills, to logging operations, veneer mills, flooring mills, and more sawmills. Each stop added to our education and produced a new idea, or showed us a modernization of an old operation. Great Northern had its electric boom drill, Dacquam's sawmill had a high production and automatic board width sorter, and Clayton Lakes' selective cutting was observed. Moosehead Manufacturing had its amazing utilization figures, and so on.

The limousine moved from Maine to Canada, back to Maine, and across the Reality Road to Ashland. While on the Reality Road, we stopped to eat at a roadside lunch counter sometimes referred to as Parades' Mill. After looking at the mill and eating, we moved on to Ashland, a night's rest, and not so comfortable a trip up to Fraser's operations in Canada.

The last day of our trip brought us back from Canada to Orono.

As is the case with almost everything, the good times are remembered, and the, well, not so good are forgotten. Few will forget Hadley, his cigar, and his happy "Hey Professor." When was the last time you piled out of your bunk and headed for an open window? How long has it been since you've seen a "really big show?"

"Hey Professor," the juniors have something to look forward to!



1962 SILVICULTURE TRIP

by ROGER MITCHELL AND WILLIAM WAITE

"A picture is worth a thousand words". And so it is. But the living scene is worth even more.

Textbooks and lectures are the most efficient method of covering a lot of ground in a relatively short time. But much is necessarily lost in the name of efficiency. Rarely does a man have a chance in his college career to view dynamic situations described in textbooks and lectures. The silviculture trip is quite unique in this respect, for it is one of the rare opportunities for a student to see with his own eyes, what the course he has just taken is all about.

The boys that took the trip in 1962 agreed that it was the highlight of the silviculture course and had the added benefit of introducing us to the many facets of forestry as a whole. For silviculture, per se is not the only aspect of the trip. Many interesting discussions were held with experts in the field of management, soils, pathology, entomology, physiology, forest influences, etc. We talked with private landowners, government employees, educators and land managers. We asked and received answers to countless questions on the diversified problems of their individual fields. Of course most important was the subject of silviculture since this was the trip's objective; the rest was considered fringe benefits.

We saw and discussed many of the silvicultural systems we had heard and read about during the year. Thinnings and prunings were examined and discussed. An entire day was spent at Hubbard Brook where we saw work being done in the field of watershed management. We visited a timber sale area on the White Mountain National Forest, discussed some

of the financial aspects of the sale and saw part of the operation in full swing.

The class of 1963 had a distinct advantage that will be experienced on future trips. This came about as a result of the creation of the utilization trip which cut the class approximately in half. The smaller group makes for a more attentive audience and allows more time for individual questions. We feel that this factor went a long way toward making our trip such a highly successful one.

The trip was not all forestry by far. Much can be gained by sharing such an experience with your fellow students. We met many pleasant and interesting people who went out of their way to provide accommodations or to contribute in some way to the success of our trip.

The highlight of the trip was the visit to the Harvard Forest at Petersham, Mass. The first evening was spent touring their forestry museum and examining their excellent three-dimensional models depicting a changing forest over a one hundred year period. The next day we had a tour of the more interesting segments of their forest in the morning, got rained out just before dinner, and spent lunch and the remainder of the afternoon inside having an open discussion with experts in the field of forest soils, forest economy, and plant physiology.

In conclusion, it can be said that each and everyone of us, without exception, enjoyed the trip enormously. Our knowledge and interest in forestry were greatly enhanced and we feel that we gained at least a small insight into the varied and challenging problems that we will encounter when we leave school.



The 19 + 1



Seeding Experiment



Wildland Planting



"Good Morning"



N. H. State Forestry Operation



Studying the layout of Bartlett Experimental Forest

A DAY OF PLANE-TABLE MAPPING AT SUMMER CAMP

