

SUMMER 1969



# WILDLIFE ECOLOGY CAMP

by

JAMES C. R. STONETON

Wildlife summer camp is thought to be the highlight of practical experience for the student majoring in wildlife management. This course ties together many of the loose ends left by other courses. Students are taken into the field, shown methods of sampling and studying animals and measuring parameters of their environment. Students are then expected to identify and solve related problems of wildlife, which are to be summarized in written reports. The wildlifers' summer camp also touches on other aspects of wildlife such as law enforcement, marine biology, and pest control.

Recognizing the importance of this course, in 1968 the faculty doubled the length of camp, making it two weeks. In 1969, realizing that two weeks is not long enough to touch on the basics of North American wildlife, an additional week was added and the course is now three weeks long and worth three credits.

The 1969 Wildlife Camp began the day after most wildlifers' finals ended. After selecting a cabin that looked as if it would do a reasonable job of repelling rain and stand for the rest of the summer, the wildlife camp was officially opened by Dr. Schemnitz and canine company.

The first week saw us sampling dicky birds with mist nets, drawing up a woodcock management plan for fifty acres of land, studying and learning vascular plants, reviewing tree identification, spending a day at St. Andrews Marine Biology Station to learn of the problems of sport and commercial salt water fisheries, spending half a day in court observing cases of infractions of fish and game laws, and spending half a day in the field with a game warden. The week ended with half of the class traveling to Machias Seal Island Bird Sanctuary and the other half taking the day off. Memorable moments of the first week were: the exam - eg. how many mice can two mice (one male and one female) produce in a year? I still don't know, do you? - ; the cold ride to St. Andrews; wardens and students finding a traveling bookmobile parked up an old logging road with librarian and driver not looking at books; the day a certain weimaraner pointed a wood thrush; and a Friday night party - "Check them mist nets cabin 8!"

The second week saw a tired Doc heading for home and Dr. Owens taking over. The beginning of this week was also marked by the arriving of a rowdy bunch of foresters fired up from a silviculture trip with Dr. Griffin. It was noted that many

foresters had trouble finding the camp as someone had put up false signs. Wildlife Camp was interrupted Monday and Tuesday by forestry orientation - we all learned how to take tree diameters, use the compass, and use an altimeter. This was a two day review in case we hadn't learned these skills correctly in Fy 1, Fy 2, Fy 4, Fy 5, Fy 7, Fy 8, Ce 5, and many other courses. But all was not a loss, as on Wednesday the wildlifers, accompanied by an unhappy crew of foresters, headed for the Moosehorn Wildlife Refuge. Thursday found the wildlifers and foresters at a salmon hatchery listening to an interesting lecture by a past U. of Me. graduate on landlocked salmon. During the remainder of the week, wildlifers left the foresters to play with their tree diameters and analyzed woodcock singing grounds and summer fields at the Moosehorn Refuge. Memorable moments of the second week were as follows: learning every bump on the road to Moosehorn; coffee must be poured down the drain after supper



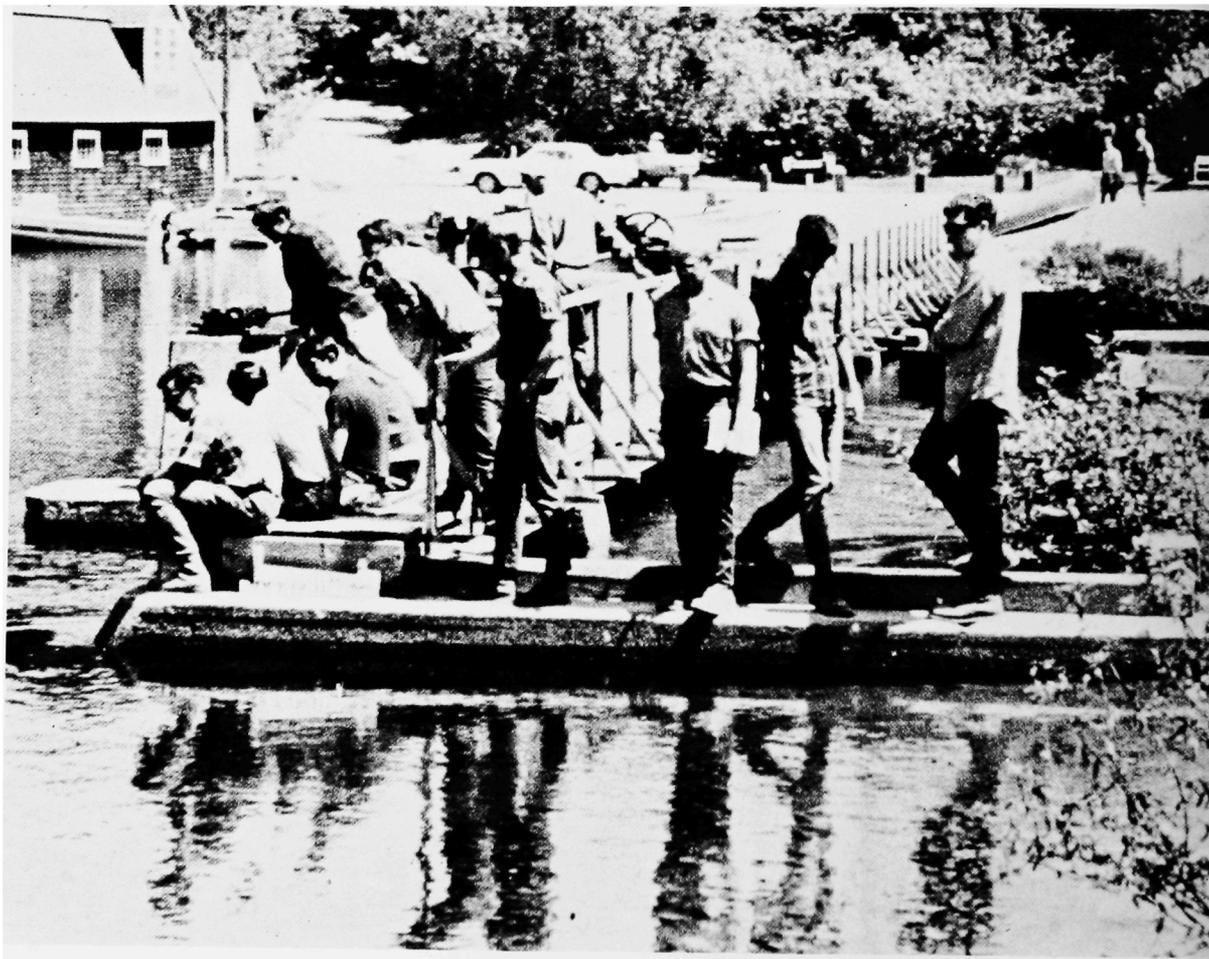
rather than leave it out for students because it's never been done before; three separate times was the great green whale harpooned and lay mortally wounded in the road ditch 'til a tow truck could pull her out; Cabin Six mates are the agitators of the camp; Doc, there are black flies at Moosehorn and they *do* bite wildlifers; and Doc Ownes once every morning, "Put two quarts of oil in the green truck and see if she needs any gas."

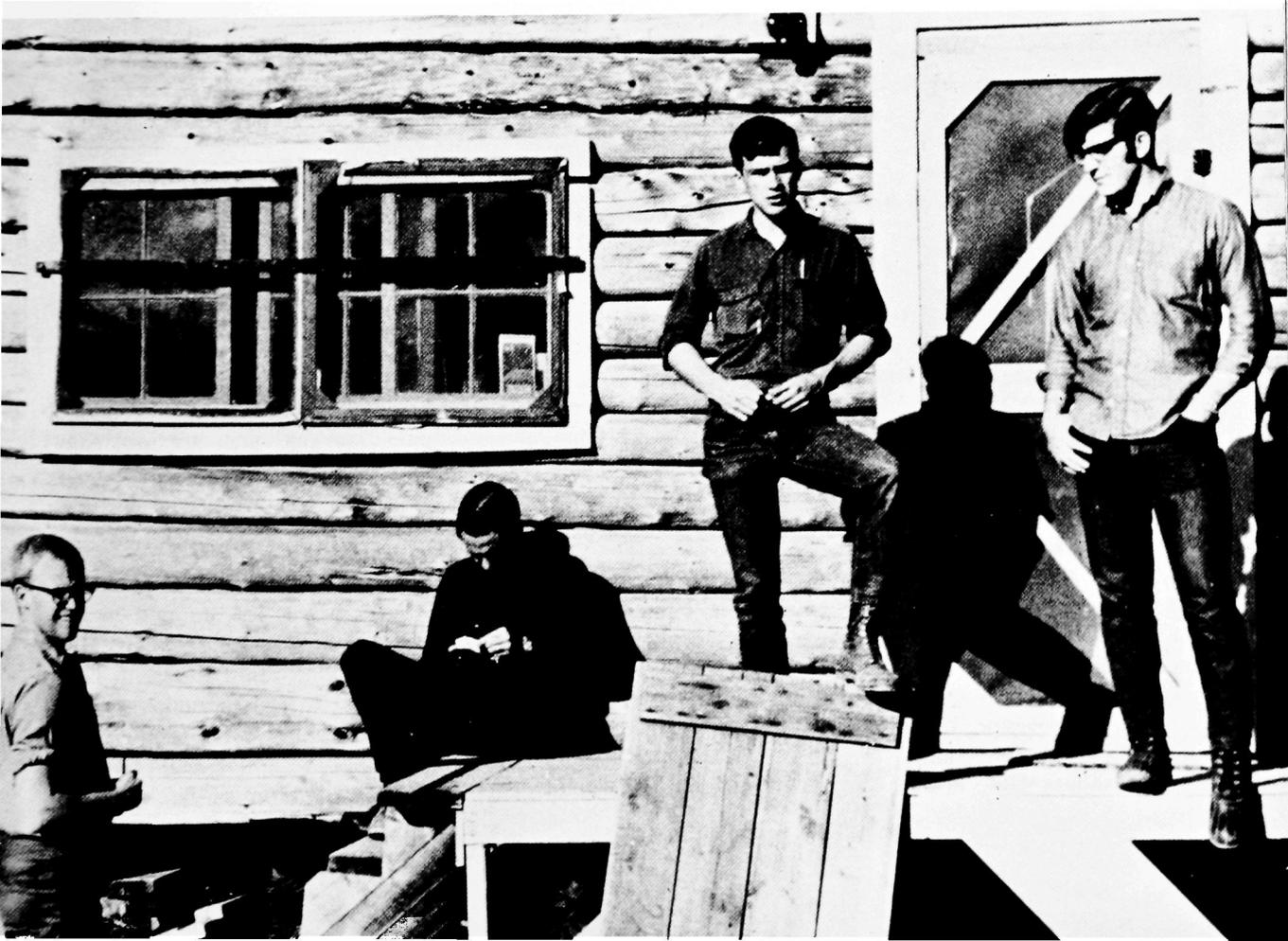
In the mornings of the first three days of the third week, Doc Owens led us in a small mammal population sampling study. We were to compare a coniferous forest with an open field. Afternoons were spent studying marsh ecology and muskrat populations. The rest of the week went as follows. One day was spent making a waterfowl brood count, results of which are compiled with many other brood counts to help determine waterfowl hunting limits and lengths for the coming season. A very interesting day was spent with Bill Peppard making a wetland survey and studying marshes made by the Fish and Game Department for waterfowl production. And on Saturday half of the class slept while the other half made the trip

to Machias Seal Island. Highlights of the week: only one muskrat from the marsh and one mouse from the field after three days of trapping, O well; Lyman may not say much but he has a big knife, isn't that right? the bear hanging on the eaves of cabin 8? what bear? 'Ahhhh, does there look like there's any beer in this bottle?'"

Wildlife Camp ran into a fourth week to make up for the forestry orientation period. Dr. Owens headed back to Orono and Doc Schemnitz returned to lead us into a small marsh to study its management and beaver ecology. The class then took apart - piece by piece - a deserted beaver lodge in order to see its interior construction. Doc then took a beaver's eye view of the lodge. The last day of camp ended with a morning study of porcupine ecology while the afternoon was spent taking a final exam.

Although most of us were looking forward to the end of camp, with forestry camp now starting most of us would have preferred to see the wildlife camp run longer.





# THE 1969 SILVICULTURE TRIP

by  
ALAN L. BURNELL



For the fourth year in a row, Les Van Tassel rolled his B&A charter bus into the parking lot where he was greeted by 40 enthusiastic foresters. The 1969 edition of the infamous silviculture trip was about to begin. Amid shouts and cat calls and a chorus of "Dixie" we were on our way for a week of exiting lectures, with Athol, Mass. the big topic of conversation.

We headed for Augusta, where we were met by Professor Ashman. We took an extensive tour of his land and saw some very intensive forestry practices. It was a very interesting stop, but by the end of the day, the professor was still going strong while most of us were ready for a long rest.

After spending a long day at Ashman's Tree Farm, we headed for Alfred and a day at the Massabesic Experimental Forest. We spent Sunday night on some not so comfortable cots in the top of a garage. Five o'clock came early, but up we were and ready to go. We spent the morning observing some direct seeding experiments with Ray Graber, and the afternoon with the area service forester, Richard Arsenault.

The shouts now turned to "Athol here we

come!" We were off to Petersham and the Harvard Forest where we were to spend two nights. We spent the whole day Tuesday touring the forest. We had an engrossing lecture from Dr. Ernest Gould on the history as well as an interesting discussion on forestry in the future. Walt Lyford showed us his root experiments and Marc Swan gave us his interpretation of bog succession. After a full day of looking, it was relaxation time.

Our only night out was spent in Athol, and you might say we took over the town. About half of the group lived it up at the various establishments throughout town. It has been said that it was a good time, although not too many dare say. Curfew was at ten, so we were back sleeping it off for an early four-thirty awakening the next morning.

Four-thirty certainly is an early hour to be rudely awakened. Everyone was up and in the bus heading away from Athol and towards the Fox Research and Demonstration Forest in New Hampshire. It was odd to look around and see so many people sleeping as we bounced toward Fox. We arrived at Fox about eight o'clock and spent the morning looking at larch planta-

tions. From Fox we went to Bear Brook State Park and viewed some effects of herbicide spraying. From Bear Brook we traveled to Jackson and the Thorn Hill Lodge where we were to spend two of the most enjoyable nights of the entire trip.

After a good night's rest at the lodge, we were introduced to hardwood management at the Bartlett Experimental Forest. It was a welcome change from spruce and fir and black flies and red pine plantations. It was too bad we only spent half a day here as it was one of the most interesting stops on the trip. However we had to leave, and from here we took a short trip to the White Mountains National Forest to see the "actual show" A logging operation going on in the forest. We took the long trip up the mountain and saw many interesting feats performed by the skidder operators. This was also very interesting and everyone hated to leave, but as usual we found ourselves in the bus headed back to the lodge.

Another good night's sleep and a good breakfast in the morning made everyone ready for the

last two days. We spent the first part of Friday on the Kancamagus Highway. A brief stop at the midway point introduced us to the area and then we went to Hubbard Brook. At Hubbard Brook we were introduced to a bit of watershed research. We saw a 200 acre clearcut which shocked everyone. From Hubbard Brook we traveled to Errol where we spent the night in the town hall. Who said that two nights on cots never hurt anyone?

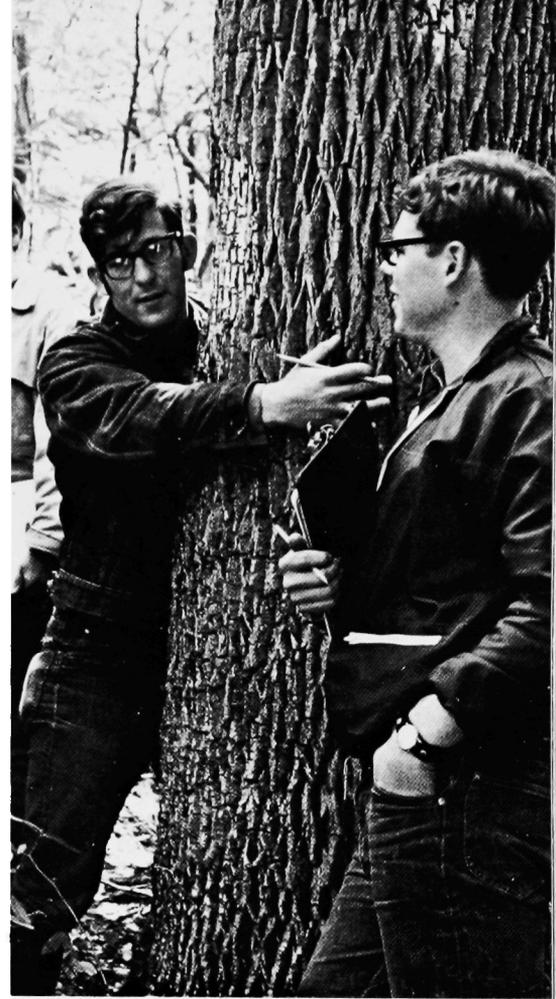
The last day was spent with Cliff Swenson of the Seven Islands Land Company. We were exposed to some private forestry and recreation management and saw a smaller scale logging operation. From here it was back to Orono and the end of the trip, with only summer camp to look forward to.

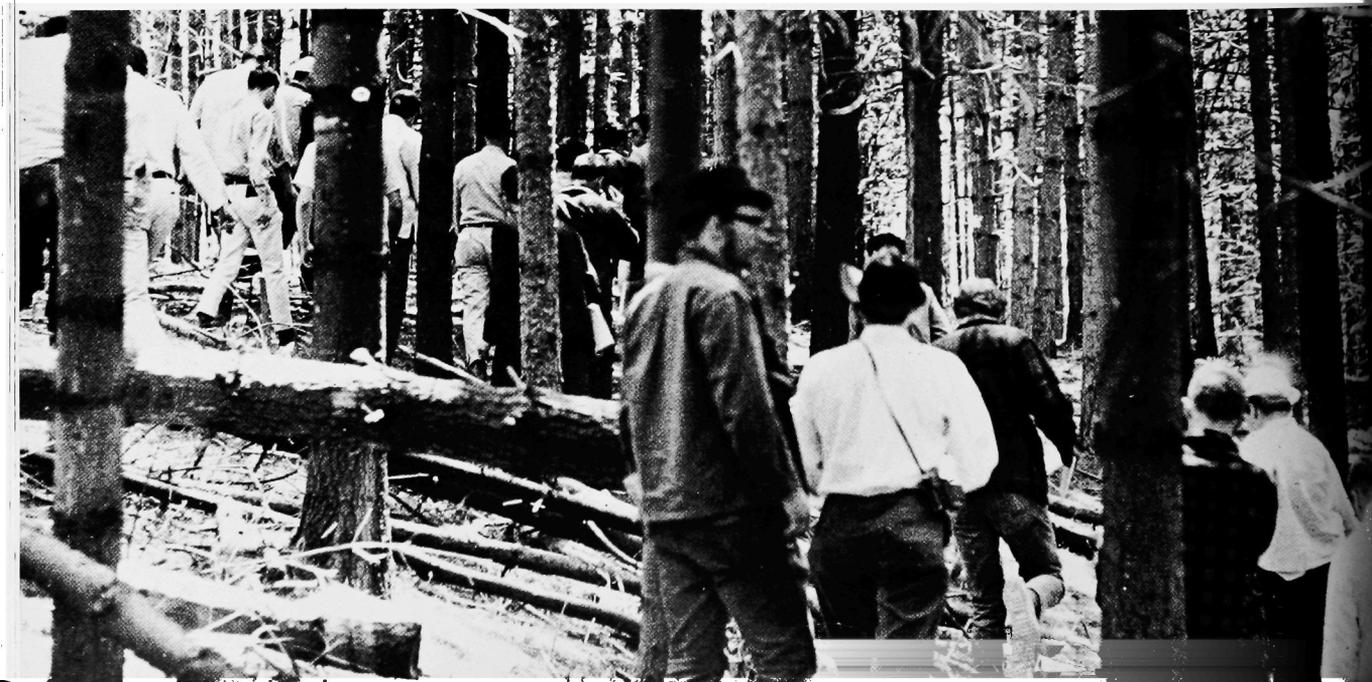
Many things have happened and a whole semester has passed since the trip. It will always remain for me and many others a highlight of the days in college. A week of exposure to new thoughts and, oh yes, who can forget Athol!



# Memories

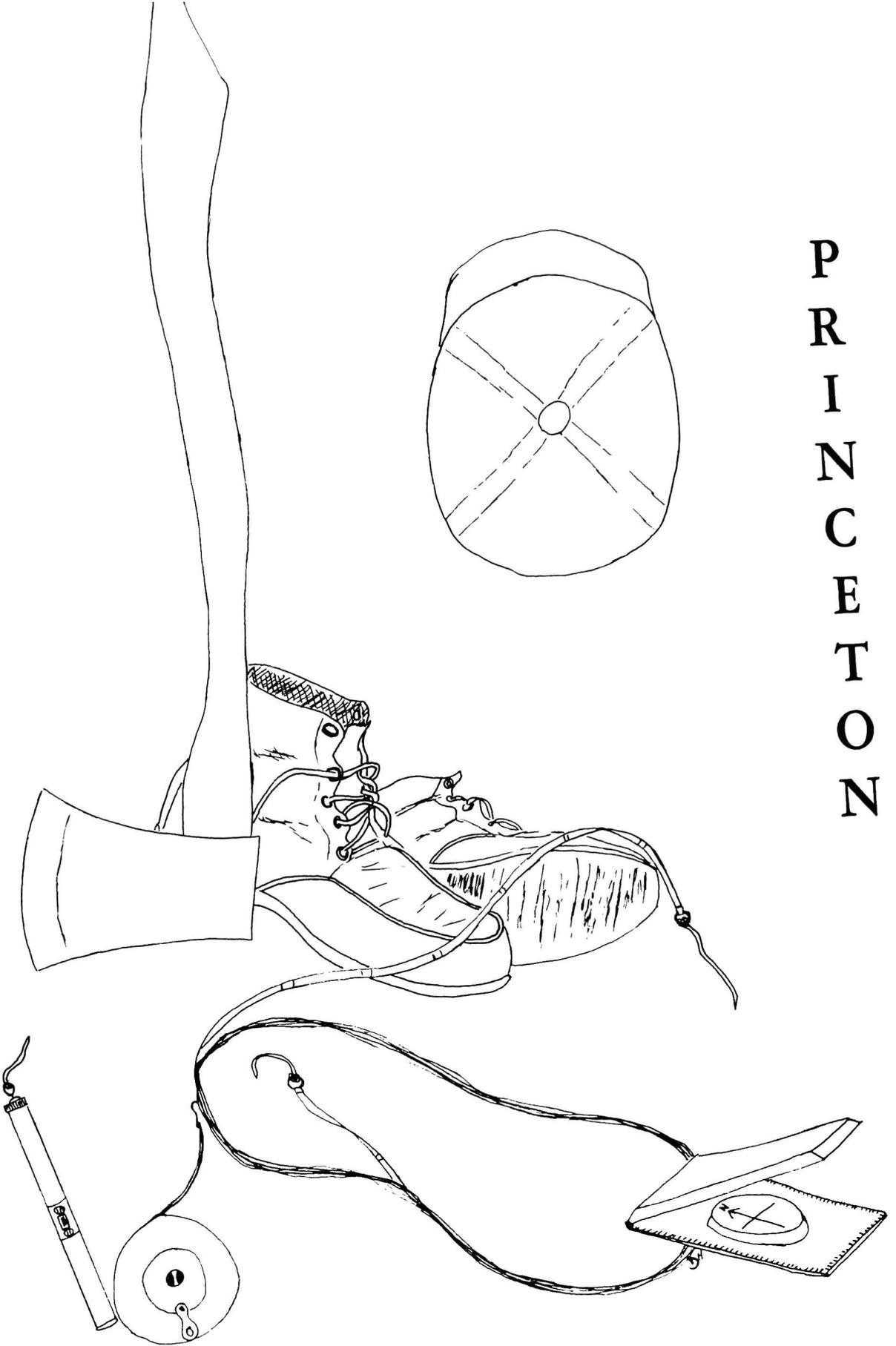








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# SUMMER CAMP – 1969

## Professionals

by

PETER CHASE

Fy-41s, Practice of Forestry, consists of 6 weeks of summer camp, and is required for all Forestry and Wildlife management majors. Camp opened Monday, June 9, 1969, at 6:00 a.m. with the first call to breakfast. The first bell was answered by 40-odd students eager to eat breakfast, pack lunches, and start the "actual show".

We waited three years, and at last it was time to board the "green whale" and see our new home in the Princeton woods. After a stop for oil, the tired whale was ready to ferry the 1969 summer camp students through the woodcock habitats, majestic veterans, fire towers, pulp mills, sawmills, woodlands, swamps, controlled burns, fish hatcheries, forest fires, and Indian roadblocks that are summer camp, 1969.

Each day, the sometimes less than sure-footed whale, glided over the roads and washouts to deliver its cargo of chains, D-tapes, hard hats, axes, and woodsmen to their confrontation with the Princeton woods. Each night the whale returned its cargo in a used, unused, tired, happy, mad, early, or late condition. Disembarking from the faithful beast, the glimmer of Long Lake looked mighty inviting to each hot, dusty, fly-swatting,

head and rear chainman. Contentment and relaxation came over the woodsmen as they leisurely swam and loaded the raft to its capacity. Soon a clanging bell shattered the serene scene and the hungry woodsmen rushed for their hearty meal. After eating, the scene soon changed to a discussion of possible activities for the coming night. Might they include a trip to Calais, the townline, Peter Dana Point, or maybe just a quiet canoe ride across the peaceful lake? Hold it! That report on the "big cruise" was due the next morning at 8 a.m. So forgoing life's other little pleasures, the figures were figured, and the report was written. There would be time tomorrow to kill a bear, hide a sign, play volleyball, and write another report.

You might not realize it amidst all the activity, but our stay in Princeton was nearing an end. Soon there was white glove inspection followed by a mass exodus back to civilian life.

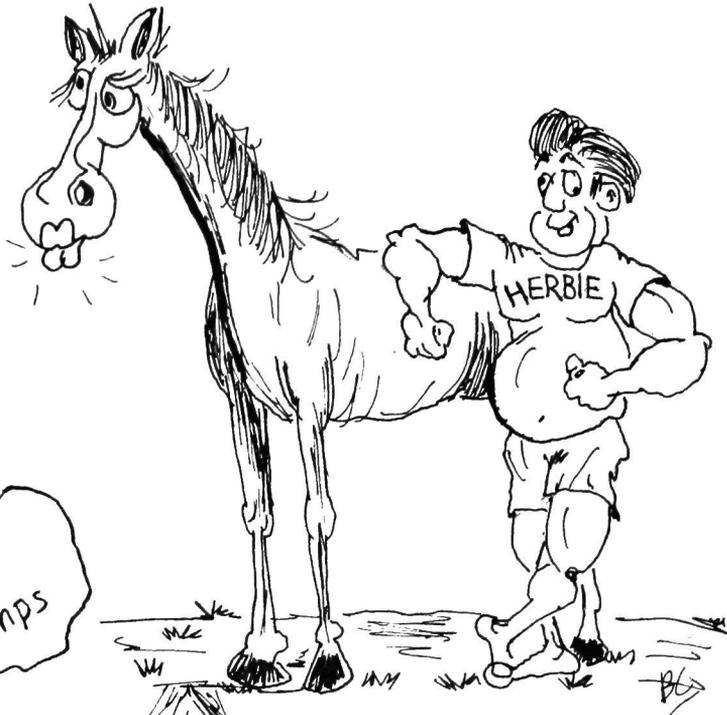
All in all it really wasn't that bad, but no one is to give that idea to next year's class. Anyone confronting an underclassman will moan, complain, and talk of hell on earth. After 6 weeks in Princeton, they'll learn the truth.







UNIVERSITY OF MAINE  
ROBERT L. ASHMAN  
FORESTRY CAMP



PRINCETON?

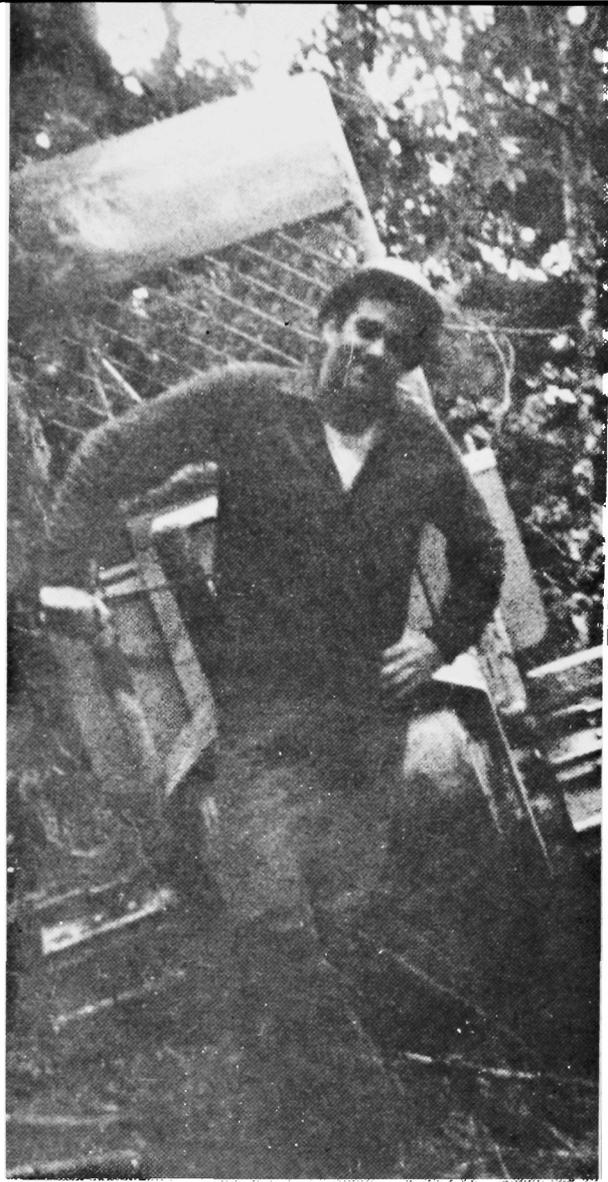
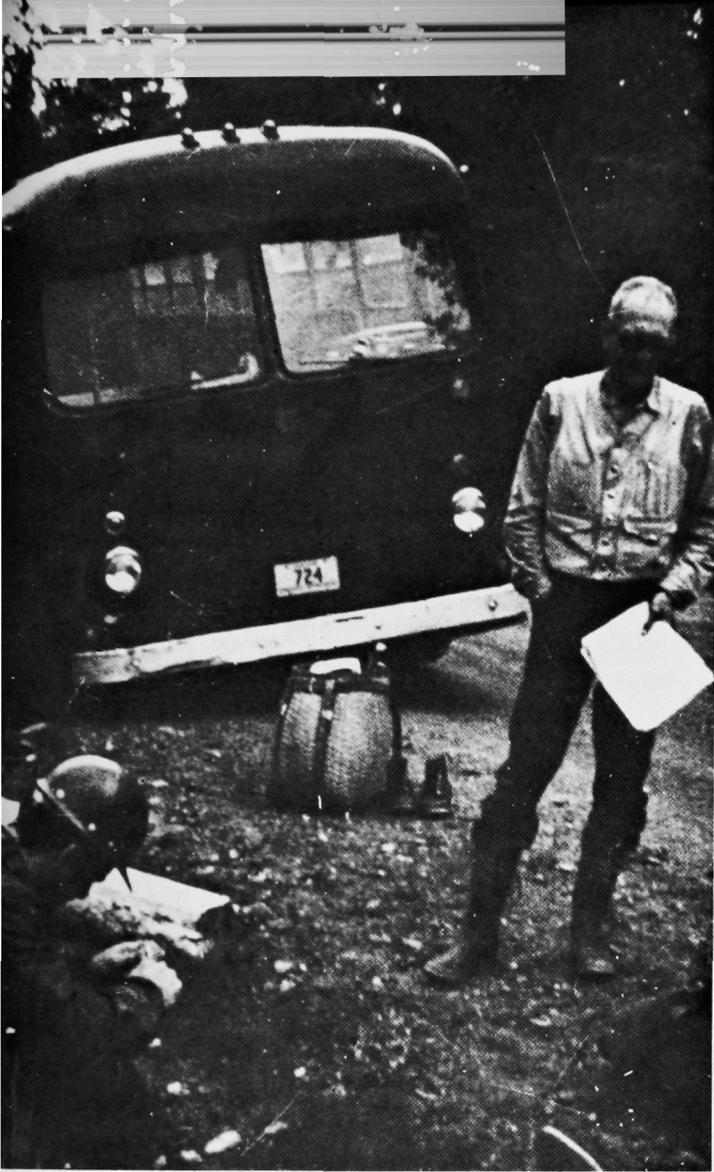
swamps

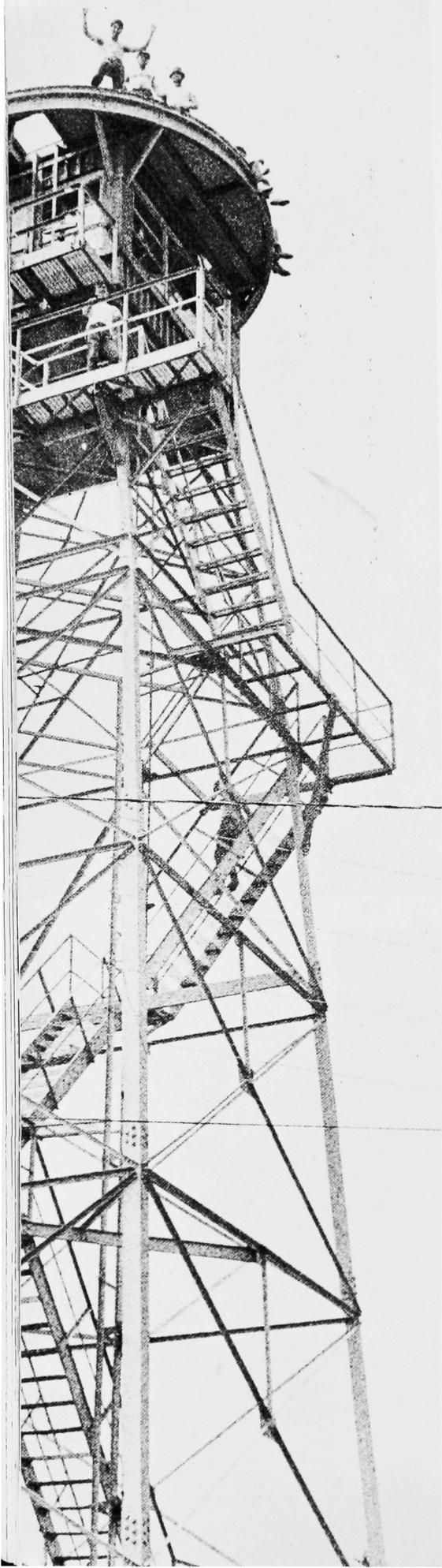


OH... WHAT 'A CONK!!



YOU AIN'T GETTIN'  
MY TUNA SALAD  
YOU @!!@%!!



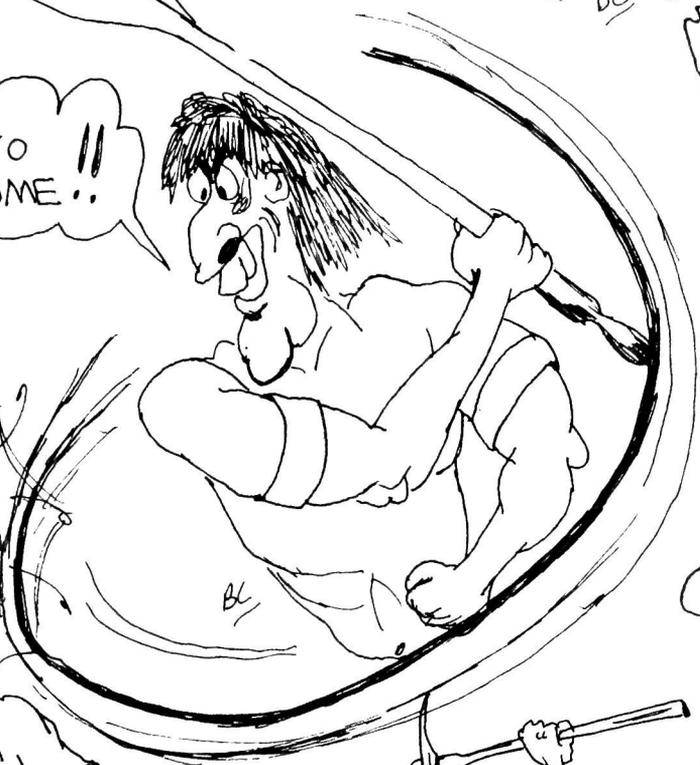




TEN @!! Xlee★! CHAINS!

PETER DANA POINT

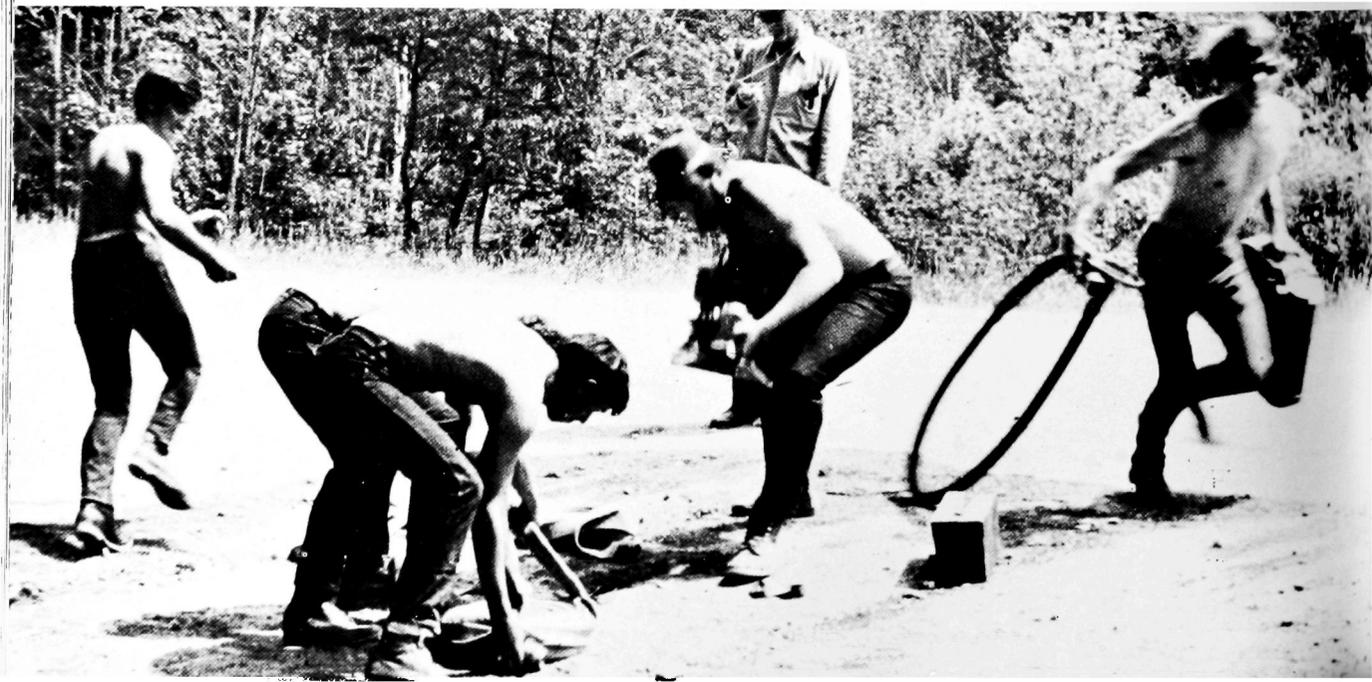
TIME TO GET 'UM HOME..



BUGS!!?



WHOOPEE!! WHOOPEE!!



# SUMMER CAMP – 1969

## TECHNICIANS

by  
KEN WHITE

Aug. 3—There's the road, you missed it dad. Princeton, home sweet home, for the next six weeks.

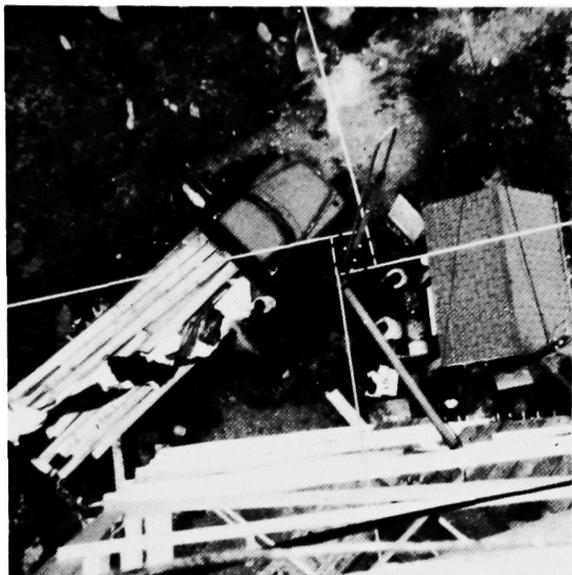
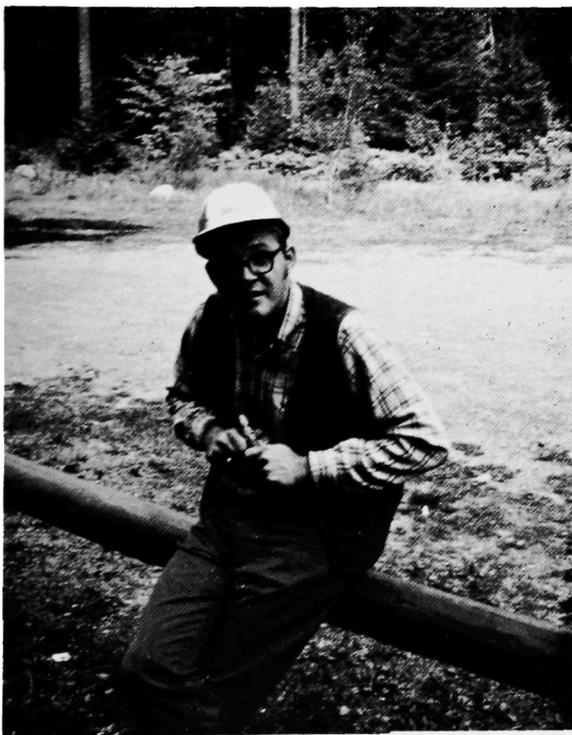
In the evening several guys had a slight run in with some Indians in a power boat. Believe me a canoe is no match for a motorboat.

Aug. 4—Welcomed to camp by Prof. Randall, Mr. Robbins, and Jon Ford.

Review day—got acquainted to the instruments we would be using.

Aug. 5—Visited the Quoddy Lumber Mill in the morning. In the afternoon we went to Moosehorn Wildlife Refuge and saw two Wildlife movies. A rainy day special.

Aug. 6—A man from McCulloch Chain Saw Co. came today and told us about the history and use of power saws. Also a man from Oregon Saw Chain Co. came and demonstrated a new type of saw chain. It even cuts spikes, rocks, etc.



Aug. 7—Visited the Maine Forest Service in Topsfield. Learned about the way the Forest Service is set up.

Had a contest to see which cabin could set up the pump and hose the quickest. Cabin One had the best time and a new record.

Then we went to a fire tower at Cooper Mt. with Prof. Randall at the wheel.

Aug. 8—Did a strip cruise just south of the telephone road.

Everybody here? Where's Charlie? Charlie! Here he comes. It's about time, we'll be late for supper.

Aug. 9—Had a lecture and did some calculations in the morning. Finished about 2 p.m. after a short quiz. Many guys headed for home for the weekend.

Aug. 10—Some guys took canoe trips while others went swimming or laid around.

Aug. 11-16—Did a Point Sample Cruise. Still not sure whether we sampled trees or bees. Many guys got stung by bees or hornets. Nobody ever hung around long enough to see which kind they were.

Several parties saw moose, some up within fifty feet.

Friday Glenn Jackson was sent home with the mumps.



Aug. 17—Most guys went deep sea fishing.

Aug. 18—Did a C.F.I. Cruise. Each party had two plots. Took nearly all day. The four year boys must have used the fudge factor because our readings didn't come close to matching theirs, and we wouldn't use a "fudge factor."

Guess what we had for supper? Fish!!

Aug. 19—Today we had a program with slides about the Maine Inland Fisheries and then visited the fish hatchery at Grand Lake Stream. Saw how to catch fish with an electric fishing rod. Very productive way to catch fish but not sportsman-like.



Aug. 20—Did another C.F.I. Cruise. One of the parties found the C.F.I. Care sign deep in the woods.

Beat the Indians 5-3 in baseball after losing two games.

Aug. 21—Today we visited one of the G. P. logging operations. We saw how the trees were cut, skidded to the yard, and loaded onto Tractor-trailers to be shipped into Woodland.

Aug. 22—Visited the G. P. Paper Mill in Woodland. We saw how pulp is made into paper. A very interesting day!

Aug. 23—We did growth calculations, today.



Aug. 24—Sunday - a day to ourselves.

Aug. 25-28—Divided up into crews and took turns logging, doing a strip cruise, marking timber, and a mill study.

The mill study with Mr. Hale consisted of running the logs at the Quoddy Sawmill. This type of study was really fun.

Aug. 29-30—Collected data for a topographic survey of Greenland Point. This is the only fresh water lake in the world with a TIDE.



Aug. 31—Another Sunday.

Sept. 1—Dr. Whittaker came and talked about recreation in Wildlands.

We laid out a camp site and did a soil percolation test for drainage.

Sept. 2—Went to see several campsites and lease sites on G. P. Land.

Sept. 3—Today we did Boundary Line Maintenance.

Sept. 4—Had slides and a lecture on wildlife in the morning. In the afternoon we went to G. P. Headquarters and saw a woodsman's field day.

Sept. 5—Went to Moosehorn Wildlife Refuge and saw what can be done in Game Management to help all types of wildlife.

Sept. 6—Today we went out on Indian Township and observed the types of habitat and food favorable to moose and deer.

Sept. 7—Sunday, a day of relaxation!

Sept. 8—Did a cut and leaf tally in the morning and the calculations in the afternoon. Raining hard.



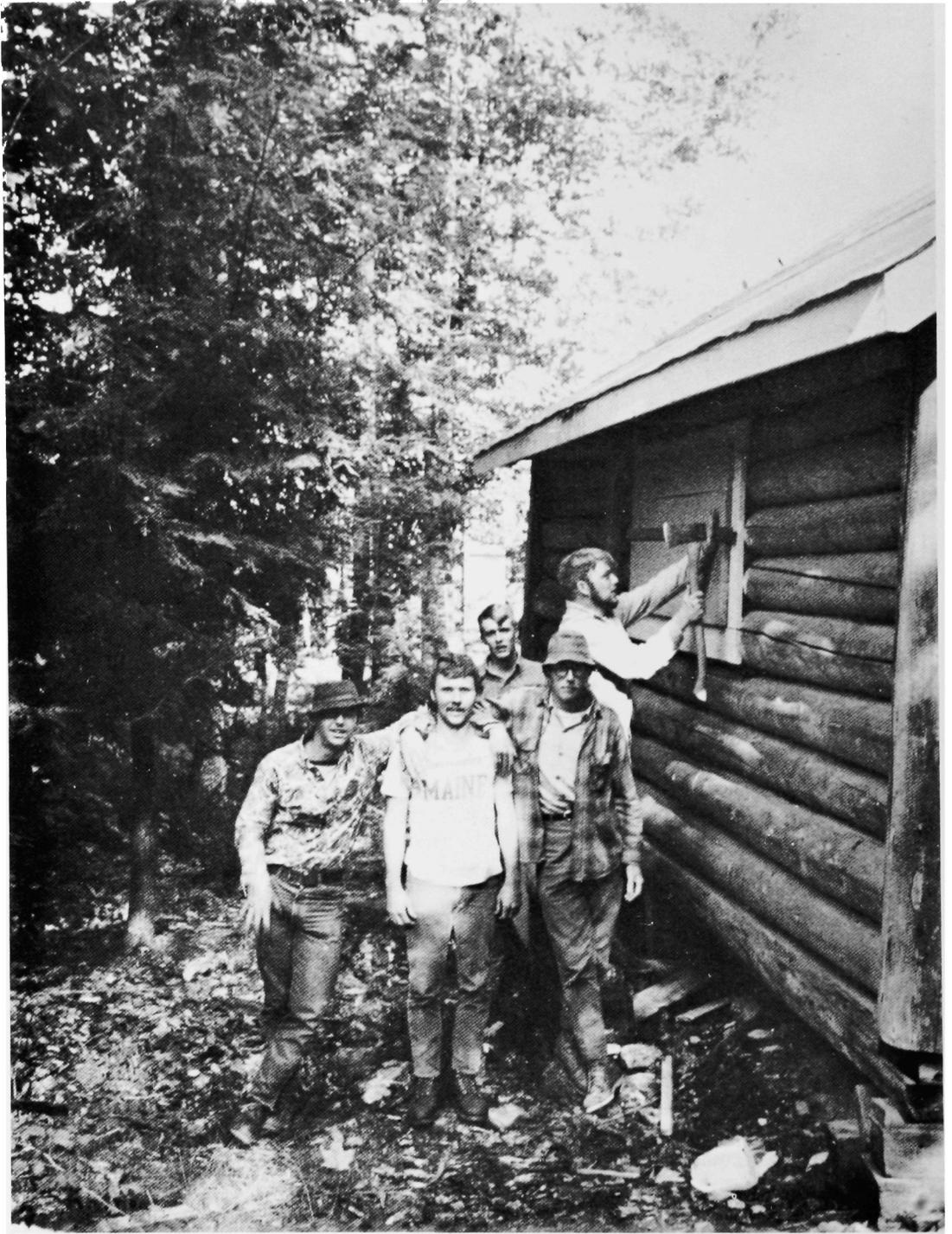
Sept. 9—Did a Redi-Map Survey in the morning. In the afternoon went to the Flakeboard manufacturers in St. Stephens. Still raining. A hurricane on its way.

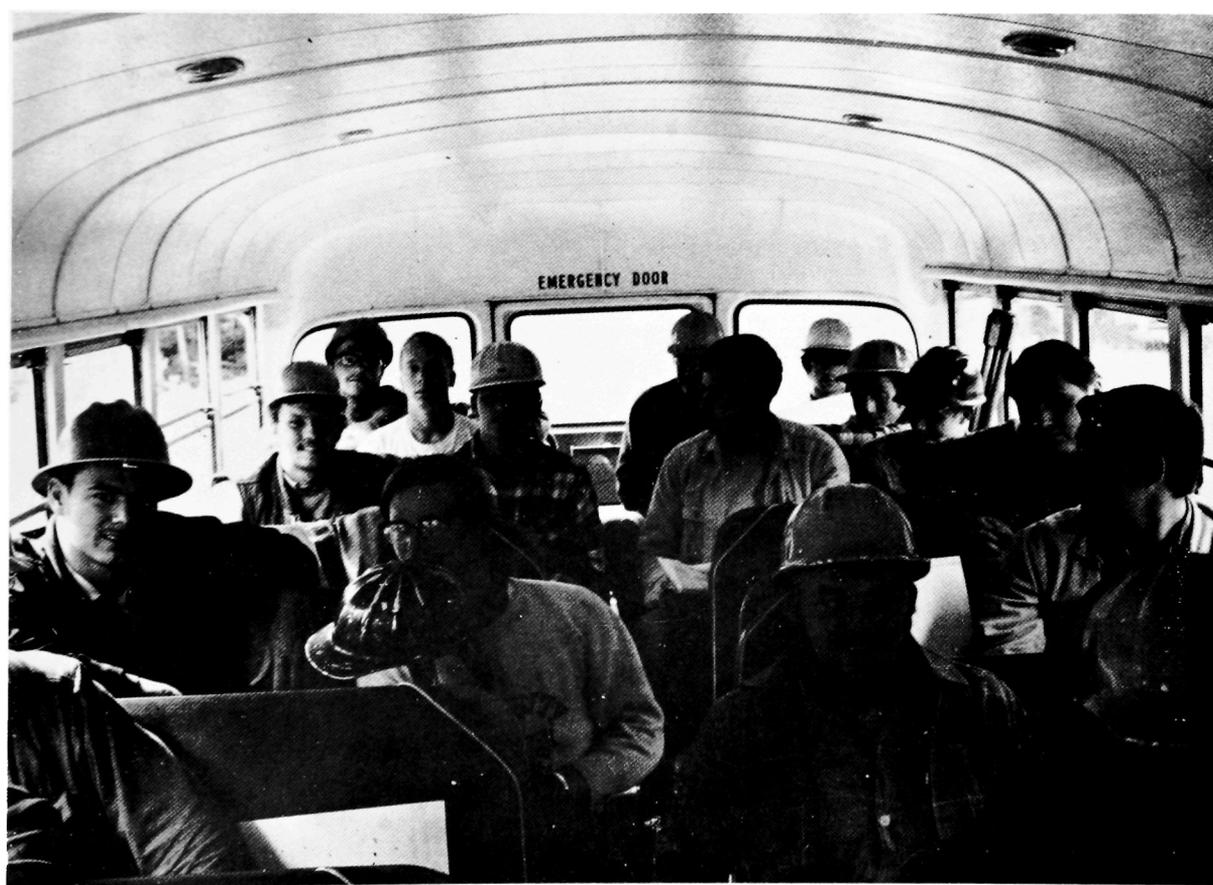
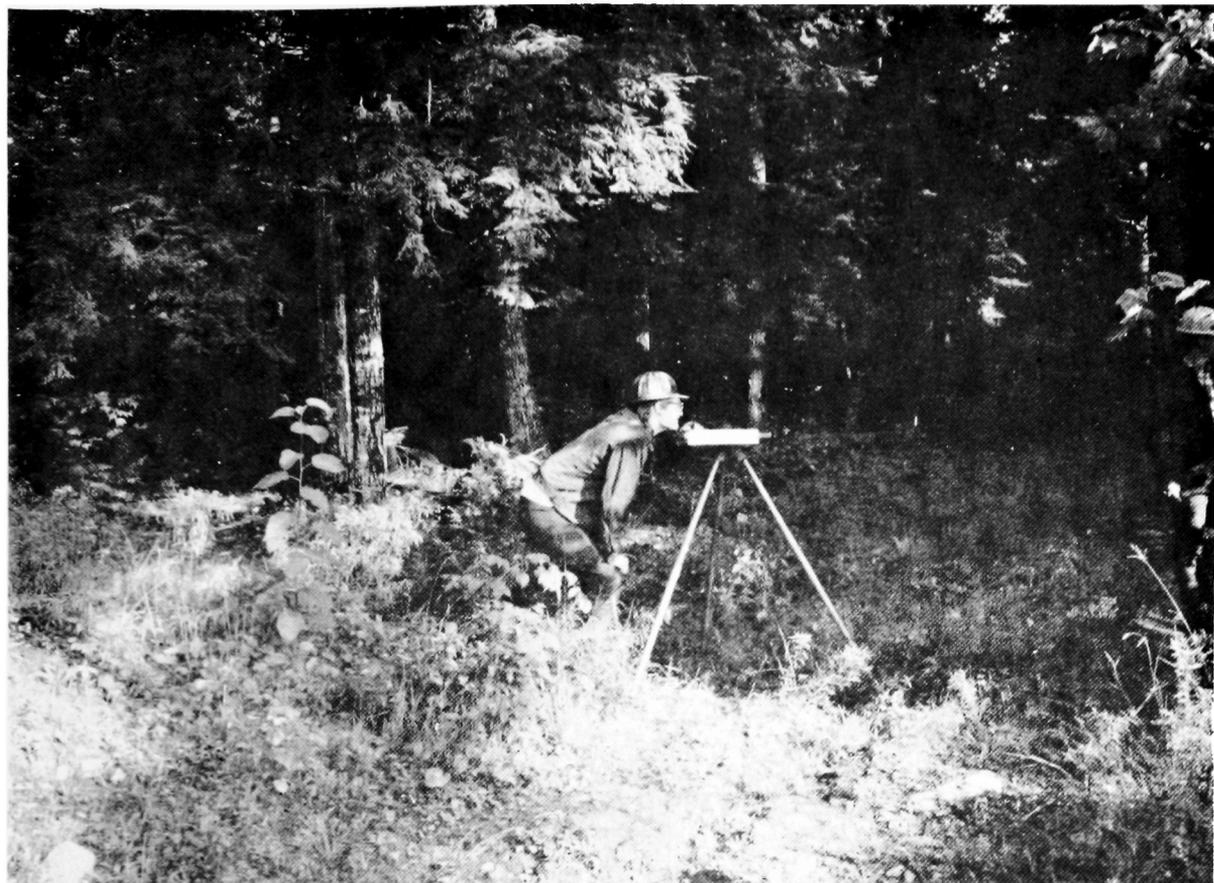
Sept. 10—Today we did a plane table survey at the site of the old Forestry Camp.

Sept. 11—Saw a burned over area that was aerial seeded and another that was direct seeded.

Sept. 12—Left camp for home!!

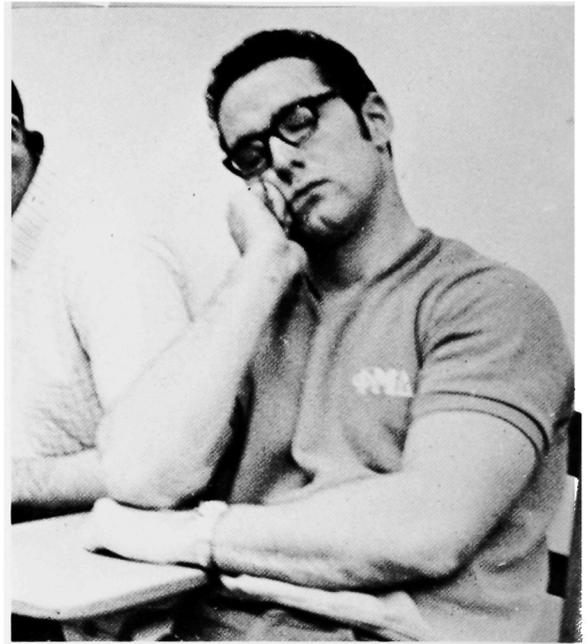








Learning professional skills?



A Forester should be awake, alert, and



Watch him cut his knee instead of the tree.



How many chains is this? 3 or 4? Call it 3.5.



On last question . . . What is your sampling system?

Herb Dickey



2 hours and still only 30 proof.



What is an eight letter word beginning with L which is a type of southern pine?

# Summer Job Experiences

## SUMMER IN THE RAIN FOREST

by

JOSSY BYAMAH

This last summer I had an opportunity to work with the Institute of Tropical Forestry in Rio Piedras, Puerto Rico. To some people this may sound strange since Puerto Rico is a crowded island and only known to tourists for its beaches and tropical climate.

However, there is forestry management in Puerto Rico centered at the Institute of Tropical Forestry near the University of Puerto Rico in Rio Piedras. This Institute manages the Luquico Experimental Forest which is now coincident with the Caribbean National Forest. This is the only tropical forest in the National Forest system of United States. It covers an area of 28,000 acres and is important for timber, recreation and wildlife in Puerto Rico.

The Rain Forest in Puerto Rico is an area of extremes. It is the rainiest National Forest with as much as 200 inches of rainfall each year. It is the only National Forest without any fire problems. It boasts 240 tree species, more than any other National Forest. Only 6 of the species grow in continental United States. The beautiful Puerto Rico Parrot is only found in this forest.

The forest is in the Luquico Mountains, twenty miles southeast of San Juan, the Capital of Puerto Rico. The Luquico Mountains rise abruptly from the coastal plain, their topography is rough and ever exposed to the moisture-laden northeasterly trade winds which deposit a lot of rain on these mountains. The mountains support a variety of vegetation which can be classified in four types: the rain forest, characterized by little undergrowth and by big evergreen trees forming an almost unbroken canopy from which hang long vines. The montane thicket characterized by short old trees and mountain palms. The palm forest characterized by short palms, and the dwarf forest which is

found on the very tops of the peaks and supports short trees which are embraced with ever moist mosses hanging like beards from the branches.

The plant life with its numerous species is useful for furniture, posts, and poles. Some tree species produce edible fruits such as mangoes, bread fruit and oranges. The forest is also helpful in both soil and water conservation thus encouraging the ubiquitous all year round streams and springs in this forest. As it is one of the few places on the island which is not settled, it offers an excellent opportunity for recreation. The forest is 6-10 degrees cooler than the coastal towns and its nearness to the San Juan metropolitan area makes it a wonderland for both local people and tourists who want to get away from the crowded towns and beaches.

Started in 1930, the Institute of Tropical Forestry is mainly concerned with research. It is engaged in producing planting stock with emphasis on rapid-growing, relatively short-rotation tree crops. They have been working with a certain tree species *Cadamba* (*Anthocephalus cadamba*) from East Asia. This tree seems to meet the above requirements. It grows at a rate of 3 feet per year and its wood has been found to be good for furniture, post and farm fences. It is now planted on deserted farms.

Besides the experimental work done by the Institute, the Institute conducts a 6 month program for people working in forest services in Asia, Africa, and Latin America. These people have not had college educations so they are given forestry courses in tropical forestry. As far as I am concerned it was a pleasurable experience to work with the Institute, and it was also exciting to see a Mahogany tree again.

## SUMMER EMPLOYMENT IN THE B.W.C.A.

by

GEORGE M. RUOPP

During the summer of 1969, I was employed by the U. S. Forest Service in Ely, Minnesota as a forestry aid. I worked in the Boundary Waters Canoe Area, a million acre, water covered, wilderness area adjacent to the Canadian boundary in northeastern Minnesota. My duties were essentially the maintenance and sanitation of wilderness campsites within the B.W.C.A. The work was done by two-man crews who were flown to a base camp by seaplane, for ten day stays. Each day the crew would travel by motorboat and/or

canoe to campsites on various lakes, removing any litter and checking to be sure the campsites and portages were still useable.

I found this wonderful experience to be fruitful in many ways. Not only did I get a chance to see "from the inside" what working for the U. S. Forest Service is really like, but I was able to meet people from a variety of occupations and of various ages, including forestry students from other parts of the country.

## LOGGING IN THE PACIFIC NORTHWEST

by

GERRY HAWKES

During the summer of 1969, I was employed as a choker setter on a high-lead logging operation in the Cascade Mountains, forty miles east of Puget Sound. The pay was high, but so were the risks.

It was the choker setter's job to crawl between and under large logs lying criss-crossed on the steep mountain slopes, and to attach cables around them. Once the chokers were attached, the logs were hauled to the landing by a powerful winch line running from the top of a spar tree.

State of Washington safety regulations required all choker setters to wear cork (spiked) boots and metal hard hats at all times. The choker setters were expected to move quickly on top of the criss-crossed logs to be in a position to attach the chokers as they came back empty from the landing. Once the chokers were attached, it was imperative to get quickly out of the way or be crushed by moving logs and huge overhead cables. Without the cork boots, slips would have been much more frequent, and the rate of serious injuries much higher.

Our logging show was in virgin western hemlock and western red cedar, 35 miles from Arlington, Washington, the nearest town. The timber was not exceptionally large for the area, but the cedar did range up to 9 or 10 feet in diameter.

The crew for the one-side show consisted of four bushlers, four choker setters, a hooker, a chaser, an engineer, a grapple operator, five truckers, and the boss. (one-side—one yarder; show—operation; bushlers—cutters; hooker—locator of new yarding lines; chaser—choker unhooker and log brander on the landing; engineer—yarder operator). These men were accustomed to a hard week's work and to even a harder weekend of drinking. Nearly all the men on the crew were friendly, and willing to teach all they could to someone new.

I found this job by going to Washington, and asking log truck drivers if they knew of anyone who needed help. The truckers were more than willing to give assistance, and I had a job in less than a week. The chances of getting this type of a job by letter would be virtually impossible.

## SUMMERS AT THE CLEARWATER NATIONAL FOREST

by

TIMOTHY CLEMENT

I worked as a forestry aid for the U. S. Forest Service on the Clearwater National Forest in northern Idaho during the summers of 1967 and 1968. Work as a crew leader consisted largely of timber cruising and presale work (road location; laying out, painting, and traversing cutting block boundaries) and considerable time on fire suppres-

sion. I worked as a GS-3 and a GS-4 in 1967 and 1968, respectively. A good deal of extra money was made from fire pay.

I lived in a bunkhouse and ate in a common messhall. Both summers' experiences were very practical, and helpful in school.

## SUMMERS WITH THE FOREST SURVEY

by

WILLIAM D. LILLEY

I was employed by the U. S. Forest Service, Northeastern Forest Experiment Station, as a tallyman and crew leader during the summers of 1968 and 1969. I worked as a GS-4 on both occasions. The work was concerned with obtaining data from field sample plots for the resurvey of the State of Maine. This resurvey is part of the nationwide survey of the forest resources of the United States.

The field work was concerned with chaining from a selected starting point to the plot center, and once at the plot, obtaining the required data, which included d.b.h., bole length, saw timber length, log grade, and amount of cull.

In 1968 I worked a 5 day work week, and in 1969 I worked on a 10 day on, 4 day off basis. At the beginning of each work period, 5 or 10 days, we would travel to temporary living accommodations (motel, hotel, Maine Forest Service camp, etc.), and from here we would plan and carry out the necessary field work. An adequate per diem (expense allotment) is provided.

Since this job required much travel, it provided an opportunity to see the results of both good and bad forestry practices in Maine. Forest survey work was both a financially and educationally rewarding summer job experience.

## SUMMER WITH THE CANADIAN WILDLIFE SERVICE

by

JIM POTTIE

Throughout four years we've all heard of the advantages of summer jobs in wildlife or forestry, depending on our major. This past summer, after summer camp, I worked in Canada with the Canadian Wildlife Service banding Waterfowl. To me, as a wildlifer, this job was a God send since it was a timely job, and more important, a very satisfying one.

The job consisted of three separate functions. The first was trapping the ducks in live traps using bait. To do this various bodies of water had to be scouted to find good locations for the traps, (where ducks were or would be). Next, the ducks were trapped. The second step in the job consisted of the banding of the ducks themselves. Each specie, for the most part, had its own size band and this choice is critical especially to avoid injury to the birds, which were then released. The last and most important part of the job was maintaining records and reporting the data obtained.

Without reports on the birds banded the entire effort would be wasted.

The job involved a lot of hard work, but the work was very essential since the results helped in the effort to save the Atlantic Waterfowl Flyway. I was working on Prince Edward Island and was operating the trapline as an almost independent unit. The main criteria was that we, my partner and myself, banded a sufficient amount of ducks to make the efforts in time and money in the area worthwhile. The pay for the job was very good compared to most of the summer jobs I've heard of; as my partner said of the job, and I agree—"I'd have taken the job even if there were no pay." When you can be outside working in an area you like, when you are contributing to an important facet of conservation, when you get to work with dedicated biologists, money loses much of its importance and is only an added benefit.

## SUMMER WITH THE OXFORD PAPER CO.

by

ALEXANDER MacGREGOR

The summer before I started school here at the University of Maine in the Forest Technician program, I had the opportunity to work for the Oxford Paper Company in the Woodlands Department. I also worked for the Company during the summer between my first and second year. The job with the Company taught me a great deal about what I would be doing after I graduated. During the course of the summers, I worked as a tallyman, cruiser, a member of a boundary crew clearing boundary lines of brush, a member of a timber marking crew, a surveying crew, and also working in the office posting tally tabulations for use in keeping timber records. All of this experience made it much easier for me to understand the courses I have had.

I feel it would be very beneficial for any student in this program, if possible, to work for a paper company or other forest industry, either

before enrollment to learn if forestry is really the field they want or/and between their first and second year for added experience.

The experience gained is of great value while in school and also after graduation when one starts work.

The experience that I gained in the two summers I worked for the paper company was of great value and I owe a great deal to the men I worked with. The men a person would work with usually have a great deal of experience and all that one learns will come from them.

Every advantage should be taken to learn as much as possible from these men because they know the mistakes that would be made starting out in the field. So by learning from these men, some of the mistakes can be avoided making one a better forest technician.