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The Maine Forester

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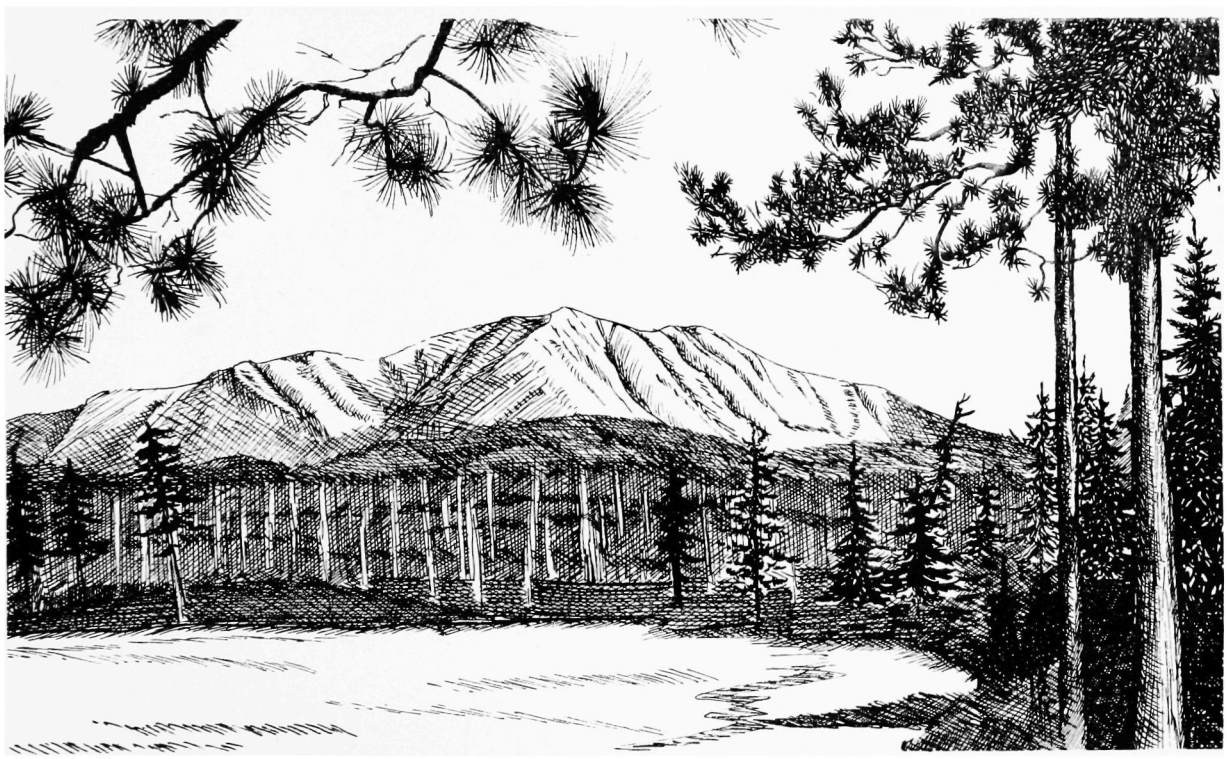
THE 1972 MAINE FORESTER



Published Annually By
THE STUDENTS OF THE
SCHOOL OF FOREST RESOURCES
UNIVERSITY OF MAINE

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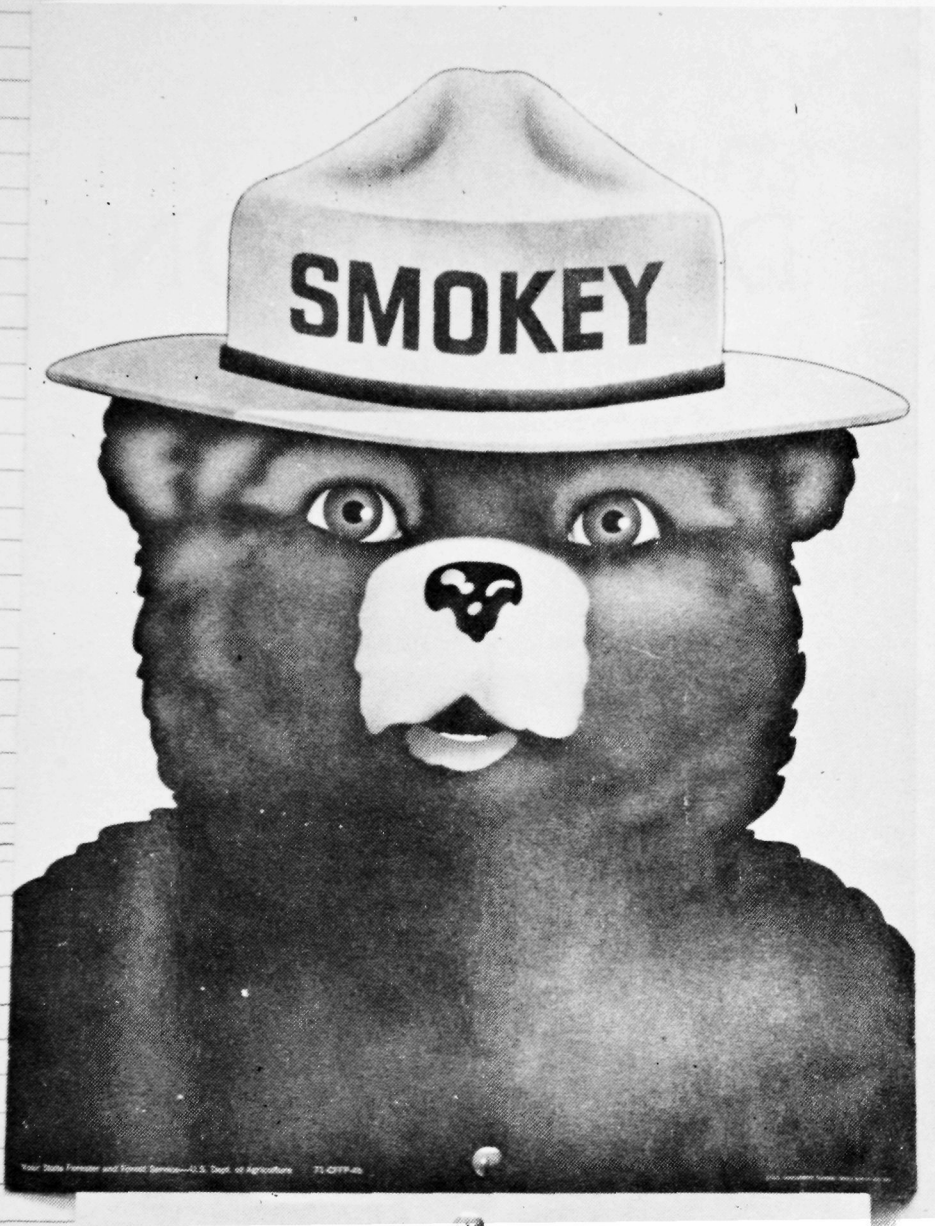


OUR

ADVISOR

DEDICATION

PROFESSOR EDWIN L. GIDDINGS

The 1972 issue of *The Maine Forester* is dedicated to a man who truly represents forestry. His devotion to forestry, the School of Forest Resources, and his students is unmatched anywhere.

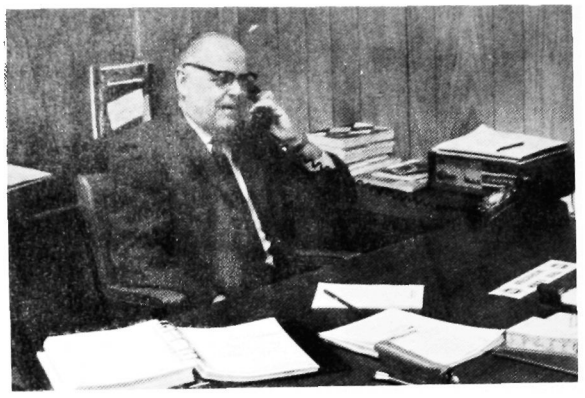
We, the class of 1972, are privileged and honored to dedicate *The Maine Forester* to Professor Edwin L. Giddings.

Presently the Acting Director of the School of Forest Resources, Prof. Giddings has long been an outstanding member of the forestry profession. A graduate of the University of Maine in 1933, he went on to receive his Master of Forestry from Yale in 1934. From 1934 to 1942 he worked for the U. S. Forest Service, Southern Region, but left to serve his country in World War II. In 1946 Prof. Giddings came to the University of Maine as an instructor, and later as an assistant professor, in the Department of Forestry. From here he went to the Penobscot Company where for 20 years he served first as Chief Forester and then as Woodlands Manager. In 1968 he returned to the School of Forest Resources where he is now an associate professor, as well as a member of the Society of American Foresters and Xi Sigma Pi.

The class of 1972 was first exposed to Prof. Giddings in Fy 1 where we readily began to know and appreciate him, not only as an instructor but as a friend. After the freshman year some were honored to have him as their advisor. However most of us did not meet with him again until our senior year. Then his "gollys" and "gee whizzes" brought life and laughter to many a management class. We are all thankful that the School of Forest Resources has such a dynamic personality as Prof. Giddings.

The class of 1972 wishes to say Thank You, Prof. Giddings, for a job well done.

Notes From The Director's Office



Dr. Fred B. Knight, appointed Director of the School as of July 1, 1971, was committed to remaining at the University of Michigan until May 1, 1972. Thus virtually the entire academic year was passed with the direction of the School being guided by an Acting Director. That things have run as smoothly as they have is a tribute to the fine organization left by Albert D. Nutting, Director Emeritus, when he retired.

One of the highlights of the year was the occasion of the naming of the Forest Resources building for Albert D. Nutting. It is generally agreed that no more appropriate name could have been selected, for surely Mr. Nutting was the chief proponent of the building and was instrumental in getting it built. A large crowd of friends and colleagues attended the dedication ceremony and the dinner that followed.

The numbers of students enrolled in the School increased again this year. The official figures for the fall semester showed 58 seniors, 90 juniors, 110 sophomores, 108 freshmen, and 9 specials in the undergraduate classes, 36 in the graduate programs, and 75 in the associate degree program for a total of 486. This was up from 412 during the previous year. Many of the newcomers were transfer students coming from many colleges throughout the country as well as from other divisions of the University of Maine. About half of the student body was specializing in Forestry and half in Wildlife subjects.

The employment problem for graduating seniors became serious this year. The freeze on government jobs hurt and the sluggishness of the general economy made it a real problem for a graduate to find a satisfying position. The value of having a good academic record, a broad background, and an open mind about work became apparent and most of our graduates were able to find some reasonably appropriate jobs. At least, our graduates seem to have done better than those in many other fields.

The summer camp program, always a good subject for conversation around the School, will be taking a new form this summer because of the increased student enrollment. We have completely outgrown the facilities at the R. I. Ashman Camp at Princeton and about half of our total program this year will be based on the facilities of the University of Maine at Machias. Students will spend part of their time at Princeton and part at Machias. The lands of the Pejepscot Paper Company in the Machias area will be used for much of the student work.

The interest and hard work of the student body, the cooperation and dedicated efforts of the faculty, combined with the generous, friendly, and capable help provided by the girls who run the office have made this academic year pass far more rapidly than anyone expected.

NEW DIRECTOR'S MESSAGE

by

FRED B. KNIGHT

It seems rather strange to be writing this message to you when I have yet to spend more than a few days on the campus in Orono. However, I do look forward to the time when I shall meet all of you personally. I will complete my teaching obligations at the University of Michigan in April 1972 and I expect to be on the job in Orono by early May. I know that I will be taking over the leadership responsibility in a fine School of Forest Resources and my hope is that we can continue to improve its stature in the coming years. This can only be done through close cooperation between students, faculty, and administration within the University and support and advice from alumni, industrial personnel, governmental employees, and taxpayers from outside.

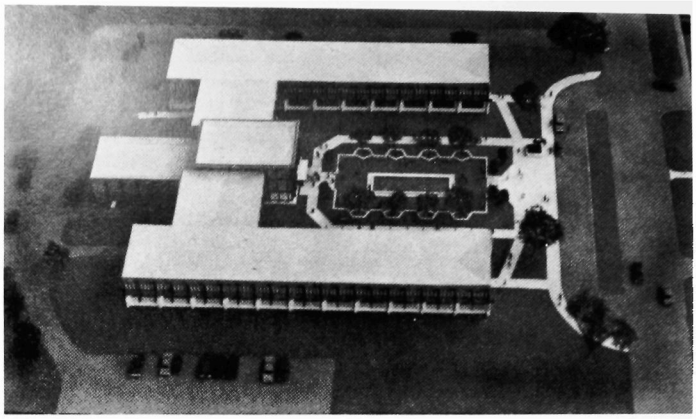
I realize that I am arriving at a very difficult time. The economic situation throughout the country is depressing and all universities have suffered. Maine is no exception and our School is currently feeling the effects as are all other units on Campus. One very direct effect was our failure to replace Dr. McElwee. The funds were just not available though I hope that we will be authorized to fill the position sometime in the future. This year we have more students than ever but fewer faculty. Plainly the ratio of students to faculty cannot continue to enlarge for long without deterioration in the quality of education. Our strongest asset is the high quality of the students we graduate, thus we will not allow this problem to continue to develop.

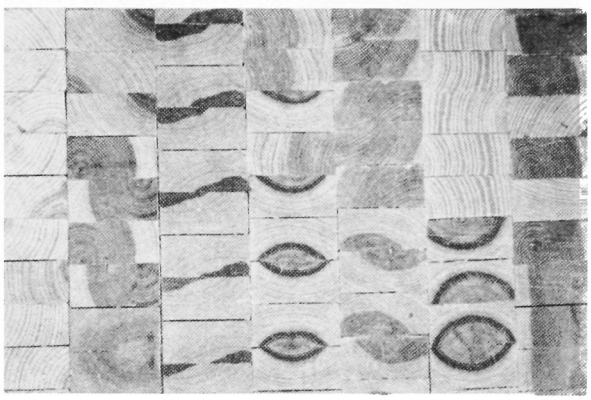
As we look to the future we can expect continued expansion, continual change and many challenges. Population pressures on natural resources are extremely varied and the educational system must shift to meet the needs expressed by the public. However, these changes should be made only after full consideration by all segments of the concerned society. Changes in programs must be cautiously considered and thoroughly analyzed before application. The resource management job is becoming more complex as time passes and the basic knowledge needed becomes more difficult to attain in a four year period. Thus, we see

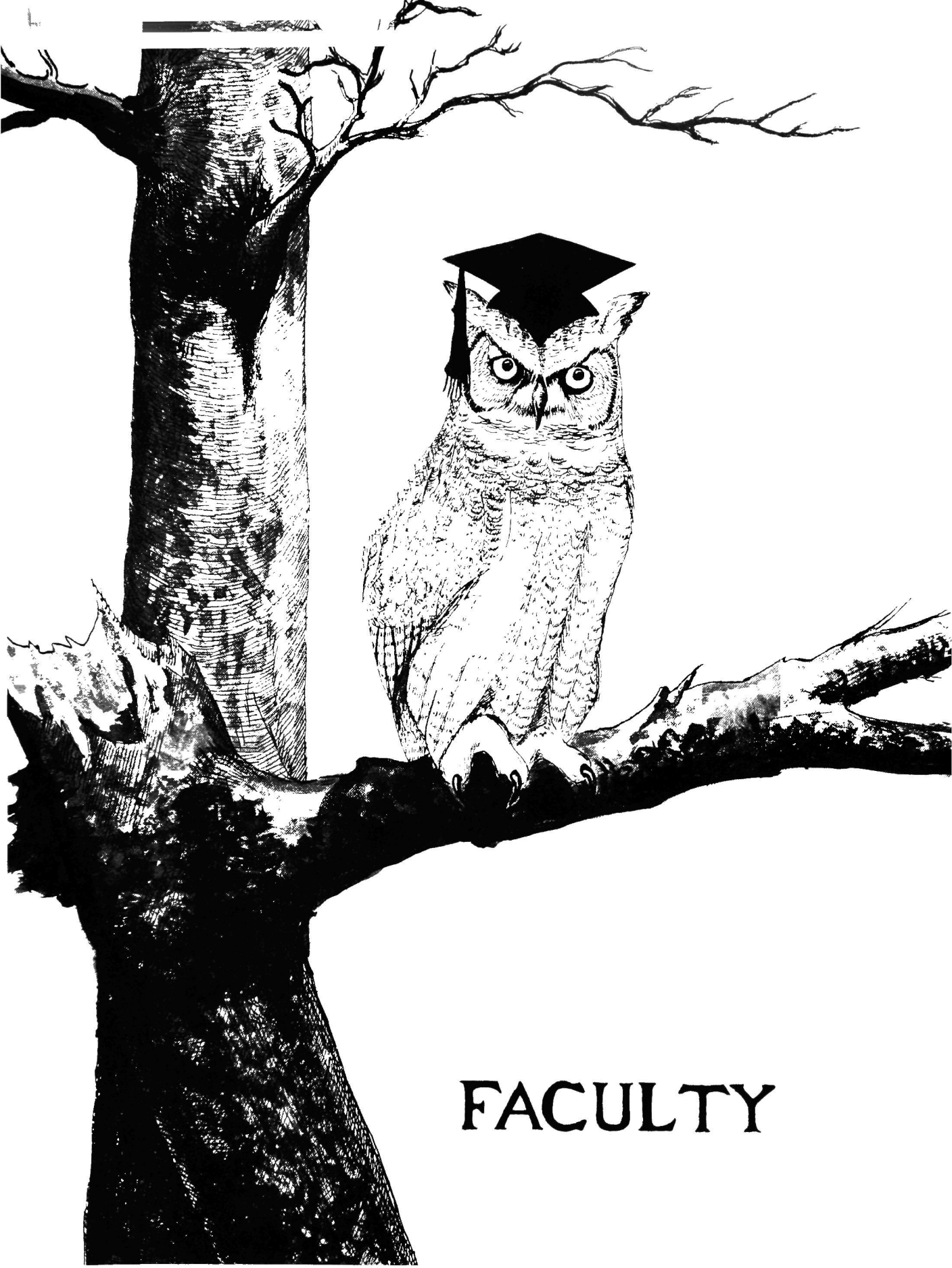
a need for broader training of resource managers but within the same time limits. The dilemma is apparent and the ways to solve the problem are limited.

Three approaches are commonly suggested. (1) Extend the training period to five years. Under the present economic conditions this is not feasible. (2) Develop more options within the school. This could be done but might lead to the production of specialists at too early a stage and such a move requires more faculty. (3) Set up a base resources core and provide a large number of professional electives among which the student must select a balanced program. This could also be accomplished but if counciling is not thorough may result in graduates lacking depth or with a narrow specialization. Neither is desirable.

These thoughts give you some ideas of my thinking on the challenges ahead. Certainly some of the steps must be taken, probably a combination of 2 and 3. We will all have a part in shaping our programs for the future so that the School of Forest Resources will continue to provide managers capable of supplying the needs of Maine and the Nation. I am looking forward to working with all of you on these and many other problems.





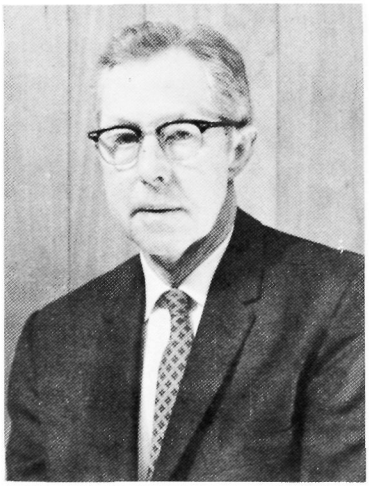


FACULTY

EDWIN L. GIDDINGS
Acting Director, School of Forest Resources
B.S., Maine, 1933
M.F., Yale, 1934
Timber Management and Valuation
Senior Seminar

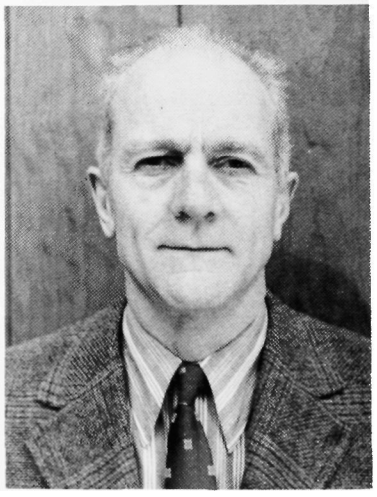
THOMAS J. CORCORAN
Prof. of Forest Economics
Assoc. Director of Forestry and Forest Products
B.S., Michigan Technological University, 1955
M.S., Purdue, 1960
Ph.D., Purdue, 1962
Forest Economics
Production Analysis in Forestry
Planning and Control of Forest Operations
Research in Forestry Economics

MALCOLM W. COULTER
Prof. of Wildlife Resources
Assoc. Director of Wildlife
B.S., Connecticut, 1942
M.S., Maine, 1948
Ph.D., Syracuse, 1966
Ecology
Seminar

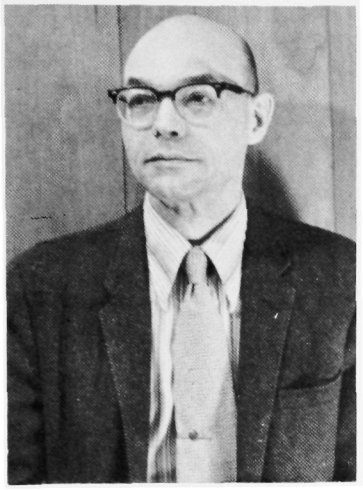


HOWARD L. MENDALL
Prof. of Wildlife Resources
Leader, Coop. Wildlife Research Unit
B.A., Maine, 1931
M.A., Maine, 1934
Game Management Problems

HENRY A. PLUMMER
Assoc. Prof. of Forestry
B.S., Maine, 1930
M.F., Yale, 1950
Introduction to Forestry
Forest Planting
Forest Harvesting
Utilization Trip



ARTHUR G. RANDALL
Assoc. Prof. of Forestry
B.S., Yale, 1933
M.F., Yale, 1934
Chairman—Two-Year Program
Introduction to Forest Technology
Applied Silviculture
Forest Protection
Forest Land Management
Forest Fire Control
Range Management
Seminar
Summer Camp



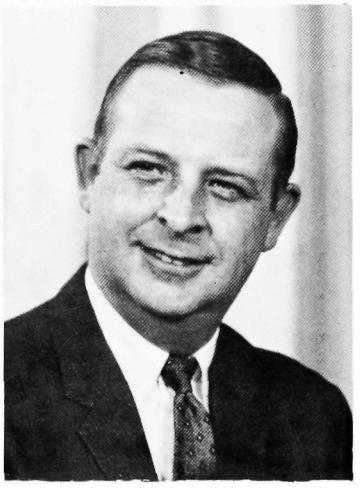
RALPH H. GRIFFIN
Prof. of Forestry
B.S., Virginia Polytechnic Institute, 1943
M.F., Yale, 1947
D.F., Duke, 1956
Silvics
Silviculture
Silviculture Trip
Advanced Silviculture
Forest Influences

CHARLES E. SCHOMAKER
Assoc. Prof. of Forestry
B.S., Penn. State University, 1950
M.F., Penn. State University, 1954
Ph.D., Mich. State Univ., 1962
Introduction to Forestry
Forest-Water Relationships
Forest Hydrology and Watershed Management

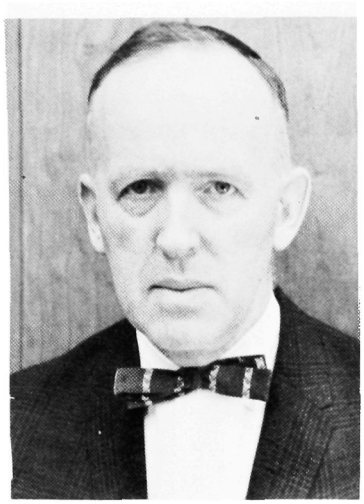
HAROLD E. YOUNG
Prof. of Forestry
B.S., Maine, 1937
M.F., Duke, 1946
Ph.D., Duke, 1948
Advanced Forest Biometry
Forest Inventory and Growth

ROGER F. TAYLOR
Superintendent of Dwight B. Demerritt and Harold W. Worthen Forests
University of Massachusetts

WALLACE C. ROBBINS
Instructor in Forestry
B.S., Maine, 1954
M.S., Univ. of New Brunswick, 1956
Two Year Program
Woodlot Forestry
Aerial Photo Interpretation
Forest Measurements
Wood Products Utilization

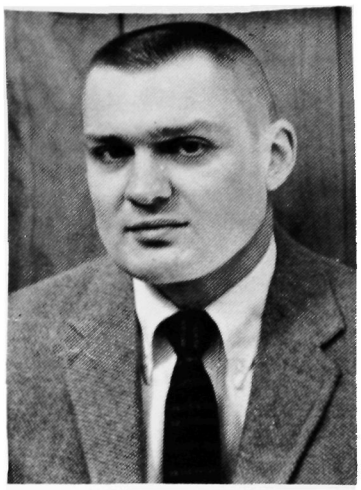


JAMES E. SHOTTAFER
Prof. of Wood Technology
B.S., State Univ. of New York, 1954
M.S., State Univ. of New York, 1956
Ph.D., Michigan State Univ., 1964
Analysis in Forest Utilization
Wood Technology II
Research Methods in Forest Utilization



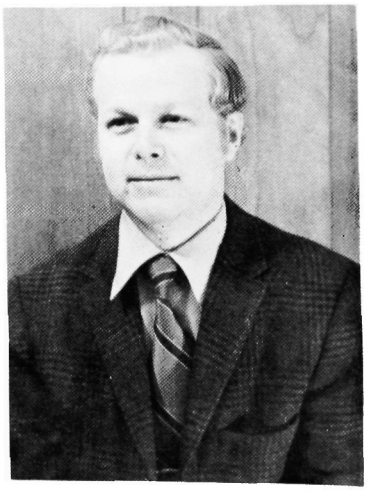
RICHARD A. HALE
Assoc. Prof. in Wood Technology
B.S., Maine, 1949
M.F., Yale, 1950
Primary Wood Processing
Wood Preservation

LEWIS P. BISSELL
Forestry Specialist
Coop. Extension Service
B.S., New Hampshire, 1940
M.F., Yale, 1947



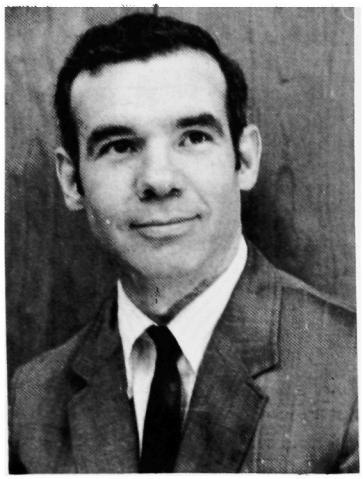
NORMAN P. KUTSCHA
Assist. Prof. of Wood Technology
B.S., State Univ. of New York, 1959
M.S., Univ. of Wisconsin, 1961
Ph.D., State Univ. of New York, 1967
Wood Anatomy
Research Techniques in Wood Anatomy

JAMES C. WHITTAKER
Assist. Prof. of Forestry
B.S., Purdue, 1958
M.S., Purdue, 1960
Ph.D., Ohio State Univ., 1965
Introduction to Forestry
Forest Recreation Management
Forest Policy and Administration
Forest Recreation Planning



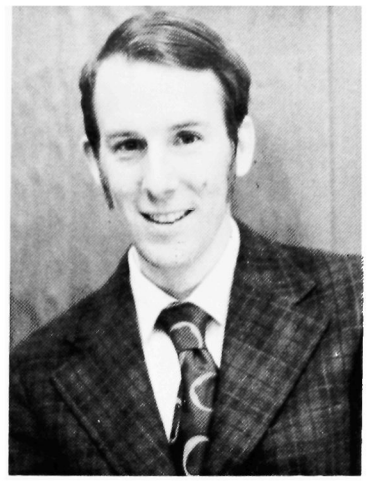
DONALD A. WILSON
Instructor in Forestry
B.S., Maine, 1965
M.S., New Hampshire, 1967
Introduction to Forestry
Forest Biometry
Plane Surveying

MARSHALL D. ASHLEY
Assist. Prof. of Forestry
B.S., Maine, 1965
M.S., Purdue, 1966
Ph.D., Purdue, 1969
Statistical Inferences in Forest Resources
Forest Biometry
Photogrammetry and Remote Sensing of Natural Resources
Director—Four Year Camp



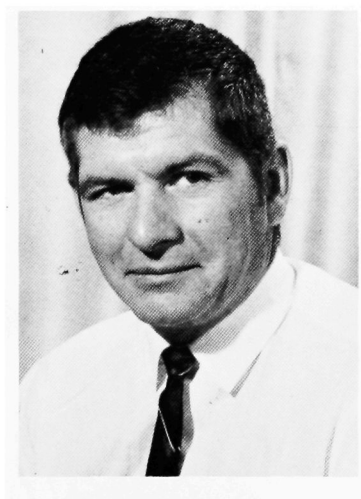
CRAIG E. SHULER
Assist. Prof. of Wood Technology
B.S., Colorado State, 1960
M.S., Colorado State, 1966
Ph.D., Colorado State, 1969
Wood Technology I
Wood Physics

DONALD A. HAMMER
Assist. Prof. of Wildlife Resources
B.S., North Dakota, 1965
M.S., South Dakota, 1968
Ph.D., Utah, 1972
Introduction to Forestry
Biological Characteristics of Game Birds and Mammals
Conservation of our Natural Resources
Game Biology

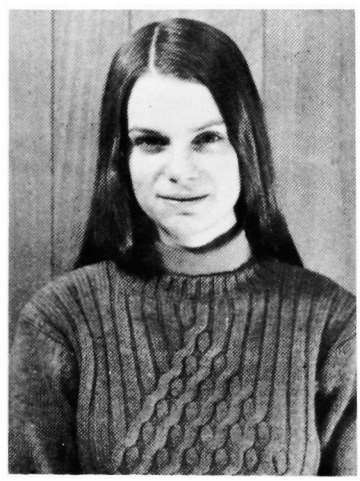


RAY B. OWEN, JR
Assist. Prof. of Wildlife Resources
B.A., Bowdoin, 1959
M.S., Illinois, 1966
Ph.D., Illinois, 1968
Ecology
Biological Characteristics of Game Birds and Mammals
Advanced Wildlife Ecology

VOIT B. RICHENS
Assist. Prof. of Wildlife Resources
Assist. Leader, Maine Coop. Wildlife Research Unit
B.S., Washington State, 1957
M.S., Utah, 1961
Ph.D., Utah, 1967
Game Management



FREDERICK F. GILBERT
Assist. Prof. of Wildlife Resources
Big Game Project Leader
B.Sc., Acadia University, 1965
M.Sc., Univ. of Guelph, 1966
Ph.D., Univ. of Guelph, 1968

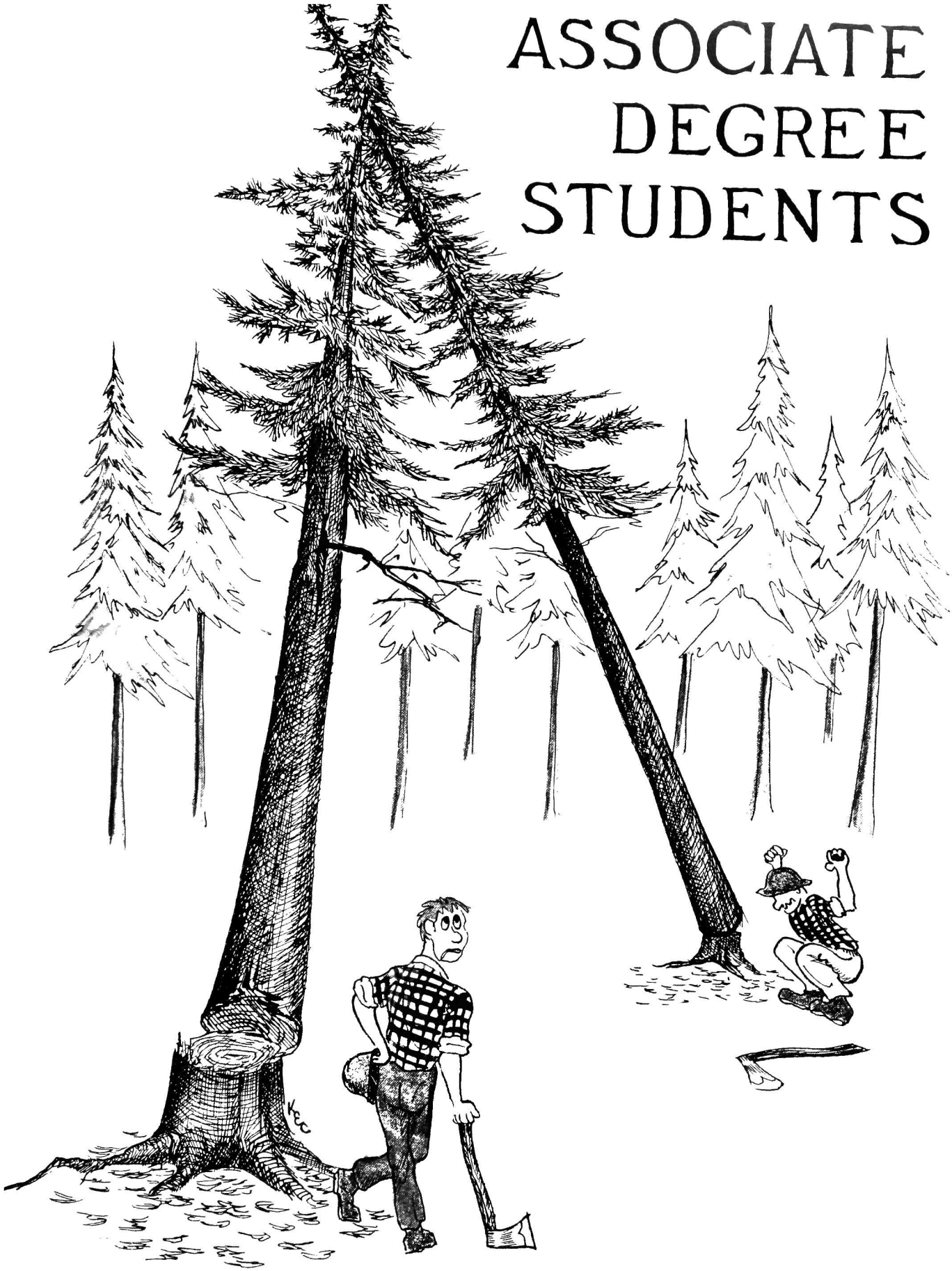


CAROL P. WILDMAN
B.S., Maine, 1967
Research Associate

SECRETARIES

Back row: Mrs. Pelletier, Mrs. Soulvie, Miss Gifford
Front row: Miss Boyington, Mrs. Sasseville, Miss Horne

ASSOCIATE DEGREE STUDENTS



Two-Year Forest Technician Program

by

ARTHUR G. RANDALL

Associate Professor of Forest Resources

The School of Forest Resources started a two year forestry program in the fall of 1968. The Class of 1972 will be the third to receive the associate of science degree. There is so far only one curriculum, that in forest management. The program includes 65 semester hours on campus and 8 hours of summer camp. All courses have been required up to this year. A degree of flexibility will be introduced next year, when 3 hours of free elective plus 3 hours of any political science course will be allowed.

During the four semesters on campus, laboratory and certain other courses are given at Orono while others, including some of the forestry courses, are taught at Bangor. Dormitory students are housed at Bangor. Forestry courses totalling 21 hours are taught by Professors Randall and Robbins. The surveying course is taught by Mr. Wilson and botany by Professor-emeritus Hyland. Other technical courses are 6 credits in agricultural engineering, 3 in forest soils and 2 in technical drawing. There are 6 hours of economics and accounting. Other non-technical courses are taught by the UMB faculty.

Admission to the freshman class has been limited to 50 each year. The number actually starting has been somewhat less. Of the first two classes 27 and 21 respectively have received the associate degree. All have been Maine residents.

The Forest Technicians Club was started in May of 1970. In addition to monthly meetings the club has carried out as projects landscaping on the Bangor campus and construction of a new dock at Camp Ashman.

This year the Society of American Foresters authorized a technician grade membership. Our school is on the approved list, one of 36 in the United States and 4 in Canada. Application forms have been mailed to graduates known to be working in forestry.

The curriculum has been quite satisfactory on the whole. Some minor adjustments have been made. There is a brisk demand for admission. Taking a look at accomplishments after three and a half years of operation and at prospects for the future, several things seem worthy of consideration.

(1) Due to the slowing of the economy, the anticipated number of jobs for forest technicians has not materialized. This suggests that enrollment should not be increased at present.

(2) About one fourth of those completing the program have enrolled in four year programs. This may be wise in view of the employment situation. However, the combination of these two factors means that we are not building up a corps of satisfactorily employed alumni to support and enlarge the role of the forest technician in Maine as rapidly as we would like. In the long run the program must be judged on the performance of its alumni.

(3) The inclusion of a limited number of out of state students with different ideas and backgrounds would probably stimulate thinking and provide students with a better perspective on forestry.

Freshman Forest Technicians

by

Michael Pratt

The purpose of the two-year forestry program is to train people in the practical approach to forestry. Because of the need for trained men to assist the professional forester, the forest technician has become part of the forestry program. The forest technician is becoming even more important as the need for the professional forester to be involved in office-related work increases.

In late September the freshman class was brought together and made aware of these important facts. A few of the early members of the class decided that maybe this wasn't right for them but the rest of us have maintained our class quite well.

We started the year with seventeen credit hours of classes, consisting of 3 Fy—Introduction to Forestry, 5 Fy—Forest Measurements, 1 Bt—Basic Botany, 2 MST—Math, 5 AE—Basic Engineering as applied to forest machines, and COM I—an English course.

The 3 Fy course is a basic look at what forestry is about and what will be expected of us as forest technicians. We had several interesting speakers from different companies tell us how the technician would fit into their program and what we could expect if we were to be employed by them.

The 5 Fy course was setup to teach us how to measure wood, both in the stand and after it had been cut. In 5 Fy labs the class visited a lumber mill and different wood lots to get the feel of the work.

1 Bt—Botany is a basic look at plants and especially trees. Dr. Hyland does a fine job in giving the technician an understanding of wood structure and other basic but important facts.

As the second semester gets underway, we are looking forward to Surveying, Silviculture, Technical Drawing, Economics, and Communications.

Our hope now is that there will be more of the good times we have had doing our work and that our program continues to be as successful as it has been so far.

Forest Technicians--Class of 1972

by

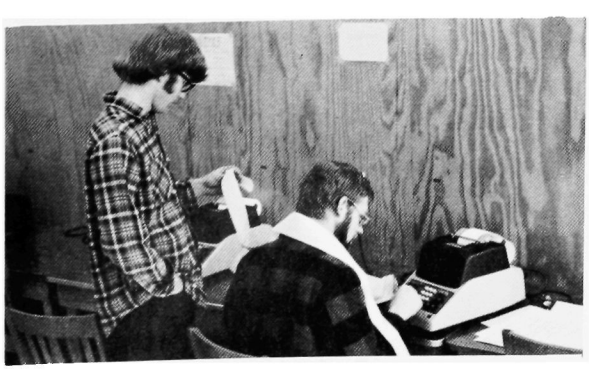
W. Cleve Robinson

In September of 1970 forty-five technician trainees donned their sacred hardhats for the first time and began a training program that will eventually lead to a degree and the distinction (?) of being a forest technician.

Our first semester provided us with some of the background subjects needed and introduced us to the professional aspects of forestry. Some of us began to see that for many years we had had a slightly distorted view of what a forester's job is, but that first semester straighened us out in no time flat. Forest Measurements initiated us into the art and science of timber cruising and other measuring operations. Who can forget those chilly autumn labs in the University Forest where the only sound was the wind in the trees, the birds, and twenty-five guys yelling "Stick it" 3 Fy gave us a chance to hear from various representatives of the forest industry. 1 Bt caused more than one sleepless night and 5 AE gave us a chance to get some grease underneath our fingernails.

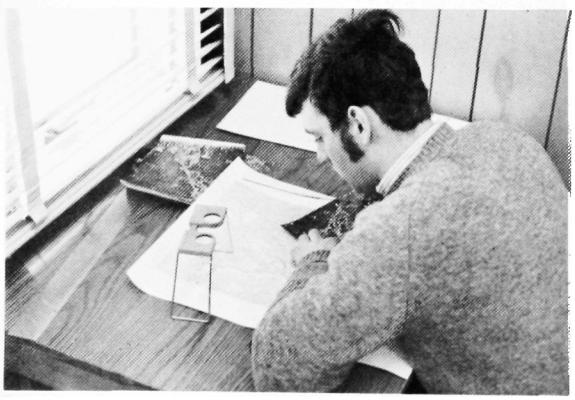
Each succeeding semester is known as "the hardest semester we've had" and Spring of 1971 was no exception. Economics scared off its share of students and Surveying took care of the rest. We are proud to say that a few members of our class passed the Maine Licensed Land Surveyor's Exam thanks to a little extra tutoring by Don Wilson. Thanks Don. Silviculture gave us a chance to prune, thin, and tally trees while on snowshoes. Hardhats were useful to protect the head during the frequent snowball fights. Tech Drawing gave us a chance to be creative but more often than not the instructor failed to appreciate the efforts of our artistry.

By Summer Camp time our roll call had diminished to a mere twenty-nine. The first year had weeded out the "pussies" and only the hard core stumpie students remained. I am sure that Camp Robert I. Ashman will always be remembered by our class, for one reason or another. I suppose that it is just like any other six-week long lab where you live in log cabins built during the 1930s. It was here that we were allowed to sharpen our skills as forest technicians and examine (and execute) applied forest management. The first week indicated that we had arrived during the monsoon season but the weather improved by the second week. There were some complaints about the food but the instructors noted that no one died of malnutrition. We are happy to report no serious injuries other than the usual bee stings, scrapes, scratches, and bedbug bites. A skunk took up resident under "The Den" but had to leave because he couldn't stand the smell. Our baseball team managed to amuse the Indians, but we understand that this is only tradition and no one has beat them since Hiawatha anyway. Special mention goes to Danny Legere who drank 1200 onces of beer (plus assorted hard stuff) in seven days and never missed a class—at least he was physically present at those classes. All in all, we feel it was a pretty successful camp since only two of us ended up in jail.



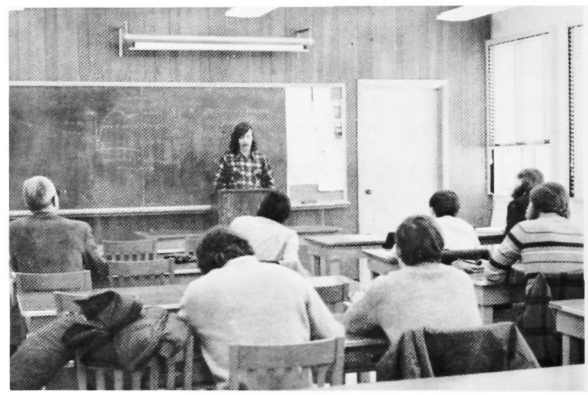
Coming back to school in September seemed like old stuff to us until we became aware of our schedule. Our only subject in our major was Forest Protection and even this lacked an outdoor lab. Accounting knocked us on our assets but we soon learned the secret—when in doubt, dub it a debit. We learned to simplify our work and write technically and all the other mean, nasty, ugly things that will be expected of us as forest technicians.

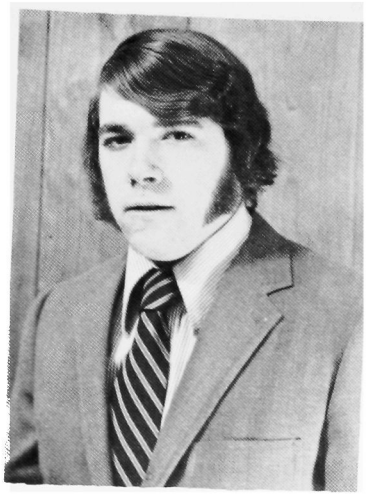
We are now in our last semester and on the downhill swoop toward getting our degree. Psychology is trying to make us believe that sex is not the strongest of human drives. Aerial Photo Interpretation is giving us a chance to look down on all the trees that we have been looking up at. Forest Land Management will let us tie everything together and see what actual timber management involves. We have a forestry seminar where everyone will get a chance to lead the class in the discussion of a subject of his choice, providing the discussion is on some phase of forestry or one of its related fields. For the second time this year we are being treated to a side order of political science. Wood Products Utilization will give us a look at the many uses of the harvested timber and some of the industries that use wood. For the first time since we started college we are not required to take an English course; this makes a few of us quite happy.



Thus ends my summary of the training of our class of forest technicians. Our future is not yet clearly defined. Some of us are talking of transferring to a four-year program. Some are talking of the state warden service. Our rich uncle has promised some of us a paid vacation to the lovely tropical paradise of Vietnam. Some are looking for positions with large paper companies. Others are seeking ranger positions. Most of us are not completely sure of what lies ahead but we do know that whatever obstacles block our future plans we will be better prepared to deal with them as a result of our training here at the University of Maine.

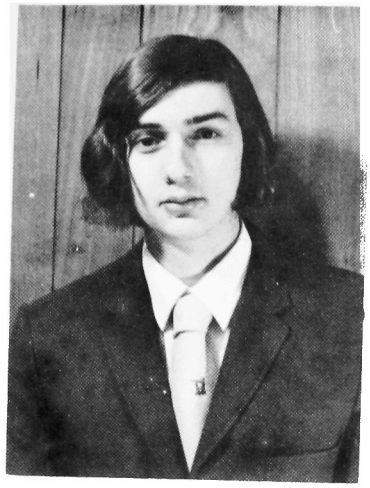
The Forest Technicians Class of 1972 would like to thank our advisors, Mr. Arthur G. Randall and Mr. Wallace C. Robbins, for all the help and encouragement that they have given us over the past two years.





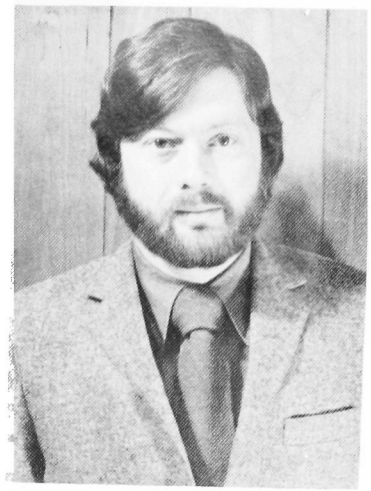
ERIC H. ANDERSON
Andover, Massachusetts

Forestry Club
Theta Chi



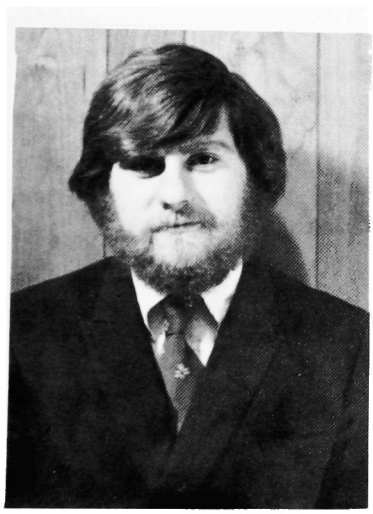
FRANKLIN E. BROWN JR
Saco, Maine

Forest Technicians Club
Intramural Sports



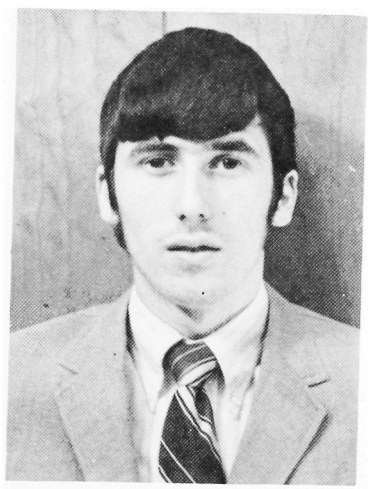
THEO F. BROWN
East Millinocket, Maine

Forest Technicians Club, Treasurer
Intramural Sports



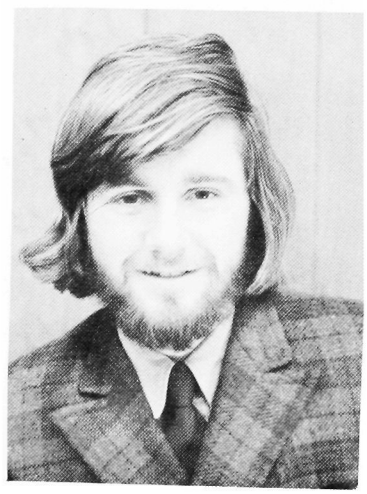
ANDREW COOPER
Auburn, Maine

Forest Technicians Club,
President



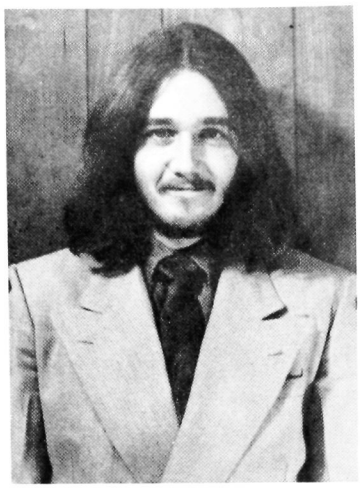
ROBERT A. GAMACHE
Brunswick, Maine

Forest Technician Club
Intramural Sports
DAB President



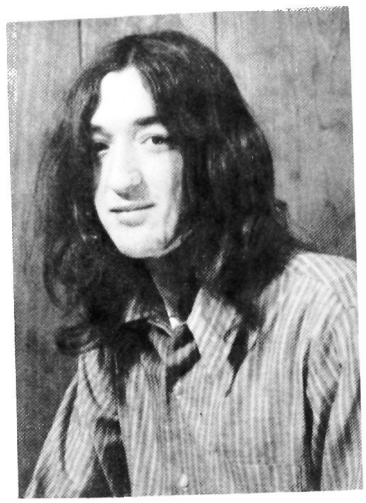
DANNY LEGERE
Alfred, Maine

Flying Club



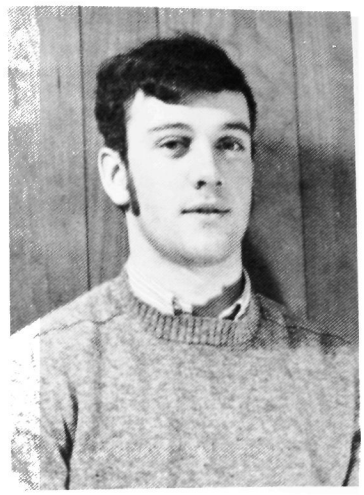
KEVIN MCKEON
Sanford, Maine

Forest Technicians Club,
Secretary
Intramural Sports



MIKE MUNN
Hartland, Maine

Forest Technicians Club
Intramural Sports

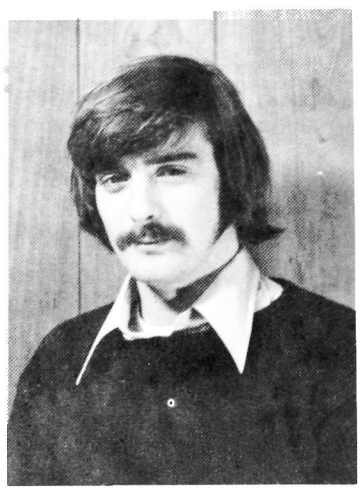


JOHN L. RANDALL
Waterville, Maine

Forest Technicians Club,
Vice-President
Flying Club

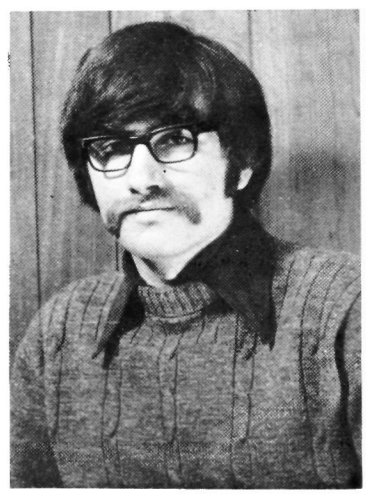
W. CLEVE ROBINSON
Lincoln, Maine

Forest Technicians Club
Flying Club



EUGENE V. ROY
Falmouth, Maine

Forest Technicians Club
Intramural Sports

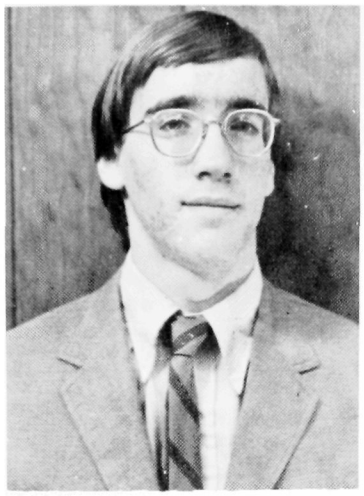


DAVID M. SEREYKO
Howland, Maine

Forest Technicians Club
Intramural Sports

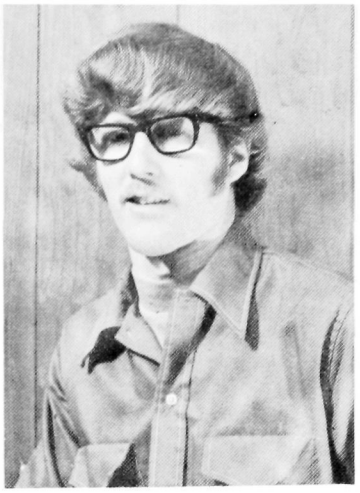
JONATHAN E. SEWELL
East Lebanon, Maine

Forest Technicians Club



DONALD THERIAULT
Waterville, Maine

Forest Technicians Club
Intramural Sports
Intervarsity Christian Fellowship



DERRICK YOUNG
Wilton, Maine

NOT PICTURED:

Leon L. Blood

Gary Boulier

Thomas D. Bryant Jr.

Peter R. Dow

Tim Estabrook

Peter B. Hamilton

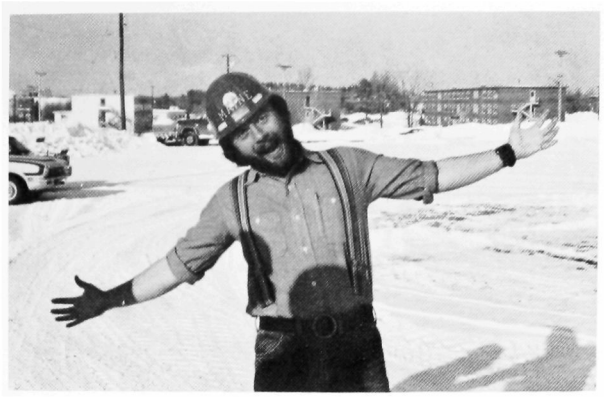
Wayne Hathaway

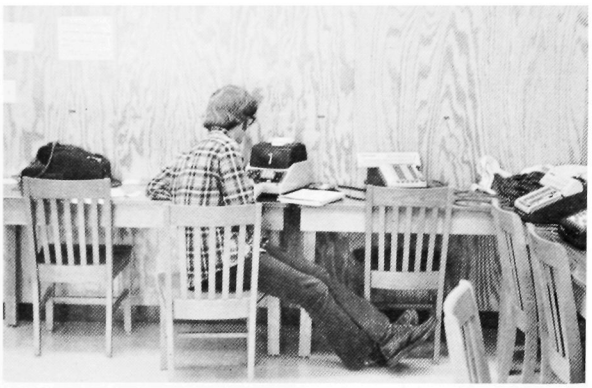
Edward J. Kennedy

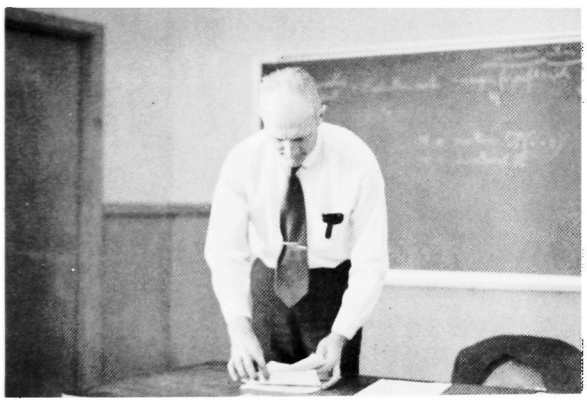
Mike Langley

Merle J. Parise Jr.

David P. Rocque







BACHELOR OF SCIENCE

DEGREE PROGRAM

FRESHMEN

The Freshman Class

by

JANE ROMAIN

Looking back at our first semester as forestry majors, it has certainly been a challenge for most of the 119 members of the freshman class. We have made it through Fy-1 lab, acquainting ourselves with chain tapes, basal area, interior angles, swamps, etc. Most of us have also survived Ge-1 as well as chemistry and all the other basic courses we must learn as freshmen. For some of us, the first semester proved too difficult, but most have managed to hang in there despite the demands put on us.

As foresters to be, we must realize that we are being prepared for the challenges that face us in the seventies. We hold the future in our hands and it is up to us to learn the best ways of making sure there is a future for forestry.

Many of us are forestry majors because of our dedication to the outdoors and the realization that we must get the most out of our land, meanwhile renewing it to provide continuous use.

We are all aware of the various opportunities in the field of forestry. Land management, research, wood technology, pulp and paper, and economics are some of the areas which a forester can enter. But all have the common interest of getting the wisest use of our woodland resources.

So, as freshmen, we cannot work too hard in preparing ourselves to meet the challenges that now exist in conservation, housing, wildlife, watersheds, and recreation. We are a large class, but we all have our individual ideas and plans for forestry careers that hopefully will improve our world when it comes to our chance to try.