It has been said that the junior year in college is the most difficult. Our class learned this for itself this past year, in many cases the hard way. But we also have many great memories for all our experiences. There were those Saturday morning excursions on a silvics plot as well as the rainy afternoon labs ("keep the notes dry; you will always dry out back in the room").

And then there was soils, in which we were supposed to learn that the soil is a "dynamic" system and much more than just "dirt". I am quite sure everyone was quite shocked when Dr. Struchtemeyer informed us that "foresters don't know what they want". (A good grade, maybe?)

Meanwhile, those of us in a wildlife curriculum were studying all types of animals "with no backbones". (Does anyone know what a branchial basket is?) Dr. McCleave led us in a sex education class for grunion.

Of course, this summer we will be in Princeton for summer camp. (Is it true the "dry" spots are ankle deep?)

Then next year we will be seniors. We will be faced with plans for the last semesters as well as with decisions of what to do when we will be the ones receiving a degree.
Well, two years down, two to go. As sophomores, we have survived the rigors of Fy 1 Lab, studied dicky birds with Dr. Schemnitz in Fy 2 (Chicken hawk!!), and cried as C.Z.W. tacked another 70 minus onto our latest plate ("You've got a mistake there. I'm not going to tell you where it is"). Who can forget the hours spent in the calculating room preparing Fy 4 reports, or the trip to Clinton to visit the saw mill in Fy 5—bearing our wounded on a stretcher back into the Forest Resources building. "Here comes another pulp truck!", and dendrology. "Please do not bag the pine cones." The wildlifers didn't escape taxonomy either, thanks to their brand new Zo 131 course.

Happily, that is all behind us. No more surveying with the Polish Pirate on icy cold days. More time was probably spent sighting on sweet young lovelies than on corners of buildings. Double-barreled Forestry physics. And entomology (I'll trade your walking stick and a black fly for a giant water bug."). Instead we look forward eagerly (?) to Fy 7 and its infamous 80 page report, and, looming ominously at the end of our Junior year—Summer Camp.

Yes, fun and games await the Junior foresters at Summer Camp in picturesque Princeton, Maine, only a stone's throw from . . . . . Come to think of it Princeton isn't near anything. We've heard about Summer cramp. Bears to chase you and mosquitoes, so big that they are only slightly wounded by a shot gun blast. Ah, wilderness.

Perhaps, the greatest advantage the sophomores have is that we can look back at our new frosh and snicker as they stomp off to Woodpecker lab, carrying field notebooks and balancing brightly colored hard hats on their craniums. Ha! Foolish woodpeckers, "and today, they're taking us to Japan and Hong Kong . . . Yup, Yup, Yup." Forestry, a truly educational experience.
THE FRESHMEN

by

RUSSELL PLAEGER

This year’s freshman class, along with being the largest in the history of the School of Forest Resources, is also the last class to enter the School in the decade of the sixties. We are a much different class than the last of the previous decade. Although preparing for the same profession, we are faced with many new challenges that are different than those faced by our predecessors. The last ten years have seen many changes in all the professions including forestry. Greater specialization has come with technical advancements, and with this has come the need for a much larger background of knowledge.

As we begin a new decade, we see the young people of the United States becoming much more concerned about our environment and the condition it is in. As future foresters, we must be aware of these conditions for these will be the people and masses that will have to be dealt with. As the world’s population rapidly increases, our natural resources decrease. We are being trained to deal with a resource that is both necessary to our survival and one that can be renewed. With the increased use of forest lands for purposes other than those related to forestry, new methods must be sought to increase timber production.

Although our education may at times seem unnecessary or too difficult, all the knowledge we can gain must be taken in, for it will all be needed in meeting the challenges and problems of a changing profession.

At the time of this writing we are ready to start what is for most of us our second college semester. Our first semester has possibly changed the ideas that many of us may have had about our profession and may have disillusioned others. College for most is a big change from the easy life of high school and some were unable to make the adjustment. For those of us who are to continue on, we must strive hard to overcome any obstacles that lie in our path. When we finish our education we will know that any late night hours spent on long assignments were worth it, for we will be well prepared in our chosen fields.

First semester had the usual freshman course requirements to be met, among them some that seemed useless and others unnecessarily demanding. General chemistry was regarded with contempt by many as was general engineering. Both courses were a source of numerous headaches and extra work hours outside the classroom. Introduction to Forest Resources was just that as we fumbled with chain tapes and plodded through uncharted woodlots in wind, rain, and snow. We became well acquainted with the resources of mud, water and brush that make up woodlots A, B and C. Botany and Zoology introduced us to countless cells, plants, animals and seemingly unpronounceable Latin names.

In future years we will doubtless look back upon our freshman year and recall many pleasant memories.
After the initial excitement of becoming a college student is over, the bright-eyed freshmen in two-year forestry soon find that they are in for two years of hard but interesting and worthwhile work.

3-Fy, a general forestry course, serves as a good introduction. Guest speakers, from all areas of forestry subject the student to many different views and serve as eye-openers as to what the graduating forestry student can expect. With an ever-increasing need and demand for trained people, the prospects are good for the two-year student.

One course which offers practical experience for the student is 5-Fy. The students can frolic in the woods while learning such things as timber inventory methods, scaling and use of the chain and compass. The course also involves the measurement techniques that foresters use.

In addition to these forestry courses, the student has an introductory botany course and an English composition course. 1-Bt covers dendrology, physiology, reproduction of plants, etc. and can give a good basic understanding of the life processes of trees and plants. Since forestry students write a lot of reports, some writing communication skills are needed. 1-Eh helps provide these skills.

The above-mentioned courses, plus others, will give the two-year forestry student the basic tools he needs to work within more specific courses and a wide range of general knowledge that can be utilized at any time. It is intended that through the beginner's curriculum and that which follows the two-year students will achieve the highest degree of proficiency and expertness which can be attained in so short a time, and will become the skilled personnel that are so badly needed in forest management and related areas.
LET'S TAKE A HARD LOOK AT PRODUCTIVE FOREST LANDS

The professional forester in the next few decades will not have an easy job. Right now, America has only 508 million acres of productive timberland left. The number of useful forest acres is not increasing, but the number of people making demands upon these acres is. More people want the opportunity to enjoy nature—to picnic in a quiet grove—to ski, sightsee, camp, hike, hunt and fish. And each year our society takes more land for city expansion, airports, super highways, power lines, reservoirs, housing, schools and shopping centers. Yet more people need the products these limited timberlands provide. More and better homes, thousands of other wooden products, paper products and chemicals. The same land must also provide grazing for cattle and sheep to feed and clothe America; watershed control, and still replenish itself on a sustained yield basis.

It is unreasonable to permit a small emotional segment of the population to lock up timberlands in endless wilderness parks limited to a single use. The answer lies in establishing a working balance of commercial and recreational needs—a multiple use of the forest.

Tomorrow's professional forester will have the responsibility of making unpopular decisions and will need skill and courage to carry them out. It won't be an easy job. But then, nothing that is reasonable and far reaching is ever easy.

At Georgia-Pacific, we have done a lot about multiple use of our timberlands. If you would like an opportunity to evaluate our ideas for yourself, please write to the Public Relations Department, Georgia-Pacific Corporation, P.O. Box 311, Portland, Oregon 97207.
AWARDS

TIMOTHY CLEMENT
Recipient of the Robert I. Ashman Award

This award is presented to a student in the School of Forest Resources at the beginning of his (her) senior year, and during this student's senior year he (she) will be known as "The Robert I. Ashman Award Student."

Criteria for selection shall be based on those qualities which most nearly represent the character, judgment, scholarly attributes and devotion to the profession of forestry and to the welfare of his students and colleagues as portrayed by Professor Robert I. Ashman.

As a teacher and administrator from 1930 to 1958 at the University of Maine, Dr. Robert I. Ashman, Professor Emeritus, gave unselfishly to all who sought his counsel. This often included monetary aid when the need was critical.

JAMES KEIR
Recipient of the P. F. English Memorial Award

The Northeast Section of The Wildlife Society annually presents the P. F. English Memorial Award in honor of the late P. F. English, an outstanding educator, sportsman, and student of wildlife biology or wildlife management to perpetuate the name of P. F. English.

The qualifications for this award include a nominee's character, academic record, and professional and extra-curricula interests.

E. GERRY HAWKES
Recipient of the St. Regis Scholarship

This competitive scholarship is presented annually to a forestry student in the northeastern United States. Selection is based on character, scholarship, and professional motivation.

Application is made during the spring semester of the student's sophomore year. The scholarship is awarded for both the junior and senior years providing the student maintains a good record.

OTHER 1969 AWARD RECIPIENTS

Homelite Corporation Awards
TIMOTHY CLEMENT

Retail Lumber Dealers Association of Maine Scholarship
KENNETH WHITE

Maine Hardwood Association Award
BRUCE GURALL

Penobscot Conservation Award
KENNETH PECCI

ROBERT HART

KENNETH WHITE

WILLIAM SHELDON
The Faculty-Student Advisory Committee was organized during 1969. The committee's purpose is to provide a forum between faculty and students on matters concerning the School of Forest Resources. Faculty and graduate student members represent the major curriculum divisions. The undergraduate membership is made up of the Forester of Xi Sigma Pi, president of the Forestry Club, and president of the Wildlife Society.

Topics discussed in the early meetings have ranged from Summer Camp to the revision of core curriculum requirements. Several of the student participants, as well as staff, have commented about the benefits of these discussions. Better communications with the faculty and a better understanding of the School's curriculums are some of the reasons cited.

Open meetings are being scheduled by the committee for the coming year. Students who have topics which they would like discussed should come and present them at these gatherings. Through these meetings, it is hoped that the School will continue to provide an enjoyable and satisfying educational environment.

Members of 1969 Committee

FACULTY
Mr. Ashley, Co-chairman
Mr. Coulter
Mr. Griffin
Mr. Owen
Mr. Shuler
Director Nutting, Advisor to the Committee

STUDENTS
Peter Brewitt, Secretary
David Capen, Co-chairman
Robert Hart
Curtis Laffin
Brian Shangraw
Forestry Club

by

ROBERT HART

The Forestry Club consists of interested faculty and students of the School of Forest Resources. It is largely professionally oriented with monthly meetings hosting speakers of interest to the membership. It functions as a medium for discussion and exchange of ideas as well as for fostering better acquaintances between students, faculty, and others interested in forestry.

February 26th saw the first meeting of the new semester. A business meeting at which the new officers were introduced, new members signed, and future programs discussed occupied much of the time. Dr. Whittaker, who is in charge of arranging summer jobs for interested students, told us of his efforts and some of the jobs available. A general discussion of summer employment concluded the meeting.

Officers for 1969 were elected at the regularly scheduled December meeting of the club. Results showed Robert Hart, president; Gerry Hawkes, vice-president; Steve Curtis, secretary; and Bill Lilley, treasurer. Professors Whittaker and Griffin served as junior and senior advisors, respectively.

March brought Professor Herschel Abbott of the University of Massachusetts to talk of his experiences as a gun collector and trader. Some fifty odd guns, numerous slides, and an excellent narrative made his "Have Guns - Will Travel" program both interesting and entertaining.

The fall semester brought the customary change of faces with seniors graduating and freshman appearing. Dr. Young, recently returned from a year's leave of absence in Australia, provided an excellent program on Australian forestry to kick off the new semester. The meeting was well attended and all present voted in the years dues policy; a perennial fall issue.
The business meeting of October 30 showed the club's continuing support of the Woodsman's Team by the voting of $75 for the annual New Brunswick meet. Gerry Hawkes, George Ruopp, and a recent graduate, Lee Stover, provided a slide program on their summer job experiences. Valuable hints on summer employment, especially in the west, were picked up by those attending.

The Forestry Club combined with the Wildlife Society for the November meeting. After several program cancellations, the combined meeting featured a discussion of brook trout by Philip Andrews, a State Fisheries Biologist. The combination meeting of the two organizations was successful and it seems desirable to schedule more in the future.

The month of December was a busy one for the club. The annual Christmas tree sale co-sponsored with Xi Sigma Pi was again a success. This sale is the club's major source of revenue, and it is this one concentrated effort which alleviates financial problems during the remainder of the year.

The December meeting was concerned largely with the election of officers. The slate of nominees proved to be an excellent cross-section of the classes resulting in each class being represented by an officer. It is hoped this situation will foster greater interest and provide for better communication between classes. This year's officers are: Gerry Hawkes, president; Sidney Frissell, vice-president; Sally Medina, secretary; and Wayne Valcourt, treasurer. Following elections Dr. Osgood of the Entomology Department discussed the ecology of the balsam gall midge. This meeting concluded a moderately successful year for the club in which it is hoped we provided an interesting addition to the activities of the school.
Wildlife Society, 1969-70

by

CURTIS LAFFIN, President

The National Wildlife Society is an organization of professionals dedicated to the wise management of wildlife resources on a worldwide scale. Student chapters of the Society are organizations of students who are training toward similar goals of dedication. Our university is among the college campuses supporting an active chapter.

Among other activities our goal at Maine is to present a variety of wildlife management speakers and programs to the student body with the intent of giving wildlifers a preview of their chosen careers.

To work comfortably, even at our non-profit functions, it is desirable to have a treasury on which we can draw for luxuries like, refreshments after meetings or taking Mr. Henry Briggs to dinner. Speaking of Henry Briggs, it was through his talents that we gave our finances a boost this year. Under our sponsorship early this fall Mr. Briggs filled Hauck Auditorium when he showed his film "Allagash Adventure."

We also helped the Bangor Audubon Society sell season tickets to their screen tour series. It was not as lucrative an endeavor as Mr. Briggs but we did stay on good terms with Audubon through our efforts.

So as not to create the impression that all we do is spew forth with energy aimed at boosting our capital gains, it is necessary that a discussion of our wildlife programs be included. Our first meeting, aside from being a welcome back to school, featured two contemporary National Park Service films, they depicted a trend in conservation education being used by the Park Service; some interesting discussion and comments from the audience resulted.

Two of our meetings featured recent Maine graduates, each spoke on some current management work being done in Maine. Gary Donavan informed us of waterfowl management projects and talked about a new banding technique which employs "Gentle Ben" type air boats. Phil Andrews, a fisheries research biologist, gave us a few tips on where the fishing may be good or bad next spring while explaining several new fish management techniques being used in the state.

Dr. Frederick Gilbert spent an evening in December telling us why most of us never used our deer tags this fall. For those who were not there, it was not the fault of the deer. Following his deer season recap Dr. Gilbert explained how deer management in Maine is being updated and reorganized.

Just before finals Howard Mendell, graduate student advisor, let his presence be known to the masses of undergraduates via an enjoyable evening's talk on the Cooperative Research Unit.
Another of our meetings presented Mr. Thomas Schoener, editor of the Maine Fish and Game Magazine. His talk helped us, as students, retain contact with the reality that our careers are not to be all duck-banding and ovary scar counting. A major portion of our work will have to do with public relations and people management.

A reminder that the Wildlife Society meets once a month and our programs are open to all.

Last year a team of wildlife students from Maine went to the first Northeast Wildlife Student Conclave. They brought home a trophy as the best wildlife bowl quiz game team. We were well represented again this year. Our eye is on another trophy so the Woodsman's Team may have to yield some more of their shelf space in the trophy case. Our newest attempt at progress is the establishment of a series of environmental slide talks. These talks are to be given to local school children at various grade levels. There has been a reluctance to take the first step by some of our members but once this is overcome we see wide potential for the project.

The only effective way a student organization such as ours can stay abreast of the many changes taking place in our field and related fields is through involvement. Tremendous social changes are evolving within our nation; more and more people are readjusting their standards of value away from high financial success and toward the realistic values of life and nature. This is why The Wildlife Society must become even more involved and stay ahead of what the public desires in regards to our scarce wildlife resources, because of these readjustments each year's graduating wildlifer must be unique and better prepared than the wildlifer who graduated the year before. It is the duty of the National Wildlife Society student Chapters to strive toward this end.
The Wildlife Society

by

FRED G. EVENDON

Executive Director

Objectives

The Society is dedicated to the sound management and preservation of the wildlife resources of the world and the Society recognizes that man shares equally with other organisms a total dependency upon the environment. It is the Society's firm belief that wildlife, in its myriad forms, is basic to the sustenance of a human culture which provides quality living and variety of experience.

All of the efforts of the Society, its sections, chapters, committees and members, are directed toward achieving and meeting the Society's objectives which are: (1) To establish and maintain the highest possible professional standards; (2) to develop all phases of wildlife management along sound biological lines; and (3) to disseminate information that will accomplish these ends.

These short objectives are quite complicated when one considers them in depth. This is because Society membership interests encompass every conceivable specialty involving wildlife and the broad fields of ecology and resources management. Members are primarily management and research biologists, administrators, educators, foresters, naturalists, information specialists, enforcement officers, or writers. Most are employed by federal, state, or provincial government agencies, or by universities and colleges.

Publications

The need to assemble and disseminate scientific knowledge was a driving force behind formation of The Wildlife Society. Publications were the Society's principle means of fulfilling its objectives during its first three decades.

The Journal of Wildlife Management, our scientific quarterly, is without peer in its field. Its high standards have been maintained by ten devoted editors as it grew from 107 pages in Volume 1 (1937) to almost 1,100 pages in Volume 33 (1969).
Almost two dozen highly scientific topics have been included to date in the *Wildlife Monograph* series. A definitive book has been published on *The Wild Turkey and Its Management* and a greatly-revised Third Edition of a *Wildlife Management Techniques* manual was published in 1969. Lesser publications have included a technical writing handbook and a condensed history of The Wildlife Society. Prospective wildlife students are assisted by a career leaflet on the wildlife profession, and the Society's list of universities and colleges with wildlife specialties. A manual for conducting short courses in wildlife conservation will be published in 1971. *The Wildlife Society News*, the bi-monthly house organ, goes to all Society members to keep them informed on their contemporaries and on activities within the profession.

**Public Service**

In addition to publications, the Society works to improve both education and employment standards for the profession. In recent years the Society has developed a number of important position statements on key environmental conservation issues which are useful to professionals and laymen.

Society objectives are enhanced through responsibility for the annual Technical Sessions of the North American Wildlife and Natural Resources Conference and through seven annual section meetings. These serve not only the membership but reach far beyond to influence resource management decisions. Additionally, distinguished members of the Society have helped to carry out Society objectives through influential service on government boards, commissions and committees. They also serve directly such organizations as the Agricultural Research Institute, American Association for the Advancement of Science, American Institute of Biological Sciences, American Ornithologists' Union, International Union for Conservation of Nature and Natural Resources, National Research Council, and Natural Resources Council.

The Society also takes pride in the fact that the Wildlife Disease Association started as an activity of the Wildlife Society, and that the Society's own Wildlife Telemetry Committee played an instrumental part in the development of the Bio-Instrumentation Advisory Council created in 1965 by the American Institute of Biological Sciences.

**Recognitions**

The Wildlife Society has always recognized professional excellence in work and deed in the wildlife conservation field by giving bouquets to the living. High professional standards are encouraged through a series of annual recognition awards for efforts in conservation education and for publications in aquatic and terrestrial wildlife fields. Professional recognition is given to agencies, organizations, business, or industry through the Society's Group Achievement Award. Honorary memberships are given infrequently. Its highest individual honor is the Aldo Leopold medal which is presented annually at the North American Wildlife and Natural Resources Conference.

Students enrolled in the University of Maine School of Forest Resources often may have seen the Society's rectangular hieroglyphics emblem. Those hieroglyphics may be interpreted as mammals, birds, fish, and plants, thus denoting the very broad interests and purposes of The Wildlife Society.
Environmental Awareness

by

AUDREY MaGOUN

We are measuring devices of the environment. We breathe it, taste it, and smell it; we see it, hear it, and feel it. In doing so, we become whatever our environment is. The quality of the human species is dictated by the quality of the environment. It's quite a simple relationship but we have yet to grasp the full meaning. This blissful ignorance is becoming uncomfortable to live with if not intolerable.

Fortunately, many people have become alerted to what is being called "the environmental crisis." The crusade for cleaning up the environment is attracting a national following. Hopefully, it is not a fad that will fade away.

Being students of natural resources we are, perhaps, closer to the realization that a healthy environment and a reasonable population size is essential for quality living. With such a realization comes a responsibility to make others aware of the importance of showing an active concern.

The student chapter of the Wildlife Society at the University of Maine has begun its own Environmental Awareness Program. Through the program, local school children, boy scouts, clubs, and other interested groups learn about a variety of ecological and environmental principles through slide programs, illustrated talks, pamphlets, and ecological field trips.

Students interested in taking part in the program are asked for a title and brief outline for a talk dealing with an aspect of the environment which particularly interests them. Help in obtaining slides and demonstration materials is available. Some students offer help in setting up the demonstration materials and answering questions at the end of the programs. Others organize and lead ecological field trips. The topics and time schedules for the programs are made available to local teachers and interested groups, and on request an appointment is made for giving the program.

Though the topics for the environmental programs are quite diverse ranging from large mammals in Maine to pollution in the Penobscot, all of the programs emphasize Man’s place in the ecological web and the necessity of conserving its delicate structure. It is hopes that the Environmental Awareness Program will provide young people with a greater appreciation of the importance of maintaining a quality environment and will stimulate a desire to take an active part in meeting this end.
Xi Sigma Pi

by

BRIAN SHANGRAW

Xi Sigma Pi is a national fraternal organization whose objectives are “to secure and maintain a high standard of scholarship in forestry education, to work for the improvement of the forestry profession, and to promote a fraternal spirit among those engaged in activities related to the forest.”

The first chapter was founded at the University of Washington in 1908. The fraternity became a national organization in 1915. University of Maine’s Gamma Chapter, established in 1917, was the fraternity’s third chapter.

Members of Xi Sigma Pi include faculty, graduate students, and undergraduate student members. Juniors and seniors ranking in the upper 25 percent of their class, and having completed 74 semester hours of study, at least 10 of these in professional forestry courses, are eligible for membership. All members must have shown a creditable interest and activity in forestry work, and give promise of attaining high professional achievement.

The major activities of Gamma Chapter include a Christmas tree sale, and the annual Forestry-Wildlife Banquet. This year as in the past few years, the Christmas tree sale was co-sponsored by the Forestry Club and Xi Sigma Pi. The venture has proved to be very profitable for both organizations. Trees are cut, hauled, priced, and sold in front of the Forest Resources Building by student members. Particular credit should be extended to Loren Cole and Ray McOrmond who took charge of procurement and sales.

The Forestry-Wildlife Banquet is sponsored each spring by Xi Sigma Pi. All School of Forest Resources students, faculty and friends are urged to attend. A prominent leader in the forestry or wildlife profession is invited to speak at the gathering. Recognition of outstanding students in the School of Forest Resources is made through numerous awards and scholarships at this event. Certainly the banquet is a highlight of the year for our School of Forest Resources.

Officers for this year are: Forester, Brian Shangraw; Associate Forester, James Keir; Secretary Fiscal Agent, Cheryl McCall; Ranger, James Gray.
Forestry Wives Club

by

TROY CREANE

The Forestry Wives Club was created eight years ago as an organization of a purely social nature. It is comprised of the wives of the faculty and students in the School of Forest Resources—both Graduate and Undergraduate. This year we have invited the women students of the Department to join our club. We have close to 90 members.

We meet in the evening on the second Thursday of every month, and our programs vary from guest speakers to a game night. It's a wonderful way for wives to meet other women who share common interests—especially since we are all married to men in the same department.

We started our programs this year with our traditional Pot Luck Supper. This was followed in November by several get-togethers by club members to make Christmas wreaths. These went on sale at the Annual Christmas Tree Sale. Mrs. Giddings honored us at our January Meeting by giving a fascinating lecture on “The Arnold Trail in Maine.”

Our calendar has also included a Christmas party for Forestry Wives, husbands and children, a Game Night, the Annual Forestry Banquet, a lecture by an authority on furniture refinishing, and an illustrated talk by Wendell Trembly on the course of Conservation in Maine.

In past years we have published a cookbook, and with the profits awarded scholarships to married students attending summer camp, and donated $800 in books to the Graduate Students' Reading Room. This year we are again awarding two scholarships, one to a married forester, and one to a married wildlifer.

Our officers are Mrs. Francis Creane, President; Mrs. Peter Holden, Vice-President; Mrs. Peter Brewitt, Secretary; Mrs. Raymond Owens, Treasurer; Our advisors are Mrs. Albert Nutting and Mrs. Malcolm Coulter.
For the annual spring woodsmen's week-end of 1969, the Maine team journeyed to Nichols College. The trip was long but all members made it. Saturday dawned windy, which didn’t help anyone with the fishing events, but soon the logging events started and the slow start that Maine had picked up. By the end of the day we were only 19 points ahead of Paul Smith's. Nichols was way ahead of all of the teams, but they showed lots of experience in most events. When the canoeing was finished Sunday noon, it was shown to again by Maine's downfall. The final total was as follows:

Nichols A 1404
Paul Smith A 1221
Maine A 1206

IT WAS a hard-fought third place by team members:
Stan Grover (Captain) — Pete Brewitt
Russ Van Hazinga — Allan Twitchell
John Belding — Ken Severy

When the Fall of '69 brought all the woodsmen back to classes it also marked the start of practice. The meet at Middlebury College was attended for the first time. The team that went was composed mostly of Freshmen and was a "practice" meet for all the new people. Even with all this inexperience, Maine placed third behind Paul Smith and Nichols. Lots of experience was gained at this meet for the men who attended. The members there were:
John Carter — Ken Severy (Captain)
Lou Stevens — George Brys
"Tricky" Nash — Ronnie Finson
Coach — Russ Van Hazinga

The next week-end the whole team went to Canada to compete at the University of New Brunswick. The border was crossed without incident, and floor space was found in the basement of one of the dorms. Saturday morning after the captains had met and all the rules were settled, the events began. The chopping was a disappointment but when we came to the sawing events the Maine team kept its tradition of winning the Mus-
selins Limited Trophy for the sixth consecutive year. Going into the last events it was extremely close. There were several mistakes and any event can be blamed for the two point loss. You just don't lose by two points, but Maine did.

U.N.B.—925 U.M.—923

The team members who represented Maine at N.B. were:

Allan Twitchell (Captain) — Russ Van Hazinga

John Carter—Ken Severy
Tim Clement—John Dumont
Managers—John Monk, Al Jeffs
Nian Severy

B Team  Lou Stevens (Captain) — George Brys

“Tricky” Nash—Ronnie Finson
Al Kimball—Harold Perkins
Coach—Dick Benner
Manager—Audrey Carter

For the final meet of the year, the team attended the MacDonald’s College Winter Carnival in Montreal on January 31. As it was a long drive, the Maine team arrived by 9:30 p.m. Friday and found a place to bunk down.

As the meet started on the cold, clean Montreal snow the team ran into problems. “Felling poles just don’t fell correctly up across the border.” Except for the slow start the team demonstrated good technique and brute strength to find a fourth place finish out of 20 teams. The brightest spot of the day was our chopping. It was our only perfect event, and we were rewarded with the Sandvik Limited Chopping Trophy.

The trip back to classes was just as long as the initial trip except that the U. S. Customs mistook hearty woodsmen for smugglers and made a thorough search of the car. The team members present were:

Russ Van Hasinga (Captain) — Lou Stevens
John Carter—Dick Benner
“Tricky” Nash—Ronnie Finson

We are eagerly looking forward to the Spring Woodsmen’s meet of 1970 as it will be held at Maine. Much time and effort has gone into planning the event so far and it is hoped that there will be many teams from all over the Northeast.
The University Forest and Woods Crew
by
ROGER F. TAYLOR

The University Forest is an area of approximately 1700 acres of forest land located in Orono and Old Town, Maine, within a few minutes drive of the Campus. Its primary uses are for student instruction, research, demonstrations of various silviculture treatments, and as an area readily accessible to the University and nearby communities for general outdoor enjoyment.

The Worthen Forest is a recently acquired 250 acre forest located in a remote section of the town of LaGrange, Maine, about 23 miles from the Campus. This area was a gift to the University by Mr. Harold Worthen of Bangor, Maine. Mr. Worthen acquired the land originally for use as a hunting area desiring to have it forever continually under management, gave it to the University to be under the supervision of the School of Forest Resources. Income from the area is to benefit Forestry students through a student loan fund or by other means. The area is also used by student classes in scaling and forest measurements.

The present management aim for this area is to improve timber quality and stocking and increase growth by harvesting the over-mature and decadent timber, thus releasing the younger, healthier trees. This involves a substantial cut per acre over much of the area due to the fact that no cutting was done over the 20 plus years that it was used as a hunting area. In contrast to the University Forest, the stand composition is heavy to hardwood with a good chance to develop areas of high quality birch and maple.

Harvesting activities on both areas are carried on primarily during the school year to best utilize student labor, and to take advantage of frozen conditions for yarding and trucking. As far as possible all labor is performed by students under the supervision of the Forest Superintendent.

During the summer months several students are employed on a full time basis. Their work involves
many phases of forestry—nursery and seed tree care, maintenance of buildings, equipment, roads and trails, brushing and painting lines, blister-rust control, timber stand improvement, sawmill operations, road construction, sample plot measurements, and timber marking.

In the fall, student cutting crews are employed to work on designated areas of marked timber, on a piece work basis, during their free days and weekends. These men provide their own chainsaws and other equipment as needed. All trees are cut into their most valuable components such as logs, boltwood, pulpwood or firewood. Cordwood is stump piled along tractor roads which are swamped out as the cutting proceeds. Sawlogs are bucked and left for the yarding crew. Considerable responsibility is placed on the individual cutter to determine the best way to cut up a tree to produce the most valuable products. Good judgment and common sense are necessary attitudes for the successful cutter.

The yarding crew is a similar student crew who work on an hourly basis with University Forest equipment, and move the various forest products from the stump to a truck road. The equipment includes a crawler tractor, log arch, scoot, and woods trailer, plus various hand tools such as pulp hooks, peavies and chainsaws. Combined with the yarding work are numerous other jobs such as sawing, splitting and delivering firewood, loading and hauling logs, sawmill work, timber marking, etc. A front-end loader is used for loading logs and moving logs into the sawmill and around the mill yard.

Typically, a season's operation produces about 500 cords of pulpwood and up to 150 M bd. ft. of saw timber. It is possible for a student working on the Forest to earn over $1,000.00 in a school year, depending on his ability, ambition, and time available. Individual students have earned over $1,500.00 in a single school year.

During the course of each year, the Forest provides a variety of jobs and situations quite similar to those which occur on large operations, but on a smaller scale. For those students who work during their spare time for several semesters, there should be several benefits, such as practical experience working with forestry equipment in natural field conditions, a reasonable monetary return for the time involved, and the opportunity to work outdoors in the clean, fresh air of Maine while developing a healthy physique from the physical activity involved.
Deer Pens

by

DR. FREDRICK GILBERT

The University of Maine’s deer enclosures provide an ideal outdoor laboratory for the study of big-game animals. A total of 7.5 acres of pens in the University Forest have served as holding facilities for a variety of species over the past decade including bobcat, snowshoe hare, grouse and moose as well as white-tailed deer. At least two master’s theses, one a study of “moose sickness” in Maine by Lamson in 1941 and the other a study of winter shelter requirements of penned deer by Robinson in 1959 made considerable use of the area.

The pens are currently being modified for long-term deer behavior and physiology research. Two of the 1.5 acre enclosures have been sub-divided into a total of twelve 0.25 acre pens. Two thirds of the 3 acres has been clear-cut and eight of the new pens fall within this area. While each unit is independent it is interconnectable with any of the other 11 pens by the opening of gates. The object of the present construction is to create three different experimental conditions. One condition will be unprotected clear-cut, a second clear-cut with artificial wind shelter and the third natural cover as it exists within the pens. The first study to utilize this set-up will be a determination of behavioral responses of deer to environmental conditions. Miss Myrtle Bateman will be conducting this research as a master’s thesis problem. Each pen will house an individual fawn or doe deer. Although each animal will be fed ad libitum, actual food consumption will be measured. The overt behavioral responses of the animals to such environmental parameters as precipitation, solar radiation, wind, temperature, barometric pressure and relative humidity will be observed directly from observation towers. Telemetric monitoring of heart and respiratory rates will provide information on physiological response to the same factors.

Eventually we plan to investigate how different animals select sites when they have a choice of all three experimental conditions. What effect does sex, age and social status have on site selection? How do social interactions modify behavioral and physiological responses of the individual? Does social deprivation, complete or partial, enhance or inhibit favorable responses to debilitating effects of the environment? How does a limited food resource further modify any of the responses elicited by other environmental and social parameters?

What we are describing is a rather intensive effort to delineate critical responses in deer behavioral patterns which adapt them to stressful situations in their “umwelt”. What physiological responses can be observed in deer when “stress” is increased? At what point do endocrine and general metabolic changes begin to critically affect reproduction, individual vigor and even survival?

Because these studies are of deer behavior it has become necessary to declare the study area off-limits to casual observers. Any disturbance of the area will cause a reaction in the deer. Our efforts will be directed at minimizing any unnecessary external disturbances. We hope we will obtain the cooperation of the student body on this matter. It is possible that visitor schedules will eventually be established for the deer pens so that tours of the facilities will be provided.
They should make Beer Cans that self destruct 15 seconds after you pull the pin. Guzzle! Guzzle!
James Whittaker, Fall 1969

"About the hook on this D-tape—IT HURTS—and I don't want to see this quoted in the Maine Forester."
Marshall Ashley, Summer 1969

"Write that down!"
William D. Lilley, Fall 1969—Spring 1970

"Who put this nail in my board?"
Richard Hale, Fall 1969

"A wildlife student taking silviculture is better off than a forestry student because he starts off with a D instead of an E."
Anonymous

"You've been brainwashed in Silviculture. Just pay attention to Wildlife Management."
Sanford Schemnitz, Summer 1969

"It's your attitude! You just don't have a professional attitude, and this is a must for Summer Camp."
Arthur Randall, Summer Camp 1969

"It's been done that way since 1943, and has always worked, so I see no reason to change now."
Arthur Randall, Summer Camp 1969

After 10 days of rain.
"Mr. Whittaker said this is pretty poor weather to be talking about Fire Control. It seems to me that it's not very good weather for Recreation, either."
Arthur Randall, Fall 1969

"Kelly wakeup. You look like you are in love."
James Shottafer, Fall 1969

"Now I don't pick Loblolly Pine because it is a southern tree . . . ."
Ralph Griffin, Fall 1969

"Boy, there are only two things you have to do, come to Silvics class and die!"
Ralph Griffin, Fall 1969

"Fir doesn't grow old gracefully."
Edwin Giddings, Fall 1969

Common saying of a Forester:
"You're out of your tree!"

"A pheasant wing isn't any good without a foot."
Sanford Schemnitz

"The Kraft Process is all right if you don't mind your tissue paper colored brown before you use it . . . . Ah."
Craig Shuler, Fall 1969

During a Forest Fire Control Class:
"Sir, do you really believe all that . . . ?"
Jeff Robbins, Fall 1969

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FROM OUR COLLEGE YEARS

The Wildlife cry from Cabin 3:  “Peent.”

Discussion in hall:  “Well Dickey, you have to perpetuate the true Forestry Image, and that doesn’t include English.”

Bob Hart, Fall 1969

“Forresters don’t know what they want, and until they tell us, they won’t get anything.”

R. A. Struchtemeyer, Fall 1969

“Soils is the course that gets down to the nitty gritty.”

Anonymous

“I like to pick on guys with sideburns.”

Sanford Schemnitz, Fall 1969

“Ohhhhh! You old fuddy duddy!”

Audrey Magoun, Fall 1969

“...and this is the picture of a young researcher who at the time was still in fine physical condition and had all his hair.”

Sanford Schemnitz, Spring 1969

“Kelly couldn’t think of anything to say so he wrote it.”

Larry Emery, Fall 1969

“Pollution saved the lives of 500,000 of Kelly’s ancestors.”

Richard Hale, Fall 1969

“If lightning doesn’t strike here it will strike somewhere else.”

Arthur Randall, Fall 1969

“Look at Boobar’s car.”

Harry Doughty, Summer 1969

“Boobar, so help me if you bring another snake into this cabin!”

Ken White, Summer 1969

After topographic survey at summer camp:  “This is the only lake in the world that has a 15’ tide.”

Famous last words:  “Don’t go near the Indians.”

Wallace Robbins, Summer 1969

Immortal words of Herb Dickey:  “I don’t read, I just look.”

“...In the western part of Oregon you get fogs, drizzles, and showers almost continously, and, just like Dr. Griffin’s classes, you get wet alot.”

Charles Schomaker, Spring 1970

Talking about a man with a German accent:  “I can’t see how anyone living in the same place for 20 years can still have an accent.”

Ralph Griffin, Fall 1970

“As sophomore college students you should know better than to come to your first class without your books .... Actually I haven’t seen the books yet.”

Sanford Schemnitz, Fall 1969

“Write this down. Logging. In front of it write Pre-, after it write Re-.”

Henry Plummer, Spring 1969

“Read between the lines.”

John Sutton, Fall 1969 and Spring 1970

Back 5 chains and punt buddy.

Marshall Ashley, Summer 1969
I'm a hairy guy. Are you sure this is a Loblolly Pine?

No! You can't have co-ed cabins at summer camp.