GRADUATE STUDENTS
DAVID ABELL
Brewer, Maine
B.S., Maine, 1966

Effects of Fertilization on Nutrient Content of Deer Browse and Forest Vegetation in a Recently Cut Area

JAMES BARNES
Fairfield, Connecticut
B.A., Vermont, 1971

Graduate Program not Adequately Developed at Time of Publication

MYRTLE C. BATEMAN
New Brunswick, Canada
B.S., University of New Brunswick, 1968

Some Behavioral and Physiological Effects of Three Different Cover Conditions on White-Tailed Deer

BRUCE E. BROCKWAY
Old Town, Maine
B.S., Maine, 1966

A Snowmobile Demand Study for the Camden Hills and Mt. Blue State Parks

ALAN L. BURNELL
Stillwater, Maine
B.S., Maine, 1970

A Regeneration Survey of a Helicopter Reseeded Burn in Washington County, Maine.
WILLIAM J. CRENSHAW
Knoxville, Tennessee
B.S., Tennessee, 1971

Graduate Program not Adequately Developed at Time of Publication

ANTHONY FILAURO
Greenbush, Maine
AAS, Farmingdale State College of New York, 1965
B.S., Maine, 1968

Nutrient Movement in Plaisted and Howland Soils

J. GEORGE GLEICH
Johnstown, Pennsylvania
B.S., West Virginia, 1970

Incidence of Occurrence of *Pneumostrongylus tenuis* in Suitable Gastropod Vectors Collected from Various Ecological Regions in Maine

JOSE L. GOMIDE
Vicosa, Minas Gerais, Brazil
B.S., Escola Nacional de Florestas, University Parana, 1965

Pulping Characteristics and Anatomical Features of Five Brazilian Woods

DANIEL A. HARE
Old Town, Maine
AAS, Maine, 1967
B.S., Maine, 1970

Effect of Drying on the Surface Quality and Bonding Characteristics of Eastern Spruce Plywood
ROY D. HUGIE
Logan, Utah
B.S., Utah State, 1970

Deer Mobility in Three Northwestern Maine Wintering Yards

ROBERT A. KELLY
Syracuse, New York
AAS, Paul Smith’s College, 1968
B.S., Maine, 1971

Graduate Program not Adequately Developed at Time of Publication

DAVID M. KNUPP
Orono, Maine
B.S., West Virginia University, 1970

The Effects of DDT on Robin Reproduction in Northern Maine Forests

JEFFREY R. KROPP
Franklin, New Hampshire
B.A., Dartmouth, 1971

Graduate Program not Adequately Developed at Time of Publication

WILLIAM D. LILLEY
Woodland, Maine
B.S., Maine, 1970

Graduate Program not Adequately Developed at Time of Publication
KATHERINE LITTLE
Williston, Vermont
B.A., Swarthmore College, 1971
Graduate Program not Adequately Developed at Time of Publication

BARBARA MCKEAN
Truro, Nova Scotia
B.Sc., Dalhousie University, 1970
B.Ed., Dalhousie University, 1971
Graduate Program not Adequately Developed at Time of Publication

JOHN F. MORONEY
Oradell, New Jersey
B.S., Maine, 1965
Ecological Base for the Penobscot River

MARK R. MOWATT
Shubenacadie, Nova Scotia
B.Sc., Acadia University, 1971
Investigation of Aquatic Gastropods in Maine for Occurrence of Pneumostrongylus tenuis larvae.

ISAAC A. OKOH
Banko, Ghana
B.Sc., University of Science and Technology, 1969
Comparative Performance of Solar Collectors for Lumber Drying
RICHARD A. SAMMIS  
Bangor, Maine  
B.A., Purdue, 1969

Graduate Program not Adequately Developed at Time of Publication

WILLIAM SARBELLO  
Northport, New York  
B.S., Cornell, 1970

Renesting of the American Eider in Penobscot Bay Colonies

RUDOLPH P. SARNA  
Pittsfield, Massachusetts  
B.S., Colorado State, 1966

Modeling Harvesting Systems

JOSEPH M. SCHWARZMANN  
Bangor, Maine  
B.S., Maine, 1971

The Sequence of Lignification in Normal Wood of Balsam Fir

FRANK M. STEWART  
Orono, Maine  
B.S., Maine, 1969

Determination of the Motivations, Goals, and Characteristics of the Camping Public in Maine.
JAMES S. WAKELEY
Raleigh, North Carolina
B.A., University of California, Santa Barbara, 1971

Graduate Program not Adequately Developed at Time of Publication

DENNIS S. WENTWORTH
Milford, Maine
B.S., Maine, 1970

The Effects of A Snow Vehicle on Soil Temperatures

GARY WHITE
Orono, Maine
B.S., Iowa State, 1970

Establishing a Biological Base in the Penobscot Estuary
Doctorate Degree Candidates

CHESTER F. BANASIAK
Hampden, Maine
B.S., Michigan State, 1948
M.S., Massachusetts, 1952

Effects of DDT on Red-Backed Salamander Populations in Northern Maine
(1) To compare population parameters of red-backed salamanders in DDT sprayed and non-sprayed areas.
(2) To contribute to the knowledge of the life history and ecology of the red-backed salamander in northern Maine.

JAMES KIENZLER
Baltimore, Maryland
B.S., Maryland, 1969
M.S., West Virginia, 1971

Program Not Adequately Developed at Time of Publication
Will work on ecology of abandoned farmland.

WILLIAM F. REID, JR
Orono, Maine
B.A., Bowdoin, 1960
M.S., Maine, 1970

The Ecology and Population Dynamics of the Crayfish Cambarus bartoni in Northern Maine
(1) To determine the habitats occupied by and the life history of C. bartoni in Northern Maine.
(2) To investigate the role of C. bartoni as consumer, prey, host, and competitor.
(3) To determine and compare the population dynamics and productivity of this species in four streams (two in DDT sprayed areas and two in unsprayed areas).
(4) To investigate the possible effects DDT spraying has had upon these populations.
DALE S. SOLOMON
Bangor, Maine
B.S., Penn State, 1961
M.F., Yale, 1962

Growth and Development of Red Spruce as Related to Environment.

To investigate the effect of site, competition, and tree characteristics upon the growth of red spruce. Measurements will be made of individual trees selected from forest stands in Eastern Maine in an attempt to secure a range in site, degree of competition, and tree characteristics.

DONALD A. WILSON
Old Town, Maine
B.S., Maine, 1965
M.S., New Hampshire, 1967

Program Not Adequately Developed at Time of Publication
Dear Bobby

Do you remember when I wanted to be a forest ranger, but I was too little I got a book at the library of Smokey bear. And I’m a forest ranger now.

Love Barry

Smokey bear

p.s.
ACTIVITIES
AWARDS

ALAN J. KIMBALL

Recipient of the Robert I. Ashman Award

The Robert I. Ashman Award is presented annually to the senior in the School of Forest Resources who most nearly represents the character, judgement, scholarly attributes, and devotion to the profession of forestry and to the welfare of his students and colleagues as portrayed by Professor Emeritus Robert I. Ashman.

The award was established in 1957 by friends and students of Professor Ashman, a member of the Maine faculty from 1930 to 1957.

OTHER AWARDS ADMINISTRATED BY THE SCHOOL OF FOREST RESOURCES

Harold Worthen Award
Kenneth Super
Paul Miller

Penobscot County Conservation Award
Alan Kimball
Patrick Valkenburg

Maine Hardwood Association Scholarship
Donald Coldwell

Retail Lumber Dealers Award
Duane A. Dyer

Homelite Corporation Award
Edward Kennedy
Robert Wengrzynek

Alumni Association Award
John Belding
The Faculty-Student Advisory Committee has continued to meet over the past year. The Committee's purpose has been to provide a forum between faculty and students on matters concerning the School of Forest Resources. Those present at the meeting have been representative of the major curriculum divisions.

Several subjects have been discussed at the meetings. The function of course evaluations and scheduling of informal student-teacher discussion groups were among the topics considered.

Open meetings are scheduled for the coming year. Although attendance at this year's meetings was low, it is hoped that it will increase and that these meetings will provide a better understanding of mutual problems pertaining to faculty and students.
In May of 1971 elections for club officers were held. The officers elected were: Andrew Cooper, President; John Randall, Vice President; Kevin McKeon, Secretary; and Theo Brown, Treasurer.

In late spring of 1971, the Fortec Club started its own nursery where presently we have about 100 spruce and about 100 red pine. The major project of that year was the planting of approximately 50 white spruce in the area where graduation ceremonies are held.

This year’s projects to date were the weeding of our nursery and a raffle with the winner receiving two tickets to the Sly and the Family Stone concert.

At this year’s club meetings, we were honored with such speakers as Mr. Lewis Bissell, Extension Forester. Mr. Bissell showed us a few highlights of forestry practices and problems in Europe. We were also privileged to have Mr. Norman Hathaway show us his films of some really great fishing in Labrador. Another fine and interesting program where we were introduced to Indian Relics was given by Mr. Donald Wilson.

Attending one of our club meetings was students and their advisors from the Forestry Club at Unity College. It was a successful meeting with future plans for a joint project.

I believe this year’s club has been very successful. We have some very capable Freshmen waiting to fill our shoes.
February 1971 started another year of trying to persuade apathetic people to help the Maine Forestry Club achieve the prominence that it once held. New officers were: Duane Dyer, President; Alan Kimball, Vice-president; Sarah Medina, Secretary; and Alan Stockley, Treasurer.

In March the Forestry Club met for the first time, with George Ritz, formerly of the Peace Corps, speaking on his experiences with forestry in Chile. An informative and interesting meeting, it was attended by only forty people.

Trying to attract people by having different programs, the April and May meetings were devoted to different aspects of soils. On Tuesday, April 6, Dr. Frederick Hutchinson spoke on "Environmental Pollution from Highway Deicing Compounds" to a large crowd of 25, many of whom were from the Department of Plant and Soil Sciences. Given by such a talented speaker as Dr. Hutchinson, this meeting should have been of interest to anyone interested in the environment. Apparently many environmentalists only bother to talk and not listen.

May 4th brought Dr. Roland Struchtemeyer and "Soil Properties and Their Relation to Tree Growth" Here again Dr. Struchtemeyer came with his own audience and another good talk was missed by foresters and wildlifers alike. Also at this meeting were officials from the White Mountains National Forest who brought us greetings but not jobs.

With the end of the spring semester came a prayer for a better fall.

The fall did start off a little better but than resorted to its old ways.

The first Forestry-Wildlife Field Day in many years was held in September with the hope it would continue as an annual event. Well planned with something for everyone it was also well attended. This was an example of a lot done by a few, which it shouldn't have been.

The October meeting was presented by W. S. Davis, Chief, Division of Recreation, U.S. Forest Service, who presented a slide talk on ski area development and its environmental impact. It might have been one-sided but it presented many unknown facts unmentioned before.

Carter Gibbs, project leader for the Penobscot Experimental Forest of the U.S. Forest Service, spoke at the November meeting about USFS organization and job opportunities. Needless to say, the organization part took up most of his talk.

At the November meeting many people wanted a film instead of a speaker at the December meeting. The film shown was the only one which could be obtained on such short notice but the few people who d.d bother to attend didn't really mind. The nine who stayed for refreshments ate well because eight dozen doughnuts had been ordered.

The last meeting of the term was held in January with ten people attending. Elections were held at this meeting with four people running for four offices. The ballots were passed out only to make it legal. Results were as follows: Chris Murdock, President; Frank Burnell, Vice-president; Louann Wakeman, Secretary; and Dennis Burnell, Treasurer.

Again this year, as in the past, the Christmas Tree sales were held in conjunction with Xi Sigma Pi. The results were the best they have ever been.

Last year Gerry Hawkes asked if the Maine Forestry Club was dying. A lack of interest and enthusiasm on the part of foresters who worry only about themselves can only result in death.
The Wildlife Society

by

Kevin Stevens

As a professional organization one of the Wildlife Society’s principal functions is providing information and education. The Maine student chapter’s Environmental Awareness Committee, organized in 1969 and presently directed by Bob Wengrzynek, is probably the most successful student-run environmental education program in the Wildlife Society today. The committee’s 24 slide-talk programs are presented to schools and organizations by students of many different majors throughout the university, the majority being in forestry, wildlife and biology. Hopefully such programs will spark an increased interest in our environment and help provide universities with the high quality young men and women needed to solve our environmental problems.

The student chapter functions also as an information source for the university and local communities as well as for its members. Faced with problems in the state’s deer herd the chapter’s first fall program featured Dr. Frederick Gilbert, Assistant Professor of Wildlife Resources in the Wildlife Department and the Big Game Leader for the Department of Inland Fisheries and Game. Dr. Gilbert openly discussed the deer situation in Maine and gave members and non-members alike an accurate appraisal of the upcoming hunting season.

A favorite topic of conversation among “Wildlifers” is the desirability of a moose hunting season for Maine. However, facts are often clouded with emotion and a panel discussion was organized to give both sides of the controversy an opportunity to present their case. Four panelists were selected and an interesting public discussion ensued. Over 150 people listened to and questioned the panelists on the various aspects of a Maine moose hunting season. Undoubtedly few left with changed minds but hopefully many left with sound facts on which to base their personal decisions.

Last fall’s programs also included a field trip to Acadia National Park during which Drs. Struchtemeyer and Vadas of the Plant and Soils Department discussed the “Fire Ecology” of the area, a slide presentation of last year’s Eastern Student Wildlife Conclave which was sponsored by our chapter at Remington Farms Maryland, and a talk on his thermal pollution research at Oak Ridge given by Paul Adamus.

An important upcoming event is the 1972 Eastern Student Wildlife Conclave to be held at the State University of New York at Stoney Brook, Long Island, on April 7 through 9. The theme will be “Urban Wildlife Management” and scheduled events include a banquet, field trips, presentations of student papers and the annual wildlife bowl competition. College teams from all over the eastern US will compete for a trophy in competition similar to the College Bowl TV program. The Universities of Maine and West Virginia are the only teams ever to win the contest and since this year will be the first competition between the two schools the wildlife bowl should prove especially interesting. The four students who will represent Maine in the wildlife bowl will be selected in a similar contest between individual students at an upcoming meeting.

Future society programs include a joint meeting with the Forestry Club in which a local extension service forester and a regional game biologist will discuss the relationships between forestry and wildlife management. Another program, to be jointly sponsored with the Maine Audubon Society, will discuss the facts about recycling waste materials. Our annual Boy Scout open house, designed to introduce young men to the wildlife profession, will also be held this spring.

The officers of the Wildlife Society wish to express their sincere thanks to Dr. Donald Hammer, our newest faculty member, who agreed to take over as chapter advisor in Dr. Schemnitz absence. Dr. Hammer has been ready at all times to provide us with help, acting as bus driver and discussion moderator as well as in the more usual advisor role.

We sincerely hope Dr. Hammer will become a permanent addition to the wildlife faculty at Maine.
The Forestry Wives Club is a social organization comprised of the wives of the faculty and students in the School of Forest Resources. Our meetings are held on the second Thursday evening of each month.

This year we joined the Forestry Club and the Wildlife Society in planning a fall picnic for all of the students and faculty in the School of Forest Resources at the Katahdin Scout Reservation in East Eddington. In October we held our traditional Pot Luck Supper. The success and enjoyment of this dinner prompted us to plan a March Pot Luck Supper which would include our husbands and a guest speaker. In November our guest speaker, Mrs. Lewis Bissell, presented a delightful slide program of their European camping trip. Our program calendar also includes a family Christmas party, a United States travelogue by Mrs. Albert Nutting, game night and a wig demonstration.

One of the objectives of the Forestry Wives Club has been to provide two summer camp scholarships, one for a married forester student and one for a married wildlife student. Our largest profit-making project was the publication of the Forestry Wives Cookbook in 1967. As we continued to award scholarships each summer, our diminishing treasury gave us cause for concern. Last spring we decided to print a second edition of the Forestry Wives Cookbook. This entailed a number of time-consuming chores—soliciting ads, arranging for the publication, and typing new pages—to name only a few. Our last year’s president, Mrs. John Bulger, did a large part of the work involved in preparing the second edition for publication. We certainly appreciate all the efforts and time she gave to our club. We dedicated the second edition to Mrs. Albert Nutting, a testimonial of our gratitude for all she has done to ensure the success of the cookbook. Club members will always cherish her pleasant fellowship and gracious spirit. The cookbook came off the press this fall and now our club members are focusing their attention on the cookbook sales. It appears that we will be able to continue to provide our summer camp scholarships.

Our officers are Mrs. Paul Miller, President; Mrs. Frank Burnell, Co-President and Cookbook Chairman; Mrs. Kermit Baty, Vice President; Mrs. George Jones, Secretary; Mrs. Charles Blakeman, Treasurer; Our advisors are Mrs. Thomas Corcoran and Mrs. Richard Hale.
Xi Sigma Pi is a national honorary fraternity 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."

Xi Sigma Pi originated at the University of Washington as a local chapter in 1908, and became a national organization in 1915. The Gamma chapter at the University of Maine was the third chapter added, and received its charter in 1917.

The membership of Xi Sigma Pi is made up of faculty, graduate students, and eligible undergraduate students. Eligibility for undergraduate students consists of being in the upper 25 percent of their class and having taken 74 semester hours of study, of which at least 10 of these are in professional forestry courses. Other considerations are the character and personality of the individual.

The officers of Xi Sigma Pi were elected early in the fall semester of the school year. This year's officers include: Don Coldwell, Forester; Paul Miller, Associate Forester; Ken Super, Secretary-Fiscal Agent; and Tony Filauro, Ranger.

The annual Christmas Tree sale, cosponsored by Xi Sigma Pi and the Forestry Club, was the most profitable of all the previous sales. This was due in part to the hard work and dedication of the individual members of both the Forestry Club and the Xi Sigma Pi. Special thanks should go to the Xi Sigma Pi initiates who contributed their time and effort to the sale as part of their pledge project.

The highlight of the school year is the annual Forestry-Wildlife Banquet sponsored each spring by Xi Sigma Pi. At this banquet faculty, students, and wives gather to honor those students who have excelled in scholastic achievement and have received awards for this excellence. After the awards have been presented, a prominent leader in the field of forestry or wildlife is invited to speak at the banquet.
The Maine Woodsmen's Team

by

Joel Swanton

The Maine Woodsmen's Team enjoyed another successful year in 1971. On May 6 two teams and a cheering section traveled to Paul Smiths College in northern New York State to participate in the 24th annual Spring Woodsmen's weekend with teams from six northeastern schools competing. After a day and a half of sawing, chopping, felling, canoeing, and many other events the results showed:

- Paul Smiths "A": 1520
- Maine "A": 1393
- Maine "B": 1328
- Paul Smiths "B": 1185

Members of the Maine teams included:

- Maine "A":
  - Capt. Phil Cayford
  - John Belding
  - Lewis Stevens
  - John Carter
  - Ken VanHazinga
  - Joel Swanton

- Maine "B":
  - Capt. Al Kimball
  - Paul Miller
  - Duane Dyer
  - Jim Turner
  - Dick Benner
  - Ron Finson

Maine brought home six trophies, including those for sawing, chopping, and felling, the traditionally important events in the meet.

Last fall, two Maine teams competed along with four Canadian Teams in the annual fall meet held at the University of New Brunswick in Fredericton. Maine "A" duplicated their results of 1970 by placing first and capturing all the trophies offered: those for chopping, sawing, and scoot loading.

The scores were:

- Maine "A": 969.7
- UNB: 795.7
- Maine "B": 767.7

Team members for:

- Maine "A":
  - Capt. Phil Cayford
  - Ken VanHazinga
  - Jim Turner
  - Dick Benner
  - Joel Swanton
  - Al Jefts

- Maine "B":
  - Capt. Duane Dyer
  - Bob Michaud
  - Will Overlock
  - Bob Stevens
  - Jeff Bowie
  - George Brys

On Feb. 5 of this year, two Maine teams made their way through the remnants of a blizzard to compete at the winter meet with 18 other teams at MacDonalds College, just west of Montreal. After a cold, windy day and a trip to the hospital to stitch up a team member who thought his leg was indestructible, the results showed:

- MacDonalds "A": 1117 pts.
- Paul Smith "B": 1080 pts.
- Maine "A": 1035 pts.
- Paul Smith "A": 1000 pts.

Team Members:

- Maine "A":
  - Capt. Phil Cayford
  - Ken VanHazinga
  - Jim Turner
  - Dick Benner
  - Joel Swanton
  - Al Jefts

- Maine "B":
  - Capt. Duane Dyer
  - Bob Michaud
  - Will Overlock
  - Bob Stevens
  - Jeff Bowie
  - George Brys

Having thoroughly warmed our bodies, we returned to Maine to prepare for the 25th annual spring meet to be held at Dartmouth University sometime in May. Funds permitting, we hope to send three teams to represent Maine, and will undoubtedly return with more trophies to add to the display case in Nutting Hall.
THE DWIGHT B. DEMERRITT FOREST

by

Roger F. Taylor

The Dwight B. Demerritt Forest, formerly the University Forest, is an outdoor laboratory of forest land in Orono and Old Town, Maine, within a few minutes drive of the Campus. It consists of about 1700 acres of various forest types, both natural and planted, and is used for student instruction research and demonstration. It was recently renamed by the trustees of the University of Maine in honor of Professor Emeritus Dwight B. Demerritt, former Forestry Department Head, who was instrumental in acquiring the land from the Federal Government for use as a forestry laboratory. Many local residents utilize the network of roads and trails for walking, horseback riding, snowmobiling, snowshoeing, and general outdoor enjoyment. It will become increasingly valuable for recreation purposes in the future as the land around it becomes highly developed.

A valuable addition to the Forest is the Worthen Forest in LaGrange, Maine, 250 acres of forest land which was a gift from the late Mr. Harold Worthen of Bangor, Maine. Income from this land is to be used for student aid and scholarships.

Laboratory classes using the combined Forests include Silvics, Silviculture, Forest Measurements, Surveying, Wildlife Management, Botany, Entomology, Pathology, Photogrammetry, and Recreation. Classes of both 4 year and 2 year Forestry and Agriculture students utilize the area. Forest management practices are aimed primarily at maintaining a healthy, vigorous stand of timber of various age classes and species for use in these laboratory exercises, and for demonstration of different management methods.

Carrying out these management practices requires a certain amount of cutting and harvesting, some of which is at a cost, but the majority is done with an aim to show a profit on actual harvesting operations. All labor is performed by students, working for pay, under supervision of the Forest Superintendent. An average annual harvest from the combined Dwight B. Demerritt and Harold Worthen Forests amounts to about 500 cords of pulpwood and 100 M bd. ft. of sawlogs. This work provides part-time jobs for up to 20 students each year, many of whom depend on these earnings to help them complete their college education, while also learning valuable lessons from practical experience.
The Woods Crew
by
Frank Burnell

The woods crew of the Demeritt Forest is made up of students who wish to extend their education in Forestry from the classroom to the field and make a little money doing it. Work in the Forest is available year round and offers variety with many forestry practices.

During the fall after classes begin, and before snow comes, firewood is the primary target for labor. After the arrival of snow time is devoted to yarding pulpwood and logs. These products were cut by students who would rather work at their own pace. They own their own chain saws and are paid on a production basis rather than by the hour as is the woods crew. The cutters cut the trees into various raw products, cut roads, and pile the wood if necessary. The woods crew then comes into the forest with their crawler tractor and hydraulic loader and yards the wood to the main haul roads. This work is carried on throughout the winter and spring.

Through the summer months work is more varied. Jobs are marking trees to be cut the following fall, nursery care, blister rust control, building and repairing roads, and roadside improvement. There are other accomplishments too numerous to mention but equally as instrumental in maintaining a healthy forest and all offer the student an excellent opportunity to use the tools of his profession.
"Through a remarkable turn of circumstances I became acting director. I guess you could say anything is possible."

Prof. Giddings

"You can apply statistics to anything and make it legal."

Prof. Giddings

Talking about the mid-semester exam: "You'll all get A's or you'll all get D's, depending on my state of mind."

Prof. Giddings

Talking about jobs: "We're certainly not overwhelmed with job opportunities."

Prof. Giddings

"There is some yes to the question and some no, but more no than yes, I think."

Prof. Giddings

"Is that confusing enough so that we can go on to something else?"

Prof. Giddings

"We had some girls who worked in the Boston office and they had no idea whether stumpage was painted red or if it came in barrels."

Prof. Giddings

"The reason for this course evaluation stuff is to see what you can do to help the poor jokers who have to take this course next year."

Prof. Giddings

Corcoran the day he taught Fy 149: "As you may have noticed I'm not Director Giddings. He's older."

"Our first guest lecturer is myself."

Dr. Corcoran

"Dry kilns are so interesting. You could watch the air go around for hours, if you could see it."

Prof. Hale

Discussing insect damage to logs: "Munch, munch, munch, munch; Willy the Worm is eating his lunch."

Prof. Hale

"If we had not been allowed to pollute, 50 million Irishmen would have lost their lives."

Prof. Hale

"These little jets of water are known locally as p-----.

Prof. Hale

"About the only thing we can enjoy in this world is our work."

Dr. Griffin

And in Fy 8 lab: "Mark those trees like you're proud of it so that you can show everyone what a good job you've done."

Dr. Griffin

"What good is a tree if you don't cut it down."

Don Coldwell

On Prof Hale's final in Fy 14:
Q. How do you get alcohol from wood?
A. Let it rot and squeeze the hell out of it.

(Dave Baardsen)
Spoken But Not Forgotten

Summer 1971 at the GP mill in Woodland: “I’d have the bus weight-scaled but there is too much cull on it.”

Dr. Ashley

Just before the first Fy 4 prelim: “Golly fellas, you really can’t learn this stuff the night before.”

Dr. Ashley

Describing the devious techniques of pulpcutters in Fy 5: “Believe me, I’ve had experience at this.”

Dr. Ashley

Before a summer camp quiz: “I’ve heard of celebrating after a test but never before.”

Dr. Ashley

Fy 5 lecture: “I see someone is more awake than I am.”

Dr. Ashley

Talking about cell structure:
  Pidacks: “What kind of material is it? Cellulose, hemicellulose, or what?”
  Hussey: “Peanut butter.”

“I am proud to be a friend of Smokey the Bear.”

Prof. Randall

Prof Randall: “Noel, define an air mass.”
Rene Noel: “A large body of air with similar characteristics.”
Prof Randall: “Right on, man.”

At summer camp: “I thought the food was good.”

Prof. Randall

Forest Pathology Lab: “The only thing that can penetrate this wall is something physical, chemical, mechanical, or biological.”

Dr. Campana

Dr. Owen holding up a stuffed woodchuck specimen in Fy 19: “This is a chipmunk . . .”

Dr. Struchtemeyer
A burgeoning population is putting ever increasing demands on the earth’s forest resources. At the same time, environmental awareness is becoming more important among people. To effectively manage productive forests, at the same time with environmental consciousness, is the objective of today’s forest and land managers.

The Forest Management curriculum at the University of Maine provides the necessary education and training needed by land managers of the future.

The typical freshmen and sophomore years stress completion of 64 hours of core requirements, the same as in the other curriculums in the School of Forest Resources. Chemistry, physics, surveying, dendrology, and similar courses are usually completed by the end of the sophomore year.

In the junior year final specialization begins with courses such as silvics, silviculture, harvesting, planting, in addition to forest policy, forest economics and timber management, during the senior year.

A total of 141 credit hours is required to graduate. 133 are compiled in the four years, with the remainder coming during the six-week summer camp. Summer camp is held in Princeton, Maine, emphasizing field experience in practical forest subjects.

The credit hours not required by the core curriculum and forest management requirements are left to the discretion of the student. Suggested electives, however, usually are social, natural, and business subjects that will help broaden a student’s outlook.

The graduates of the University of Maine are much in demand throughout the country, due to the excellent training received here. With the forest industry contributing 25 billion dollars to the national economy, a need for well trained foresters will be evident. In addition, per capita consumption of wood is increasing, as is the population. The increased leisure time of most Americans is also putting increasing demands on the forest for recreation, in the form of hunters, fishers, campers, and a host of other activities.

It is these problems to which the future forester will be confronted with, and the training provided him by the Forest Management curriculum will be used to solve such problems.
Have you ever used a cross-cut saw to fall a twenty inch white pine buried in four feet of snow? Maybe you have toured a paper mill wearing a brightly colored hardhat, not only for safety sake but also to insure that you do not get lost! Did you ever appreciate the fine anatomy of a rotten, chewed-up wooden block? Have you spent six weeks of a summer in a town known to many as Princeton, Maine, or else in small room that houses a rather large and complex machine that tests the strength properties of small clear samples of Eastern Spruce (or is it Red Pine?) Finally, the significance of a good cup of hot black coffee and a pipeful of good tobacco before a morning class is still in question. These unusual learning experiences help make Forest Utilization a most interesting and unique program of study. The program's scope and versatility offer the opportunity to the student to learn forestry both from the viewpoints of Forest Management and Wood Technology. To a certain extent the entire forestry profession is encompassed in the program's curriculum.

Forest Utilization emphasizes the growth and management of the standing tree, as well as the harvesting and marketing of forest products and basic manufacturing. From the viewpoint of Forest Management the student studies tree growth and the various forest influences. Required courses include the ever-present silvics and silviculture, forest harvesting, fire control, timber management and evaluation and forest economics. The Wood Technology courses introduce you to the physical and mechanical properties of wood and produces of testing the effectiveness of wood in relation to structural design. Some courses in this area are Basic Wood Technology, Timber Mechanics, Wood identification, Plant Anatomy, Primary Wood Processes and Wood Preservation, with electives in process analysis and research techniques in wood anatomy and technology.

Beyond the relatively large number of basic requirements you have electives which should be chosen wisely, to benefit and supplement the Forest Utilization program. Recommended courses are computer programming, highway engineering, or some combination of business courses such as business law, marketing, accounting or advanced economics.

Forest Utilization's versatile characteristics lend the program a flexibility which the forestry freshmen and sophomores who are not sure of the direction they are going to take in choosing a career should seriously consider. In this same context, the four year utilization graduate can benefit also from this flexibility when entering the job market. In today's highly competitive society it gives the graduate a decided advantage, in respect to the greater number of job opportunities available. Amen!
As our non-renewable sources of materials become more limited, increasing attention is being focused on those resources, such as wood, which are renewable. Consequently, the field of Wood Science and Technology has experienced increasing attention in recent years, and continues to provide considerable career opportunity. As competition for the resources of the forest has increased, the value of most forest products has also increased, and the most efficient use of wood as a material has gained new importance.

The program in Wood Technology is similar to the other professional programs in the School of Forest Resources, but tends to place more emphasis on nature, conversion, and distribution of wood and wood products than on the living tree. Through the selection of elective courses the student may emphasize either wood science, or some aspect of wood technology, such as wood products engineering, wood products processing, or the marketing of wood products. Opportunities of Wood Technologists are also common in various state and federal services, and with the supporting firms that supply the wood industries with adhesives, coatings, and other materials. The career possibilities for graduates of the program may range, therefore, from field or laboratory research to technical sales and services.

The wood technology faculty of the School currently consists of Professors Craig Shuler, Norman Kutscha, Richard Hale, and James Shottafer. The laboratory facilities, located in the north and south wings of Nutting Hall on the first floor, are utilized for staff and graduate research and graduate and undergraduate teaching, as well as public service and short course functions.
General forestry is a little publicized, but very flexible curriculum which allows the student to earn a forestry degree while taking more elective courses in subjects which are of interest to him. It is less demanding than other sequences as far as requirements are concerned, but not in the knowledge gained. The burden falls on the student to plan his course of study and as such the student can use the curriculum to do as little as possible, if that is his idea of a good education, or he can use it to acquire knowledge in areas which may prove important later in life.

The curriculum has the 92 core credits required of all foresters, 15 credits of required forestry courses, and 6 credits of botany, geology, and soils. The remaining 28 credits are free electives, the most allowed by any curriculum in the School of Forest Resources. The student can use these electives to pursue courses of study in other subject areas, be they in business, life sciences, or social sciences. Specialization in areas where no formal curriculum exists (i.e. forest entomology, watershed management) is also made possible.

A few years ago a forester existed primarily to grow wood. However, with today’s emphasis on the environment due to more public awareness, that attitude is changing. Multiple use is becoming an implemented policy, not just a phrase to which lip service is paid. To carry it out, the forester needs to be knowledgeable in many areas. The general forestry sequence permits the forester to get this knowledge.

It may look like an easy way to receive a degree, but with a little planning it can be a challenge, and at the same time more rewarding than other sequences. I feel that time will prove it the more valuable sequence.
The Natural Resource Management curriculum at the University of Maine is part of a nationwide shifting of education priorities. Dean Robert E. Dils of the College of Forestry and Natural Resources at Colorado State University, in a recent Journal of Forestry article, called for the recognition of the need for the resource generalist. The University of Maine saw this need two years ago and developed a two part natural resource management program.

The first part of the program is a core curriculum of 61 hours in geology, sociology, mathematics, soils, philosophy, chemistry, economics, literature, and communications. The remaining hours of the 120 total are taken in one of four option fields of professional specialization: Soil and Water Conservation, Conservation Engineering, Resource Economics, and Forest Resources, which is the principle concern of this article.

The forest resources option blends the many facets of multiple use into an integrated program designed to produce a student who is well versed in the problems of managing the total environment. While the forest manager easily handles the decisions of the harvest, or a fish biologist plans a stocking program, it may take a natural resource management graduate to combine the needs of both specialists into a workable plan of several uses on a single area. Several of the courses in the forestry option are: forest economics, land resource economics, forest recreation, fisheries biology, contemporary environmental pollution, and silvics.

The '70s will be the environmental decade. Trained people are going to be needed to make policy decisions concerning the use of our natural resources. Career opportunities are possible in the conservation agencies including the Environmental Protection Agency, in public planning, and in education.

I would suggest that before you decide on your major that you thoroughly investigate the natural resource management curriculum. Talk to students already in the program; talk to the faculty and Dean Pullen and read the catalog. It could be that this program is what you’d hoped forestry would be about.
WILDLIFE CURRICULA
The term wildlife manager conjures up in many minds the vision of a rugged individualist tramping through forest, field, and stream carrying out his duties. Others see him as a desk-bound pencil pusher, producing an endless stream of publications and recommendations. Those of us in the Wildlife Management sequence of the School of Forest Resources have found that there is some truth in both of these conceptions.

The course requirements prepare the student in those areas directly related to the development of a working knowledge of ecology and the environment. These include the 64 hours of study basic to all students of the School of Forest Resources. Such basics as Chemistry, Zoology, Botany, Statistics, and Physics are completed by the time the junior year arrives.

As the student enters his junior year his previous courses are beginning to meld into an understanding of the intricacies of the many aspects of wildlife management and of the difficulties encountered in the application of its principles. The student is also encouraged to broaden his sphere of knowledge by taking advantage of the electives now offered him.

At the close of the junior year begins an active summer of observation and field experience. The first week after classes end is taken up by a trip outside the state, visiting different management areas, research centers and other points of interest. The following six weeks are spent at summer camp located in Princeton, Maine. This gives the student six weeks of practical field experience in forest management practices, surveying methods, recreational development, and wildlife management techniques. The student is familiarized with many of the problems at the field level that he never would have been exposed to through classroom work alone. Summer camp instills not only this knowledge and experience in the student but also a feeling of close comradeship with his fellow students and all leave the experience of summer camp with at least the memories, pleasant or otherwise.

After this comes the home stretch, the final year. The student finds himself completing his four year course of study with such courses as Game Biology, Fish Management, Wildlife Diseases, and Senior Seminar. The student begins to think earnestly now of his future designs; maybe grad school, maybe a career with one of the state or federal agencies. Whatever he chooses, he has had the opportunity to accumulate a great deal of knowledge and ideas to prepare him for it. He must now sort them out into the correct pattern to best achieve his goals.
One way that wildlife students can get out of going to summer camp is to be in the Wildlife Science Curriculum. Of course, there's more to it than that—like keeping a 2.5 accum and making up the six summer credits.

The curriculum is designed for those students most interested in wildlife research, or for those desiring a more general background overall. Besides the wildlife, botany and ecology courses, students are encouraged to take biochemistry, statistics, physiology and computer programming. Public speaking and writing is stressed. Many students gain valuable experience in these areas through the Environmental Awareness Group of the Student Chapter of The Wildlife Society. The choice of courses is largely up to the individual and his advisor.

No matter what track the student decides to follow, it is important for him to keep up with the current literature and research. Individual studies are encouraged, although few were undertaken this year.

A large percentage of the students in Wildlife Science are able to get summer positions on Wildlife Refuges or other government run facilities. This practical experience is a valuable part of the training and helps the individual to crystalize his plans for the future.
OUR CONTRIBUTORS

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The magnificent American Bald Eagles are in danger. Eagle populations are declining. Bird experts blame the eagles' problems on loss of nesting sites due to encroachment by civilization such as construction of towns, cities, highways, roads and airports; possible chemical-caused infertility; and above all, illegal shooting. It is a Federal crime to shoot or molest eagles, yet people continue to shoot them.

Found only on the North American continent, bald eagles have a wing span of 6½ to 8 feet. They don't get snowy white heads and tails until the fourth year, so they look like hawks, which also are protected in most states. Eagles are among the most magnificent and majestic birds in the world.

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We also believe that graduate foresters should always be aware of the world's needs for improved facility and management of our forests. We encourage you to become a member of a forest society and to participate actively in working with the Forest Service of your state or U.S. Forest Service.

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EDITOR'S NOTES

In The Maine Forester can be found the results of the many long hours and the trying times of people working together towards a common goal. In apathetic times such as these it is nice to know that there are still people unafraid to help their fellow man.

Thank you is again in order this year to Kathy Caron who has put in many long hours on the wonderful art work found throughout this publication. Credit should also be given to Wes Smith who did the proof reading, to Sammie and Sally who helped on layout, and to Tom Foote who did the advertising layout.

Special thanks go to Kathy and Linda who devoted much of their time to the Forester.

Oxford Paper Company made the publication of The Maine Forester a reality again this year with their generous contribution of the paper used in the text and covers. Thank you.

Thank you to the students and faculty members who got their articles in on time and thus made our job easier.

The class of 1972 represents four long and rewarding years in the School of Forest Resources. The past can be viewed as a time when we now see just what we were really doing. The future is also as undecided. However the training and experience gotten here at the University of Maine will help us achieve our goals and perhaps allow us to straighten out the mixed up world we now live in.

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