Today more than ever, with an ever increasing demand upon the environment, practical and efficient management of our timber resources is needed. Forest management must provide for the maximum amount of timber on a sustained yield basis while also providing for the multiple use of its resources. In order to do this, a forester must have a wide background, covering many areas related to forestry. The curriculum of the Forest Management sequence is designed to fulfill this obligation.

During the four years at the University, courses in the areas of soils, surveying, entomology, pathology, and others are required in addition to the basic forestry courses. Most of these, along with other core requirements, are usually taken during the freshman and sophomore years. Specialization begins primarily in the junior and senior years in which courses like silvics, silviculture, timber management, and other management courses are required.

A total of 139 credit hours is needed in order to graduate. Of these, 6 degree hours are earned at summer camp, located in Princeton, Maine, which consists of 6 weeks of courses given during the summer following the sophomore year. These courses are designed to apply the principles learned in the classroom to field practice. A one-credit, week long silviculture trip is taken at the end of the junior year.

This curriculum should enable the graduate to fulfill the role of a forest manager. Since the forest industry contributes in excess of 25 billion dollars to the national economy, the timber resources must be managed with care. Moreover, the increase in the multiple use of forest lands has created additional problems. Not only does the forester have to manage the land for timber, but for water, wildlife, and recreation. Timber, however, is our only renewable resource and should be the prime objective.
Undecided on your major? Want a major that puts you in demand on the job market plus gives you the versatility of choosing what field of forestry you may endeavor? The Forest Utilization curriculum supplies these opportunities.

With an increasing demand on our forest resources, more professionals will be needed in very conceivable aspect of forestry. A forest utilization major is a qualified professional, from growing timber to retailing its products.

This curriculum gives you the viewpoint of Forest Management, with the study of tree growth and the forest influences. Also, Wood Technology introduces you to the physical and mechanical properties of wood, giving you a broader, more versatile background.

Under Forest Management, some of the courses required are the ever-popular Silvics and Silviculture, the informative Forest Harvesting, and Timber Management and Evaluation, the enlightening Fire Control course, and the ever-present Forest Economics.

Some of the courses offered in the Wood Technology area are: Basic Wood Technology, Timber Mechanics, Plant Anatomy, Wood Identification, Primary Wood Processes, and Wood Preservation. There are also electives in process analysis, and research techniques in wood anatomy and technology.

Being one of the most useful majors, Forest Utilization can also be the most enjoyable and entertaining. Professors such as James Shottafer, Richard Hale, Thomas Corcoran, and others, achieve a personal rapport with each student, due to their generally small classes and informal approach. Come into Dr. Shottafer’s office and strike up a conversation, as he sips his coffee and cleans his pipe. His congenial attitude will surely prove my point.

Forest Utilization graduates of the University of Maine are much in demand throughout the country, due to their excellent training. In today's highly competitive society, this program gives the graduate a decided advantage in respect to his training and greater number of job opportunities.
Wood Science and Technology

by

MAURICE A. BEAN

Wood has been used for tools and building materials since prehistoric times. Today, with limited supplies and shortages of other raw materials, people are realizing more and more the importance of wood as our only renewable resource. High specific strength, workability, low conversion costs, aesthetic appeal, and other advantages make wood a highly desirable material. However, to make full use of wood's outstanding technical qualities, a comprehensive knowledge of its properties is needed.

The wood technology curriculum as described in the college catalogue encompasses a wide variety of subjects all pertaining to wood. The course sequence however, is arranged to encourage the student to take elective courses in his special field of interest whether it be business, engineering, pulp and paper, research, wood chemistry, timber physics, wood anatomy, or some other special interest. During the four year program students are also encouraged to find summer employment in the forest products field as this reinforces the academic learning process, serves to shape the student's goals, and is looked on favorably by future employers. At the end of four years, wood technology graduates possess a knowledge of the wood products field, and their special field of interest along with a problem-solving capability that places them high on the list of both forest product firms and supporting organizations.

Facilities in the Wood Technology Section include primary processing, secondary processing, timber mechanics, and anatomical laboratories along with the availability of an electron microscope for wood study. The faculty members in Wood Science and Technology, Professors James Shottafer, Richard Hale, Norman Kutscha and Craig Shuler, all have made significant research contributions to the study of wood and related products. Most students welcome the informal atmosphere in Wood Tech and appreciate the fact that the Wood Technology Professors are both at home in the laboratory or in industrial operations.

Graduating students find employment in sales, technical representation, production, management, and research and development, along with jobs in many related or service type organizations. Those students wishing to further their education may continue on in the Graduate Program offered by the School in this area of emphasis.

Current problems facing the wood technologist include utilizing wood residues (bark, sawdust, shavings etc.) for best profit, burning wood cleanly and efficiently for energy purposes, high temperature drying of lumber, building low cost housing, increasing insulation in homes against loss of heat, preserving wood against natural decay etc.

With the growing concern for limited material and energy supplies, there are many answers needed, and in the field of forest products it will be the wood technologist who must provide these answers.
General Forestry
by
TOM TAYLOR

The increased interest in the management of our natural resources, as a result of economic and environmental problems, is forcing foresters to make more complicated and more critical decisions. To help make these decisions, there is a need for foresters with additional training in specific areas of business, life sciences or social sciences. The general forestry curriculum allows the student to gain a thorough knowledge of the particular area most interesting to him.

The general forestry sequence is designed so that students can meet the basic standards of the forestry profession resulting in accreditation by the Society of American Foresters. The first two years of the sequence are basically the same as those of the other forestry programs. With this background, the junior and senior in general forestry can pick an area of specialization. There are eleven options in general forestry ranging from education and urban forestry to surveying and forest protection. Each option consists of approximately 20 required credits in the particular area with additional electives suggested. In this way, a student can plan a program centered around his needs.

The flexibility allowed in the general forestry program is its chief advantage. Hopefully, this will make the education more meaningful to the student and the forester more valuable to the public.
Wildlife Ecology
by
Renée Duval

The Wildlife Ecology curriculum is designed for those interested in taking more pure science courses than students in Wildlife Management or Wildlife General. The Freshman and Sophomore years are basically the same as the other curricula in the School of Forest Resources. The student in this option attends the Wildlife Ecology Summer Session along with everyone else.

Invertebrate Zoology in the fall of the Junior year is more a summer session reunion than a class (who are those strangers in here?—the Zoology majors!). In addition to Silvics, Forest Soil Sciences and other required courses, the Wildlife Ecology student takes two semesters of General Physics (Ps la & 2a) instead of the one-semester physics course taken by other Wildlifers. It is here, in the Junior year, that electives are chosen and the three options diverge. Animal Physiology, Genetics, Insect Biology and Taxonomy, Plant Physiology and Microbiology are a few of the electives that might be chosen. Each student selects courses he thinks would help him pursue a particular interest or give him a better background for future specialization.

Then, in the Senior year, while studying wildlife Biology, Organic Chemistry, Computer Science and more science (usually) electives, all are faced with the BIG question: Should I search for the almost non-existent job or take the accumulated knowledge of four years and use this to tackle a research problem in graduate school? Whichever way is chosen, each has a varied listing of courses on his transcript and diverse knowledge in his head to conquer the world with.
Wildlife General

by

William Kemp

The Wildlife General sequence was recently initiated to allow students to pursue areas of special interests while working towards a B.S. degree in Wildlife.

A core of courses are shared with students in the other wildlife sequences, but the number of required courses is less. The first two years in Wildlife General is no exception. It is here that most of the university and college requirements are fulfilled.

In the junior year, after having attended summer camp, students in Wildlife General sequence diverge from the Wildlife Management and Wildlife Ecology sequences. Students choose from the suggested options that range from Natural History Interpretation and Education, to Law Enforcement. In the remaining four semesters students pursue their interests through one of these options. This is achieved by taking selective courses in such fields as Botany, Zoology, Mathematics, and Education.

The increasing number of students opting for this sequence is a sign of its acceptance on the part of the students. Its flexibility and merit are accomplished by encouraging students to set up their own fields of study within the Wildlife Department. Wildlife General has proved itself a welcomed addition to the Wildlife curriculum at Maine.
Wildlife Management

by

Tony St. Peter

The wildlife management sequence at the University of Maine is designed to train students for forest-land and game habitat management. Upon completion of this curriculum the students will have received thorough training and preparation for a career as a wildlife biologist, and in addition to his formal training he acquires a better appreciation of wild game populations and their interactions with the environment.

The curriculum begins with the basic program of core courses required for all students in the School of Forest Resources. Chemistry, Animal Biology, Introduction to Forest Resources, and Basic Graphics and Cartography are a few of the courses taken during the freshman year, while more specialized courses such as Wildlife Biology, Wildlife Ecology, Land Use Planning, and Diseases and Parasites of Wildlife are completed between the sophomore and senior years. In addition to these required courses it is possible to take advantage of a variety of electives relating to wildlife, forestry, or a minor course of study.

An important part of the curriculum occurs at the end of the sophomore year, when a six-week summer session begins at Maine Central Institute in Pittsfield, Maine. During this time the student gains valuable field experience, using wildlife management techniques and principles to analyze various types of ecosystems. An equally important aspect of summer camp is the respect and friendship which develops between students. The knowledge, experience, and enjoyment gained will be remembered long after the six weeks have passed.

Although pleasant experiences are frequent in this field, wildlife management is often not an 'easy' career. Public sentiment and new social issues are showing themselves as being of utmost importance to the operation of game management. More than ever before the wildlife manager must cope with what seems to be a low and declining public image. Beset on one side by disenchanted hunters and on the other by a disillusioned anti-hunter following, the game manager must often bear the brunt of adverse public opinion while somehow manipulating the land and its wildlife for the benefit of all concerned. The degree to which such problems can be dealt with by competent, well-trained game managers will, in effect, determine the future of our wildlife.

Good luck to those future wildlife managers who are concerned and dedicated enough to take on this challenge.
THE DWIGHT B. DEMERITT FOREST
Our trip began early, with Dr. Schemnitz and five wildlife juniors climbing into a university auto and heading for New Brunswick, Canada. Our purpose was to visit some of the wildlife and natural resource projects taking place in the Maritimes. So, with binocs, clipboards, and a crate of oranges in hand, we were off.

The first stop was just across the Maine-New Brunswick border at an International Field Dog Trial. We had only enough time to follow a pair of dogs around the course, and we were off again; destination Fundy National Park.

At Fundy we were introduced to Henry Deichman, the Park Naturalist, and William Prescott, a mammologist for the Canadian Wildlife Service. A short tour followed and Mr. Deichman discussed the role of a park naturalist and a little of Fundy Park's history. Bill Prescott gave a short talk on the moose situation and some of the park's management procedures.

After the fast tour of Fundy we moved on to Sackville, New Brunswick. Bill Whitman, Waterfowl Biologist (UMO alumus), showed us to our "home" for the next two days, a Canadian Wildlife Service camp on the edge of the famed Trantamarre Marshes.

That evening brought a short burst of academic endeavor as we all tried to remember our notes from FY22, and which duck looked like what. The next two days held a lot of potential for those short, "simple", sight quizzes that Doc Schemnitz is famous for.

Monday morning, and we were up early. Bill showed us around his office and explained his work with water level impoundments and duck habitat in the Trantamarre National Wildlife Area. He then showed us the Amherst Point Migratory Bird Sanctuary. And sure enough, we had a real good time explaining to Doc how a pintail hen looks so much like a black duck.

Later that day we received an impressive tour of the water impoundment areas that Bill was working on. We also found out how well built the university vehicles are, when Dr. Schemnitz dropped the muffler in the middle of the marsh. The rest of the day was spent in Sackville, in a garage.

Up at 5:30 Tuesday morning, we crawled out and were off for a little first hand field exercise. Bill needed breeding pair counts on his impoundments and we were volunteered. In the afternoon Bill introduced us to Fred Payne, a wildlife biologist for the province of Nova Scotia. Mr. Payne showed us a wetland's project similar to Bill's, on the New Brunswick-Nova Scotia border.

Still later, we took off for the Shubenacadie Wildlife Park in Nova Scotia, where we were scheduled to meet Eldon Pace, the park's curator. Unfortunately, he wasn't in. We wandered around, however, and participated in another tremendous duck quiz.

On Wednesday morning we said good-bye to Bill and our cabin in the marsh, and headed up to Newcastle on the Miramichi River. Here we stopped at the East Miramichi fish counting station. Emerson Schofield, Fishery Biologist, discussed the trapping and tagging of adult Atlantic Salmon on their return to the sea. A demonstration on the trapping and tagging procedure followed, and Mr. Schofield talked about the commercial and sport fisheries for salmon existing in the Miramichi.
Wednesday night was spent in a commercial campground and we awoke Thursday morning to the sounds of Doc Schemnitz complaining about having to eat boiled eggs for breakfast. After persuading him to choke down at least one we packed and left for our next stop; the Mactaquac Fish Rearing Station on the St. John River in Fredericton. Jim MacKaskill gave us a tour of the station and explained many of the problems encountered in fish propagation and management.

Thursday afternoon we pulled into the University of New Brunswick, also in Fredericton. Darrell Kitchen, of the New Brunswick Ranger School, and Tim Dilworth, a faculty member at UNB, gave us a tour of their study areas on ruffed grouse and porcupine, respectively. They explained the work they were doing with these animals and gave a demonstration on banding grouse. We finished up the day at an informal seminar on forest practices and their relationship to deer yards, given by the faculty club.

On Friday morning we traveled to the Musquash Watershed Management area and had breakfast with May Redman, Chief of Fisheries of New Brunswick. He explained the scope and goals of the watershed project and gave a slide show on some of the management practices the project was attempting to carry out.

After a good breakfast we made our way up the St. John River to meet with Bill Hooper, a fishery biologist for the province. Bill showed us his strip mine reclamation project, where he has developed a remarkable winter trout fisheries on the reclaimed lands.

That evening we headed out to Grand Lake to participate in a gill netting demonstration. A surprise lobster and beer feast followed, sponsored by the Province of New Brunswick, which everyone agreed was the highlight of the trip.

Saturday morning, and the last leg of our journey began. By this time we were pretty beat, and anxious to get out of that car. On the way home we stopped in for a fast tour of the Huntsman Marine Labs in St. Andrews. We ended, or so we thought, our sightseeing at the Atlantic Salmon Foundation, also in St. Andrews. Another quick tour followed.

Next stop—Orono, Maine! But no, it seems we still had that final ID “quiz” to contend with. Dr. Schemnitz struck a hard bargain, but he decided to drop the quiz if we would help out with Annual Woodcock Singing Ground Survey at the Moosehorn National Wildlife Refuge. Not being fools we took the offer, and finally made it back to Nutting Hall 1:00 A.M. Sunday morning.

I think we all agree it was a very interesting trip, and we couldn't have asked for better hospitality from the people of New Brunswick. We met some great people and learned an awful lot. To quote the immortal words of the Doc, “A good time was had by all!”
Utilization Trip
by
Mary Pinkham

Like all University functions, the utilization trip got underway fifteen minutes late. So the seventeen of us and Professor Giddings left Nutting Hall at 8:15 on May 18. After riding all morning to get to Fredericton, New Brunswick, the four car caravan stopped at MacDonalds. Right then and there I knew the trip wasn't going to be a total loss.

We then moved on to the Acadia Experimental Forest. Dr. Ron Halleth showed us around and explained the provenance work they were doing on the spruces. After a hearty supper, Mr. Henry Blenis, director of the Maritime Ranger School, gave us a tour around the school and spoke of their work.

Bright and early Monday morning we set off for the Irving nursery. Dr. Nils Kreiberg, the head of the nursery, was our guide for Monday and Tuesday. He explained the use of Japanese paper pots and the jelly-roll type of pot for seedlings started in the greenhouse. We were shown the step by step process from planting the seeds to transplanting to planting the seedlings in their permanent place (until harvest). As in past years, the sixty ton crusher kept everyone fascinated. An added feature while visiting Irving lands was the eighteen old Navy bombers preparing their attack on the spruce budworm in the area.

Wednesday was mill day. Pinkham’s sawmill was our first stop. Gee, that was impressive—too bad I'm not related to the owners. The mill not yet open is supposed to double the production they now get. I don’t see how they can go any faster. After Pinkham’s, we stopped at Levesque’s sawmill and later at MacDonald Siding Chipping Plant.

Thursday, Bill Sylvester of International Paper Company was our host. On the way to Clayton Lake, we stopped to look at some of the company CFI plots. At Clayton Lake, we were fed in grand style—beef, pork, salads, potatoes, pastries, and five kinds of pie. Is it really true that Jean LaPlante ate two whole pies? On the way back to Ashland, we stopped to speak with the ranger about the Allagash Wilderness Waterway.

Joe Armstrong of Great Northern Paper Company was our guide on Friday. We went to see the devastating blowdown at Abol (contiguous with the Baxter State Park blowdown) and how they are salvaging what they can. Also, we saw a mechanically harvested area as well as areas that were cut by different silvicultural methods. We also stopped to look at the soil fertility plots Dr. Schomaker had been working on.

Saturday, the last day of the trip was spent with Scott Paper Company. They showed us the different stages of clearcut areas growing back. Also, we saw where they dumped the pulp into the water for the pulp drive. A demonstration of “How to get a University car stuck in the mud up to the rear axle—in one easy lesson” was given by Louis Morin. We were then shown that a skidder is handy to have around at all times.

All in all, the utilization trip of 1975 was fun as well as educational. And after a long week, it was good to hear Professor Giddings say, “Let's head for the University and all that stuff!!”
On May 18, 1975, the Junior class of Forest Management majors put their lives and souls in the hands of Dr. Ralph Griffin and departed on a week-long silviculture trip. Since we had just completed our semester in FY 8, we were expected to apply all of our newly acquired knowledge to various experimental, University, and National Forests throughout Maine, New Hampshire, and Massachusetts. With thoughts still on Final Exams and Farewell Parties, we loaded onto our chartered bus and set out on our adventure in confused anticipation.

Our first stop found us at the University of New Hampshire in Durham. We met with Dr. Harold Hocker, a professor of Forest Resources of the School. He showed us the grafting experiments and provenance tests which are being carried out at U.N.H. A lot of the talk went to experiments of different species and suiting rootstocks which thrive best in certain soil conditions to scions which will produce the best quality along with the most quantity of wood. “The sun’s beautiful; this pine tree would be great for a snooze.”

In the afternoon Dr. Olson showed us his experiments with fire as a silviculture tool. “Dr. Pyro”, as he quickly became nicknamed, is working to show the value of controlled burns to remove litter, recycle nutrients, prepare the seedbed and eliminate hardwood competition. “I really don’t think Ralph is agreeing to all of this.” We had a chance to assist in the work after supper, when Dr. Olson took us out into the University Forest, and burned an acre of mixed growth. “The last time I saw Hollis, he was back on Campus talking to five coeds.”

Our first night and probably the most ‘exciting’ of the trip was spent at the CYO center on the out-skirts of the campus. We found a bar just down the street from our lodgings and many of the ‘weary’ foresters mustered enough energy to find their way to “The Pub” for a beer or two. A few of the more adventurous were off to check out the campus in style. More than once that night I can remember hearing “Why don’t the girls at Orono look like this?”

Regardless on when one goes to bed, on silviculture trip you are up with the sun—definitely not so bright, but you are up! After breakfast we drove to the Massabesic Experimental Forest to observe studies in pine regeneration and discuss planting of nursery-grown stock. Later, the same day, we also were shown the effects of fertilizer on the soil and on the plant, and how it goes through the soil.

In the afternoon we spent some time discussing jobs and job opportunities with two foresters of the State of Maine Forestry Department. Now that we know we will all see each other at the unemployment office...

Before retiring on Monday, we drove from Alfred, Maine to Petersham, Massachusetts and the Harvard Forest, where we would unroll our sleeping bags for the second night. The facilities accommodated a few graduate students who carrying out their studies on the Forest and we soon discovered that a busload of rowdy foresters could quite easily upset the normal routine in this quiet, sedate atmosphere. However, after a quick tour of the building, some reading in the Library, catching up on our notebooks and a few moments of socializing, we hit the sack.
We spent the better part of the next two days at the Harvard Forest. This stop was definitely one of the high points of the trip. We learned the history of the Forest, how the School came to own it and why it is in its present state. We observed many Chestnuts which had fallen to Chestnut Blight, but were still sprouting after years of infestation. We also studied Fomes annosis (sp.) in Red Pine and epicormic branching in oak stands. Mr. Walter H. Lyford, a root specialist, lectured on soil and tree relationships and the keying of trees by their roots. Of course, after so many hours of lecturing, strange things began to happen in the tail-end of the group. "I wouldn't eat a tent caterpillar for 50 bucks, let alone three!" However, Howdy enjoyed his snack and provided entertainment for a nominal fee!

Wednesday found us at Fox Forest trying to keep up with Dr. Henry Baldwin and his tour of provenance testing area. The 'old guard of forestry' was running circles around the rest of us while he explained the work being carried out there.

The rest of the day and most of the next was spent talking with Forest Service personnel. We were given lectures on job opportunities, multiple use planning (especially where the public is concerned) and types of cuttings. Bear Brook State Park was an introduction to management when public use has to be taken into consideration. From there we hit the big time—White Mountain National Forest! The countryside was beautiful; the bus ride was almost tolerable as we sped along the Kancamagus Highway.

Our headquarters for the White Mountain stay was at a winter resort lodge. This, along with the mountains, pulled us through another day. Various Rangers and Foresters introduced us to the problems faced by such a widely used, multiple purpose area. We visited a ski area to discuss erosion control and cutting practices. After that we toured a clearcut area, a subject which has caused much controversy, not only in the White Mountain area but throughout most National Forests. A discussion on Wilderness areas and 'people use' led to many questions and possible solutions for these problems in relation to timber management. "Twat" managed to "helicopter" his way through these while dreaming of some good snow on some of those hillsides.

We spent the last night of our journey in northern New Hampshire. Griff got a little uptight with our basketball team, but amends were made and the rest of the evening was spent straightening up notebooks, discussing various clearcuts and watershed areas that we had observed that day. A few brave souls hit the river to clean up, but most of us opted to be grubs for one more day.

Seven Islands Land Company, Rangeley District, was on the agenda for Saturday. A visit to various logging areas, past and present, and a tour of a logging camp provided discussion for the first part of the day. Pictures were taken at the camp to prove that we all did survive the trip. One last look and we were on our way to Orono. "Anyone for Pat's?"

At the end of the trip, we all could find some aspects of the trip which would prove to be invaluable in the future. There were many early morning complaints, but all in all, I think that each of us learned a good deal about silviculture and New England forestry in those seven days with Dr. Griffin.
Wildlife summer camp 1975 began immediately after our release from Orono on May 18. Cars reluctantly made the exit toward Pittsfield, Maine with their home for the next six weeks, Maine Central Institute, lying ahead.

Dr. Michael Zagata acted as director of camp during his last year at the University of Maine. During these six weeks ‘DOC’ managed to learn all eighty-six of the student’s names (without latin subscripts) despite a few very miserable days in the middle of camp when he had a number of molars removed. ‘DOC’ did find one way to kill the pain, but we won’t discuss that!

The five ecosystems were our primary study for the majority of the time. Each area had a different focus problem for which we researched and evaluated information.

The forest, otherwise known as ‘Kimball’s Niche’, was instructed by none other than Al Kimball himself. We learned about the different types of vegetative stratification and how they effect the climate. In this area was rumored to be dug a grave for . . ., but alas, it was only a soil pit. It was also reported to have the most exciting animal sighting; a bobcat?!

Stuart Buchanan left his tracks in the hardwood flood plain for those who could find them. We almost lost a few of our brave colleagues as they ventured out into the sunken mass in an attempt to count grass stems. All were not lost, just some! Stu befriended a flying squirrel family when it got tired of changing its tree houses.

The stream was about the best ecosystem. Andy Dolloff did a great job teaching everyone how to jump around on rocks until we discovered it was more fun to see who could splash the hardest. The worst part of this area was dragging for and counting all the “friggin’ worms” and other invertebrates. Electrofishing proved to be an effective and shocking experiment. One great advantage working on the stream, you could not get lost unless you forgot whether you were up or down stream.

The only female staff member, Kim Morris, paddled us through the marsh. Again vegetative and animal surveys were taken. Getting back to the boat landing on time was the most challenging aspect of this ecosystem. Only one group participated in the most ‘educational’ exercise; we learned how to tip people out of canoes and save them (the canoes that is)!

‘Old Field Hilton’ was managed by Wiley Coyotte, alias Henry Hilton. This area showed the only sign of past human habitation with a half missing tar-paper shack, a hand-built well, and a broken down ’53 Studebaker. During the course of research Henry found a large pine tree to live under,
The best part of summer camp '75 was the introduction of an independent study project. Six days were set aside to do as you wanted as long as you got a topic approved and turned in a formal report. The time in between proved to be the hardest (for some) and the most rewarding assignment of camp. Topics ranged from watching birds, fishing, playing with the coyote pups and working with rabid bats, to chasing 'DOC's' pet raccoon.

Each group of students seemed to have a unique quality for them. I will not try to describe it due to personal prejudice; but if you read back through the names of the members, many memories will come to mind. Every group had inside jokes and problems which pertained only to them and were never revealed.

But we will all remember all nighters, field trips, new friends, long lectures, the tasti-freeze, 'the white house', Palmyra, meals, the recreation area, collecting insects, plants, and mammals, the lab, Harold's, typing reports, messed up maps, wildlife management techniques manuals, toilet paper raids and fights, the library, softball games, bus rides with Henry, Stu, and Andy, Rowe and Alumni Halls, the bathrooms(?), road kills, the coyotes and foxes, the new couples, loons, the townees, Swan and Sears Islands' deer drives, the gravel pit, fudging data, oral reports, the instructors, LURC, ospreys, SCS, Pittsfield, chicken houses, the bull, target shooting, Carriage Inn, night hawks, the Bonus question, washing the busses, the final party, Maine Central Institute, June 26, and most of all, DOC's answer to Al Schaeffer's question 'Mr. Natural, sir, what does this all mean?'
The Dwight B. Demeritt Award honors the late Dwight B. Demeritt of Orono who was head of the Forestry Department from 1934 to 1946. This scholarship is awarded to a Senior majoring in a professional curriculum in the School of Forest Resources who in the opinion of the faculty, is "academically able, has good personality, and character and has good leadership qualities."

STEVE NICHOLS
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.

DONNA ROUNDS
In the spring of 1975 officers failed to be elected. His left the task of organization for the fall. A few holdover members from the spring organized the first meeting in September and a new slate of officers were elected. The slate was: Steve Coleman, president; Harry Webb, vice-president; Beth Kladivko, secretary/treasurer, and Dave Parker filled the fourth slot of the executive committee. All committees were elected or appointed and plans for the next meeting discussed.

The forestry club picnic for all those in the School of Forest Resources was held in early October with hamburgers, beer, and in general, too much food for all those present.

The second meeting, October, brought Henrique Berenhauser, a self educated forester from Brazil. He spoke and showed slides of his highly successful project of reclaiming sand dunes by planting slash pine. They grew thirty feet in six years!

Two changes in the constitutional By-laws were enacted. The first was to have one meeting a month rather than two and the second was to have co-advisors instead of senior and junior advisors.

Dr. Whittaker and Dr. Canavera were elected co-advisors.

In the November meeting Dave Libby brought us news from still another part of the world. He had an excellent slide presentation of wildlife ecology and forestry in Africa.

The December meeting, falling a week before finals, was short, however the job of elected officers was done. The same slate was re-elected to carry out a full term and hopefully, to carry the club through another year for those students who feel a club of this sort is beneficial and who take the time to gain the wealth of knowledge obtained through the presentations of the excellent speakers the club has.
Back in April of 1970, millions of Americans across the nation pledged to help save our environment as they joined in celebration of Earth Day. Today few ever remember the event or the promises they made then.

Yet at UMO there is one group that hasn’t forgotten. Since 1969 they have avidly worked to promote environmental education and awareness. And in their six years of life they have transformed from a small club into an award-winning organization.

The Environmental Awareness Committee (EAC) was the brainchild of several wildlife students at the university who felt one of the most effective methods of instilling an ecological conscience among the public would be the implementation of an environmental educational program. The major goal was to impart a general understanding of the principles of ecology. Once this basic understanding was conveyed, the rest would be easy; for the public would then be aware of the needs of the environment.

The program these students came up with was a series of slide presentations designed to explore various aspects and problems in the environment. In addition it was decided that the main direction of the programs would be toward elementary and secondary school students, and civic organizations. By directing it at the youth it was felt that the program could have a more effective impact.

Each presentation is headed by several college students, usually majoring in wildlife or biology. The students are selected on the basis of their knowledge of the subject, poise and speaking ability. At each presentation, one student acts as a narrator while the other assists and responds to any questions that arise during and after the program. While scripts are provided with the slides, each programmer is encouraged to improvise. Such an atmosphere permits a freer exchange of ideas and greater audience involvement. It also means that the same program can be presented to many different age groups.

Currently the EAC, operating under the auspices of the Student Chapter of the Wildlife Society and Student Action Corp, has a selection of 14 slide programs and several movies. Their topics range from “Sharing Our Land With Wildlife” and “Introduction to Ecology” to “Air Pollution’s Effect on Plants” and “Birds of Prey.” The programs vary in length from 20 to 40 minutes. Many of these programs were designed and developed by students, while the remainder were purchased from the U.S. Forest Service, U.S. Soil Conservation Service, and the Natural Resources Council of Maine.

From the start, EAC was well received. Its creation coincided with the rising tide of environmental interests and the entire Earth Day period. Each year the group visits literally thousands of students and adults; and requests for programs are constantly growing as more and more learn about the organization.

EAC’s fame as a success is not restricted to Maine. Requests for organizational and program information filter in from as far away as South Africa; and nation-wide, many State Conservation Departments have written for information. Two years ago an article about EAC, written by student member Jeff Torrey, appeared in the Bulletin of The Wildlife Society. This led to the EAC becoming the co-recipient of the 1975 Conservation Education Award presented by The Wildlife Society at last year’s North American Wildlife Conference. The EAC shares this award with the California Department of Fish and Game. The award gives the committee national recognition as an outstanding conservation education program. Dr. Sanford D. Schemnitz, former professor of wildlife at UMO and past advisor to the committee, was on hand in Pittsburg to accept the award.

One aspect of this organization that is often over-looked is its contribution to the educational experiences of those college students involved with it. It is an important training ground for the student—in helping him formulate and express his opinions, and in using the knowledge gained in college.

For the EAC to be a continued success, it needs the time, effort and concern of qualified students who are willing to work in its behalf. But whatever lies ahead, the Environmental Awareness Committee has already proven to the state of Maine and the nation that it has discovered a program which may well become the basis for environmental education in the future.
The 1975 Eastern Student Wildlife Conclave was held on the weekend of April 25-27 at the University of Rhode Island’s Alton Jones campus. The Conclave is an annual gathering of wildlife students from student chapters of The Wildlife Society in the eastern U.S. The 1975 conclave was sponsored by the U.R.I. Chapter, and students from the Universities of Maine, Massachusetts, New Hampshire, Vermont, West Virginia, and Cornell were in attendance. Maine’s delegation included 16 students and our faculty advisor, Dr. Schemnitz.

The itinerary for Friday evening consisted only of registration and getting acquainted, with a busy schedule planned for the next day. A field trip Saturday morning took us to the U.R.I. Narragansett Bay Campus. Here we saw sea turtles and seals, and learned about the studies being conducted at this oceanographic research facility.

Saturday afternoon the 1975 Wildlife Bowl, wildlife-oriented team competition patterned after the G.E. College Bowl television program. The University of Maine team of Guy Baldassarre, Patricia Longabucco, Scott Melvin, and Mark Stadler was under pressure, knowing that previous Maine teams had gone undefeated in four years of Wildlife Bowl competition. The weeks of diligent training under the strict tutelage of Coach Schemnitz paid off, however, as Maine defeated Vermont and West Virginia in preliminary rounds, and went on to crush Massachusetts in the finals, 205 to 35.

One of the highlights of the conclave came after Saturday evening’s banquet, when Dr. Heinz Meng of the State University of New York at New Paltz gave an illustrated talk on his work with peregrine falcons. Dr. Meng concluded his excellent presentation with the introduction of a live peregrine.

Meetings such as the Wildlife Conclave are an excellent opportunity for wildlife students to meet other students and faculty from all over the East, and to get a glimpse of wildlife programs and problems in other states and at other universities. All in attendance felt that the 1975 Conclave was a success, and look forward to next year’s gathering at Cornell University.
The University of Maine Student Chapter of The Wildlife Society

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The Wildlife Society accepted the charter of the University of Maine as a Student Chapter in 1964. The efforts of the Chapter during the first ten years of growth were directed towards achieving the Society's objectives: (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.

In working to meet these objectives, the Student Chapter developed a variety of programs, expanded the scope of its activities, increased its membership, and served as a focal point for student concerns. Important emphasis was placed on student involvement and participation. The Chapter acted as a liaison between student members and wildlife professionals.

Monthly programs played a significant role in the Chapter's efforts to distribute information to the campus community. Topics ranged from big game management and the return of the Atlantic salmon runs to reviews and previews of wildlife summer session. Movies, slide talks, and panel discussions provided informal exchanges of information.

The Environmental Awareness Committee and the Eastern Student Wildlife Conclave provided students with the opportunity to use knowledge gained as undergraduates. Participation in special projects also served as valuable experiences for the members involved. Three such projects were: (1) "Operation Respect", a program under the Maine Department of Inland Fisheries and Wildlife to improve relations between landowners and hunters throughout the State; (2) assistance in research projects such as: spring dead deer search and the woodcock singing ground survey; and (3) "Nature's Classroom", an environmental program for elementary school students sponsored by the Aqualand Wildlife Park in Bar Harbor.

In the past year the Student Chapter has achieved continued success in meeting the Society's objectives.

One of the major accomplishments was a program on the ecology, mythology, natural history and behavior of wolves by Dr. Charles Berger. This program presented factual information on the role of the wolf to an audience of students and members of the surrounding communities.

Schoodic Point was the destination of a birding field trip. Large numbers of waterfowl wintering off the coast of Maine highlighted this trip along with the unexpected sighting of a harbor seal.

Over eighty students, faculty, and friends attended the Third Annual Game Banquet sponsored by the Student Chapter. Feasting on delicacies of venison, moose, beaver, coot, and woodcock, all present enjoyed the relaxing atmosphere and good conversation.

Working with the Office of Career Planning and Placement on "Federal Career Day", a field trip was sponsored to the Craig Brook National Fish Hatchery in East Orland. After a tour of the facilities, students inquired about part-time and career employment on the federal level.
"We Care About Wildlife Habitat" was the theme of National Wildlife Week. In a program composed of mini-lectures by teams of students and two excellent movies ("Wild Chorus" and "Patterns of Survival"), scouts from the area were shown the importance of wildlife habitat.

A bulletin board placed outside the Student Activities Office was an important purchase made by the Student Chapter. Along with a calendar on the office door, students are informed of environmental activities on campus and throughout the State. This was a first step in developing this office into a resource center for student use.

The officers and members of the University of Maine Student Chapter of the Wildlife Society felt a great loss in the departure of our advisor Dr. Sanford Schemnitz. His support, guidance, and determination will be sincerely missed. We all hope that good fortune and continued success lie ahead for Dr. Schemnitz.

In looking to the future, the Student Chapter will continue its efforts to achieve the objectives of the Wildlife Society. In particular, two major areas will be stressed: (1) increased student input into their education and professional development; and (2) to reach out beyond the university community to encourage the development of an ecological conscience in all citizens. These objectives can be reached, but only through the continued cooperation and involvement of the student and faculty in working towards a common goal of the establishment of an environmental ethic. The University of Maine Student Chapter of the Wildlife Society would like to be a coordinating force in reaching this goal.
The years of 1974-1975 brought a continuation of the Woodsman’s Team victorious record. October 20, 1974 saw the team off to University of New Brunswick, Fredericton, New Brunswick for the Annual Fall International Meet there. Maine “A” won the meet by 200 points over U.N.B. Maine “A” won the sawing trophy and several other first places to wrap up to meet.

The Maine Team members were:

Maine “A”

George Jones, Capt.
Joel Swanton
Frank Conlon
Kendall Buck
Bob Stevens
David Parker

Maine “B”

Alan Corbin, Capt.
Tomm Lee
Steve Coleman
Jake Weiss
Harry Webb
Scott Johnson, Alt.

Friday, May 2nd, at 1:00 p.m. the meet got under way at the Logan Hole, where the Paul Smith’s “A” and “B” led over Maine “A” in the canoeing event. Saturday, May 3rd started bright and early. The people gathered together for the field events at 8:30 a.m. The meet was a mix-up of winners. Five first places in the Chain Saw event, Colby “A” in the Bucksaw and Maine “B” in splitting. Despite all these factors Maine “A” pulled the meet out after the day was over.

The scoreboard showed the results well:

Maine "A" 1638
Paul Smith’s "A" 1629
Maine "B" 1605
U.N.H. "A" 1599

The team members:

Maine “A”

George Jones, Capt.
Ken Van Hazinga
Frank Conlon
Dennis Burnell
Bob Stevens
David Parker

Maine “B”

Alan Corbin, Capt.
Steve Coleman
Hal Laskowski
Kendall Buck
Harry Webb
Scott Johnson

Meanwhile there was a group of distinguished individuals here and there, around the field known as the Maine Alumni. This group, remnants of days past at Pat’s and meets won by Maine, out-scored everyone by 66 points with a score of 1704 points. This victory over Maine “A” was done quite handily despite bad training habits such as drinking and chewing constantly.

The Womens Teams competing were led by Paul Smith's with 1214 points. Dartmouth’s Wood’s Pussys took home 1299 points, with U.N.H. third.

This meet was the last for the 1974-1975 school year until fall, 1975. Maine A & B and hopefully and most likely a Maine Women’s Team, will go to Fredericton in the Fall of 1975, funds and people permitting, for a repeat of the year which is now history.

After the fine fall performance, the rest of the first semester vacation and two weeks of the 2nd semester the team attended the winter meet at MacDonald College near Montreal, Canada. A very fine time was had by all who went.

The rest of the spring semester, as our ambitions led us, we prepared for the spring meet at Pat’s. Under the advice of Professor Hale, and with the help of Roger Taylor we constructed sawhorses, collected wood and kept our appointments at Pat’s.
The Women’s Woodsman’s Team

The Women’s Woodsman’s Team is a newly formed organization at UMO this fall. The group gathered together after seeing the spring meet. The girls decided they could get together a winning team without too much trouble. The team competed in the fall meet at UNB and placed third of the five woman’s teams there.

The scores were:

MacDonald College  547
UNH            491
UMO            449
SUNY           437
Colby         421

The Maine women were:
Capt., Beth Kladivko
Terry Curtis
Beth DeHass
Patty Davis
Colleen Bryson
Cynthia Sever
Sue Sollenburger, Alt.
Mary Hall, Alt.

The girls look forward to future meets where they are sure to win and start a record to equal that of the men’s team.
OUR CONTRIBUTORS

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Over the years, industries have come and gone. But the first industry in America—the first enterprise that produced finished products from raw materials—is still vital and dynamic. In fact, it’s more important today than ever before.

When early English settlers landed at Jamestown, Virginia, they were awed by the immensity of the forest. But the leader of the group, Captain John Smith, quickly recognized its commercial possibilities. He conveyed his ideas to London, and several months later Dutch and Polish millwrights arrived in the New World. Under the direction of Captain Smith, they constructed a sawmill near Jamestown, and America’s first industry was born. The year was 1607.

The Value of Lumber

Soon, America’s vast virgin forest was supplying products for many industries. The forest also provided building materials for homes, shops, and churches.

Because of the heavy demands on the forests and inaccessibility of the enormous wood supply in the interior, the early colonists actually worried about a wood shortage. As early as 1798, newspapers and magazines were urging conservation measures to preserve and improve the forest. It’s interesting that the methods advocated at that time are common in modern silviculture (forest management). Editorials urged the thinning of diseased and stunted trees. The harvesting of old trees to promote growth of younger, faster-growing trees. And the thoughtful regulation of fires which settlers often used to clear land for crops.

But conservation was difficult because wood was vital for the colonists. They used it to build buggies, buildings, ships, butter churns, walkways, furniture—almost everything.

The colonists and early Americans found other interesting uses for trees. A famous colonial charter was hidden in the base of a tree to keep it from the British. On a tree in northeastern Tennessee, these words were carved: "D. Boone cilled A BAR On Tree in THE YEar 1760," "D. Boon" was, of course, Daniel Boone. George Washington assumed command of the ragtag colonial army beneath another famous tree, the “Washington Elm,” in Cambridge, Massachusetts.

The Future of the Forest

These are just a few examples of the role played by the forest in early America. It was important then. It’s important now. And it will be even more important in years to come. Because wood is a renewable resource. And, while other natural resources are dwindling, the forest can go on forever.

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However, a wood shortage in the U.S. is possible in the near future because vast tracts of forestland, most of it government-owned, are not being managed to best advantage. That is why it is so important that G-P, as a private timberland owner, is heeding the words of the conservationists of 1798. Because, as much as Americans relied on the forest products industry in the past, they’ll rely on it even more in the years to come.

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EDITOR'S NOTE

This issue of The Maine Forester is the result of many hours of work by a dedicated handful of students who have demonstrated their desires to express their attitudes as dedicated professionals. This small showing of enthusiasm after a period of apathy in the world is encouraging. This annual represents to us the chance to bring forth the students view of the School of Forest Resources. I feel that as a result of this work the school has something to be proud of. This pride should carry on with us as the spirit of professionals dedicated to our forest resources and making the world a better place for all to live in. The staff of this issue of The Maine Forester has realized this pride and feeling of accomplishment. As a result of our work the staff of the 1976 Maine Forester challenges the Class of 1977 to take our work and improve it to continue to let others see our school from our viewpoint.

I wish to extend my thanks to the staff who helped to make this book a success. A special thanks to the people who wrote the articles and got them in on time. And especially to the members of the faculty who helped me in times of doubt and disappointment, I give a thank you always.

David Parker

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