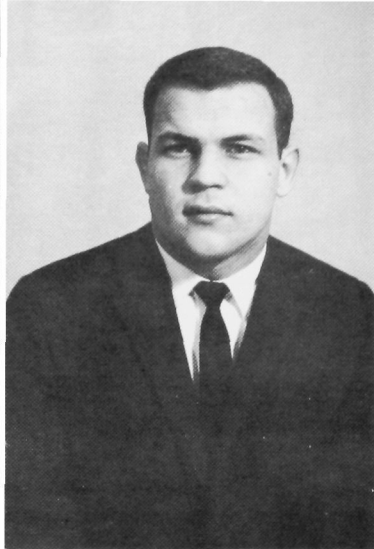
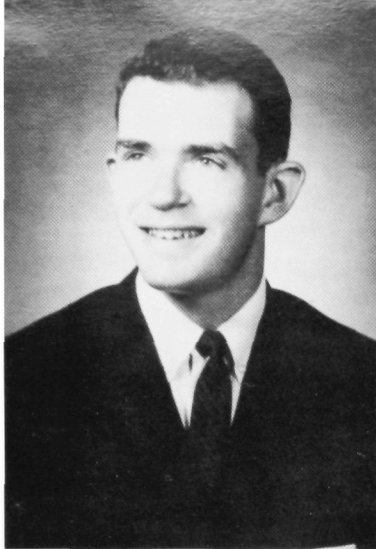


FORESTRY

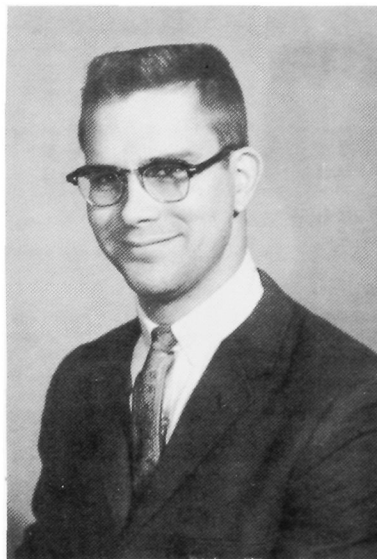
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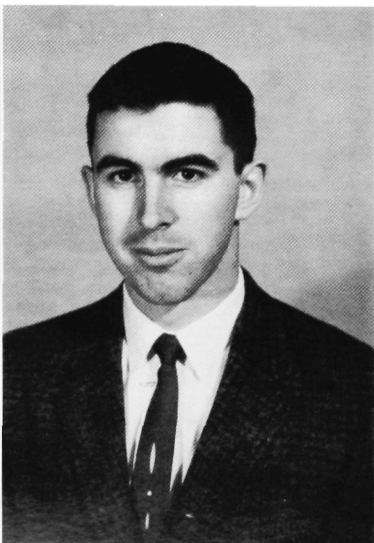
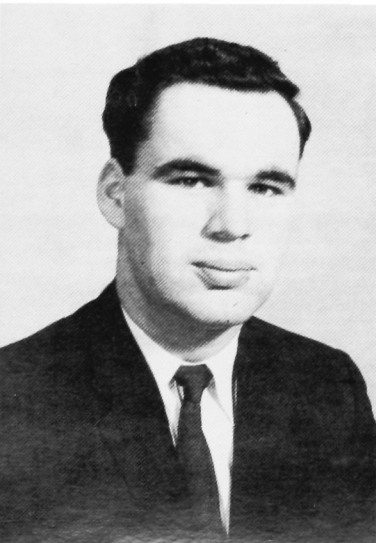
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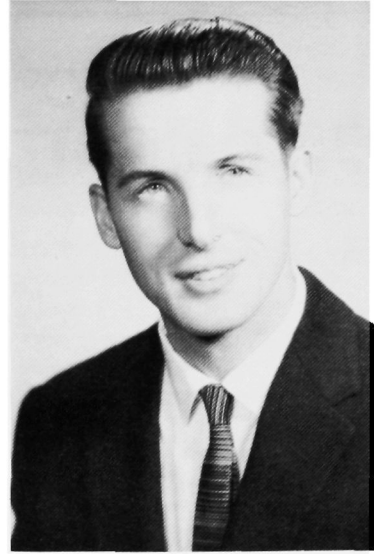


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Field, David B.



Gammon, Calvin

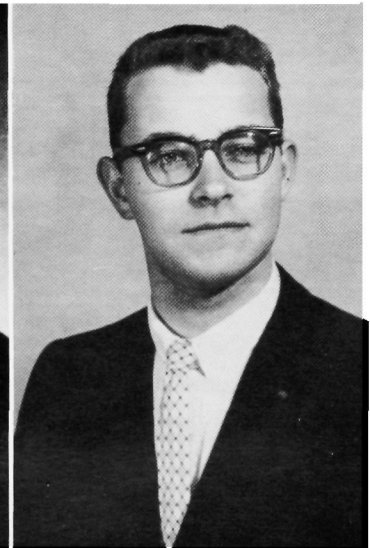


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Keene, Clifford R.

Kendall, William E.

Larson, Albert L., Jr.



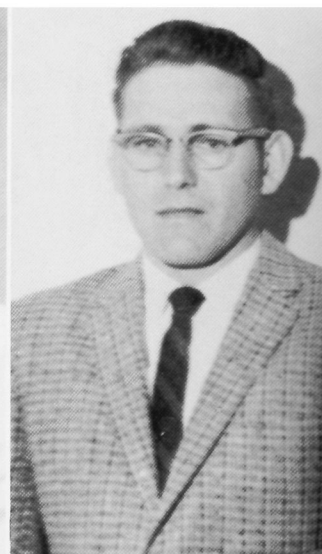
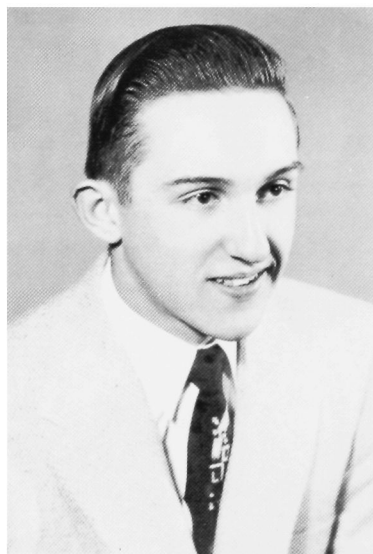


LaTourette, Alvah N.

Lovejoy, Richard A.

Mallett, Ronald J.

McGlauffin, Hollis A.



McKenna, Richard

Mitchell, Roger J.

Morrill, Gayden W.

O'Brien, Lewis B.

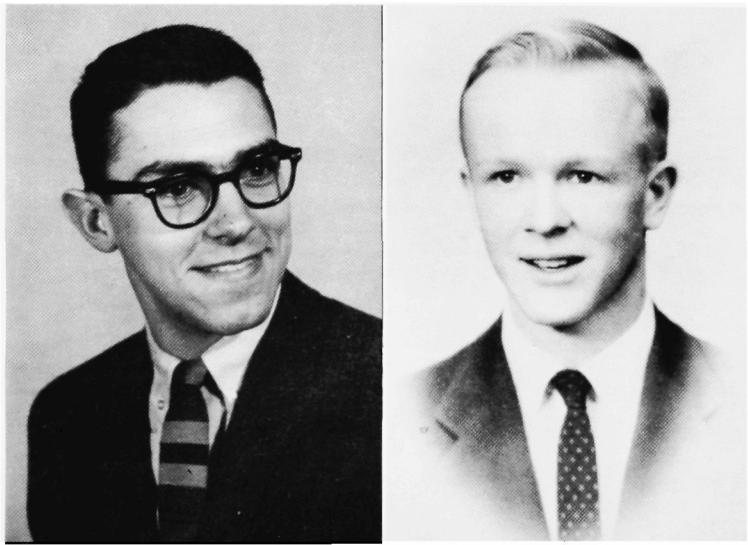


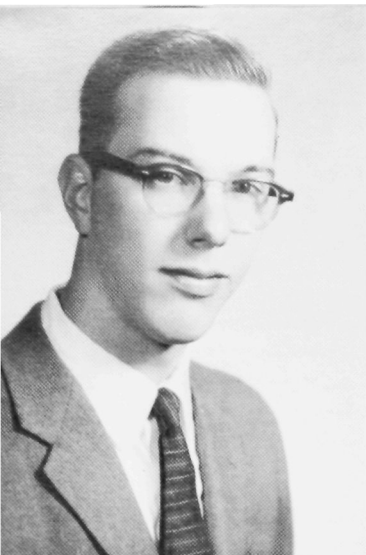
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Purinton, David B.

Richardson, C. David

Richardson, Ernest M.



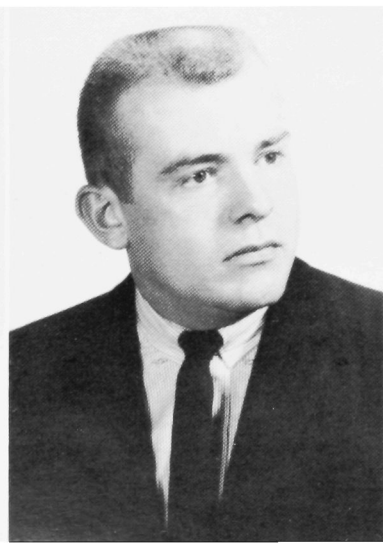
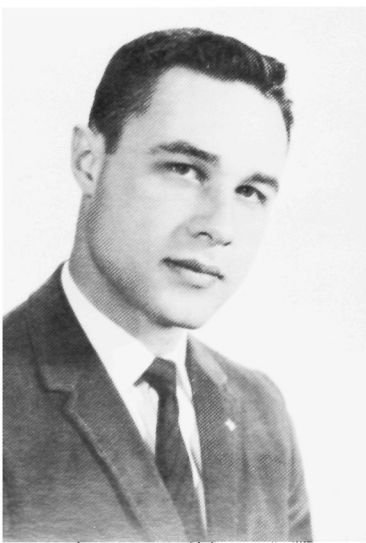
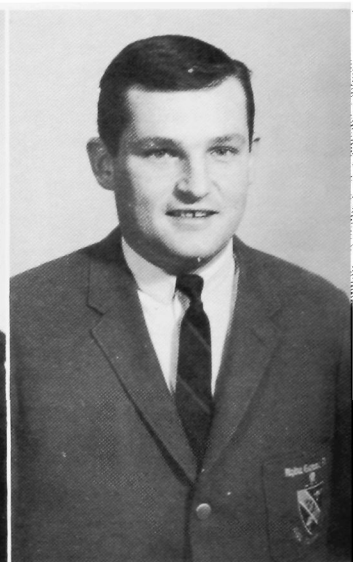
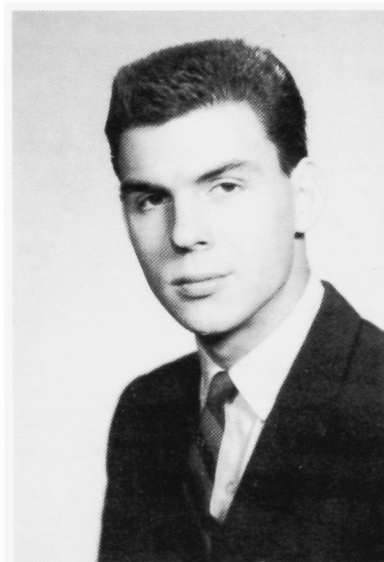


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Smith, Converse B.

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Staiger, Richard D.

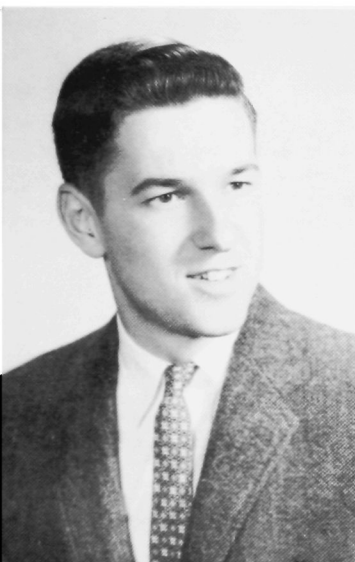
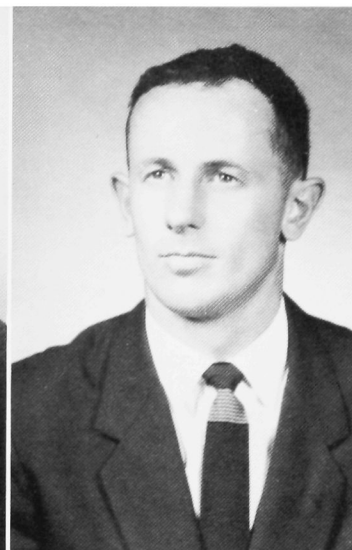


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Toomey, John P.

Townsend, Fred L.

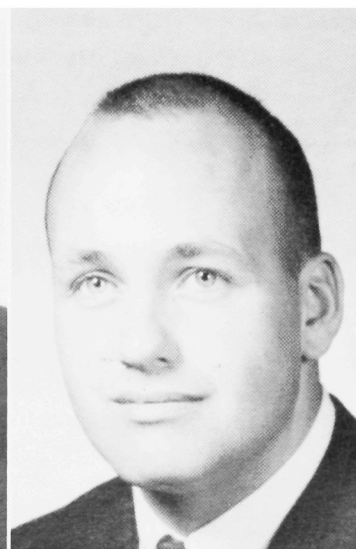


Trundy, Gerald E.

Waite, William R., Jr.

Whyland, Robert W.

Wilson, Stephen P.



WILDLIFE



Anderson, Jon K.

Andrews, Philip S.

Ferguson, Edgar L.

Florence, Benjamin M.



Gramlick, Francis

Moulton, John C.

not pictured

Incerpi, Angelo

WILDLIFE CAMP 1962

by

PHIL ANDREWS



A warm, sunny Saturday in June of 1962 again stimulated the annual northward migration of the wildlifers. Destination: Princeton, Maine.

First arrivals were the author and a bespectacled gentleman known to his compatriots as "The Duck". We arrived via a conveyance of questionable ancestry known as the "Blue Goose" to its owners. Whether the name was chosen because of its color or the strange noises which it emits has yet to be determined. At any rate, all who participated in wildlife camp grew to know and love this contraption with the strange affinity for mud and dust.

With the arrival of the rest of the flock and our leader Dr. Quick plus wife, work began. The first day was spent cleaning and unlimbering gear (primarily fishing gear). A dock and canoe rack were also constructed for the use of the hapless bumbling foresters who would soon arrive. These structures were later dubbed collectively, "Quick's Folly".

On Monday work and study began in earnest and continued through the week. Unfortunately, activities were slightly hampered by bad weather and a cold virus which slowed Doc Quick down considerably. Nevertheless, we spent several wet but interesting days on and in the various marshes of the Moosehorn Wildlife Refuge. Brood and nesting counts were made on the ducks and geese in the

area. Here we also brushed up on canoeing techniques, waterfowl identification and methods of accidentally stepping into mudholes while still retaining poise and grace.

A study of porcupine damage was also undertaken in the town of Princeton and, later in the week, a deer browse study was made on one of the local areas which had been burned over. Much was learned in the short week which we devoted to wildlife study.

There were, of course, the usual memorable events; often pleasant, sometimes unpleasant. Take the time we discovered that a doctor can almost, but not quite, run down a small fox on foot, or the day we learned how to pick up porcupines by the tail. Ouch! And who could forget the lilting music of blackfly wings as we counted browse tips under a warm sun.

We will be eternally grateful to Mrs. Tripp of Princeton who kept us well fed during our first week's stay. Her culinary artistry is exceeded only by her charm.

All things must end, however, and, with the weekend approaching, we bade farewell to Dr. Quick and headed for the various recreational facilities in the area (e.g., Grand Lake Stream, Calais, Stock's Drug Store, etc.). Upon our return, we filled sand bags, boarded our windows, and cleaned weapons in preparation for the onslaught of the foresters.



The new building for Summer Camp. This building has; a large lavatory, a store room, a large class room and fire place on the basement level. Upstairs there is the kitchen and dining area. The windows from both provide an excellent view of Big Lake. (Note bell at kitchen door)

SUMMER CAMP — 1962

by CONVERSE B. SMITH

The 1962 Summer Camp program was unique in many ways. With Professor Randall's dream of a new camp site becoming a reality, many new opportunities and problems presented themselves, some of which had never been encountered before.

The cabins were moved from "Mosquito Haven" to the new location. This new camp site is on a hardwood ridge along the shore of Big Lake. Due to unforeseeable circumstances, much of the work on the "mess hall" and the new campsite itself was not completed. By the end of the summer, however, great improvements had been made through the combined efforts of the staff and students. Brush

was piled and burned, culverts installed, a flag pole and dinner bell erected, the "mess hall" completed, a recreation area including basketball, volley ball and horse-shoe courts constructed, and a waterfront, with a beach, raft, and canoe slip was completed. Much of the work-time was donated on Thursday nights, the rest being done as part of the daily camp assignment, or for hourly wages (not under N.L.R.B. sanctions).

The field work was conducted according to a schedule dependent on the weather. Extremely wet days were spent on trips to the various mills located in the area. These included the St. Croix Pulp and Paper Mill, the Northeast Construction



The CREW—1962

Company and Freer's Hardwood Mill. On the not-so-extremely-wet days . . . well boys . . . it's a warm rain in Princeton!

The schedule was organized so as to present some experience in as many different phases of forestry work as possible. Such things as recreation development, road survey and layout, timber marking, C.F.I. measurements, topographic and plane table surveys, fire control, road and boundary maintenance, scaling, and pulp cutting were all sampled. A trip to the Moosehorn Wildlife Refuge (not to be confused with the Moosehorn refuge for "wild life") to study duck banding was something short of successful. Someone forgot to invite the ducks!

The largest single division of work, however, was the Township cruise and the preparation of the management plan. Cruise areas were drawn by number out of a hat and assigned to the different crews; some made strip cruises, others made aquatic surveys. The wedge prism method of cruising, using a three diopter lens, replaced the conventional sample plot method that had been used in the past. This resulted in a great reduction

of field work and computation time. Never the less, the midnight oil burned long and late until the last plan was completed.

The camp was fortunate to have again this year John Carney, former world champion bucksawyer, return to give instructions and demonstrations on the filing and use of the bucksaw and two-man crosscut saw. His great skill with the saw is only matched by the repertoire of stories that go with him. During this time we also received instructions on the care and use of the chainsaw and chain from representatives of the Homelite Chain Saw Company, and the Oregon Chain people.

The Maine Forest Service, keeping with the spirit of a new camp near the water, donated three canoes for the duration of the camping season. Considering the amount of use they got, they were a well received donation. Continuing along the recreation line, it might be appropriate to point out at this time that the 1962 baseball team established a reputation that struck fear into the hearts of all organized teams in the area. Suffering one of its rare defeats on its first trip to the Peter



Look we won new Hard-Hats



Before the BELL!

Dana Point Stadium, the team returned time and again to avenge itself against the Passamaquoddy Warriors. The 1962 season record will not be published for fear that the 1963 team might feel itself an unworthy successor.

The closing of camp was highlighted by the annual woodsmen day events, sponsored by the Camp Council. Included in the program were finals in the horseshoe intramurals and the volleyball tournament, pulpwood throwing, a bucksaw contest, two man crosscut sawing contest, and two man canoe races. Competition for the cash and equipment prizes, which had been donated by various benefactors, was hot and fast. Tours of the Township were provided for visitors, during the slack periods of the day. A lobster and steamed clam banquet closed out the season on a well-fed note.

The combination of the new camp and the enthusiasm of the staff and students bred what we feel is a new attitude towards Summer Camp. To be sure it is no picnic, however, the Class of '63 hopes to pass to the following classes the feeling that Summer Camp represents an opportunity to solidify all they have learned.

The brief exposure to the different phases of forestry received at Camp, offers a working knowledge of many of the different jobs a graduating forester is expected to be familiar with. There is nothing that impresses the fundamentals of forestry, in one's mind, any better than the application of techniques and the observation of results.

R. J.'s excavating service





"Dr. Tom's" playground



Camp Staff

?????



1962 UTILIZATION TRIP

by

DICK STAIGER



In the early hours of the morning of June 4, 1962, a rather odd looking car was parked in the back of Deering Hall. It was Hadley Burrell's limousine. This was the beginning of the first annual "Utilization Trip." About 25 of us went on this first trip. Now, looking back, we can see that it was educational, and, well, sometimes it was downright funny.

Professor Plummer was our "leader", and assisting him was Professor Baker. The schedule, they prepared, took us from Orono to Monson, then on up through Greenville to Pittston Farm on the first day. We saw a furniture plant, Great Northern's heavy equipment shop, and the camp at Pittston Farm. That night at Pittston Farm will be remembered for the food if nothing else; steak, and all the trimmings, then more steak, and more trimmings. We slept full.

The following day, we rode to where Great Northern was "picking" the shore of a lake for pulpwood. We rode out to watch the "picking" on a "boom jumper". On the way back, we observed a crew repairing floating booms with a kingsize electric drill. Technology is everywhere.

After leaving Great Northern, we went to Rockwood to see Scott's really big "hot logging show." Stump to sled to pallet to water in the same day, a truly "hot" operation.

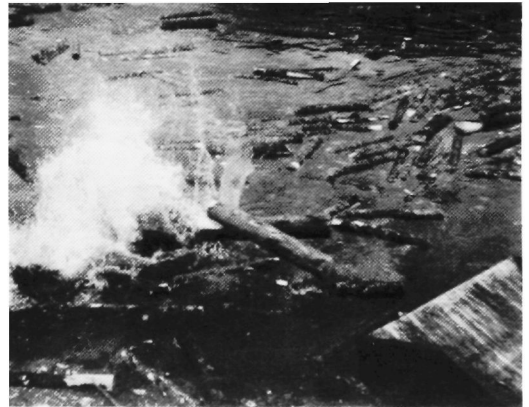
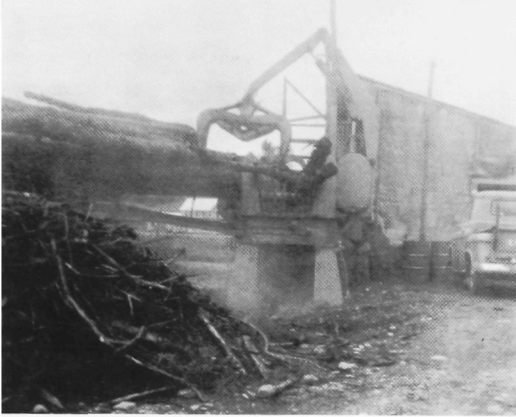
This was the way the week went; we moved from areas of pulpwood production, to sawmills, to logging operations, veneer mills, flooring mills, and more sawmills. Each stop added to our education and produced a new idea, or showed us a modernization of an old operation. Great Northern had its electric boom drill, Dacquam's sawmill had a high production and automatic board width sorter, and Clayton Lakes' selective cutting was observed. Moosehead Manufacturing had its amazing utilization figures, and so on.

The limousine moved from Maine to Canada, back to Maine, and across the Reality Road to Ashland. While on the Reality Road, we stopped to eat at a roadside lunch counter sometimes referred to as Parades' Mill. After looking at the mill and eating, we moved on to Ashland, a night's rest, and not so comfortable a trip up to Fraser's operations in Canada.

The last day of our trip brought us back from Canada to Orono.

As is the case with almost everything, the good times are remembered, and the, well, not so good are forgotten. Few will forget Hadley, his cigar, and his happy "Hey Professor." When was the last time you piled out of your bunk and headed for an open window? How long has it been since you've seen a "really big show?"

"Hey Professor," the juniors have something to look forward to!



1962 SILVICULTURE TRIP

by ROGER MITCHELL AND WILLIAM WAITE

"A picture is worth a thousand words". And so it is. But the living scene is worth even more.

Textbooks and lectures are the most efficient method of covering a lot of ground in a relatively short time. But much is necessarily lost in the name of efficiency. Rarely does a man have a chance in his college career to view dynamic situations described in textbooks and lectures. The silviculture trip is quite unique in this respect, for it is one of the rare opportunities for a student to see with his own eyes, what the course he has just taken is all about.

The boys that took the trip in 1962 agreed that it was the highlight of the silviculture course and had the added benefit of introducing us to the many facets of forestry as a whole. For silviculture, per se is not the only aspect of the trip. Many interesting discussions were held with experts in the field of management, soils, pathology, entomology, physiology, forest influences, etc. We talked with private landowners, government employees, educators and land managers. We asked and received answers to countless questions on the diversified problems of their individual fields. Of course most important was the subject of silviculture since this was the trip's objective; the rest was considered fringe benefits.

We saw and discussed many of the silvicultural systems we had heard and read about during the year. Thinnings and prunings were examined and discussed. An entire day was spent at Hubbard Brook where we saw work being done in the field of watershed management. We visited a timber sale area on the White Mountain National Forest, discussed some

of the financial aspects of the sale and saw part of the operation in full swing.

The class of 1963 had a distinct advantage that will be experienced on future trips. This came about as a result of the creation of the utilization trip which cut the class approximately in half. The smaller group makes for a more attentive audience and allows more time for individual questions. We feel that this factor went a long way toward making our trip such a highly successful one.

The trip was not all forestry by far. Much can be gained by sharing such an experience with your fellow students. We met many pleasant and interesting people who went out of their way to provide accommodations or to contribute in some way to the success of our trip.

The highlight of the trip was the visit to the Harvard Forest at Petersham, Mass. The first evening was spent touring their forestry museum and examining their excellent three-dimensional models depicting a changing forest over a one hundred year period. The next day we had a tour of the more interesting segments of their forest in the morning, got rained out just before dinner, and spent lunch and the remainder of the afternoon inside having an open discussion with experts in the field of forest soils, forest economy, and plant physiology.

In conclusion, it can be said that each and everyone of us, without exception, enjoyed the trip enormously. Our knowledge and interest in forestry were greatly enhanced and we feel that we gained at least a small insight into the varied and challenging problems that we will encounter when we leave school.



The 19 + 1



Seeding Experiment



Wildland Planting



"Good Morning"

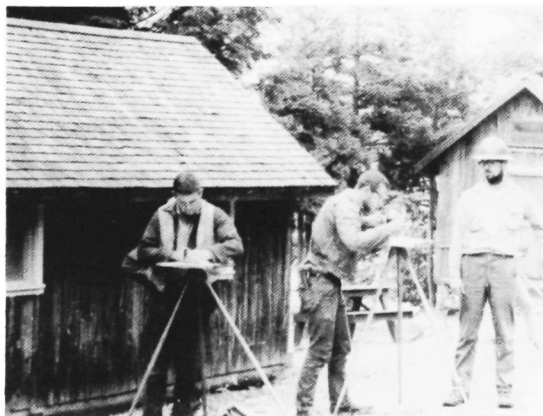
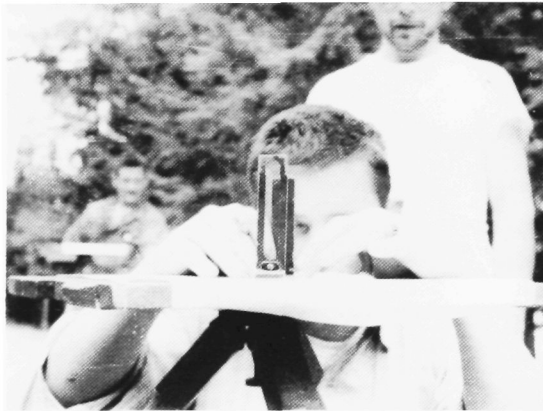


N. H. State Forestry Operation



Studying the layout of Bartlett Experimental Forest

A DAY OF PLANE-TABLE MAPPING AT SUMMER CAMP



UNDERCLASSEN



CLASS OF 1964

by BART HARVEY

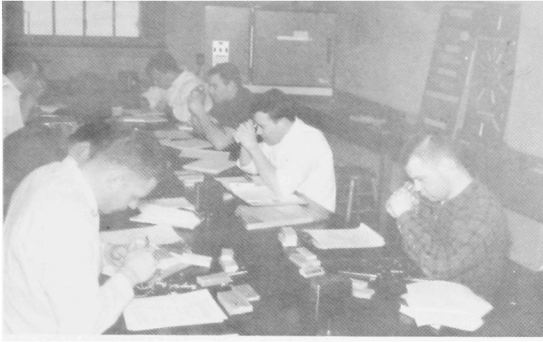


When the junior class returned to school last fall, the split between the sequences of forestry and wildlife became quite evident. This was due to the diversity of the courses required for each of the various sequences. Added to this was the relatively large number of electives from which we were allowed to pick to gain our required credit hours. As a result, everyone sort of went their own way, with the majority remaining in the management and utilization sequences of forestry.

All of us were together in Silvics, one of the basic important forestry courses offered. Along with classroom discussion, we did intensive field work in the University Forest. Each crew, composed of two men, was assigned an area of ten acres to map and measure. The accumulated data was to serve as the basis of the silvics report. Some of the reports were as much as forty type-written pages in length. Although considerable field and office work was required, much satisfac-



Forestry photogrammetry is an important part of many of the sequences

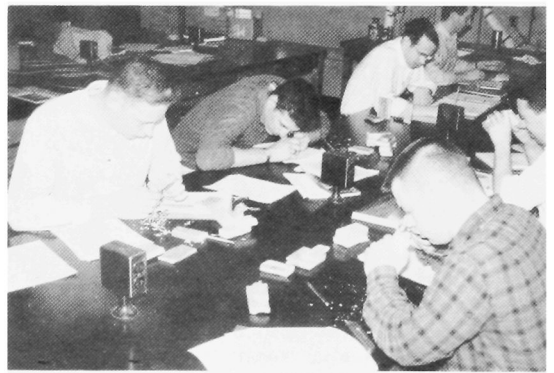
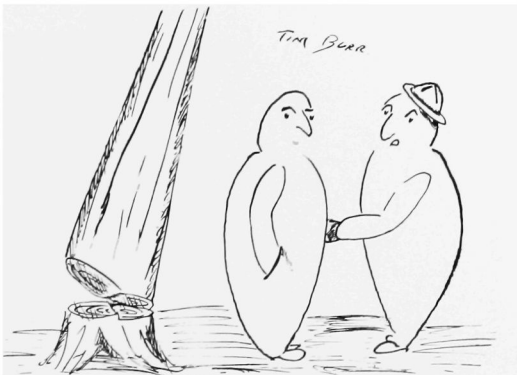


tion was gained from doing the work and writing the report. We also took Technical Composition, which at first appeared as though it would take us, but turned out to be quite an interesting and useful course. Along with these courses, most of us took fire control, and discovered that we didn't know as much about fire control as we thought we did. Plant anatomy was required for those in utilization. In this course, under the watchful eye of Professor Hyland, we learned the fine points of internal wood structure. For those in management, plant physiology and forest soils were required. In plant physiology the functions and chemistry of the various plant organs were studied in detail. Forest soils encompassed the study of the physical and chemical composition of the soil. Required for those of us in the wildlife management sequence, were mamology and invertebrate zoology.

This fall, for the first time, we had a chance to take some more specialized elective courses. These ranged from art to advanced entomology. Some of the other courses we took to fulfill our requirements included such diverse subjects as: music, anthropology, English literature, forest insect ecology, and many others.

The first semester of the junior year was undoubtedly the most difficult one to that point, but wasn't expected to be easy in the first place. On the other hand, it was the most rewarding semester as well.

This spring, the basic courses in the forestry sequences include forest management, logging, and silviculture. These courses cover fields that are an important part of modern forestry. As did silvics during the fall semester, silviculture includes classroom lecture and field work in the University Forest. The field work consists of marking, cutting, and thinning a Jack Pine plantation in the Forest. For some, the thinning provided the first actual crack at tree felling, whereas for others, it was old hat. This winter we are also becoming quite proficient at snow shoveling. In logging, all the finer points of the logging operation and why they are important to forestry are discussed. In management, we are studying the many aspects of economics and finance that must be considered if a forest is to produce a continuous crop of wood at a profit. Also, most of us are taking photogrammetry. Here we are learning how to prepare maps for use in forestry from aerial photographs. We will also be studying how to





interpret aerial photographs later on in the course. Under the supervision of Dr. Young in the photogrammetry lab, we will all have completed an inked map of Marsh Island and all the intermediate projects, by the end of the semester. Those in the utilization sequence are learning how to whittle and cut their fingers in wood identification lab, as well as learning how to identify the commercially important lumber species. For those in the management sequence, forest planting is a required course. Included in this course are the studies of seed germination, viability, and planning of planting operations.

This semester we also had time for a number of electives. Many chose to take current world problems in fulfillment of



the history and government requirement. For those in the utilization sequence, photogrammetry was a popular elective, and many decided to join the managers in Dr. Young's favorite course. Some of the other electives being taken this semester are sociology, farm power, art, forest influences, and meteorology.

Required for the wildlifers this semester are ichthyology and invertebrate zoology.

The men in the pulp and paper course of study were also required to take cal-

culus and quantitative analysis besides the other required forestry courses. This adds up to just as tough a curriculum for them.

At the end of the spring semester, we will all be going on either of two spring trips. One is for the men in the utilization sequence, and the other is for those in the management curriculum. The utilization trip takes in many logging operations and wood using mills in northern Maine and Canada. The management trip extends to selected managed forests in southern



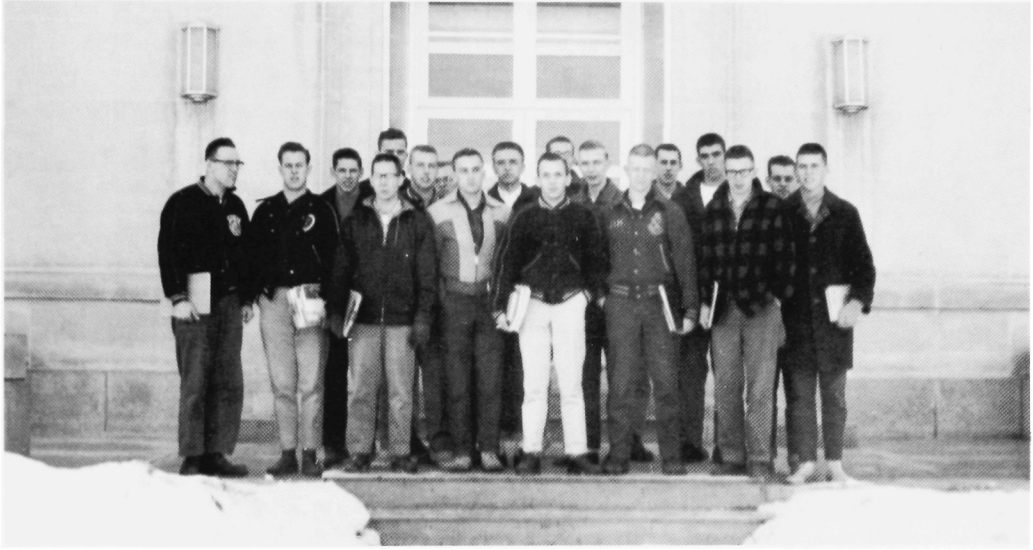
Maine, New Hampshire, and Massachusetts. After these trips, everyone except those in the Wildlife science sequence will head over to Princeton, Maine for eight weeks of Summer Camp. Here we will learn some of the practical aspects of forestry, and gain an invaluable background in fieldwork experience and techniques.

The junior year is actually the first year that the major aspects of forestry are brought to focus through the courses that are given, both the electives and the required courses. These courses have shown us that forestry is not an isolated field in itself, but must be considered in the light of other fields such as sociology, business, government, and technology.



CLASS OF 1965

by DOUG BEST and DOUG MONTEITH



Well, here we are again slaving away at the old textbooks. After an enjoyable summer of work it seemed "sorta" good to get back to college life. However, after another semester and a half of work the old yearning to get back to the woods returns.

This past summer was a burial ground for a few, but to many of us it was that long cherished moment when we could rough it and live life as it was meant to

be lived. The jobs in which we were employed varied from fire prevention and insect control in the West, to duck banding and TSI in the East. The pay scale, although not excessive was enough to make the more thrifty a little wealthier while many of us, however, felt a definite crimp in our wallets. Yes there are a few rumors circulating that some of the fellows are even thinking of changing their majors to Business.





Since the Forester as well as the Wildlifer of today must be a well-rounded individual, he must not only concentrate on those courses which are directly related to his major but must also develop a familiarity with the basic sciences, the humanities, and the arts. The ability to apply this diversity of knowledge gives the student at the University of Maine a greater pool of information which will enable him to cope with the complex situations which will present themselves in the future. At present we are taking many basic courses such as economics, speech and physics. Coupled with these are a few applied courses. These include forest entomology, mensuration and dendrology for the forester and general entomology, wildlife ecology and plant taxonomy for the wildlife student.

Things are by no means dull here on campus for the wildlifer. Many a young "lifer" gets his first taste of things to come in wildlife ecology where he deals

with North American game and habitat. The value of this course will not only be practical to the wildlife student in his future studies, but will also prove to be an invaluable aid to the outdoorsman—especially the hunter, for detailed discussions are given about many of the familiar species such as the Ruffed Grouse. Topics of general interest are also brought up from time to time. These deal with anything from homing to the operation of Maine's Department of Inland Fish and Game. Most wildlifers will agree that this is a worthwhile two credit course. Or maybe entomology is more to his liking. When he catches his first silverfish in midwinter he thinks he is going great guns and will be able to complete his collection ahead of time, but by the time summer vacation is rapidly approaching, there is a good chance that you'll see your best buddies chasing after a Lepidoptera that you have all but cornered and claimed as your own. Yes feelings flair but a long-handled net

