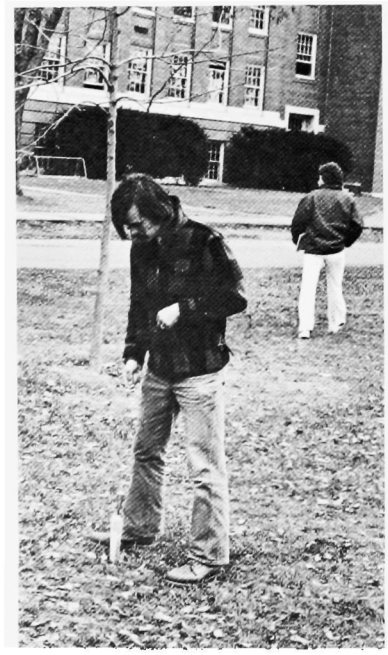
The Sophomores

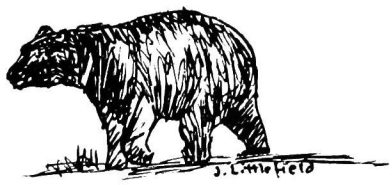
by

Patty Davis and Mary Hall



In mid June of 1977, the sophomore class will have attained the long awaited status of being "half way through." This grand anniversary will happen at summer camp, where a group of students will be industriously fielding the knowledge gained through many classroom hours. Entomology will serve them in fine stead to identify swarms of bloodsucking "bugs" as Dipterans. Students will well know that it is 200′ at N30° 10′W across the bog filled with Pitcher Plants and Tamaracks; a very delicate but wet ecosystem. Some will have an opportunity to see a Green Snake that is actually green, (unlike the specimen in Zo 131 Lab). Others will find the chance to utilize SC 3 talents to talk to trees, trees, trees, and more trees in North Bridgton. Even the Profs will have a chance to meet new woody friends at the new forestry camp at Sugarloaf. Sophomore after sophomore is sure to learn that the opportunity cost of attending camp is the lack of a summer job.

On the whole, students are looking cautiously toward next year. No one is quite prepared for Silvics and the alleged 60 page report, nor invertebrate zoology's continuation of scientific names. The sophomores, however, are looking forward to being one step closer to rabbit ranger and stumpy professionalism.


J. Littlefield

JUNIORS

"I'm missing something"

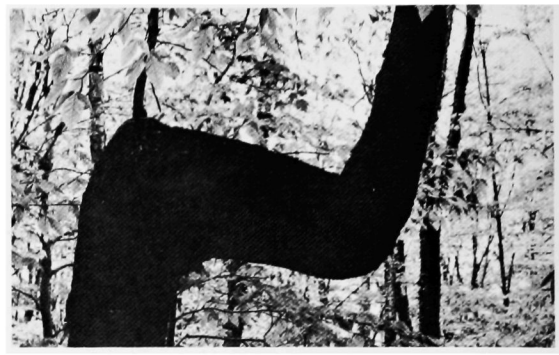
Junior Class

by

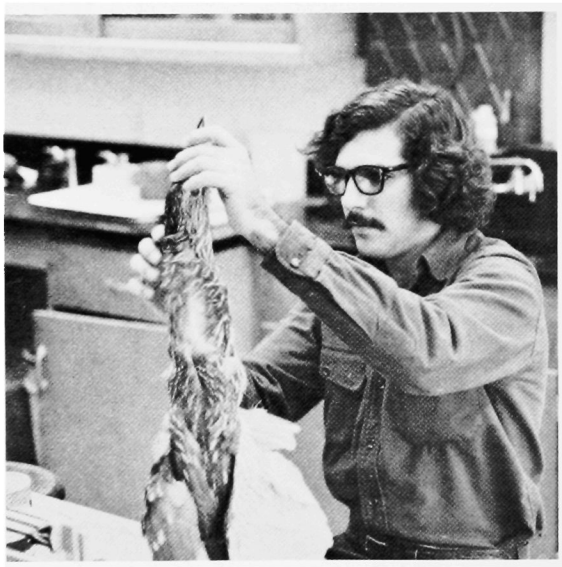
Steve Law

As we complete our third year in the School of Forest Resources, we have the fortunate ability to reflect back on sophomore memories and seek the fulfillment of senior dreams.

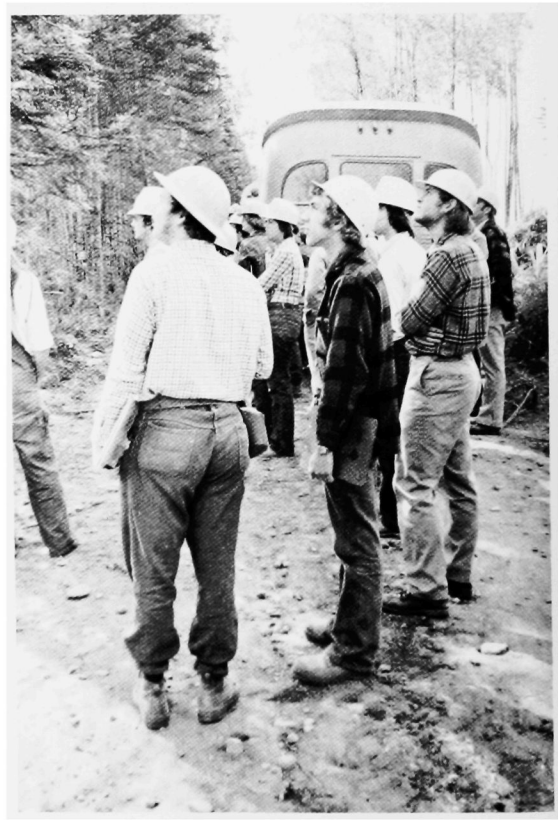
Although scientific names and grueling hours of mapping often cloud fond memories, few will forget the summer camp experience. That first taste of the great outdoors — too often of black flies and mosquitoes. To foresters, summer session meant a shuffle between two camps. While dynamite and chain saws provided entertainment at Princeton, the weeks at Bridgton will recall memories of reports and long bus rides. To wildlifers, Pittsfield has left an ever-lasting impression. While vegetative sampling and ecosystem analysis concerned us by day, papers, projects, and quizzes frequently occupied our evenings after softball games and water fights. And during the six weeks of MCI cooking, even field samples looked appetizing!

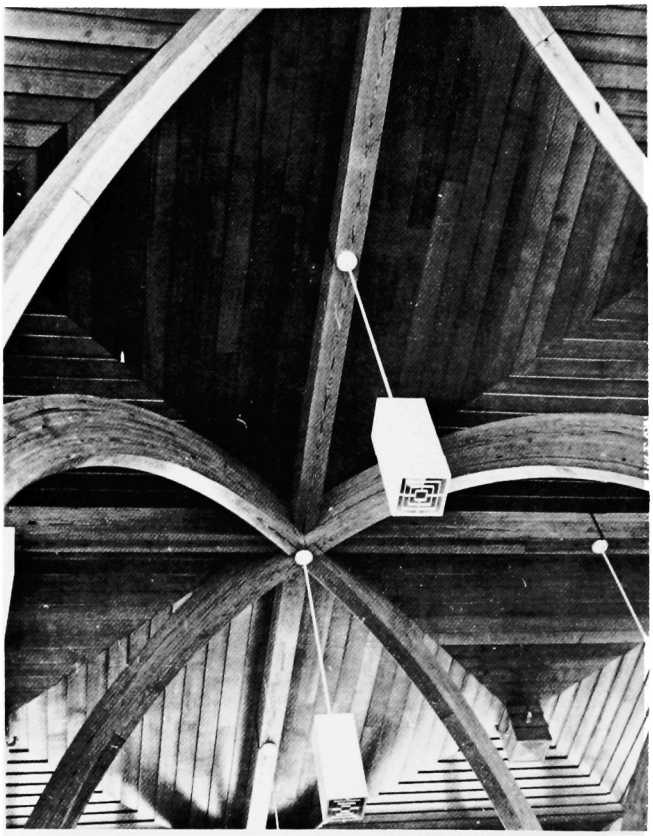


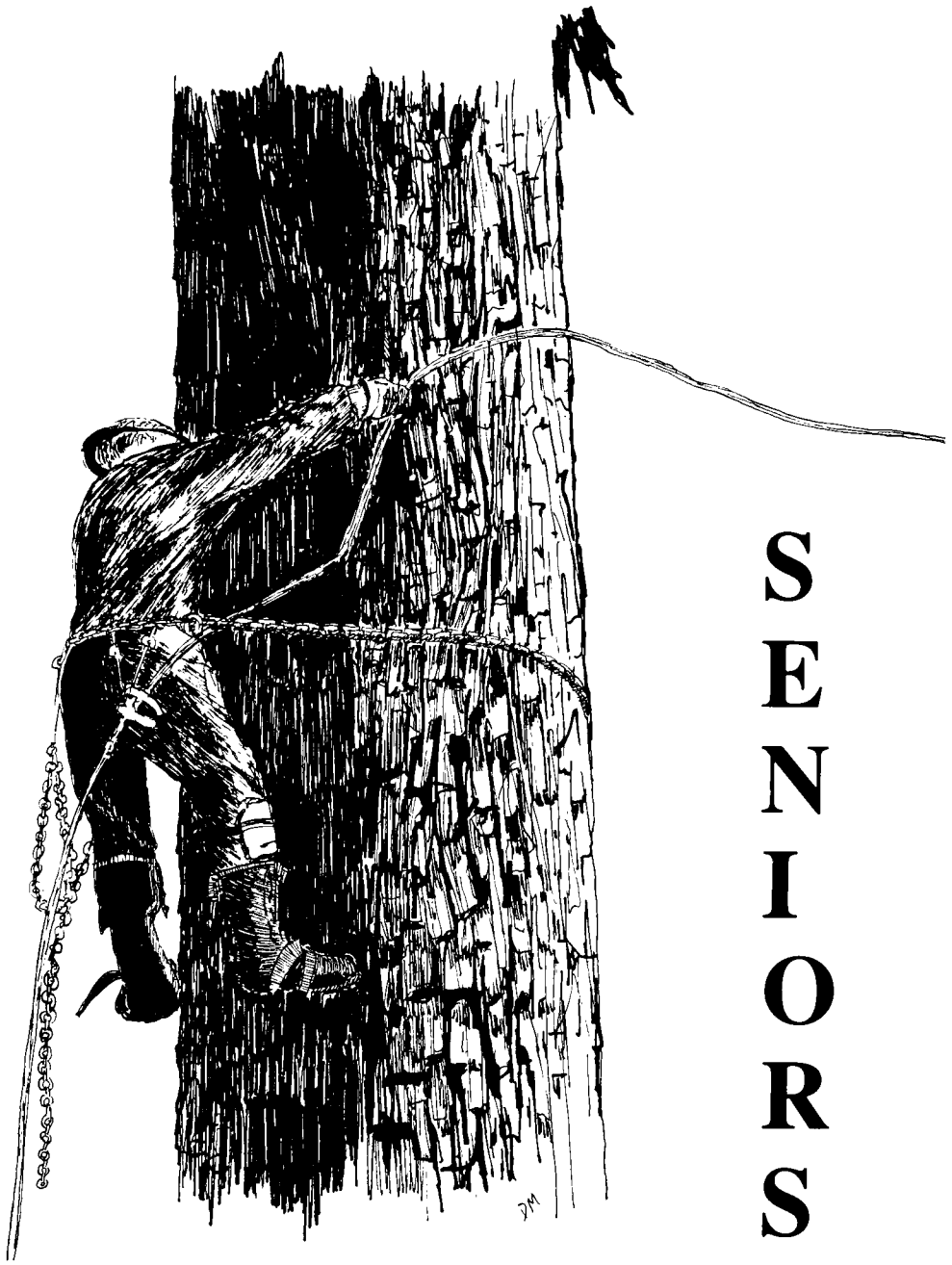
We will soon carry the responsibilities that only seniors possess, for we will be the new leaders in the School of Forest Resources. Next year will be marked by applications and interviews as we bid for employment or graduate school. Yes, senior year will hold the key to our future, and we must use that key to open the door to success.



Our junior year is nearly complete and Silvics is now history. We've met and surpassed the ultimate challenge of this year. But we must now look ahead, for every year provides new challenges to conquer and new goals to grasp.







SENIORS

"Is there ever a top up there?"

Senior Class

by

Paul Hopkins

It was the fall of 1973 and many of us were wondering what we were getting ourselves into. Many strange names and places were floating around and various levels of bewilderment were evident. Huge lecture halls were to become home and Chemistry and Fy 1 lab reports a way of life. For most, the breakthrough in our education probably occurred the first time we were able to properly "throw" the chain tape! It was explained that we would be the future managers of the world's most important renewable resources and then it was off to classes like Calculus and Chemistry. The connection, however, between the important roles we would be fulfilling and our courses were not obvious. In amongst all of this were optimistic allusions of plentiful professional opportunities when graduation approached.

It is now the spring of 1977 and graduation is fast approaching. Applications are being filed by the hundreds for those "plentiful professional opportunities" and for graduate positions. Some are having more luck than others but the competition is severe and in order to find a place in the world, everyone is going to have to employ all his or her faculties and remain persistent in his or her efforts.

As the hunt for jobs or for graduate positions wears on, all will have their own memories of the four years they spent at UMO. Some of the memories of the sophomore year might include the hours spent standing over the surveying and photogrammetry maps. Or perhaps the memories might be of those extra-long lab reports for Forest Biometry or of standing in front of a speech class to give an oral presentation on clearcutting, or lead-shot mortality in ducks. Other recollections might be of the first warm days of spring; the picnics, the softball games, or studying out in the sun while the skin turned deeper and deeper red.

All the while, rumors of courses ahead, such as Silvics, started to bring on feelings of dread. Then came the summer and what can stir the memory more than the six long weeks spent at summer camp, either in Princeton or in Pittsfield? Those of us in Forestry will never forget those long days taking regeneration data off the burned land on a clear day with temperatures near 100°. For that matter, who can forget how good that beer tasted at the end of the day, or how good the swim in the lake was, or how satisfying the evening meal could be. Those of us in wildlife will never forget those days under "Iron Mike" doing biomass studies in the pouring rain or taking measurements in the middle of streams or doing ecosystem studies. Perhaps the most memorable point about Pittsfield was the "plentiful" supply of toilet paper in the dorms. That summer marked the last time a full six week session was held at Camp Robert I. Ashman. It also marked the last time that Pittsfield was to see "Iron Mike".

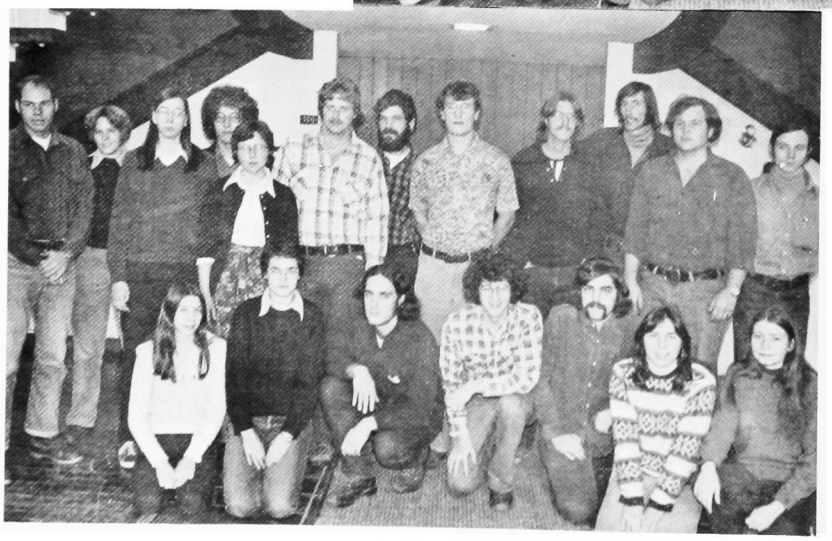
Some of us — four years ago!

The junior year turned out, for most of us, to be as was expected, hard. But it also turned out to be a year where the majority of the classes were related to our individual fields of study. Nothing more need be said except the Silvics lab report will linger in our memories forever.

Then the light appeared at the end of the tunnel and the final year started. The big courses were Wildlife Biology and Forest Management and somehow, while taking these courses, it all seemed worthwhile. Yet, three and one-half years of studying have brought apathy to its height. Luckily, graduation isn't far off. Hopefully, we'll all find a place for ourselves in the world that will be extremely beneficial for ourselves and for all of man. With that in mind, everybody in the Senior class wishes everyone the best of luck!

Forestry Seniors

Wildlife Seniors



Forestry Seniors

WILLIAM L. ARNOLD
Newport, R.I.
Wood Technology
University Oratorio Society
Lector at Newman Center
Bicycling, Camping, Sailing

R. BRENT BAESLACK
Brewer, Maine
Forestry General
Boy Scouts of America
S.A.F., F.P.R.S.

JOHN S. BARTLETT
Chelmsford, Mass.
Forestry General
Outing Club, Forestry Club
UMO Wildlife Society

LOUIS BELISLE
Bethel, Maine
Forest Engineering

MATTHEW M. BETZ
Ellington, Conn.
Forestry General

JAY B. BEWLEY
New London, N.H.
Forest Engineering

JOHN W. BRYANT
Orrington, Maine
Forest Utilization
S.A.F., F.P.R.S.
Forestry Club

THOMAS BUNKER
Falmouth, Mass.
Forest Engineering

RICHARD BYRD
Hampden, Maine
Forestry General
UMO Hockey Team Club
S.A.F.

RICHARD G. CARBONETTI
Millington, N.J.
General Forestry
Xi Sigma Pi - Forestry
UMO Rugby & Lacrosse Clubs
S.A.F

DANIEL CHRISTENSEN
Old Town, Maine
Forest Engineering

STEPHEN C. COLEMAN
So. Londonderry, Vermont
Forest Management
Co-editor 1977 Maine Forester
Woodsmen Team - Captain 76-77
Forestry Club - President 75-76
UMO Wildlife Society
S.A.F.

GEORGE COVEL
Old Town, Maine
Forestry, Wildlife
The Wildlife Society
Xi Sigma Pi, S.A.F.

ROBERT M. DOVE
North Plainfield, N.J.
Forestry, Wildlife
The Wildlife Society
S.A.F., E.A.C.

THOMAS PETER DUBE
Old Orchard Beach, Maine
Forestry, Wildlife
Theta Chi

DAVID C. ENGLAND
Mendham, N.J.
Forest Engineering

DOUG FABREY
Perrysburg, Ohio
Forestry, Wildlife
Outing Club, Orono Vegetarian Society
E.A.C., S.A.F.
University Volunteer Ambulance Corps

JEFF FLACK
Freehold, N.Y.
Forestry General

JOHN GABARRA
Barrington, R.I.
Forest Management
Xi Sigma Pi, Alpha Zeta

JONATHAN C. GIVEN
Weymouth, Mass.
Forest Utilization
R.O.T.C., Freshman Basketball
F.P.R.S.

DAVID D. GRISWOLD
Orono, Maine
Forest Management
Outing Club, S.A.F.
Xi Sigma Pi
Research Assistant-Ento. & Wood Tech.

DANA HALL
Solon, Maine
Forest Utilization
Woodsmen Team
S.A.F., F.P.R.S.

KENT L. HALL
Hanover, N.H.
Forest Utilization
Alpha Phi Omega
Phi Gamma Delta
S.A.F, F.P.R.S.
Pulp and Paper Foundation

MARK S. HISCOCK
Stamford, Conn.
Forestry General
S.A.F.
International Society of Arboriculture
Sigma Phi Epsilon-Vice President & Secretary

PAUL HOPKINS
Terryville, Conn.
Forestry General
Forestry Club, S.A.F.
UMO Wildlife Society
Xi Sigma Pi, Intramurals
Harold Worthen Forest Management Award

BRUCE JACOBS
Orono, Maine
Forestry General
Phi Kappa Phi
S.A.F., A.F.A.

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Bridgville, Delaware
Forest Management
Phi Kappa Sigma
Varsity Wrestling 74, 75, 76, 77

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Alfred, Maine
Forest Utilization
S.A.F., F.P.R.S.
Sigma Alpha Epsilon- V. Pres.
UMO Rifle Team, Xi Sigma Pi

ROBERT KILPATRICK
Presque Isle, Maine
Forest Engineering
Forestry Club, Intramurals

JOHN M. KROPP
Mantua, Ohio
Wood Technology
Delta Upsilon

THOMAS C. LACEY
Old Town, Maine
Forest Management
Alpha Zeta

CHUN K. LAI
Hong Kong, British Commonwealth Colony
Forestry General
Xi Sigma Pi-Ranger 76-77
S.A.F., A.F.A., Intramurals
Outdoor Sports, Music

KAREN LAZARETH
Southwest Harbor, Maine
Forestry General
Forestry Club, Scuba Club
Outing Club

JAMES LOWDERBACK
Bloomfield, Conn.
Forest Management
UMO Horseman's Club

ANTHONY LYONS
Orono, Maine
Forest Engineering

JONATHAN L. MADDOCK
Westport, Conn.
Forest Management
Xi Sigma Pi

DOM MICALE
North Brunswick, N.J.
Forest Management
S.A.F., Maine Forester Staff
Intramural Ice Hockey

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Fanwood, N.J.
Forest Management
Forestry Club, Xi Sigma Pi
Intramurals, S.A.F.
L.S.A. Student Advisory Committee

ANDREA NELSON
Lansdowne, Penn.
Forestry General
Xi Sigma Pi

THOMAS R. NELSON
Winterport, Maine
Forest Management
Woodsmen Team 74

ARTHUR NEWELL
Augusta, Maine
Forest Management

MYRON C. PARRY
Manchester, N.H.
Forest Engineering
Xi Sigma Pi, Alpha Zeta
S.A.F.

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Bergen, N.Y.
Forestry General
Alpha Phi Omega
Student Government, Intramurals

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Wilmington, Delaware
Forestry General
Alpha Chi Omega

ERNEST E. PICHÉ, JR.
Pawtucket, R.I.
Forest Management,
Forest Engineering
S.A.F., U.M.VETS Association

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Portland, Maine
Forestry General
S.A.F., Xi Sigma Pi
Alpha Zeta, Intramurals

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Forestry General
Forestry Club, S.A.F.
Hockey Club, Intramurals

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Forest Management

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Boy Scouts of America

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Forestry General
Xi Sigma Pi, Intramurals
Dorm Government

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Forest Utilization
Alpha Gamma Rho

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Forestry General
S.A.F.

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Farmington, Conn.
Forest Management
R.O.T.C., S.A.F, A.F.A

AL SCHAEFFER
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Woodsmen Team
S.A.F, R.A.-Arroostook
University Forest Woods Crew

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Stafford Springs, Conn.
Forestry General
Xi Sigma Pi, Phi Kappa Phi
Dorm Government, Intramurals

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Forestry General
S.A.F., Outing Club

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Forest Engineering

DONALD STOWELL
Bedford, Mass.
Forest Management
Theta Chi-V. President
X-Country, Track

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S.A.F, Scouting

RANDALL J. SUPER
Amherst, Ohio
Forest Engineering
D.B. Demeritt Award-76-77

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Sigma Alpha, S.A.F, F.P.R.S.

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National Field Archery Assoc.
Hunter Safety Instructor, S.A.F.

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Casco, Maine
Forest Engineering

ROBERT H. WATJEN
Hamden, Conn.
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S.A.F., Forestry Club

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Forest Engineering

MICHAEL J. WISSENBACH
Madison, Conn.
Forestry General
Phi Gamma Delta-Sec. 74, Historian 75
Xi Sigma Pi, S.A.F.
Outing Club, National Ski Patrol

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Fort Kent, Maine
Forest Management
Soccer, Intramurals

Wildlife Seniors

PETER A. AXELROD
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PHILLIP W. BETTOLI
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E.A.C., The Wildlife Society,
American Fisheries Society
Alpha Gamma Rho

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Intervarsity Christian Fellowship
Land Surveyor in Training Certificate

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American Fisheries Society
Phi Gamma Delta
Scuba Club

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UMO Student Wildlife Society
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Burlington, Mass.
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The Wildlife Society, Kappa Sigma
Rugby

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Belfast, Maine
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Musician

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Hopewell Jct., N.Y.
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Hunting, Fishing, Camping
Soccer, Taxidermy

FRANK DECKER
Sussex, N.J.
Wildlife General
Xi Sigma Pi

J. ROBERT DEFARGES
Springfield, Penn.
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ERIC L. DERLETH
Upper Saddle River, N.J.
Wildlife General
UMO Student Wildlife Society
Xi Sigma Pi

HEATHER DUNBAR
West Glover, Vermont
Wildlife Management
The Wildlife Society

JAMES ECKER
Bangor, Maine
Wildlife Management
The Wildlife Society

CRAIG GASPARD
Coshocton, Ohio
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MARY JANE GOOD
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Xi Sigma Pi-Secretary/Treasurer
Alpha Zeta, E.A.C.
UMO Wildlife Society

SUSAN A. GRAHAM
Portland, Maine
Wildlife General
E.A.C. Chairman, Outing Club
The Wildlife Society, Gymnastics Club
D.A.B., Penobscot Paddle & Chowder Society

PAT HAMILTON
Summit, N.J.
Wildlife Management
Varsity Volleyball-Captain 75, 76
Varsity Basketball-74, 75
Varsity Field Hockey-73

LEE ALAN HELGERSON
East Providence, R.I.
Wildlife Management
The Wildlife Society
Xi Sigma Pi

GARY M. INMAN
West Paris, Maine
Wildlife Management
UMO Ski Team -74
Intramurals, Skiing
Photography

SUSAN JANKE
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Wildlife Management

JAMES A.M. JOHNSTON
Old Lyme, Conn.
Wildlife Management

ALAN R. JOLICOEUR
Holden, Maine
Wildlife Management

JOHN M. JOLY
Wakefield, Mass.
Wildlife Ecology
Football, Track
Tau Kappa Epsilon

M. BETH KLADIVKO
Martinsville, N.J.
Wildlife Management
Co-editor 1977 Maine Forester
UMO Wildlife Society
The Wildlife Society, S.A.F.
Forestry Club-Secretary/Treasurer 75-76
Alpha Omicron Pi-Vice President 74-75
Maine Woodsmen Team-Women's Captain 75-76

RICHARD A. LACASSE
Skowhegan, Maine
Wildlife General
Varsity Track-74, 75, 76, 77

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Springvale, Maine
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The Wildlife Society, Flying Club
Racquetball Club, Intramurals

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Wildlife Ecology

HAROLD LASKOWSKI
Sterling, N.J.
Wildlife Management
Forestry Club, Woodsmen Team

STEVEN P. LAVOIE
Poughkeepsie, N.Y.
Wildlife Management
The Wildlife Society
Atlantic Sea Run Salmon Commission

ANITA L. LEAMY
West Chester, Penn.
Wildlife General
UMO Wildlife Society
Oceanic Society, Oceanus-Whoi
National Audubon Society
Alpha Zeta, The Mystic Mariner Ass.

SOTT A. LYMAN
Bloomfield, Conn.
Wildlife Ecology
Hiking, Fishing

JOSEPH P. MALICKY
Clark, N.J.
Wildlife General
The Wildlife Society
Varsity Soccer

RANDY J. MCCORMACK
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Wildlife Management
Xi Sigma Pi, Intramurals
Photoghraphy, fishing

JAN P. NYROP
Norwalk, Conn.
Wildlife General
Phi Kappa Phi, Xi Sigma Pi
UMO Wildlife Society-Treasurer 75, 76, Pres. 76-77
E.A.C., L.S.A. Dean's Advisory Committee
The Wildlife Society

ROBERT T. O'BRIEN
Cape Elizabeth, Maine
Wildlife Ecology
Alpha Gamma Rho
UMO Wildlife Society
The Wildlife Society, Wildlife Parasitology
Fir & Feathers Editor- 76, 77

DAVID PERSON
Madison, N.J.
Wildlife Ecology
Mountaineering
Emergency Medical Technician

MAIDA RAY
Auburn, Maine
Wildlife Ecology
The Wildlife Society

CAROL REID
Cape Elizabeth, Maine
Wildlife Management

JANE ROSINSKI
Freedom, Maine
Wildlife Management

ROBERT S. SAVAGE
Dexter, Maine
Wildlife Management

JOHN J. SCANLON
Amherst, Mass.
Wildlife Management
Alpha Gamma Rho
UMO Wildlife Society

MERRYLYN SAWYER SEASE
Waterford, Maine
Wildlife General
The Wildlife Society

DAVID J. SMUS
Winslow, Maine
Wildlife Management
The Wildlife Society

LYNNETTE M. STANWOOD
Milbridge, Maine
Wildlife General
The Wildlife Society

PAUL VAN STEENBERGHE
Franklin Lakes, N.J.
Wildlife Ecology
The Wildlife Society

WARREN G. SWAN
Portland, Maine
Wildlife Ecology
Alpha Zeta, Xi Sigma Pi
Dorm Government

RONNIE H. TILLSON
New Gloucester, Maine
Wildlife Management
The Wildlife Society
The Wilderness Society

MICHAEL A. TRUMBLE
Bridgton, Maine
Wildlife Management

MICHELLE M. VARRIN
Mount Laurel, N.J.
Wildlife Ecology
Alpha Zeta, Xi Sigma Pi
Phi Kappa Phi, Gamma Sigma Sigma

DAVID A. WOODBURY
Farmington, Maine
Wildlife Ecology
Alpha Zeta, Xi Sigma Pi

NEAL WYKES
Lynn, Mass.
Wildlife Management
UMO Wildlife Society
National Wildlife Federation.

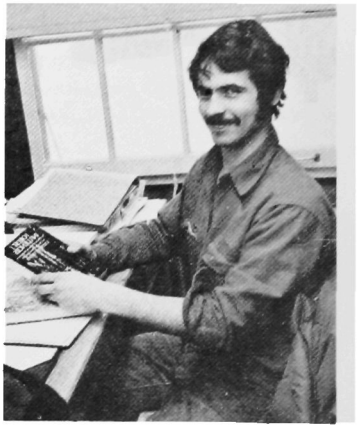
MICHAEL YANNONE
Jersey City, N.J.
Wildlife Management
The Wildlife Society
E.A.C., Track Team
Newscaster, WMEB-FM
Dormitory Gov't. Representative

STEVEN YOUNG
Madawaska, Maine
Wildlife Management
Northeast Audubon Society
Fly-tying, Camping

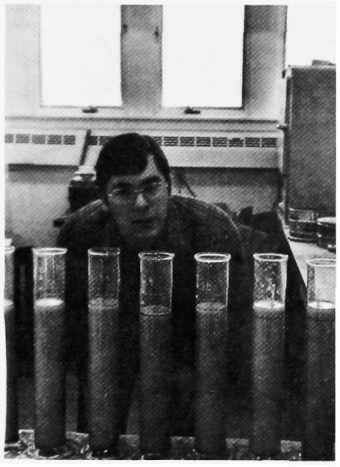
GRADUATE STUDENTS

"Looking Ahead"

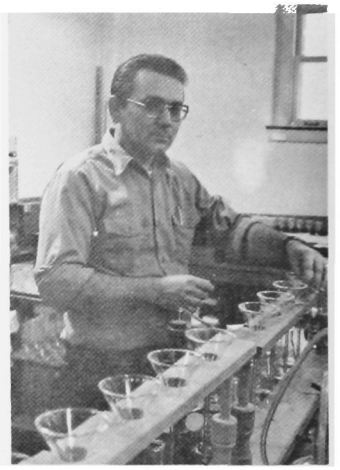
DAVID BROOKS
Dover-Foxcroft, Maine
Trinity College, B.A., Religion and Philosophy, 1971
Thesis: Title Unknown at Time of Publication.



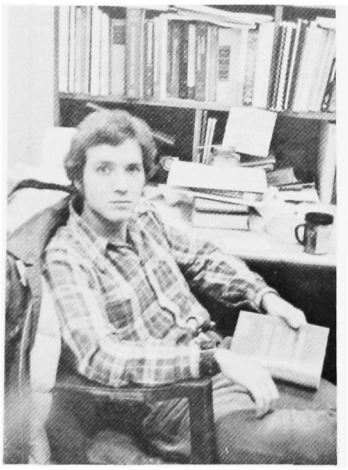
THOMAS SAVIELLO
Veazie, Maine
Univ. of Tennessee, B.S., Forestry, 1972
Univ., of Maine, M.S., Agronomy, 1974
Thesis: Soils and Topographical Factors Contributing to the Fragility of the Sugarloaf Mountain Ecosystem.



GREGORY T. HOLMAN
Milford, Maine
Univ. of Maine, B.S., Forestry, 1975
Thesis: Study of the Effects of Mechanical Tree Harvesting in Some Forest Soils of Maine.

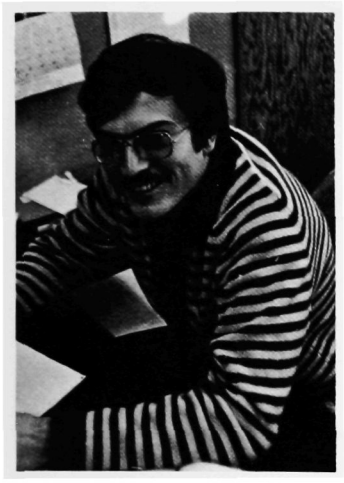


DJALMA MILER CHAVES
Belem, Para, Brazil
Amazon Agriculture School, B.S., 1965
Univ. of Maine, M.S., Agronomy, 1969
Thesis: Uptake of Phosphorus From Four Maine Soils by Jack Pine.



CRAIG R. FERRIS
Webster, New York
Cornell Univ., B.S., 1972
West Virginia Univ., M.S., 1974
Thesis: Impact of Highways on Wildlife in Northern Maine.

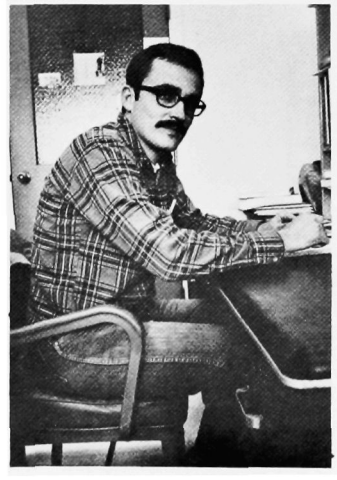
BARRY N. BURGASON
Port Allegany, Penn.
Cornell Univ., B.S., 1974
Thesis: Bird and Mammal Usage of Old Age Clearcuts.



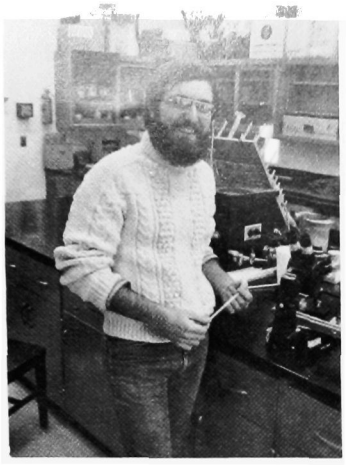
TERRENCE WAGNER
Bangor, Maine
Univ. of Michigan, B.S., Forestry, 1971
Univ. of Michigan, M.S., 1974
Thesis: Population Ecology of the Satin Moth.

DEBORAH SEEL PALMAN
Bangor, Maine
Colby College, B.A., Biology, 1975
Thesis: Ecological Impact of Interstate 95 on Small and Medium-sized Mammals in North Maine.

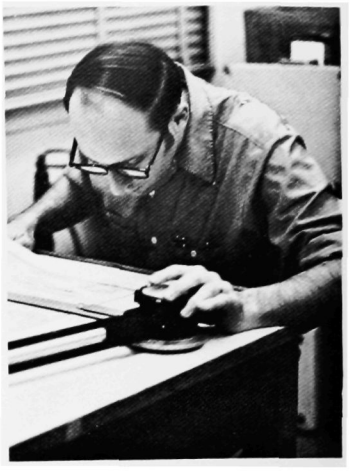
MARY B. PARKS
Orono, Maine
St. Petersburg Jr. College, A.A., Biology, 1972
Wake Forest Univ., B.A., Biology, 1974
Thesis: Physical & Behavioral Development of Captive Eastern Coyote Pups.



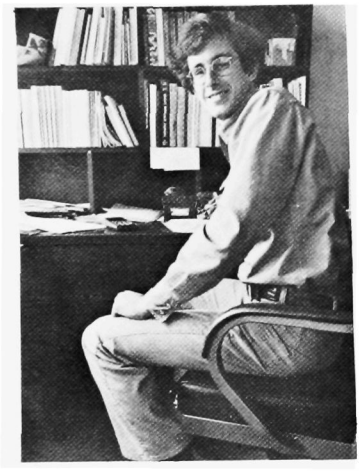
TIM STONE
Orono, Maine
Lowell Technological Institute, B.S. 1974
Univ., of Maine, M.S., Wildlife, 1977
Thesis: A Study of the Energy Relationships and Habitat Requirements of Black Ducks in their Natural Environment.



TOM WORTHLEY
Old Town, Maine
Univ. of Maine, B.S., Natural Resource Management, 1975
Thesis. The Effect of Fertilization and Environmental Factors on the Growth and Nutrition of Spruce in a Plantation.

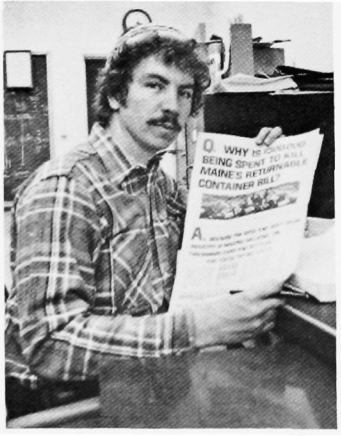


ANDREW KELLIE
Ellsworth, Maine
Univ. of Maine, B.S., Forestrry, 1969
Thesis: Evaluation of Different Forms of Remote Sensing for Use in Tax Mapping.



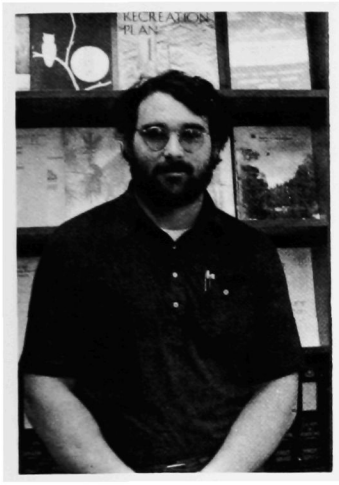
CHARLES P. NICHOLSON
Orono, Maine
Univ. of Tennessee, B.S., Wildlife and Fisheries Science
Thesis: Woodcock Utilization of Commercial Timber Production Areas in Maine.

LINDA ALVERSON WRIGHT
Orono, Maine
Eastern Nazarene College, B.A., Biology, 1970
Thesis: Practical Applications of Remote Sensing to Land Plannig.

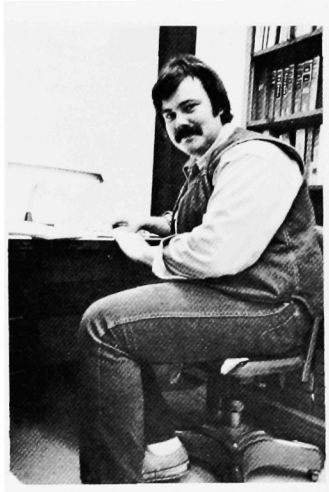


MIKE BAILEY
Orono, Maine
Univ. of Michigan, B.S., 1973
Thesis: Browse Production and Deer Utilization of Two Sized Clearcuts in Three Central Maine Forest Types.

JAMES DAVIS HAYWOOD
Orono, Maine
Louisiana State Univ., B.S., Forestry, 1974
Thesis: The Effects of Selected Herbicides on Balsam Fir, Red Spruce, and White Spruce Treated at Various Phenological Periods.

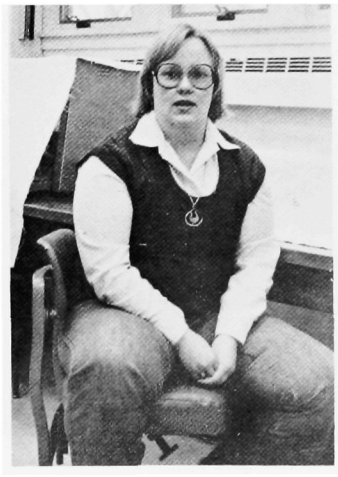


EDWIN ROSSO
Glenburn, Maine
West Chester State College, B.S., Chemistry-Biology
Thesis: Establishing Hybrid Poplar-White Pine Plantations to reduce Weevil Damage.



DANIEL T. ROBERTS
Orono, Maine
Univ. of Conn., B.S., Business Admin., 1971
Univ. of Maine, B.S., Forestry, 1976
Thesis: Title Unknown at Time of Publication

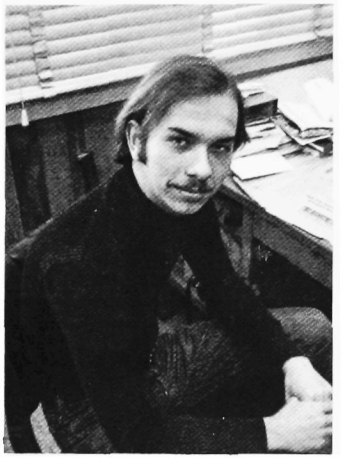
DIANE H. HANKINSON
Stillwater, Maine
Iowa State Univ., B.S., 1975
Thesis: A Comparison of Three Methods for Estimating Digestible Dry Matter in Deer Foods.



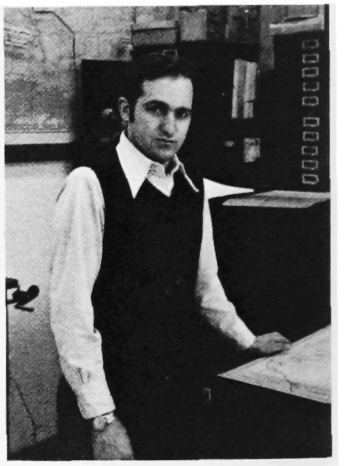
KATHY N. HALE
Orono, Maine
Univ. of Maine, B.S., Biology, 1973
Thesis: Genetic Improvement in White Spruce

JAMES F. POWERS
Brunswick, Maine
Univ. of Maine, B.S., Forest Utilization, 1976
Thesis: Physical Properties of Northern White Cedar.

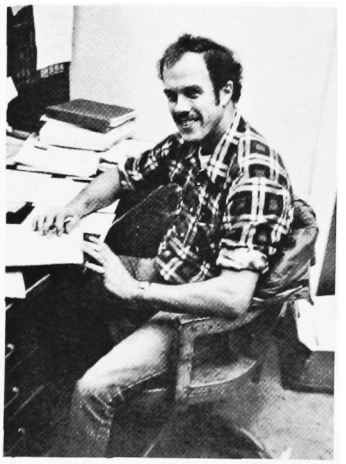
EDWARD SOUTIERE
Orono, Maine
Univ. of Vermont, B.S., 1970
Texas Tech Univ., M.S., 1971
Thesis: Ecology of Marten of Commercial Timber Lands in Maine.



LEE ALLEN
Orono, Maine
Univ. of Maine, B.S., Forestry, 1976
Thesis: Relationship of Site Index, Growth , and Yield of Evenaged Spruce-Fir Stands in Northern Maine to Site Factors.

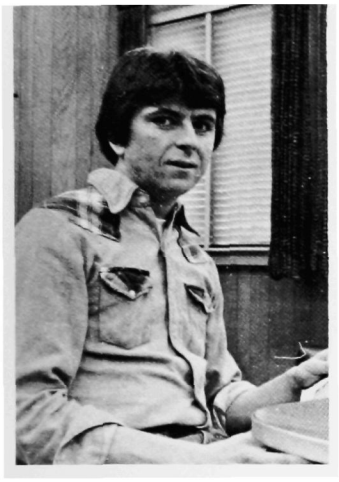


JEAN-LOUIS MORIN
Brunswick, Maine
Univ. of Maine, B.S., Forestry, 1976
Thesis: Control Spray Blocks of Spruce Budworm in Maine.

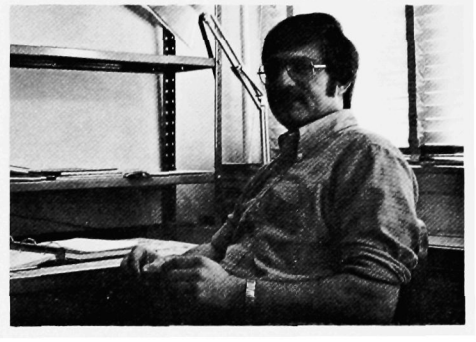


ROBERT CADY
Old Town, Maine
Boston University, B.S., Business Administration, 1967
Univ. of Maine, B.S., Forest Utilization, 1975
Univ. of Maine, M.S., Wood Science, 5th Year Pulp & Paper Cert., 1977
Thesis: Lignin Based Resins for Wood Flour Molding.

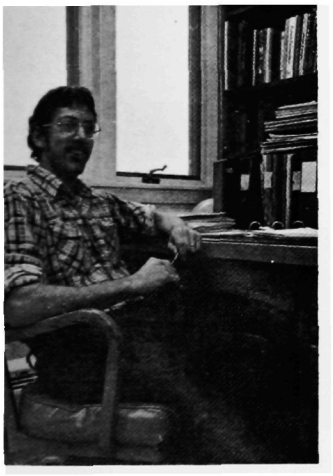
KENNETH J. REINECKE
Orono, Maine
Ripon College, Wisconsin, A.B., 1970
Thesis: The Role of Aquatic Invertebrates and Energy Reserves in Black Duck Reproduction



BRIAN STANTON
Springfield, Pennsylvania
West Chester State College, B.A., Biology, 1975
Thesis: Title Unknown at Time of Publication.

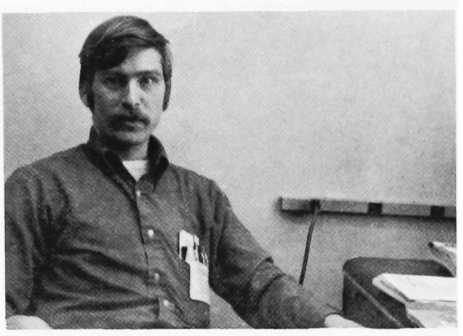


MICHAEL R. AMES
Cumberland Center, Maine
Univ. of Maine, B.S., Forestry, 1974
Thesis: Mathematical Modeling.

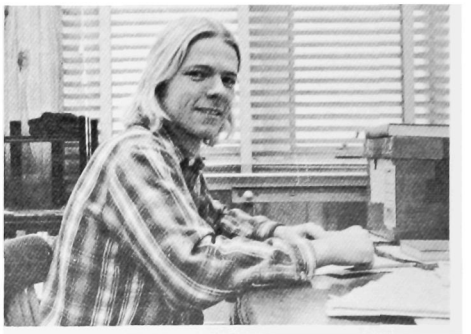


BILL SEEKINS
Brewer, Maine
Bowdoin College, B.A., 1971
Univ. of Massachusetts, M.S. 1975
Thesis: Benefits to Recreation Users in the North Maine Woods.

BILL PHILLIPS
Bangor, Maine
Vanderbilt Univ., B.S., Physics, 1969
Thesis: Computer Mapping of Forest Resources.

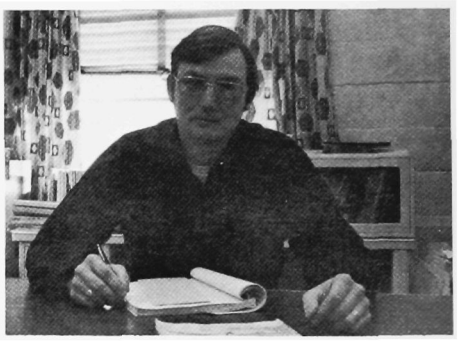


THOMAS F. CHRISTENSEN
Winterport, Maine
Univ. of Maine, B.S., Agricultural Engineering, 1971
Univ. of Maine, M.S., Agricultural Engineering, 1973
Thesis: Title Unknown at Time of Publication.



JIM SCHOULTZ
Northville, Michigan
Univ. of Michigan, B.S., 1975
Thesis: Relationships Between White-tailed Deer Activity Patterns and Forest Vegetation.

HARVEY M. SCHILTZ
Bangor, Maine
Univ. of Massachusetts, B.S., Forestry, 1975
Thesis: The Growth and Yield of Spruce-Fir Stands as Influenced by Age, Site, Index and Stand Density.

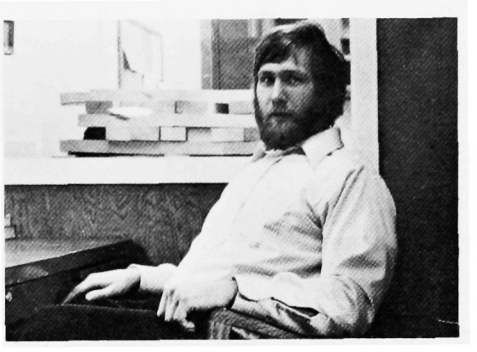


ROBERT J. WENGRZYNEK
Orono, Maine
Univ. of Maine, B.S., Wildlife, 1973
Thesis: Breeding Waterfowl Use of Small Man-made Ponds in Central Maine.

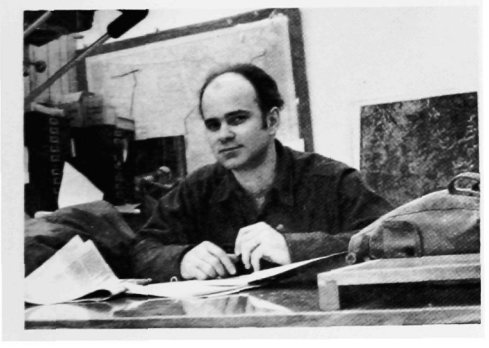
DICK TITTERINGTON
Orono, Maine
Univ. of Rhode Island, B.S., Resource Development
Univ. of Maine, M.S., Wildlife
Thesis: Functional Response to Increasing Densities of Spruce Budworm by Three Classes of Bird Species.

GREG F. SEPIK
Orono, Maine
Westminster College, B.S., Biology, 1971
West Virginia Univ., M.S., Wildlife, 1975
Thesis: Experimental Woodcock Habitat Management at the Moosehorn National Wildlife Refuge.

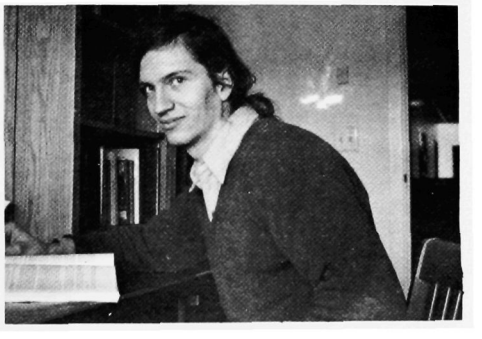
ROGER W. MONTHEY
Verona, Wisconsin
Univ. of Wisconsin, Madison, B.S., Wildlife Ecology, 1972
Univ. of Wisconsin, Madison, M.S., Water Resources Management, 1974
Thesis: Utilization of Clearcuts by Mammals in Northern Maine.



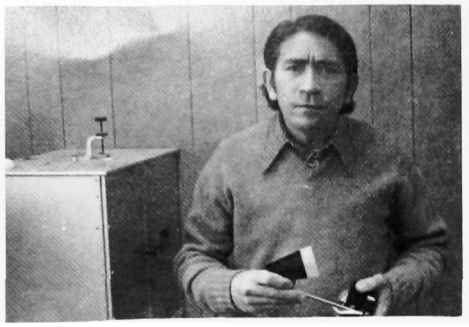
CHRISTIAN F. EDWARDSON
Orono, Maine
Univ. of Maine, B.S., Wood Technology
Thesis: Title Unknown at Time of Publication.



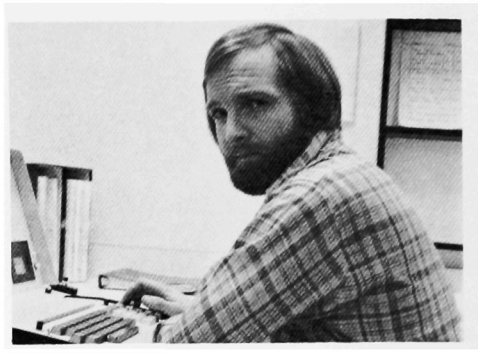
DAVID EDSON
Veazie, Maine
Harvard College, B.A., 1970
Thesis: Title Unknown at Time of Publication.



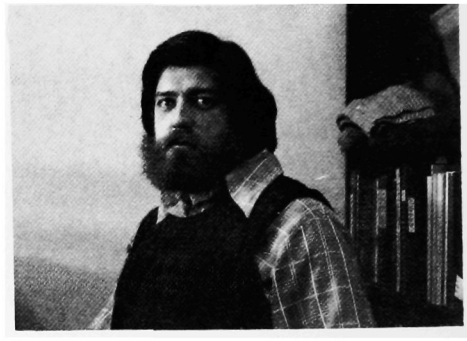
CHARLES TODD
Orono, Maine
Virginia Commonwealth Univ., B.S., 1976
Thesis: The Ecology of the Bald Eagle in Maine.



ELOY BARBOSA RIBEIRO
Manaus, Amazonas, Brazil
Univ. Federal Do Para (Brazil), B.S., Chemical Engineering
Thesis: The Technical and Economic Viability of the Utilization of the Forest Resources of the Brazilian Amazon.



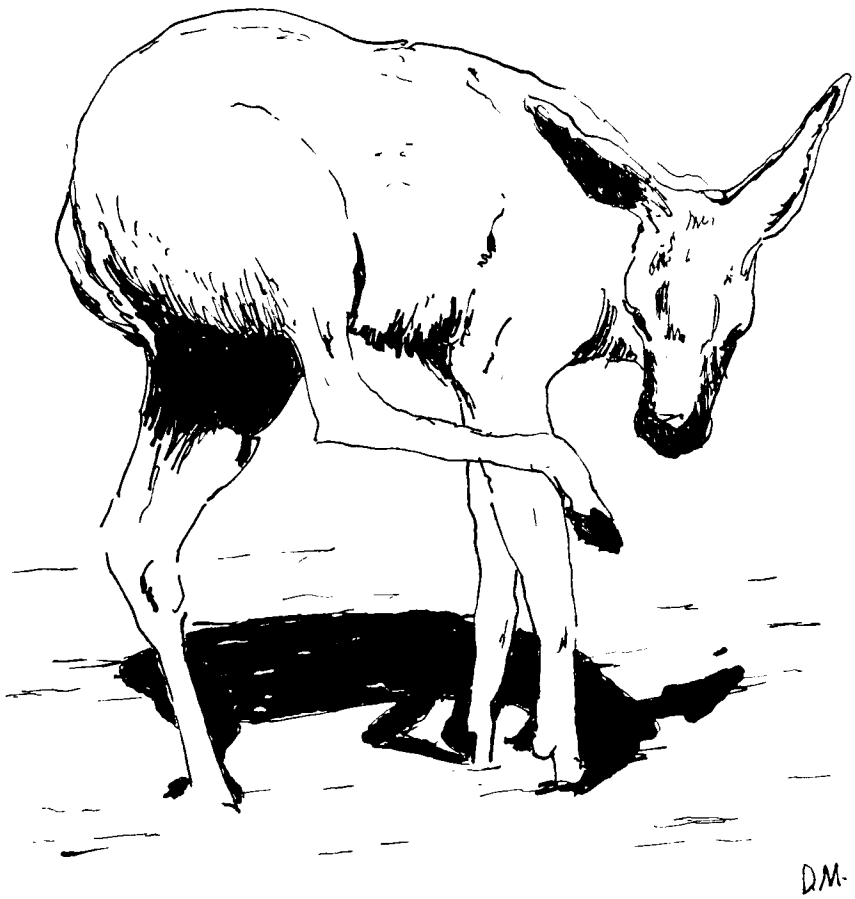
DAN BOSS
Old Town, Maine
Univ. of West Australia, B.A., 1969
Dalhousie Univ., M.S., 1972
Thesis: Title Unknown at Time of Publication.



WAYNE N. DIXON
Yarmouth, Maine
Univ. of Maine, B.S., 1973
Texas A&M Univ., M.S., 1976

DALE SOLOMON
Hermon, Maine
Pennsylvania State Univ., B.S., Forestry, 1961
Yale Univ., M.S., Forestry, 1962
Thesis: Individual Tree Growth and Development of Red Spruce as Related to Tree Characteristics and Competition.

CURRICULA



Forestry Curricula

by

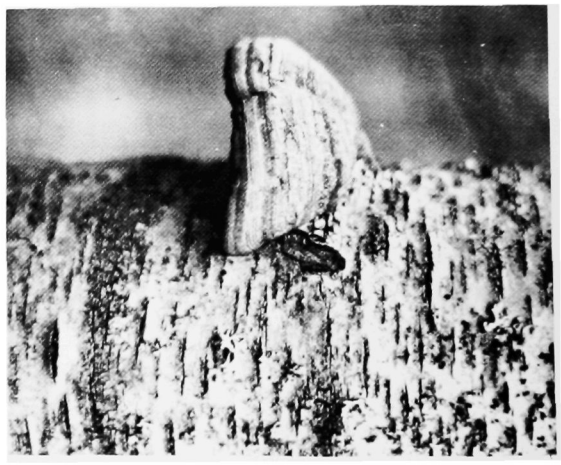
Stephen Coleman

The Forestry Curriculum offers students four sequences: Forest Management, Forest Utilization, Wood Science and Technology, and General Forestry. Each sequence offers students an opportunity to study in his of her primary area of interest.

Regardless of the sequence chosen, 139 credit hours are required for the completion of a Bachelor of Science degree. Six of the credits are obtained at summer camp which the students must attend for six weeks, usually between their sophomore and junior years. At camp, the student is in a field work experience environment where experience is gained through the use of daily exercises. These daily exercises include inventory work, field trips to woods operations, and visits to processing plants. Prior to attending camp, most students have completed the basic 53 credit hours of core courses. These core courses serve to put each student on the same footing, no matter which sequence the student diverges into.

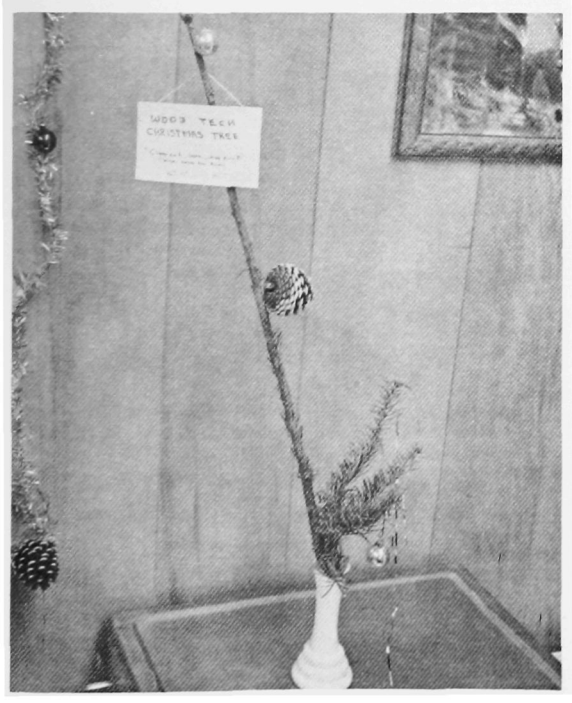
As Freshmen and Sophomores walk through the halls of Nutting on their way to Fy 1 or Fy 4, it is easy to overhear tales of their non-forestry courses. Such stories as how long that last chemistry lab was or how terrible it is to write ten essays for Eh 1 or to get up in front of a whole class to give a speech for Sh 3 are common. One student was overheard saying, "Who ever invented Physics anyway?" Finally, with more of the math, history and economic requirements out of the way, the sophomores start to feel more on home ground as they tread into 100 Nutting to attend Biometry, or Wood Technology, or as they see familiar faces in Surveying and Soils. In addition to these courses, though, and prior to graduating, all students must also take Silviculture, Timber Management and Valuation, Forest Economics, and Senior Seminar.

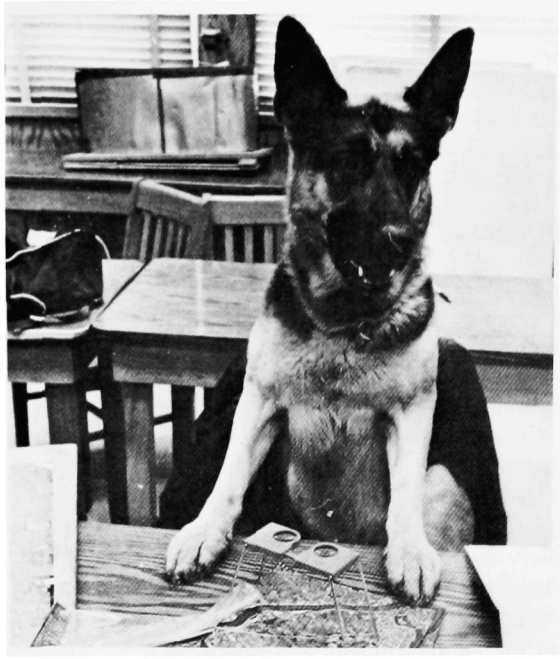
Students, by the time they are juniors in their college career, have chosen one of the four sequences. Those that decided upon management, upon graduation will be employed by both public agencies and private industries and will be given the challenge of managing forest tracts in order to provide for a sustained yield of the maximum amount of wood obtainable. In many cases, these same tracts must be managed for multiple uses such as to supply recreation opportunities, protect water sheds, provide for wildlife, and increase the amount of wilderness. To fulfill the objectives these students must take a variety of courses including Photogrammetry, Graphics, Ecology, Harvesting, Wildlife and Watershed and Recreation Managements. Protection courses are also required in Pathology, Entomology, and Forest Fire Control. Many a management student will never forget his hours of accounting!



Many students feel their goal is to utilize the wood that the manager has provided to its best use. The students in the utilization sequence frequently spin-off from the core courses and join the managers in many of their courses. This enables them to get a complete understanding of the growth and environments that the product sources are subjected to and then continue on to their chosen speciality. After studying these courses, which include Wood Anatomy, Primary Wood Processing, and Wood Tech II, the utilization major is ready to step into fields of research and production.

Wood Science and Technology offers the student a comprehensive understanding of the properties of wood that make it so versatile. Examples of such properties are its workability, aesthetic qualities, strength, and its capability of conversion into other products. Outside of the required forestry courses, the Wood Technology student is encouraged to pursue his other interests by taking electives in such subjects as Wood Chemistry, Wood Engineering, Wood Physics, Wood Anatomy or Pulp and Paper. Wood Technology, tied closely to utilization, is concerned with properties enabling wood, or its by-products, to be used for energy sources, reconstitution into usable structures, insulation, and other uses still to be discovered by research. This research is carried on in wood technology facilities like processing and anatomical laboratories.





"Is forestry going to the dogs?"

The General Forestry sequence has been designed for those students interested in forestry, but also with a primary interest in a field not directly related to forestry or timber. This is accomplished by having the student take enough forestry courses to meet the professional standards and then complete 15 to 24 credits within an "option". The options open to the student include: Conservation Education, Forest Protection, Forest Recreation, Land Use Planning, Surveying, Urban and Community Forestry, Watershed and Wildlife Management.

Regardless of the sequence the student chooses, he or she finds the instructors to be friendly, cooperative, and willing to sit down and discuss problems or simply have a chat. It is this atmosphere, along with the quality of education obtained, that makes forestry at the University of Maine enjoyable and valuable.

Wildlife Curricula

by

Beth Kladivko

The University of Maine's Wildlife Division of the School of Forest Resources has been known as one of the best on the east coast. Under the direction of Malcolm W. Coulter, the three undergraduate wildlife curricula consist of Wildlife Ecology, Wildlife Management, and Wildlife General. A large number of graduate students are maintained to conduct research projects on the wildlife of Maine.

The Maine Cooperative Wildlife Research Unit in the north wing of Nutting Hall is funded by the University, the Maine Department of Inland Fisheries and Game, the U.S. Fish and Wildlife Service, and the Wildlife Management Institute. The purpose of the unit is to conduct and promote research, graduate training, and public education in the wildlife field.

Required core courses consist of 53 credit hours in Basic Biology, Animal Biology, Chemistry, College Composition, Economics, Speech, Physics and more. Wildlife curricula also entail Biological Characteristics of Game Birds and Mammals, Vertebrate and Invertebrate Zoology, Ecology, Entomology, Soils, Silvics, Wildlife Biology, and Diseases and Parasites of Wildlife. Senior Seminar is required for all students in the school for graduation.

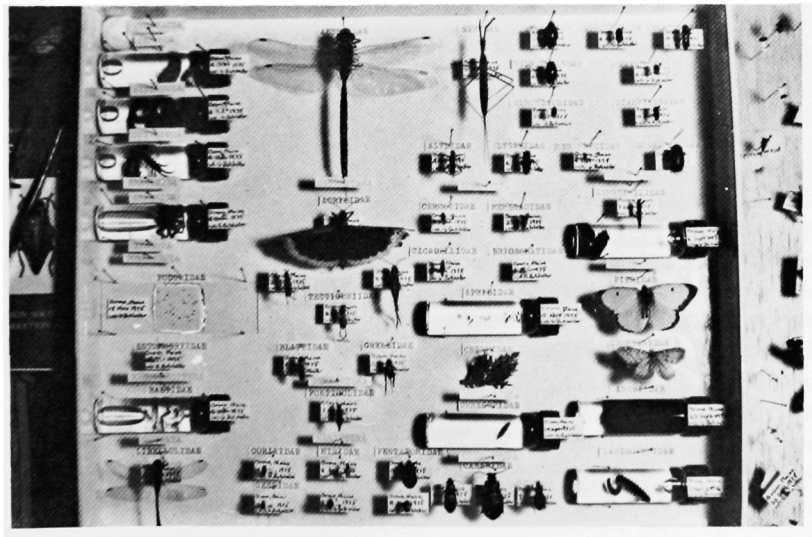
Also required for the three majors is a six week, six credit hour summer camp of outdoor instruction. Three divisions are made which cover Ecosystem Analysis, Plant Communities, sampling and analysis, and Wildlife Ecology. Dorms, library and labs are provided at the Maine Central Institute in Pittsfield, Maine, while the surrounding terrestrial and aquatic ecosystems are employed for field study. Field trips to other ecological areas include Swan Island, the shore, Scott Paper Company lands, and a shooting preserve. Guest lecturers from both in and outside the University community talked on subjects spanning insect collections, LURC, and the Soil Conservation Service.

The Wildlife Ecology curricula is designed for those students interested in biological research and a possible continuation on to graduate work. Additional suggested courses for this program include Organic Chemistry, Land Resource Economics, and Plant Taxonomy. Over thirty hours are open for course electives of the students' choice.

Wildlife Management is the most structured of the three curricula. Beyond the successful completion of the core courses, management students must take Surveying, Photogrammetry and Remote Sensing, Soil and Water Conservation, Land Resource Economics, Fishery Biology, Timber Management and Valuation, Forest Recreation, and Land Resource Planning. All these courses lead to a better understanding toward forest-land and game habitat management.

Wildlife General offers a major wildlife background with a minor emphasis on one of the nine options. These include: Land Use Planning, Forest Recreation, Forestry, Natural History Interpretation, Surveying, Conservation Information and Education, Conservation Education, Fishery Management, and Conservation Law Enforcement. A concentration of fifteen to twenty credit hours must be earned in one of these fields. Wildlife General provides for a more intensified and specialized area of study.

Upon fulfillment of the 139 required credit hours a Bachelor of Science degree in Wildlife Management is awarded to all of the three curricula.



FOREST ENGINEERING

by

The Forest Engineering Dept.

This year the first class that entered as freshmen in the Forest Engineering curriculum will graduate. In May, fifteen students will have left the school with the distinction of being recognized as professionals in both Forestry and Engineering associations.

The Forest Engineers' vigorous training includes basic science studies in biology, chemistry, and physics. Mathematics through differential equations support the basic sciences as well as basic engineering, applied engineering, forestry, and economics. Statistics and computer programming are also vital parts of the forest engineers' training.

Course work in basic engineering includes graphics, statics, dynamics, strength of materials and fluid mechanics.

Applied forest engineering objectives are met with studies in surveying, soil and water engineering, photogrammetry and remote sensing, systems engineering, operation research, electrification, logging machine design, structures, and road construction.

Technical forestry subjects include forest biometry, silvics, silviculture. timber harvesting, forest policy and administration, and forest management. Studies in economics, communications and the humanities complete an intensive training.

The curriculum emphasizes the design, planning and management of tree harvesting systems, logging equipment and environmental engineering in general.

Forest Engineers develop technical capabilities suitable to employment in an industrial context whether it be directed to equipment design and manufacture, to equipment services and sales, or to equipment management and association planning.

Additionally, the potential for a forest engineer in forest management technology, reforestation methods, systems for wood production and harvesting, handling and transportation, forest roads systems, design of improvised bridges, soil water control and conservation, and recreational development should not be overlooked by prospective employers in private industry, or federal and state public agencies.

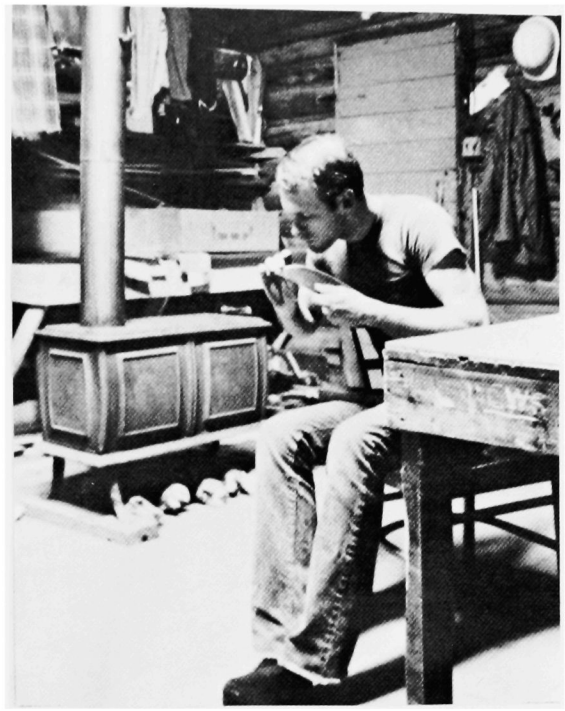
"This is the way we wire the woods"

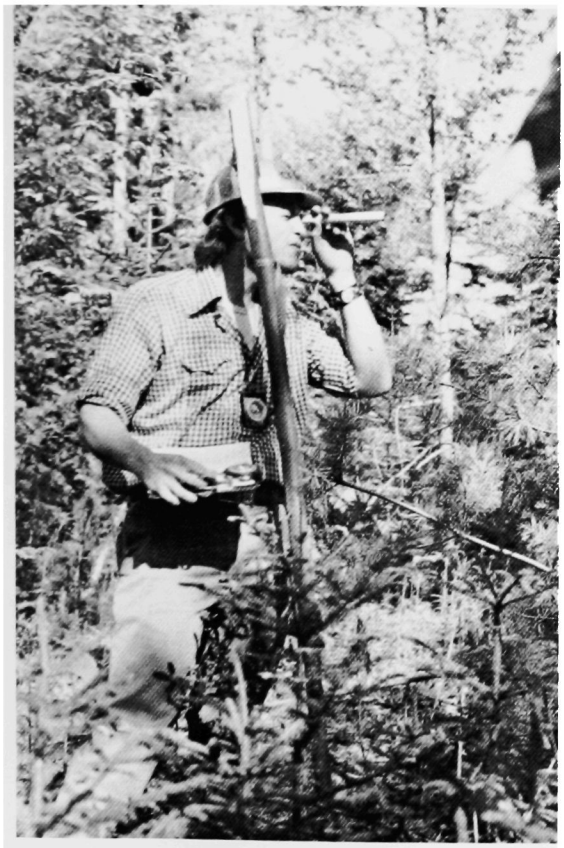
Summer Camp 1976

by

Charles R. Johnson

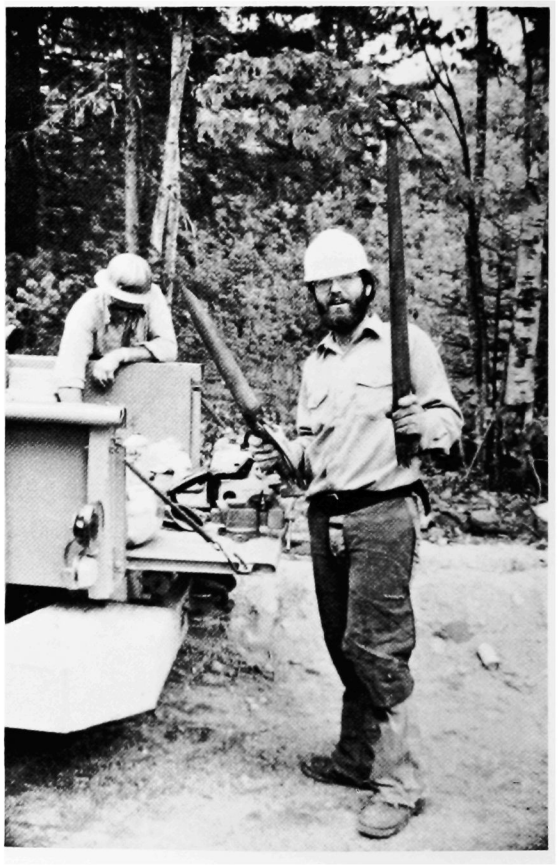
No sooner were we finished with final exams when we found ourselves on the road to six weeks of forestry summer camp. It was the largest summer camp held by the School of Forestry at Orono, with very close to one hundred people divided between the old Princeton camp and Bridgton Academy. The Bridgton experience was a first and it enabled us to work in the beautiful mountain region of the White Mountain National Forest; quite a contrast with Princeton in both topography and forest types. This new experience also presented problems with an untested schedule. The work load was unevenly distributed with the greatest amount allocated to the Bridgton camp, as Mr. Lilley and Mr. Giddings, the professors in charge there, will surely attest.





Even with the large student body and lopsided schedule, we made it through the six weeks and on the whole, both students and instructors learned quite a bit. The daily projects that involved us on those long summer days, (that weren't always warm and sunny), were quite varied. Major projects such as bridge building, sample cruising, and designing recreation plans were just some of the things we accomplished. We also toured pulp and lumber mills, surveyed land, learned various methods of sampling, harvested pulpwood, and the list goes on. The instruction came from the professors residing at camp with us, Dr. Ashley, Mr. Giddings, and Mr. Lilley, along with the assistant instructors, Donna Cassesse, Daniel Roberts, and Catherine McGreavy. This instruction was supplemented by many visiting professors. Our experiences didn't stop with the scheduled events. The numbers of mosquitoes, blackflies, and deerflies were found to be an interesting phenomenon by many of us, especially those of us from the city. One person learned that big black animal that ran past him one day wasn't a big dog but a bear.

Besides the learning and the work came a lot of friendship and comradery. Many of the friendships, founded first here at camp, will last for years. This aspect of summer camp was probably the most satisfying one. We all made it through unscathed, except for a slight wound incurred by an instructor and an extremely close call with lightning. Though six weeks seemed to drag on near the end, when it was all over it seemed in retrospect to have gone by in a flash. When we left we brought with us the experience of the work and the personal memories of the fun: Tim and Sherm's ice chest, rocks in the hubcaps, PSI initiations, Rick's steamed scrambled eggs, taking the dinner bell for a canoe ride, falling asleep on long bus rides, and so many more memories special only to those who went through the '76 summer camp. Some of these memories will be the last ones coming from the old Princeton camp, for the much vandalized Robert I. Ashman Forestry Camp will be abandoned this year. After many years of running the Princeton camp, Dr. Ashley will move his operations to Capricorn Lodge on Sugarloaf Mountain. And so, '76 forestry summer camp was marked by change, variety, and the passing of an era.




JOHN

Wildlife Summer Camp

by

Edie Miles

We arrived at Maine Central Institute in Pittsfield, Maine, "egg capital of the world", on Sunday May 23, 1976. Dr Terry May directed the Wildlife Summer Session and was assisted by his wife Dr. Diane May, Dr. James Gilbert, graduate students Henry Hilton and Diane Hankinson, and undergraduate Jan Nyrop. We enjoyed an almost leisurely first week there after finishing spring finals and that week only hinted at what was to come. After supper each night there was time for frisbee, tennis, friendly softball games, and exploring downtown Pittsfield.

During the days we scouted the areas that we would study for the next six weeks. We visited the coniferous forest, the deciduous forest, the old field, and the flood plain, discovering the uniqueness of each area. The coniferous forest soon became known as the carnivorous forest (the mosquitoes fed well), and the old field is where we often gathered for lunch, and in the middle of the deciduous forest there was a nest occupied by a pair of very irate goshawks that had sharp claws — ask Henry Hilton. Also, anyone under five foot five had to beware of holes when wading through the flood plain (water wings would have helped more). Who dares to say that Wildlife Biology isn't a high-risk occupation?

After settling in, the pace quickened, the food went from bad to worse, and according to a notice that was posted in the dorm, we used too much toilet paper. There were nights spent listening to woodcock and nighthawks, collecting insects for our collections, pressing plants, and writing memorandums to Dr. May. Many evenings were spent compiling data taken during the day, and then figuring what to do with it next. Days were spent doing vegetational analyses of our plots, censusing birds, learning the difference between spruce and fir, and upon returning to M.C.I. on hot afternoons, we promptly headed for the swimming hole in Palmyra. We also studied a stream (complete with leeches and other interesting organisms), a river (complete with floating oranges), and a marsh (complete with pollution). The marsh, Douglas Pond, was often referred to as the "fat marsh", but the abundance and variety of living creatures there was amazing, despite the pollution. Some of us were lucky enough to visit the hard-sought heron rookery.

We took field trips on buses that had problems, they just didn't want to go. In the height of insects, heat, and disgruntled crews, we spent a well-timed day at Popham Beach State Park, studying the Marine Ecosystem. We walked through a deer wintering area at Canaan Bog, studied woodcock habitat, and examined the flora and fauna along the Sebasticook River. We also learned about oysters at the Darling Center, and saw the effects of the overpopulation of deer on Swan Island

Many people were kind and took time from their busy schdules to talk with us. They included Dr. Knight, Dr. Coulter, and Dr. Owen from the School of Forest Resources, Hank Tyler from the Critical Areas program, Matt Scott from D.E.P., Gene Dumont from the Maine Fish and Wildlife Service, and many others who taught us about wildlife and associated fields.

We learned about real-life situations at summer camp 1976, and it was a learning experience for all concerned. It was Dr. May's first time there, along with everyone else's except for Jan and Henry. It was an experience we gained knowledge from and will often refer to. And we'll always remember Dr. May's famous remark, "If it flies, it dies!" — taken out of context of course.

THE DWIGHT B. DEMERITT FOREST AND WORTHEN FOREST

by

Roger F. Taylor

The Dwight B. Demeritt 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. Demeritt, 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. Demeritt 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.