

ACTIVITIES



Forestry Club

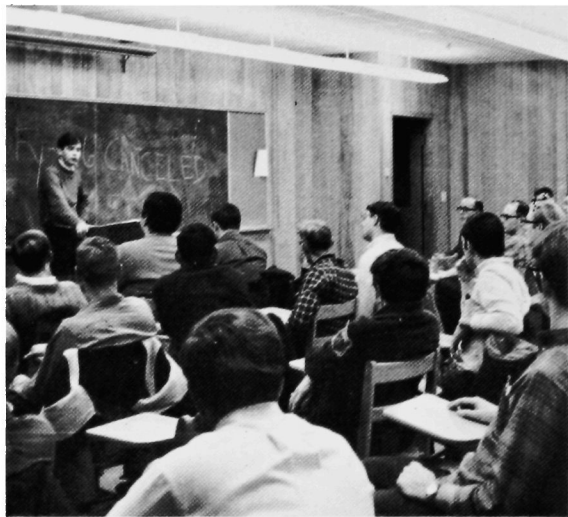
by JAMES F. CONNORS

Following elections and a debate on parliamentary procedure in February, officers were elected for the new year. These officers were Jim Connors, President; Bill Sylvester, Vice President; Gary Boyle, Secretary and Charles Smart, Treasurer. Advisors for the year were Prof. Hale and Prof. Griffin. It was our job to create interesting and informative programs and activities for the members of the Forestry Club.

The first meeting came in March. Mr. Arthur Hart, project leader of the Orono unit of the Northeastern Forest Experimental Station, U.S.F.S., filled us in on the set up and function of the experimental forest. He also briefly described current research projects under way on the forest. He augmented his talk with some interesting slides.

April was a busy month for club members. A group donated a Saturday to earn money for the club by cleaning up a woodlot in Old Town. In the meantime, plans were made to provide manpower for the annual Kenduskeag Canoe Marathon. A goodly number of members participated as observers and entries in this event which was sponsored by the City of Bangor, Recreation Department.

At our regular monthly meeting, Dr. McDaniel of the Entomology Dept. helped prepare juniors, in a small way, for summer camp. He discussed black fly and mosquito problems in Maine and some methods of control. He included

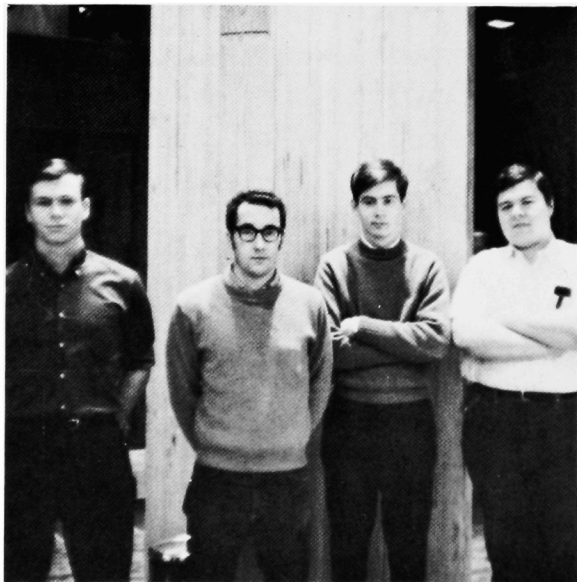


slides to illustrate conditions as they were referred to.

May brought sunny days, finals, and two meetings for the month. Early in the month Dr. Alex Shigo, pathologist with the U.S.F.S., treated us with a slide-discussion program about disease in the forest. It was a most informative and interesting meeting. The second meeting was co-sponsored with the Wildlife Society. Our speaker was Mr. Ralph T. King, a noted wildlife ecologist and author. He presented a very interesting slide program concerning wildlife and forest management in Denmark.

The advent of classes in September focused Forestry Club attention on our new building and the new two year technical forestry students. We were happy to invite these new "Foresters" to our club and welcomed their active participation. Beginning with our September meeting, club activities have revolved around the new building. Our first meeting, featuring Mr. Robert Fultz, a naturalist from Acadia National Park, was held in the beautiful new auditorium. Mr. Fultz showed a film, which he had taken himself, called "Beautiful Acadia". In addition to meeting facilities in the building, the club shares a special student activity room with other student organizations. This room is put to use storing records and a place to set up special projects such as the *Maine Forester*.

In October, the Woodsman Team competed successfully at U.N.B. and carried home several



trophies, including the half severed boot (foot removed) award. During the first part of the month, the club and the Wildlife Society jointly sponsored a get acquainted meeting for forestry-wildlife students and new faculty. The president of each respective organization explained his clubs objectives and their plans for the coming year.

Mr. Lewis Bissell showed some slides of the building during construction and Prof. Richard Hale explained the physical layout and materials used in the building. The meeting was climaxed with guided tours through the building. Mr. Fred Holt, Deputy Forest Commissioner of Maine, addressed the club for the regular October meeting. He spoke about people, problems and protection in forest fire control.

November was a quiet month for the Forestry Club, while plans were being made for activities in December. Our special guest speaker for the regular monthly meeting was Mr. Rolland Perry, who is the forester for the City of Bangor. His presentation was an enlightening exposure to some of the problems inherent in practicing urban forestry.

December was another busy month for the club. Again this year we helped sell Christmas trees with Xi Sigma Pi. This project is not only profitable, but provides experience in Christmas tree culture, grading, and selling. This year we tried something new. We made birch candle holders, utilizing the equipment in the wood tech. lab, to sell along with the trees. The club, with the



aid of the Wildlife Society, erected a large Christmas tree in the lobby, thus adding a feeling of the Christmas season to the building. Our regular meeting for December featured a program concerning job opportunities with the U.S.F.S. Mr. Jack Heintzelman, personnel officer for the eastern region, U.S.F.S., filled us in on requirements and procedures for job application. He also added information about working for the U.S.F.S. Mr. Gerald Wheeler, who is supervisor of the White Mt. National Forest in New Hampshire, told us what it means to be a career man in the forest service. He explained the qualities that develop in and are expected from career foresters, he himself being a typical example.

Elections at this last meeting ended an active and successful year for the club. Many activities had involved the club in money raising and enjoyable endeavors. New officers for the year are Bob Hart, President; Gary Hawkes, Vice President; Steve Curtis, Secretary; and Bill Lilley, Treasurer. The new junior advisor is Prof. Whittaker a new man on the faculty and Prof. Griffin moves up to senior advisor.

The Forestry Club provides a focal point for student activities and professional interest in the School of Forest Resources. I have enjoyed working with the faculty and other students in organizing activities and programs and would like to thank all those who supported the club. I am sure the club will continue to be a leading influence in forestry student lives.

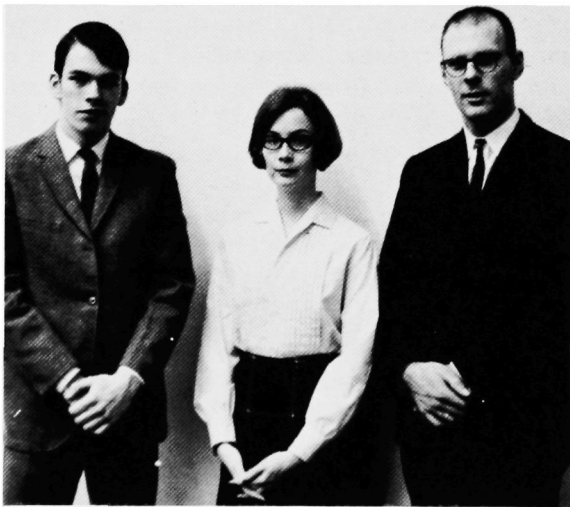
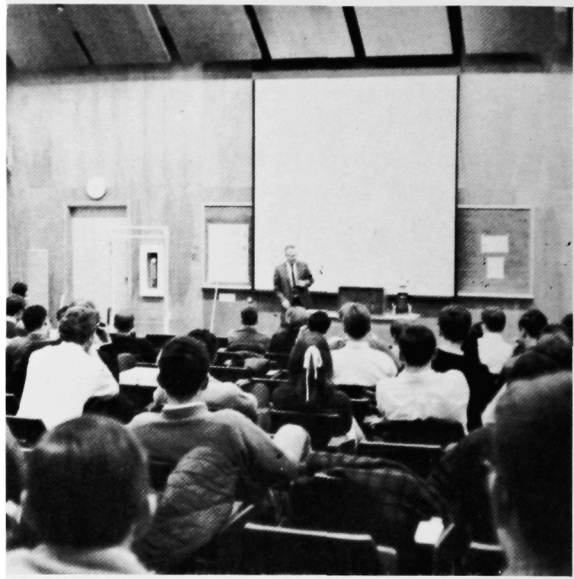


Wildlife Society, 1968-69

by CHERYL A. McCALL, Secretary-Treasurer

As stated in the bylaws of the Wildlife Society, the objectives of this student chapter of the organization are threefold: 1) to establish and maintain high professional standards in the field of wildlife conservation; 2) to develop wildlife management along sound biological lines; 3) to promote a greater understanding of wildlife principles among members and the general public. The society attempts to realize these goals through its monthly meetings and various activities.

The year began in October with chapter president Jim Keir welcoming all new and returning members. Dr. Schemnitz, the chapter advisor, introduced the new members to the Society and to the wildlife program at the University. The meeting served to spark the enthusiasm of the freshmen and to reignite that of the upperclassmen.





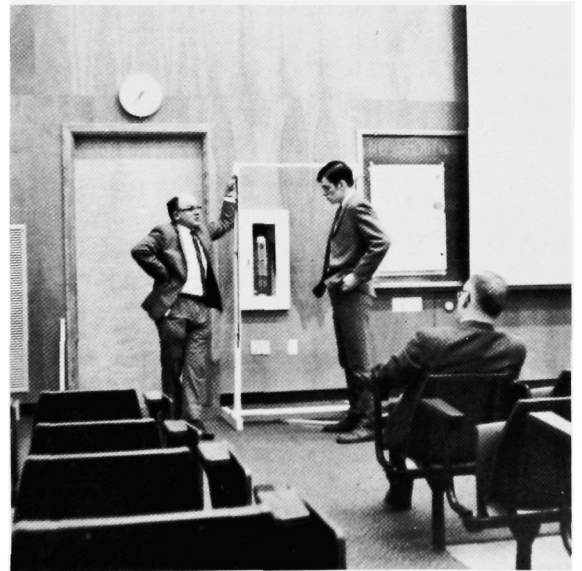
The January program was a lively one, consisting of a trial wildlife bowl, (analogous to the College Bowl). From the teams competing, a four man team was selected to attend the Northeast Fish and Wildlife Conference held in West Virginia in February. This team represented the University of Maine Student Chapter in the Wildlife Bowl held at the Conference, and returned home victorious, bringing with them the trophy of the first Eastern Student Wildlife Conclave.

With February came C. Z. Westfall's celebrated fly-tying classes. This year the society sponsored the classes, which provided an excellent opportunity for avid fishermen to try their hand at making their own flies.

Proposed events include a spring outing and another Turkey Shoot. The latter event, held for the first time last spring, proved to be such a success in terms of group effort and enjoyment, that the society plans to expand it this year. The possibility of having one next fall a few weeks before the start of hunting season is also being considered.

November brought Howard Blanchard, Regional Game Biologist from Greenville, to speak on black bear management in Maine. The program was interesting as well as informative and featured some excellent slides. November also revealed an example of the cooperation existing between the Wildlife Society and related federal organizations. Several students from the school aided the National Park Service in the construction of a deer enclosure at Acadia National Park.

December was a busy month in many ways. Representatives of the U.S. Fish and Wildlife Service presented an informative program concerning employment in the wildlife field. Such a presentation is helpful in acquainting students to the many summer and permanent positions available, and has proved to be instrumental in the procurement of such positions. Bud Leavitt, noted newspaper columnist and television personality, also came in December. He gave a stimulating talk concerning journalism and its role in wildlife conservation, indicating that the establishment of closer communication ties between the newspaperman and the wildlife manager was desirable.



Xi Sigma Pi

by CHARLES SMART



Xi Sigma Pi is the national honorary fraternity for students of the forestry profession. Founded as a local society at the University of Washington on November 24, 1908, it became a national fraternity in 1915. The University of Maine Gamma Chapter was established as the third chapter in 1917.

As stated in the constitution the objectives of Xi Sigma Pi "are to secure and maintain a high level of scholarship in forestry education, to work for the upbuilding of forestry, and to promote fraternal relations among earnest workers engaged in forestry activities."

Each year the fraternity honors high ranking students in the School of Natural Resources who exhibit superior qualities of enthusiasm, leadership, industry, and integrity. Members of both the forestry and wildlife curricula are admitted to membership. The fraternity consists of faculty members, graduate students, and student members. In order to be eligible for membership a student must, besides possessing the traits of character already mentioned, rank scholastically in the upper 25% of his class after two and one-half years of study in the forestry and wildlife curriculum.

The Annual Christmas Tree Sale, co-sponsored again this year by Xi Sigma Pi and the Forestry Club was more successful than ever. The credit is due primarily to the time and effort expended by members of both organizations, in particular Andie Kellie and Dick Shumway who served as committee chairmen.

The annual Forestry-Wildlife Banquet is sponsored by Xi Sigma Pi each spring in order to bring together the faculty, students, and friends of the School of Natural Resources. At this event, recognition is given to outstanding forestry-wildlife students. A guest speaker prominent in the natural resources profession climaxes each banquet. Also co-sponsored by Xi Sigma Pi is the banquet honoring Dean's list students in the College of Life Sciences and Agriculture.

Officers for this year are: Forester, Charles Smart; Associate Forester, Loren Cole; Secretary-Fiscal Agent, Bruce Gurall; Ranger, Charles Valentine.

The members of Xi Sigma Pi are proud of the School of Natural Resources here at Maine and stand ready to serve it in any way we are able.

Forestry Wives Club

by TROY CREANE



The Forestry Wives Club was created seven years ago as an organization of a purely social nature. It is comprised of the wives of the faculty and students in the School of Forest Resources—both Graduate and Undergraduate, and we have close to 60 members.

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

This year the programs have centered around the “homemaking” interests of our lives. We have enjoyed the cooking genius of Brownie Schrumpf as she taught us to make candy for Christmas. And Mrs. Bouchard of Pat’s Sew and Knit Shop convinced us that we could put less of a dent in

our husbands’ wallets by making our own clothes.

Our calendar has also included a Pot Luck Supper and tour of the new Forestry building, a Christmas party for Forestry Wives, husbands and children, a game night, lecture by a hairstylist and an interior decorator, and the Annual Forestry Banquet.

In past years we have published a cookbook, and with the profits awarded scholarships to married students. We have also donated \$800 in books to the new Forestry Building. This year we are again awarding 2 scholarships, one to a married forester, and one to a married wildlifer.

Our officers are: Mrs. Francis Creane, President, Mrs. Richard Shumway, Vice President, Mrs. Peter Brewitt, Secretary, and Mrs. Robert McKee, Treasurer. Our advisors are: Mrs. Albert Nutting and Mrs. Thomas Corcoran.

The University of Maine Woodsmen's Team

by DAVID STRUBBLE

Few people at the University of Maine realize that one of the most successful and consistent teams on campus is the University of Maine Woodsmen's Team, supported by the Forestry Club. Of those few that know of the team, most of them associate it with Paul Bunyan Day only. But this exhibition is only part of the team's calendar. To look back on the past twelve months, one would find activity in three meets, and the one exhibition.

The first meet of the year was the annual spring meet held last year at the University of Massachusetts. Maine sent two teams to the fourteen team meet. Sporting the traditional blue shirts and red suspenders were:

A-Team

Stan Grover-Tony Filauro
Russ VanHazinga-Al Twitchell
Mike Parker-Sam Stoddard

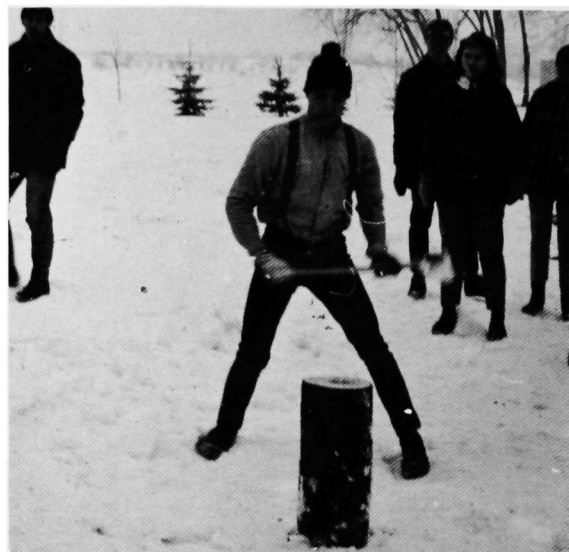
B-Team

Tim Clement-Dave Strubble
Tyson Allen-Howie Parker
Bob Jordon-Dave Pearson

Manager-Art Wimble

At the completion of the two day's activities, Maine "A" Team finished in second place, a mere 31 points out of first.

The second meet of the year was the International Intercollegiate Woodsmen's Meet at the University of New Brunswick in Canada. Maine "A" came through with all the glory capturing the three available trophies for overall score, chopping, and the coveted sawing trophy. Maine "B" put in a strong performance finishing in third position out of the nine teams.



Team members for this occasion were:

A-Team

Stan Grover-Peter Brewitt
Russ VanHazinga-Al Twitchell
Tim Clement-Dave Strubble
Manager-Wes Smith

B-Team

Tyson Allen-John Belding
Sid Gates-Ken Severy
Bob Jordon-Phil Cyr
Manager-Harold Perkins

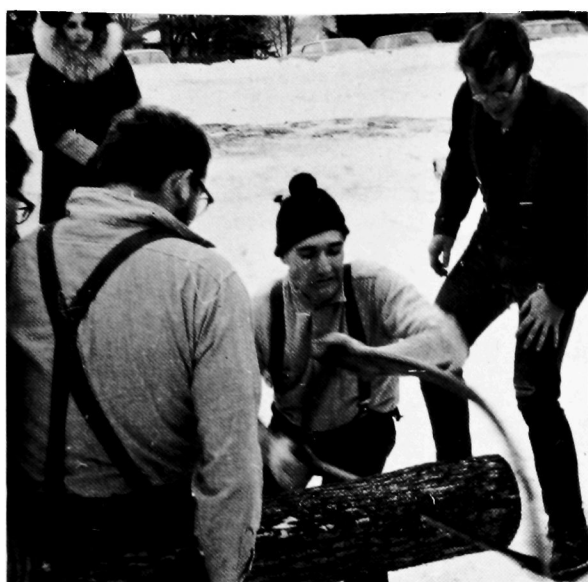
This fall meet was held on the twenty-sixth of October.

The last meet of the current season was held at MacDonald College at Ste. Anne de Bellevue in Quebec, Canada. Due to mid-semester break and the lack of funds, Maine could only send one team. And also, due to the lack of suitable practice areas, the team had not had any practice since the meet in the previous October. However, the Maine team showed its superior skill and finesse by finishing second in a field of eighteen teams. This time only sixteen points out of first place. How 'bout that, Stan?

This was the first time in competition for the Maine team in this annual meet, but judging from the results, it won't be the last.

Fighting the slippery roads and the "speedy" Canadian drivers were:

Stan Grover-Peter Brewitt
Russ VanHazinga-Al Twitchell
Ken Severy-Dave Strubble
Manager-Wes Smith



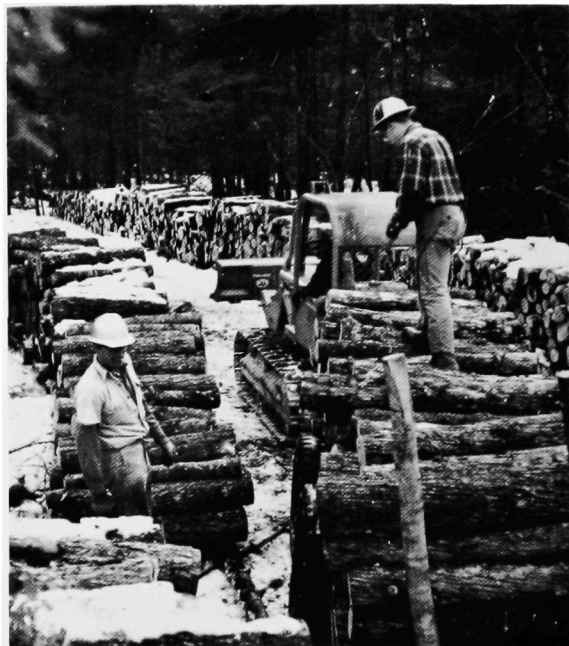
The University Forest and Woods Crew

by WILLIAM SYLVESTER

Under the guidance of Roger Taylor, superintendent of the University Forest, approximately five hundred cords of wood and sixty thousand board feet of logs are harvested annually on the University Forest. The entire work load is handled by Mr. Taylor and student workers. The trucking of logs and pulp is done by independent contractors.

A variety of forest products are harvested with emphasis on the greatest overall return. In addition to the previously mentioned logs and pulpwood, other products such as boltwood, firewood and cedar fencing are utilized. The University also has a small sawmill used for demonstration and sawing small low quality logs which otherwise would be sold for pulpwood.

Much of this year's activity has taken place in Lagrange, on a woodlot which was given to the School of Forest Resources by the late Harold Worthen. This woodlot is quite unlike the rest of the University Forest in that it is physically detached and it has had no cutting done on it for at least twenty years. This portion of the forest should be of particular interest to wildlife students as each winter deer yard in the area and bobcat signs are not uncommon.



The wood is cut on the University Forest by ambitious self-styled students on weekends, spare time during the week, and on vacations. Cutters must furnish their own tools and are paid on a piecework basis. Experienced cutters in the past have earned in excess of one thousand dollars during the school year.

The remainder of the work is done by Roger Taylor and students paid on an hourly basis. These students have diversified experiences that involve yarding wood, sawing lumber in the mill, sawing and delivering firewood, and a multitude of odd jobs including land clearing, roadside beautification, and timber marking.

Despite the excellent opportunities for experience in the practical aspects of forest management and utilization, Mr. Taylor has difficulty recruiting a crew from forestry majors and resorts to students in other fields who show interest. However, those students who are fortunate enough to be members of the woods crew are sure to be well rewarded with many diversified bits of practical wisdom and skills as well as the pleasure of meeting and working with one of the finest men on the faculty in the School of Forest Resources.





QUOTABLE QUOTES

In response to a query concerning the elusive trout. . . .

"I don't know, I haven't done much fishing in the area recently, but there are some streams that are basically effective."

Henry Plummer, Summer 1968

From the 1969 *University of Maine Catalog*:

"The objectives of the curricula offered in the School of Forest Resources are:

. . . . (3) to provide for a BOARD education. . . ."

"Woodcock hunting without a dog is like a beer party without beer."

Sanford Schemnitz, Fall 1968

"I DON'T use a fudge factor."

Andy Kellie, Summer 1968

In reference to the Regional Silviculture Exam. . . .

"Coffee Hell, bring your whole dinner."

Ralph Griffin, Fall 1968

About the expensive photographs. . . .

"If you don't think you'll get your money's worth out of this course, don't take it."

Wally Robbins, Spring 1969

"A saw is not producing when it is sawing air."

Richard Hale, Fall 1968

"In a forest, tree roots don't grow like they grow in a lawn—mebbe??"

Ralph Griffin, Silviculture Trip 1968

"In a professional education we don't want to stress more details than are necessary—so we won't get confused."

Arthur Randall, Fall 1968

"Fire it's a fearful thing for sure."

Edwin Giddings, Fall 1968

"You can't make a fool-proof plan because fools are too damned ingenious."

Richard Hale, Fall 1968

With Abney Level in hand. . . .

"How do they expect us to do quality work with inferior equipment?"

Andy Kellie, Summer 1968

A Forester's curiosity:

"What do you do with the dicky birds you catch, Dr. Schemnitz, kill them?"

Robert Dobson, Summer 1968

Conversation in the back of the truck. . . .

Fred: "Say Bill, who is that girl you've been trying to get a hold of, anyhow?"

Bill: "Well, you probably don't know her, but she's the one who wears that TOUGH 4-H jacket."

FROM OUR COLLEGE YEARS

Another conversation in the back of the truck. . . .

"Hey, the smoke is blowing forward."

Arthur Randall, Spring 1968

"You've got truly an awful thing there, truly horrible."

Edwin Giddings, Fall 1968

"You are going to hear a lot about systems."

Richard Hale, Fall 1968

While watching our 3 Indian maiden friends trot to the swimming hole. . . .

"Well, if we can go over and look at them, I guess that they can come over and look at us."

Arthur Randall, Summer 1968

A sign found deep in the wilds of Indian Township. . . . "C.F.I. CARE" and in red paint, no less.

"Oh, by the way, (snicker) those two little water jet devices (snicker, snicker) on the paper machine are called (snicker) p—s", followed by silence.

Richard Hale, Fall 1968

"With all that rain that we got today, the water was probably ass high to a tall Indian."

Arthur Randall, Summer 1968

"Lightning is strange stuff."

Edwin Giddings, Fall 1968

"Let's suppose just for an example well, nobody would do this but, just let's suppose"

". . . . and these are called happy roots."

No Comment

Would you believe an exam question?

Question: "A bulldozer can. . . ."

Answer: Ecchhh!

". . . . for two billion years, and this IS a long, long time."

Dr. Richard Campana, Spring 1969

"and you'll find out that I really like handouts."

Dr. Thomas Corcoran, Anytime

On spying the tricky little plant:

"RRRIIBES! That's the call you're supposed to give when you see a ribes plant."

Arthur Randall, Summer 1968

In pondering a big decision. . . .

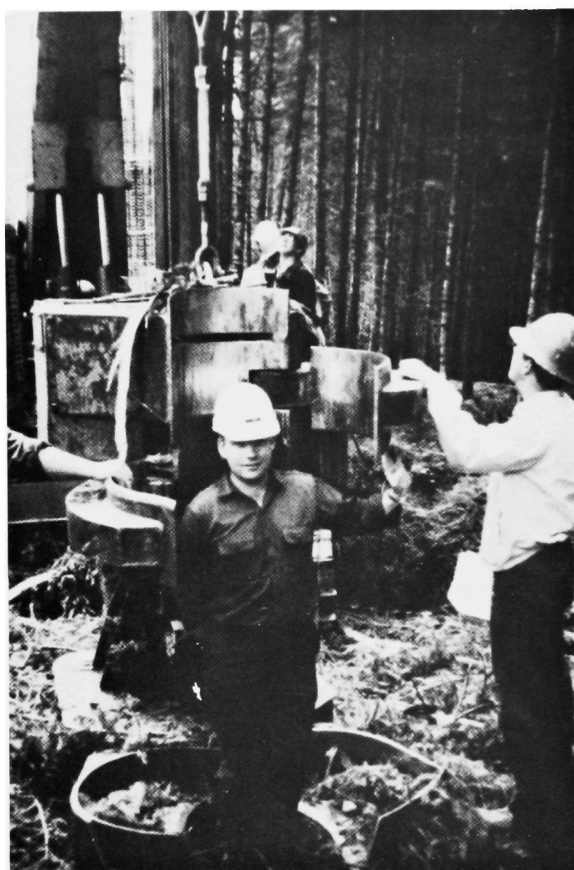
"Well, I guess we'll take the green truck today."

Sanford Schemnitz, Summer 1968

While tip-toeing through the tern nests. . . .

"Don't step on the tern eggs, boys!!"

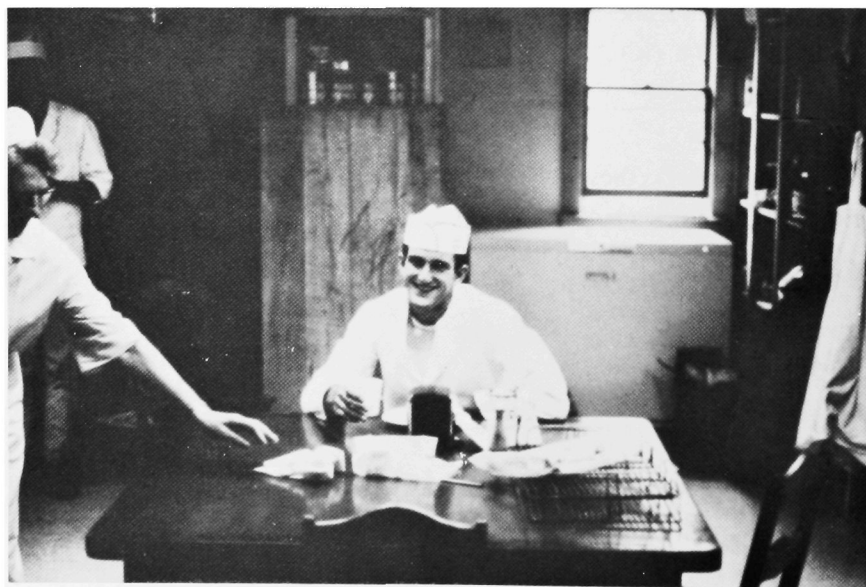
Sanford Schemnitz, Summer 1968



NO SWEAT, HENRY, I HAVE MY
STEEL TOED BOOTS ON.



LOREN—DID YOU SAY YOU
WERE GETTING MARRIED?



WHATAYA MEAN, THERE'S ICE IN *MY* KOOL-AID.

WILDLIFE CURRICULA



Wildlife Management

by ALLEN R. CROOKER, JR.

The wildlife management program at the University of Maine is under the direction of the School of Forest Resources. It is designed primarily to train students for forest land, game habitat management, and for the student with high grades, graduate work. The curriculum is broad and requires study in a variety of natural sciences. There is close cooperation between the School of Forest Resources and the Maine Cooperative Wildlife Research Unit which is involved in research, student training, and public education in wildlife. Several state fish and game biologists have offices in the forestry building which allows for personal contact with professional workers.

The freshman year in wildlife management is similar to that of wildlife science and the forestry sequences. Subjects such as forestry, botany, zoology, chemistry, engineering drawing, mathematics, and English provide a framework for more advanced study. In addition to forestry, botany, and English, surveying, physics, speech, economics, and history are included in the sophomore curriculum.

The junior and senior years are devoted mainly to courses more specifically related to the major field of study. Soils, fisheries management, ecology, game management, and a variety of other zoology and forestry courses provide a working knowledge for the wildlife manager. Twenty hours of electives allow the student to broaden or specialize his training.

The School of Forest Resources maintains a nine week summer camp between the junior and senior year to provide field experience for the wildlife manager. The first two weeks involve wildlife ecology, the last seven weeks are devoted to forestry.

Summer work is an integral part of a good wildlife education. The wildlifer often needs to know things not found in books, such as problems of the hunter, and how to talk to farmers and landowners. Appreciation and a better understanding

of course work is gained through experience in summer jobs. Helpful contacts are made with professional people.

It is not difficult to obtain a summer job in wildlife. University staff members are aware of the importance of summer employment and will go out of their way to obtain such a job for an interested person. Job openings go unfilled each year. Opportunities may come from many points in the United States and Canada. Common jobs include trapping and banding game birds, refuge work, or assisting a biologist in his activities.

After receiving the degree of Bachelor of Science in Wildlife Management, the graduate may enter several fields. Civil Service examinations qualify individuals for positions with state and federal agencies that administer natural resources. Within these agencies, he may become a researcher, field worker, or administrator. The wildlifer may work in information-education, or become a teacher, wildlife biologist, wildlife manager, ranger-naturalist, conservation officer, or a science writer. Employment can also be found in national organizations interested in wildlife conservation and private enterprises such as game breeding and shooting preserve management.

If the student has high grades and a desire to further his education, graduate work may be carried out at the University. Advanced education is obtained while working on thesis projects which may involve a detailed study of a certain animal, or conditions relating to it. This might be a long range study of quail nesting habits, or the effects of deer browsing on cedar.

The wildlifer must be capable of dealing with a variety of problems. His knowledge of animals and their relationships with each other and their environment must be considerable. He must be able to deal with people, and perform the tasks of a naturalist and scientist that combine the qualities of hard work and enthusiasm.

Wildlife Science

by CLEVE COWLES

To describe the Wildlife Science curriculum in detail would merely serve the purpose of filling up a portion of this page. But if the two wildlife curricula are examined and their structure compared, it immediately appears that each has its good and bad points. To summarize these outward merits and demerits; there is a Wildlife Science sequence with a lot of electives (ample opportunity to fit in "gut" courses) and no summer camp, but a stipulation that you must have high grades and take two semesters of physics. On the other hand, there is a Wildlife Management sequence which only has one semester of physics and does not require high grades, but is chock full of tree courses, leaves less room for electives (little opportunity to fit in some gut courses), and guess who goes to summer camp.

Although the above criteria are tempting to utilize, they are not the ones to use. Instead the principal debate should be for a person to decide exactly what he wants out of his education. The Wildlife Science sequence is designed for students with high grades interested in wildlife research. The "high grades" part is not intended to scare a capable student away from the curriculum because if he is interested in wildlife research, then he should also be interested in getting good grades. This is really not meant to be a sermon; but, if the reader will bear with me, he will see that there is some logic behind it all. As a matter of fact, let us end this discussion of grades by just



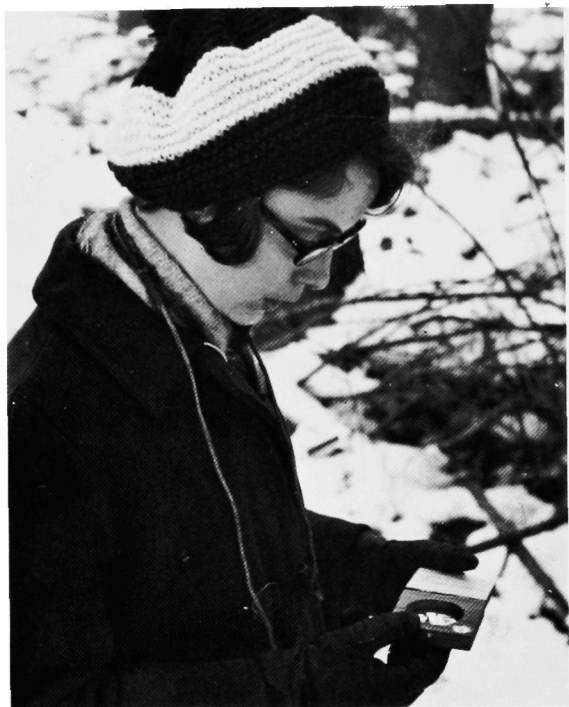
stating that the people who eventually pursue a career of wildlife research, usually have gone to graduate school and it is necessary to have good grades in order to get into grad school. As an after thought, more management jobs these days are also requiring a Master's degree!

How about all those electives in the science sequence? Well, their reason for being there is to provide a student with an opportunity to take courses that are essential preparation for undertaking research work. Biochemistry, computer programming, foreign language, animal behavior and physiology are just a few of such courses. No matter how enticing a "gut" course is, it will go over like a lead balloon with a Wildlife Science major's advisor; and, believe it or not, his advice is often valid.

There is another helpful pursuit which any wildlifer should include while in college and that is a summer job in the field. Not only will such a job provide valuable experience and opportunity to make use of fudge factors learned in Fy 4 and 5, it can also serve to boost one's interest in a wildlife career. Either that or it may result in an immediate change of interests.

Whatever the case, for those who choose to follow the Wildlife Science sequence, it can be concluded that they are headed for the exciting and rewarding career of learning new things about wildlife.





OH GOSH, MY MASCARA IS RUNNING.



IS THIS WHAT YOU CALL A
JON DEAR SKIDDER?



HEY WAIT, PRINCETON'S NOT THAT BAD.



IS THIS WHAT YOU CALL
LUNCH IN THE FIELD?

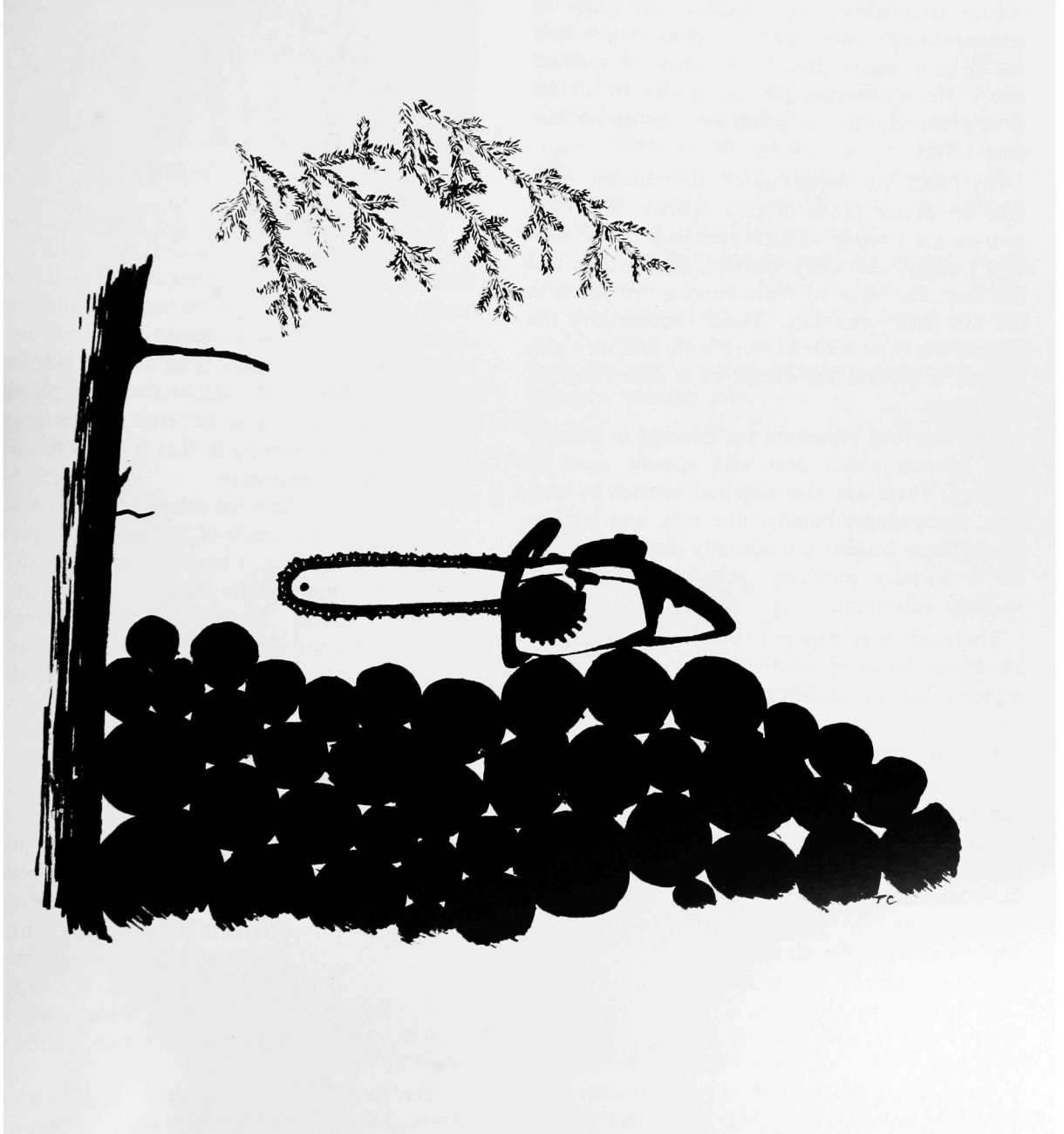


COME ON GANG, WE FINALLY FOUND
SOME TREES!



JUDUST PRIEST!!

FORESTRY CURRICULA



FOREST MANAGEMENT

Its Curriculum, Training, and Job Opportunities

by JONATHAN C. FORD

The purpose of the forest management sequence at the University of Maine is to train the student for positions as forest land managers, prepare him for graduate work, and to provide the student with a broad education for effective citizenship.

The curriculum of the forest management sequence is extensive and rigorous. In order to graduate, the student must complete successfully 132 degree hours plus eight hours of summer camp. He must have passing grades in all required courses and a point average of no less than 1.80.

To fulfill the requirements, the student must take 63 degree hours of core courses. The core courses are introductory courses in forestry, botany, biology, chemistry, physics, engineering, and mathematics. Most of these courses are taken in the first four semesters. These courses give the student the basic tools to work with, and they also provide a general knowledge of a wide range of disciplines.

The last four semesters are devoted to accelerated courses which deal with specific areas of forestry. There are also required courses in business, entomology, botany, fine arts, and government. These courses are not only directly applicable to forestry problems, but also broaden the students education.

The student is required to take a minimum of 24 degree hours of electives. It is highly recommended that the student take at least six hours of electives in forestry courses and six hours in business, economics, writing or sociology.

The training which the student receives is accomplished in several different ways. The major amount of time is spent in academic subjects directly related to forestry. Many of these courses have laboratories which gives the student practical experience to supplement the theory which one receives in the class room.

In the summer, the student is encouraged to seek summer employment in related fields. The school works closely with not only state and federal agencies, but also with many private firms in order to place the student in good summer jobs. These summer jobs are very important for the student in that it gives him valuable job experience, insights into the problems involved in land



management, and job references which will aid him when he graduates.

In the summer between the junior and senior years, the student is required to attend Camp R.I. Ashman for eight weeks of intensive field work on the 17,000 acre Indian Township. Here the student practices methods and problems involved in the management of large forest lands. He is also able to visit mill and woods operations. The summer camp is an extremely important part of the students training in that it offers him valuable practical experience.

The training which the school offers is excellent and rigorous, but much of the training, especially practical experience, is the students responsibility.

The job opportunities for a forest manager are many and varied. The 1969 "College Placement Annual", published by the College Placement Council Inc., lists 39 nationally known firms and federal agencies which are directly interested in graduates of the forestry program. However, this is an extremely small number of firms that hire the graduate. All of the states and many large cities hire professional foresters to manage their forest lands and provide assistance to the private landowner. The salaries are quite good, depending on the state and the individual's qualifications. There are also excellent opportunities with the federal government. There are a large number of private firms which hire foresters, not only for land management, but also for many other types of work such as sales, land surveyors, public utilities, and many others.

The forest management program is, without a doubt, hard work and it demands a lot from the student; but it is a very rewarding experience with many opportunities for employment.

Forest Utilization

by DAVID E. BUKER

The objectives of the forest utilization sequence are to train the students in the theories and techniques of forest product harvesting, manufacturing, and sale; to prepare qualified students for graduate work; and to provide a broad education for effective citizenship.

The requirements for a degree in forest utilization are the completion of 132 degree hours plus summer camp (8 hours) and a spring trip (1 hour), passing grades in all required courses, and an accumulative average of not less than 1.80.

Some of the courses required for a degree are: plant anatomy, harvesting timber crops, forest products, lumber manufacture, wood identification, and wood technology 1 and 2. These are aimed at giving the forest utilization major a broad base

upon which to start a career in the forest products field. Other non-forestry required courses are: physics, accounting, surveying, literature or fine arts, history or government, and economics. These courses are aimed at expanding the mind of the utilization major and to acquaint him with the world beyond the doors of his own forestry building. With the knowledge from these widely divergent requirements, the utilization major is well equipped to enter the outside world and become an integrated part of his community.

A student who has successfully passed all the requirements of the forest utilization sequence is well prepared for any job that would be open to him once he has graduated. This means not only forestry oriented jobs but also many non-forestry oriented jobs.



Wood Technology Curriculum

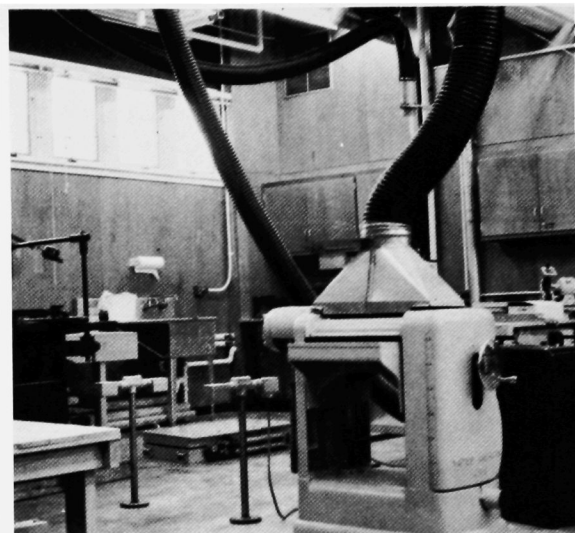
by LARRY L. EMERY

"Wood Technology is fundamentally a study of materials somewhat analogous to metallurgy, plastics technology, or ceramics engineering. The core of the sequence is designed to provide the student with an adequate general background of basic professional and supporting courses. Additional elective courses permit the student to pursue his particular area of interest; wood science, wood engineering, or wood utilization. With the proper combination of core and elective subjects, the individual's professional interest, ranging from basic laboratory research to a career in retail sales may be emphasized. * * * *

Since the practice of forestry for a wood technologist is more often found in the context of a research or industrial organization, an optional alternative to the school 8 credit hour summer camp program (Fy-41s) is available to those in this program. The student may elect a two-credit hour problem, the requirements of which are met by the presentation of an oral and a written report, based on employment under certain specified conditions during the summer of the Junior year. * * * * (March 1966—Undergraduate Program in Wood Technology)."

With the preceding scope of the wood technology program in mind, a few of the misconceptions about this program and some of the opportunities in this program can be discussed.

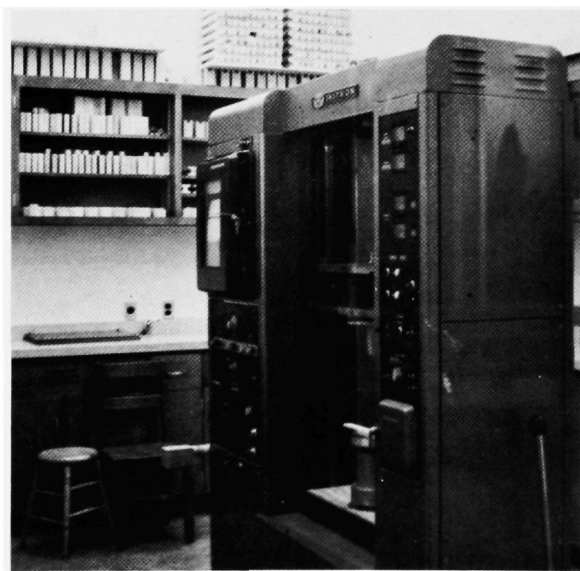
One important point is that the summer camp option is not considered an escape from the adventures of summer camp, but an equally demanding exercise. First, the added burden of an



additional six hours of class work are required by the participants to supplement the two credit hours received for the work experience option. Another point is that an in-depth study of the company which employs the participant or a study of some phase of its operation in line with the students special interests is required as a written report. It might be well to point out that these reports in no way pertain to any confidential information of the companies concerned. This option, while strenuous, is an excellent opportunity for the student to gain actual work experience and valuable insight into his chosen profession.

It should be emphasized that the wood technology program is an extremely open course of study. The student is not restricted to a future of basic laboratory research, although this facet is an important phase of the profession. Just as in industry where the emphasis is on optimum product-mix for maximum profit, the emphasis in the wood technology program is on optimum course-mix for maximum educational benefit. The burden is on the individual with guidance from his advisors to select the proper balance of course work to attain his personal goals. It is entirely possible for a person to gain his degree in wood technology and go on to a career in Public Relations, Product Development, Retail Sales, Industrial Management, In-service Forest Pathology, and many more.

The most important fact to remember is that no program of study is inflexible, no program of study is isolated, knowledge gained in any area of study has its applications in all fields of study.



The Forest Science Curriculum

by ANDREW KELLIE

The Forest Science sequence is designed for students who wish to prepare for graduate study in such fields of forestry as forest pathology, tree physiology, and genetics. The Forest Science curriculum emphasizes the basic science and mathematics which provide a basis for graduate study. Courses are research oriented, and prospective students should have a strong mathematics background.

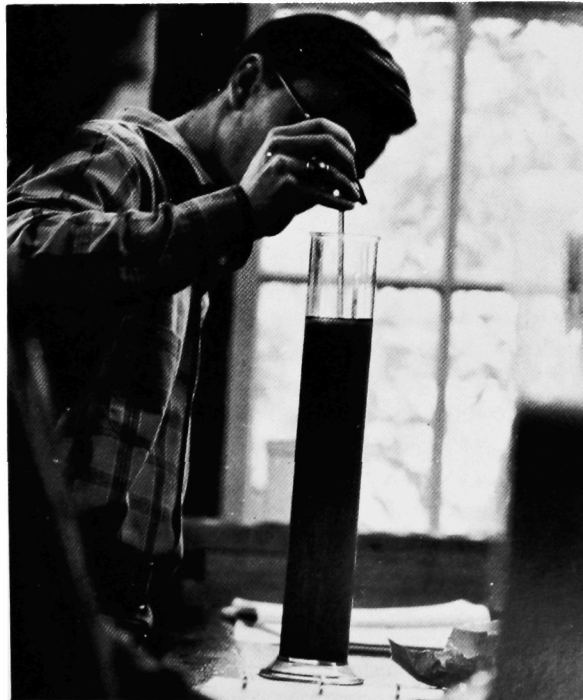
Basically, this curriculum has three parts. The first part includes the forest management and utilization courses which form the backbone of a forester's knowledge. Subjects such as forest mensuration, forest management, silvics and silviculture, wood technology, and forest economics are included. These courses qualify the student for membership in forestry's professional organization, the Society of American Foresters.

During the junior and senior years, Forest Science majors, like other forestry students, can undertake further study in special areas of forestry. Special study problems in an area of the students' choice can usually be arranged under the guidance of a faculty member. This allows the student to use his own initiative exploring a field of particular interest to him.

The second part of the curriculum includes courses in the humanities. These courses broaden the students' outlook on national and world affairs and increase communication skills. Such subjects as history, political science, literature, and anthropology can be taken as electives.

The third part of the Forest Science sequence distinguishes it from the other course sequences offered in forestry. This part of the curriculum enables the student to take specialized courses that will provide background knowledge or research techniques applicable to the field in which he wishes to do research. For example, a student who is interested in tree physiology might take such courses as organic chemistry, plant anatomy, histology, bacteriology, or genetics. Work can also be done in such fields as computer programming, regression analysis, statistics, and experimental design.

Graduate work in forestry can be undertaken at a number of different universities. Universities seeking Maine graduates this year include Auburn University, Virginia Polytechnic Institute, Colorado State, The University of Missouri, and The University of Iowa.



5th Year Pulp and Paper Program

by THOMAS ALT

It is becoming increasingly obvious today that the United States' technological advances are occurring at a faster and faster pace. Whereas it took many centuries for man to use gunpowder effectively in his modern weapons of war, it only took a few decades for him to make the terrifically potent atom a weapon that now dwarfs such conventional means as gunpowder. The point here is that as technology advances at its increasing rate, man must increase his knowledge to keep pace; for indeed, if man does not do his part, technology will stagnate. Well, this may all be fine, but what's it got to do with forestry or pulp & paper?? Actually, it has plenty to do with both of them.

To begin with, technology goes hand in hand with forestry and pulp & paper. For the aspiring student who longed to be in the out-of-doors, and get as far away as possible from the humdrum of technology and society, this may be a rude awakening. But all one has to do is compare any forest oriented business or operation at a time during the 1940's and again today. For example, in the 40's, horses were twitching out the wood that is hauled out by four-wheeled drive rubber tired skidders today. Axes and bucksaws were felling the trees that power chain saws fell today. And who's to say the skidder-mounted or tractor-mounted tree shear won't replace the chainsaw? Or how about the Busch Combine or any of the other one-man tree harvesters now in operation in many areas. Technology has produced all these new machines, and along with them the need for new men who can adapt the machines to the woods for efficient harvest operations.

The same picture appears with pulp & paper, for although a number of other processes are entailed in the overall production scheme of the pulp & paper industry, forestry and its practices makes up a large part of the start-to-finish process. Planting, silvicultural techniques, and most other forest practices are related in one way or another to the final paper product, and technology is definitely active in all of these fields. It may be a direct seeding operation by helicopter, a stand improvement operation with herbicides . . . you name it, and it's sure to be a product of technology. The same goes for all pulp & paper machinery, testing equipment, etc.

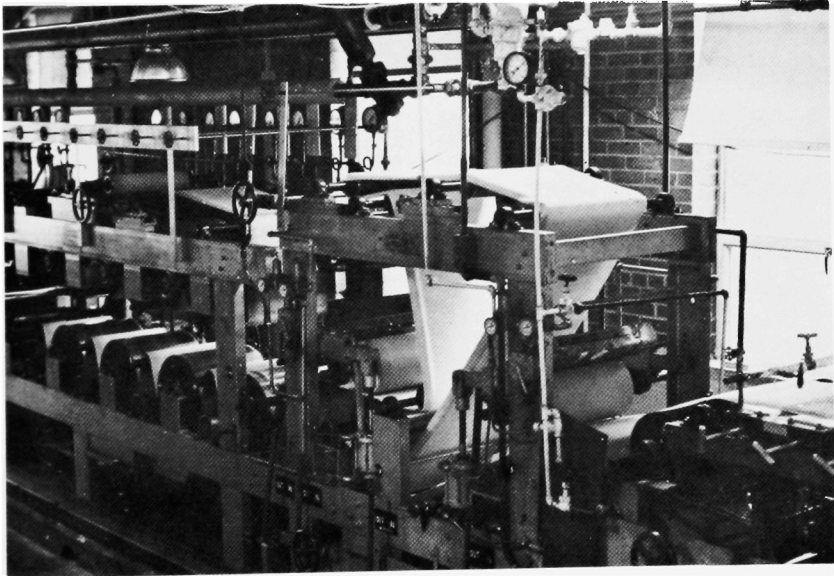
Well, now it should be evident of the dependence of our good ol' woods work on today's technology. And, it should also be obvious concerning the dependence of the pulp & paper industry on forestry. From these basic facts, the reason for a 5th year pulp & paper program for a soon-to-be professional forester may seem a bit more reasonable, for obviously, the rapid technological advances in forestry and pulp & paper bear certain implications. One of these concerns the fact that of all the forest related industries in this country today, the pulp & paper industry is by far the fastest growing and most important. This would imply that our forests will be managed to a larger and larger degree for the needs of such an industry. Weyerhaeuser's "High Yield Forest" is a good example of this. Crown Zellerbach's large scale fertilization operations are yet another example. Today's foresters must be able to practice their profession in the light of these new practices, and this may well entail intensified training or additional education, or both. The forester of 1940 probably didn't give a hang about fiber strength or quality in its relation to soil nutrients, and today's forester might get by without worrying about it too much, but it's a sure thing that in the not too distant future, this will be a required part of every practicing forester's knowledge.

All this leads to the proposal for one year (i.e., a 5th year) of study of pulp & paper operations and processes and problems. With this type of training on top of his forestry training, a forester would be prepared to enter any forestry undertaking that he might have entered without the 5th year, AND he would be prepared to enter a number of other closely related opportunities made available to him by his 5th year knowledge. It's a sure thing that this man would be more valuable to any pulp & paper company with his 5th year, than if he had come to them with only four "forestry years". It would mean increased financial value to both the forester and the company, and it would also mean increased self satisfaction for the forester because of his broader knowledge and broader choice of jobs, and because of his ability to understand everyone from the independent woods operator to the paper machine tender, from the forest geneticist to the paper quality research technologist . . . to understand them and perhaps

act as an interpreter between them, and thereby increase the efficiency of the entire operation.

The 5th year of study is centered on a pulp & paper core of 15 credit hours, leaving another 15 hours of electives for the student to choose. The P&P courses concern the manufacture of the pulp and the paper, pulp testing, paper testing, and the problems encountered in these processes. The courses are meant to prepare a man to better understand these operations and hopefully apply and

integrate his P&P knowledge with his knowledge in his own particular field to effectively increase the overall operation in the P&P industry. As already mentioned, benefits of this extra year include a wider choice of job opportunities, a broader knowledge with increased self satisfaction, and an increased value to prospective employers and employee. The "Pulp and Paper Certificate" awarded at completion of the 5th year represents the key to the above benefits . . . all this for only one extra year of study.



Two Year Technical Forestry Program

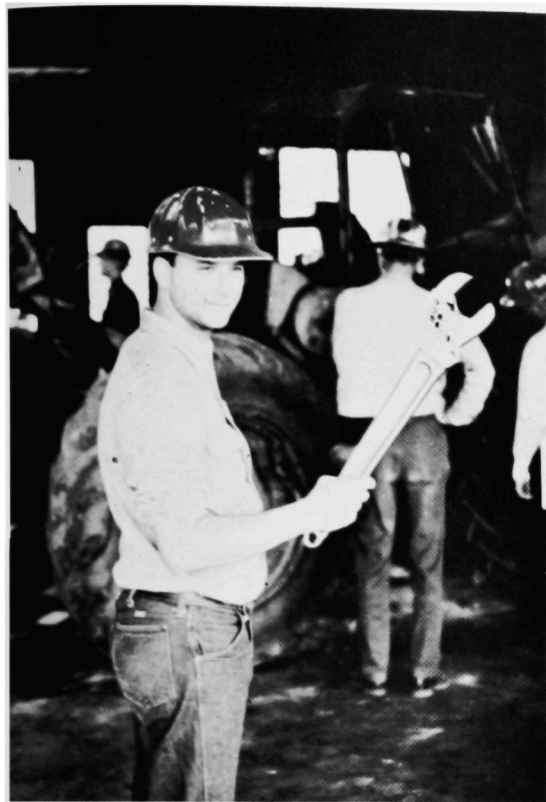
by BRIAN POWERS

The increasing needs and requirements of government and private forestry agencies for technically trained men has created a shortage of qualified personnel. It is in response to this shortage that the University of Maine has established a technical forestry program.

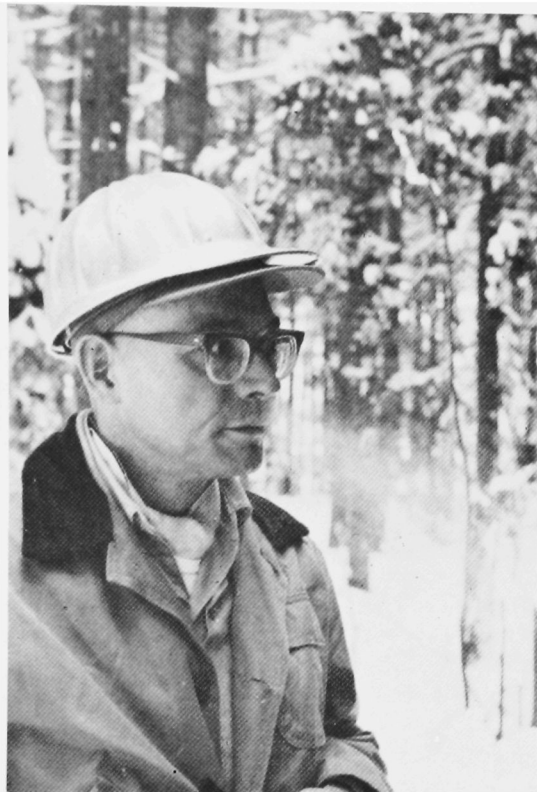
This two year program is designed to educate young men in the fields of forest land management and associated activities. Graduates will be qualified for duties such as timber cruising and inventory, marking, surveying, job inspection, job and personnel supervision, logging road layout, and recreation area supervision.

In addition to the regular classroom curriculum, the technician will receive practical experience in woods work at the R. I. Ashman Forestry Camp near Princeton, Maine. This field period will provide in field measurements, fire control practice, harvesting, wood products manufacturing, recreation and wildlife.

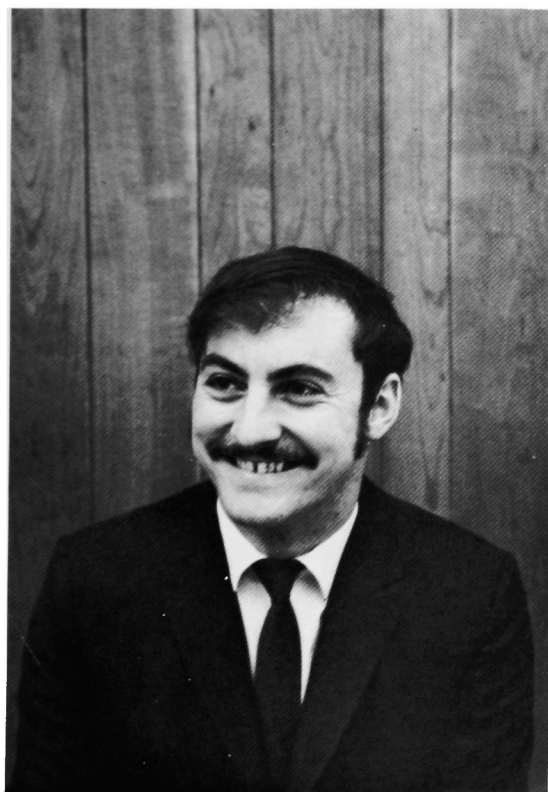
It is intended that this training will provide skillful and responsible personnel capable of acting as liaisons between the professional forester and the vocational worker. The entry of these young men into the field of forestry will help to insure proper and sensible management of our natural resources.



FOR TWO CENTS, I'D .



BOY, YOU MEAN TO SAY YOU
FORGOT YOUR AX —



GIVE ME YOUR FREETOS
CORN CHIPS. PLEEZ.

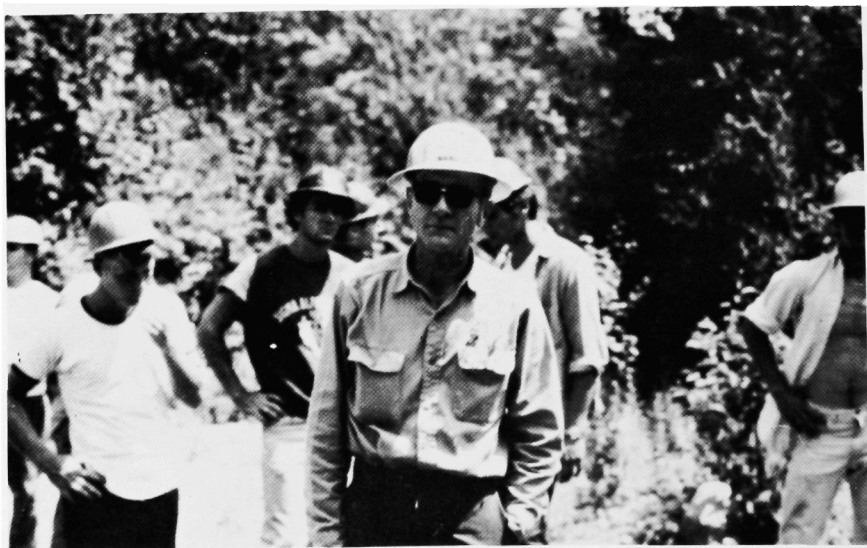


STEP ONE: APPROACH THE TREE.



NO THANKS, I'VE
ALREADY HAD SEVEN.

DICKIE'S FOLLY!!!



SO WHO SAID ERROL
FLYNN IS A HIPPIE?

FEATURE ARTICLES



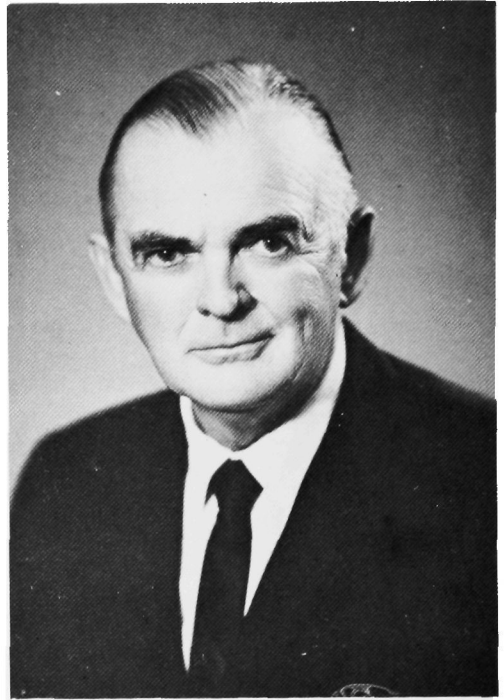
GUEST ARTICLE

INTRODUCTION

The unwritten goal of this year's staff was to introduce a little excitement and a new feeling of professionalism into the pages of the *Maine Forester*. In keeping with this goal, we searched for something a little different; something that might tie our graduating seniors to the world in front of them as well as represent the broad world of forest resources. We found just what we wanted in words from the pen of Mr. Victor B. MacNaughton, Forest Supervisor, National Forests in Mississippi.

Mr. MacNaughton originally hails from Bangor, Maine, and graduated from the University of Maine in 1929 with a BS degree in Forestry. He was a member of Phi Mu Delta Fraternity, captain of the cross country team, and New England Intercollegiate Mile Champion in 1929.

In World War II, Mr. MacNaughton served as chief of Underwater Demolition Team 4 and participated in the invasions of Guam, Okinawa, Saipan, Leyte and Iwo Jima. He is a recipient of the Bronze Star.



Forestry awards include the Superior Service Award from the Secretary of Agriculture in 1965, and the Distinguished Service to Forestry in Mississippi Award from the Gulf States Section, Society of American Foresters also in 1965.

From his present post, Mr. MacNaughton supervises activities on six National Forests in Mississippi containing over 1.1 million acres.

A YANKEE GROWS IN DIXIE

by VICTOR B. MacNAUGHTON

I had always hoped someday to go back and talk to Maine foresters about the South. It never worked out so this is one reason I welcomed the chance to write a piece for the MAINE FORESTER. My story is to some extent the story of forestry—and particularly the National Forests in Mississippi—over the past 35 years.

When I received my diploma in June, 1929, the nation economy was at an all-time high. I didn't know it then but the "Roaring Twenties" were about to become the "Depressed Thirties". Along with millions of others I learned firsthand the bitter and bleak experience of skirting the edge of hunger. Ex-financiers were selling apples on corners but I had plenty—from the orchard on the estate where I worked as a handyman in Greenwich, Connecticut. In November, 1933, Al Nutting wrote me about possible jobs in the new Civilian Conservation Corps Program. I applied, along with practically all the other young foresters in the country. The day before Christmas in 1933 I arrived at CCC Camp F-2 at Meadville, Mississippi.

Here was a strange new world where bitter memories of the last Yankee invasion had welded the two words "damyankee" firmly together. Your social acceptance could be measured by the time it took to be called *Yankee* alone! But as famous Mississippian William Faulkner once wrote: "We love in spite of—not because of. . ." Once understanding came, we formed many warm and lasting friendships and the North country saw us no more. Few of us, however, were prepared for life in a part of the USA literally 50 years behind the North in educational facilities, industry, roads and average standards of living. Mississippi, land and people struggling to recover from a devastating war, now was reeling from a crushing depression.

Somehow poverty in the country is never publicized like the bread lines or rat infested ghettos of the city. But it is just as grueling and just as real in its deprivations. I remember that cotton was 5¢ a pound, teachers were paid \$30 a month (not always in cash) and laborers stood in line for a chance to work for 50¢ a day. The stumpage price of pulpwood was 35¢ a cord and there were less than 75 miles of paved roads in the state. This in a state that a short 70 years before was the 5th richest state in the nation. At that time over half the millionaires in America lived in Natchez.

The CCC camp foreman enjoyed considerable status in the community because of the regular monthly checks. Mine was \$145 after the 15% "statutory deduction" which was current for all federal employees at that time. It was a period of adjustment for all of us newcomers, including the wives. The ladies found it hard to accept some of the rural substandard housing and were out-

spoken about chiggers, cockroaches, snakes, ticks, cracks in the floor, and lack of adequate heating facilities.

The National Forests and the CCC camps arrived in Mississippi about the same time. Long after the camps were gone, local people still referred to "the CCC land". The big lumber companies like Great Southern, Edwin Hines, Eastman Gardiner, Finkbine and J. J. Newman which began operations in Mississippi prior to 1900, were just about cut out. The vast stands of virgin southern pine were replaced by millions of acres of barren, burned, cut-over land. In 1926 the Mississippi Legislature passed the Enabling Act which permitted the federal government to purchase land for National Forests. By 1933 acquisition was underway and in 5 years nearly one million acres were purchased from willing sellers.

The manpower and money resources of the 25 CCC camps on the Mississippi National Forests made possible the fantastic Paul Bunyan-like accomplishments which by 1941 included—

- A modern tree nursery capable of producing 50 million seedlings annually
- 1,000 miles of roads constructed and improved
- Over 4,000 forest fires controlled
- 50 lookout towers and cabins erected
- Ranger dwellings, offices, warehouses, and hundreds of bridges constructed
- 115,000 acres of trees planted
- 100,000 acres of timber stand improvement
- Deer herds established on all districts by importing deer from North Carolina and Mexico
- Several major recreational areas

These were thrilling days for young foresters who probably never before or since have had the great resources and opportunity to rebuild a forest from the bare ground, practically overnight. The CCC camps were *good* for the forests but they were *great* for the boys. It is significant that the Job Corps Camps of today on National Forests are accepted as perhaps the most successful part of the late Great Society poverty program.

During these CCC days I progressed to Assistant Ranger, Fire Control Assistant in the Supervisor's Office and Ranger on the Leaf River District in south Mississippi. World War II brought an end to the CCC camps and military service to many of us. I spent this hiatus in my forestry career with Underdemolition Team Number 4 for the Navy in the South Pacific. From 1946 to 1952 I was Ranger on the Oakmulgee District at Centreville, Alabama.

In 1952 I became Project Manager for the Forest Service on the Yazoo-Little Tallahatchie Flood Prevention Project in north Mississippi—a most satisfying assignment which I enjoyed for 15 years.

This Project is tantamount to a workshop in public relations because all foresters must learn

about people and how to work in cooperation with other agencies. The Y-LT job is basically one of land use adjustment and rehabilitation on some 4 million acres of private lands in the Yazoo River Watershed. With erodible soils and rolling topography, plus an exploitative system of agriculture, the hillside fields were eroding at the rate of 100 million tons a year. Flooding and sedimentation in bottom land fields annually caused 4 million dollars damage. Total rehabilitation is far from complete but it was gratifying in June, 1967, to introduce the Secretary of Agriculture at a ground-breaking ceremony for a new 9 million dollar U. S. Plywood-Champion Paper Inc. Flakeboard Plant at Oxford, Miss. This site was chosen because of the 500,000 acres of pine plantations established within the project area. It is with some justification that the Chamber of Commerce proclaims—*Oxford—Reforestation Capital of the World*. I fully intended to retire at Oxford but the fatal heart attack of John Franson, Forest Supervisor at Jackson, Miss. since 1962 left the position open. I became Forest Supervisor of the National Forests in Mississippi in October, 1967. Incidentally, John Franson attended Maine for one year in 1931.

And how does Mississippi look today—well, now hear this—

- The South as a region is one of the fastest growing areas, economically and industrially, in the USA.
- In the past 3 years over 350 million dollars worth of new and expanded wood-using industries came to Mississippi.
- There are over 300 professional foresters in Mississippi with the majority employed by the state and private industry.
- There are now 23,890 miles of paved roads in the state.
- In 1934 the National Forests in Mississippi returned \$369 to the U. S. Treasury—in 1968 the returns were 5.3 million!
- The National Forests in Mississippi now generate 80 million dollars annually into the economy of the state.
- The breeding of superior trees is now well underway at the 500 acre Erambert Seed Orchard on the DeSoto National Forest.

The forestry problems and opportunities today are more numerous and complex than ever before. Our burgeoning population and social changes create pressures of the forest unknown in 1938. The need for skilled foresters and administrators is acute. Special interest groups, organizations and individuals mount an unending attack on the National Forest policies of multiple use and “the greatest good to the greatest number in

the long run”. Today we can no longer operate in that splendid isolationism which so characterized early America. Don’t ever forget that forestry needs people—needs their support and understanding. To paraphrase Mike Frome in the *American Forests* for November, 1968—it seems to me this is a time for serious and frank stock taking, for evaluations of past, present and future for input of new ideas from new disciplines and for collaboration and consultation with all kinds of groups and individuals including those who have their heads in the clouds.

For me these past 35 years have been stimulating, challenging and so very satisfying. On behalf of the Forest Service I invite you to consider a career with us in the South. I challenge you to put to use that *Goodly Heritage* that Mary Ellen Chase describes so beautifully. The future of forestry here is bright and promising. There are plenty of new worlds to conquer here in this “wood basket of America” and if you happen to be interested, remember Ole Miss produced two Miss Americas! And there are a lot more like them down in DIXIE!

Victor B. MacNaughton

Forest Supervisor

National Forests in Mississippi

Here are a few of the other Maine boys who came South—

- Fred Harris '27 retired last year as Ranger on the Leaf River District at Hattiesburg, Mississippi.
- Fred Ames '28, formerly Assistant Forest Supervisor in Mississippi, retired last year and is now living in Arkansas.
- Cecil Clapp '33 retired from the Washington Office and now makes his home in Alabama.
- Dick Millar '32 is now Assistant Regional Forester in Atlanta, Georgia, in charge of all timber management in Region 8.
- L. C. Poole '29, who was in the first CCC camp with me, returned to Maine.
- Probably the outstanding success story of a Maine forester in my generation is Harlie Knight '30 who turned up in Jackson a few years ago as President of Lamar Life Insurance Company. Perhaps this just proves how versatile foresters are! Once Phi Mu Deltas together at Maine, we’re joined once again as fellow Rotarians.
- Phil Archibald '48 spent some 10 years in Region 8 but is now an Assistant Regional Forester in Milwaukee.
- And the other day the new Superintendent of the Natchez Trace Parkway came in the office. He is Robert Haraden '49—a civil engineer whose home was Bar Harbor.

THE NEW FOREST RESOURCES BUILDING

INTRODUCTION

The beginning of the 1968-1969 school year finally brought the time that saw the occupancy of our long awaited Forest Resources Building. This new building was first visualized in the pages of the 1966 "Forester". Hopefully, this fourth year of coverage on the "wooden fortress" will not be termed an overworking of the subject, but rather as a final concise tribute to the many, many people and organizations who have made such a wonderful building possible.

P. D. BREWITT

THE FOREST RESOURCES BUILDING

by DR. THOMAS CORCORAN

The Forest Resources Building contains approximately 51,000 square feet of floor space, nearly two thirds of which has been allocated to research and graduate training. The remaining one-third of the floor space has been designated for undergraduate instruction.

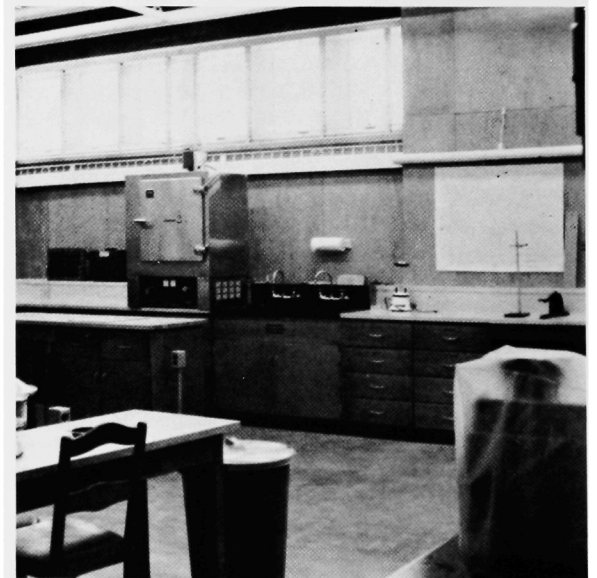
The basic structure cost, partially equipped, 1.3 million dollars, of which slightly over \$900,000 was made available through State funds. The remaining funds were obtained from federal grants, primarily for the support of graduate training and research.

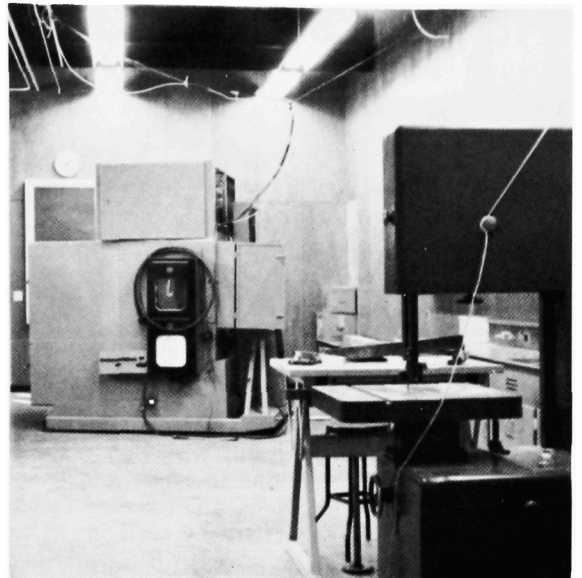
Administered from the new Forestry Resources Building will be programs in forestry, wildlife and wood technology. Units of State and Federal

agencies, such as the Cooperative Wildlife Unit, will also occupy office and laboratory space within the building.

The building will initially house 30 professional teachers and researchers, and a clerical staff of seven will be employed in the building. Within three years the undergraduate and graduate students are anticipated to number 420 and 40 respectively.

In addition to its distinctive and outstandingly beautiful lobby, the building features laboratory, office and classroom space, the latter including one classroom and one lecture hall which have capacities of 80 and 208 persons respectively.





THE FOREST RESOURCES BUILDING— A VIEW FROM THE BOTTOM

by LARRY L. EMERY

In The 1968 Maine Forester, Michael Dann (Class of 1968), opened his article, "The New Forestry Building" with the following paragraph:

"The fall semester of next year should be the start of a rewarding and deserving era for the University of Maine foresters and wildlifers. With new facilities, an expanded faculty, and a more encompassing curricula, The School of Forest Resources will have really come into its own."

In an attempt to evaluate a part of this prophesy, this author personally contacted thirty members of the student body, wildlifers and foresters in all classes ranging from the Two-year students to the Graduate students, and requested their views on the new forestry building as it pertained to their course work and as it related to them personally in their role as forestry students in the university community. Unfortunately the response on the part of these students was poor. The four letters received contained the following comments:

"One of the most important things about the forestry building to me, and I'm sure to many others, is what it represents on campus. Anyone who has seen it should realize that such a facility as we have must be devoted to a great deal more than "teaching people to chop down trees."

Bruce D. Reynolds
Class of—1970

"I've taken considerable advantage of the

calculator room on the second floor and have heard many favorable comments about the new electronic calculator. I feel fortunate in having access to these facilities."

Audrey J. Magoun
Class of 1971

"The new forestry building offers all a chance to view the beauty and structural qualities of many kinds of wood. I feel this is of great benefit in regard to my course, Wood Technology, to see the use of wood while in the process of studying about.

My main appreciation for the forestry building comes out of my knowing that I can see and feel the presence of wood, the product that I wish to work with in the future. Seeing the wood on a large scale is much more beneficial than just reading about it out of a text."

Robert Kelly
Class of 1970

"I feel that the new forestry building is a worthy tribute to the forestry profession."

Milton J. Melander
Class of 1969

It is apparent from the above quotes that our new facility is living up to Mike Dann's prophesy at least in the minds of its students. The new Forest Resources Building has become a symbol to which forestry students can relate and of which they can be proud. It is serving as a focal point for our studies and has enhanced the prestige of forestry as a worthy discipline in the university community.

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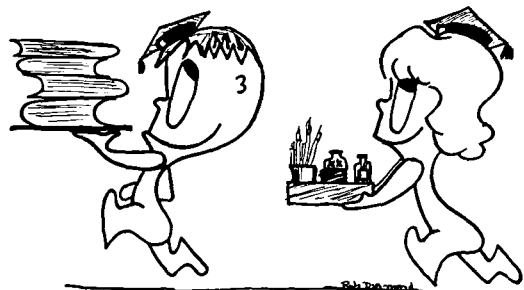
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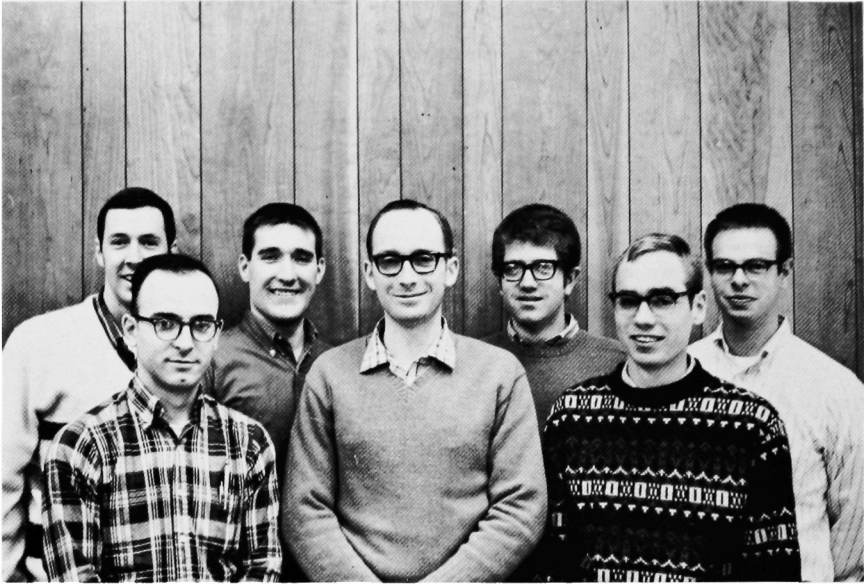
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TIM CLEMENT

Artist

EDITOR'S PAGE

Whether to be glad the Forester is finally done, or sorry that it was even started are questions to be answered only when the first copy comes off the press. But the trials and tribulations of missed deadlines, late appointments, and ruined film are soon to be forgotten. The labor has passed, but it has created memories within the pages of *The 1969 Maine Forester* that will go on forever.

Our goal this year was to initiate a little excitement, as well as an increased sense of professionalism into the Forester's pages. If the reader has gone this far without having laughed at least once, or taken some pride in being associated with some of the writer's of our articles—we have failed. But the Forester staff feels that neither situation is the case.

To my staff—a simple thanks, you can be truly proud of the fruits of your labor.

To our many supporters in industry—I hope we have created a publication that you are pleased to be associated with, for it is only through your support that the Forester is possible.

To the faculty—a special thanks for the time and effort many of you have spent in helping the staff complete our task.

And to the Class of 1969—the best of luck in your future endeavors, and I hope you will take THIS Forester and the memories it holds, wherever you go.

A handwritten signature in black ink that reads "Peter D. Brewitt". The signature is written in a cursive, flowing style with a large initial "P".

1 MARCH 1969

