The business meeting of October 30 showed the club's continuing support of the Woodsman's Team by the voting of $75 for the annual New Brunswick meet. Gerry Hawkes, George Ruopp, and a recent graduate, Lee Stover, provided a slide program on their summer job experiences. Valuable hints on summer employment, especially in the west, were picked up by those attending.

The Forestry Club combined with the Wildlife Society for the November meeting. After several program cancellations, the combined meeting featured a discussion of brook trout by Philip Andrews, a State Fisheries Biologist. The combination meeting of the two organizations was successful and it seems desirable to schedule more in the future.

The month of December was a busy one for the club. The annual Christmas tree sale co-sponsored with Xi Sigma Pi was again a success. This sale is the club's major source of revenue, and it is this one concentrated effort which alleviates financial problems during the remainder of the year.

The December meeting was concerned largely with the election of officers. The slate of nominees proved to be an excellent cross-section of the classes resulting in each class being represented by an officer. It is hoped this situation will foster greater interest and provide for better communication between classes. This years officers are: Gerry Hawkes, president; Sidney Frissell, vice-president; Sally Medina, secretary; and Wayne Valcourt, treasurer. Following elections Dr. Osgood of the Entomology Department discussed the ecology of the balsam gall midge. This meeting concluded a moderately successful year for the club in which it is hoped we provided an interesting addition to the activities of the school.

Wildlife Society, 1969-70

by

CURTIS LAFFIN, *President*

The National Wildlife Society is an organization of professionals dedicated to the wise management of wildlife resources on a worldwide scale. Student chapters of the Society are organizations of students who are training toward similar goals of dedication. Our university is among the college campuses supporting an active chapter.

Among other activities our goal at Maine is to present a variety of wildlife management speakers and programs to the student body with the intent of giving wildlifers a preview of their chosen careers.

To work comfortably, even at our non-profit functions, it is desirable to have a treasury on which we can draw for luxuries like, refreshments after meetings or taking Mr. Henry Briggs to dinner. Speaking of Henry Briggs, it was through his talents that we gave our finances a boost this year. Under our sponsorship early this fall Mr. Briggs filled Hauck Auditorium when he showed his film *"Allagash Adventure."*

We also helped the Bangor Audubon Society sell season tickets to their screen tour series. It was not as lucrative an endeavor as Mr. Briggs but we did stay on good terms with Audubon through our efforts.

So as not to create the impression that all we do is spew forth with energy aimed at boosting our capital gains, it is necessary that a discussion of our wildlife programs be included. Our first meeting, aside from being a welcome back to school, featured two contemporary National Park Service films, they depicted a trend in conservation education being used by the Park Service; some interesting discussion and comments from the audience resulted.

Two of our meetings featured recent Maine graduates, each spoke on some current management work being done in Maine. Gary Donavan informed us of waterfowl management projects and talked about a new banding technique which employs "Gentle Ben" type air boats. Phil Andrews, a fisheries research biologist, gave us a few tips on where the fishing may be good or bad next spring while explaining several new fish management techniques being used in the state.

Dr. Frederick Gilbert spent an evening in December telling us why most of us never used our deer tags this fall. For those who were not there, it was not the fault of the deer. Following his deer season recap Dr. Gilbert explained how deer management in Maine is being updated and reorganized.

Just before finals Howard Mendell, graduate student advisor, let his presence be known to the masses of undergraduates via an enjoyable evening's talk on the Cooperative Research Unit.

Another of our meetings presented Mr. Thomas Schoener, editor of the Maine Fish and Game Magazine. His talk helped us, as students, retain contact with the reality that our careers are not to be all duck-banding and ovary scar counting. A major portion of our work will have to do with public relations and people management.

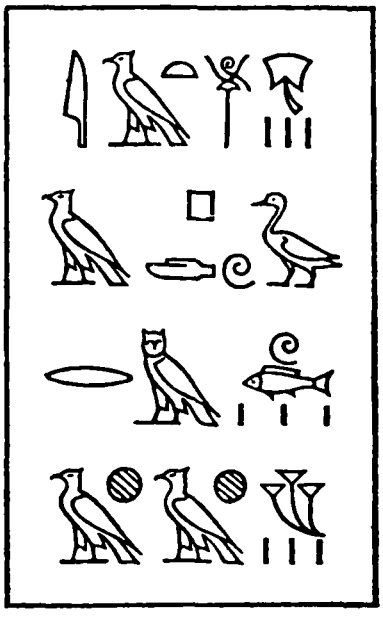
A reminder that the Wildlife Society meets once a month and our programs are open to all.

Last year a team of wildlife students from Maine went to the first Northeast Wildlife Student Conclave. They brought home a trophy as the best wildlife bowl quiz game team. We were well represented again this year. Our eye is on another trophy so the Woodsman's Team may have to yield some more of their shelf space in the trophy case. Our newest attempt at progress is the establishment of a series of environmental slide talks. These talks are to be given to local school children at various grade levels. There has been a reluctance to take the first step by some of our members but once this is overcome we see wide potential for the project.

The only effective way a student organization such as ours can stay abreast of the many changes taking place in our field and related fields is through involvement. Tremendous social changes are evolving within our nation; more and more people are readjusting their standards of value away from high financial success and toward the realistic values of life and nature. This is why The Wildlife Society must become even more involved and stay ahead of what the public desires in regards to our scarce wildlife resources, because of these readjustments each year's graduating wildlifer must be unique and better prepared than the wildlifer who graduated the year before. It is the duty of the National Wildlife Society student Chapters to strive toward this end.

The Wildlife Society

by
FRED G. EVENDON
Executive Director



New information on wildlife biology and new specialized approaches to managing wildlife combined to create the professional field of wildlife management. Leaders in this young specialty formed The Wildlife Society in 1937 from its predecessor The Society of Wildlife Specialists which was founded in 1936. The Society has had a steady growth in membership, now totalling almost 7,000 members in all classes residing in more than 60 different countries. Student members, many of whom belong to more than 25 student chapters, comprise a significant portion of the Society enrollment. There are thirty other chapters for the full-time wildlife professional.

Administration

The Society is governed by its Council which is composed of the four elected officers and eight regional representatives. The Council establishes policies, programs, and near-term objectives which are administered through the executive director in the Society's Washington office. Many Society programs are developed and refined by the effective efforts of some 20 committees appointed annually.

Objectives

The Society is dedicated to the sound management and preservation of the wildlife resources of the world and the Society recognizes that man shares equally with other organisms a total dependency upon the environment. It is the Society's firm belief that wildlife, in its myriad forms, is basic to the sustainment of a human culture which provides quality living and variety of experience.

All of the efforts of the Society, its sections, chapters, committees and members, are directed toward achieving and meeting the Society's objectives which are: (1) To establish and maintain the highest possible professional standards; (2) to develop all phases of wildlife management along sound biological lines; and (3) to disseminate information that will accomplish these ends.

These short objectives are quite complicated when one considers them in depth. This is because Society membership interests encompass every conceivable specialty involving wildlife and the broad fields of ecology and resources management. Members are primarily management and research biologists, administrators, educators, foresters, naturalists, information specialists, enforcement officers, or writers. Most are employed by federal, state, or provincial government agencies, or by universities and colleges.

Publications

The need to assemble and disseminate scientific knowledge was a driving force behind formation of The Wildlife Society. Publications were the Society's principle means of fulfilling its objectives during its first three decades.

The Journal of Wildlife Management, our scientific quarterly, is without peer in its field. Its high standards have been maintained by ten devoted editors as it grew from 107 pages in Volume 1 (1937) to almost 1,100 pages in Volume 33 (1969).

Almost two dozen highly scientific topics have been included to date in the *Wildlife Monograph* series. A definitive book has been published on *The Wild Turkey and Its Management* and a greatly-revised Third Edition of a *Wildlife Management Techniques* manual was published in 1969. Lesser publications have included a technical writing handbook and a condensed history of The Wildlife Society. Prospective wildlife students are assisted by a career leaflet on the wildlife profession, and the Society's list of universities and colleges with wildlife specialties. A manual for conducting short courses in wildlife conservation will be published in 1971. *The Wildlife Society News,* the bi-monthly house organ, goes to all Society members to keep them informed on their contemporaries and on activities within the profession.

Public Service

In addition to publications, the Society works to improve both education and employment standards for the profession. In recent years the Society has developed a number of important position statements on key environmental conservation issues which are useful to professionals and laymen.

Society objectives are enhanced through responsibility for the annual Technical Sessions of the North American Wildlife and Natural Resources Conference and through seven annual section meetings. These serve not only the membership but reach far beyond to influence resource management decisions. Additionally, distinguished members of the Society have helped to carry out Society objectives through influential service on government boards, commissions and committees. They also serve directly such organizations as the Agricultural Research Institute, American Association for the Advancement of Science, American Institute of Biological Sciences, American Ornithologists' Union, International Union for Conservation of Nature and Natural Resources, National Research Council, and Natural Resources Council.

The Society also takes pride in the fact that the Wildlife Disease Association started as an activity of the Wildlife Society, and that the Society's own Wildlife Telemetry Committee played an instrumental part in the development of the Bio-Instrumentation Advisory Council created in 1965 by the American Institute of Biological Sciences.

Recognitions

The Wildlife Society has always recognized professional excellence in work and deed in the wildlife conservation field by giving bouquets to the living. High professional standards are encouraged through a series of annual recognition awards for efforts in conservation education and for publications in aquatic and terrestrial wildlife fields. Professional recognition is given to agencies, organizations, business, or industry through the Society's Group Achievement Award. Honorary memberships are given infrequently. Its highest individual honor is the Aldo Leopold medal which is presented annually at the North American Wildlife and Natural Resources Conference.

Students enrolled in the University of Maine School of Forest Resources often may have seen the Society's rectangular hieroglyphics emblem. Those hieroglyphics may be interpreted as mammals, birds, fish, and plants, thus denoting the very broad interests and purposes of The Wildlife Society.

Environmental Awareness

by

AUDREY MaGOUN

We are measuring devices of the environment. We breathe it, taste it, and smell it; we see it, hear it, and feel it. In doing so, we become whatever our environment is. The quality of the human species is dictated by the quality of the environment. It's quite a simple relationship but we have yet to grasp the full meaning. This blissful ignorance is becoming uncomfortable to live with if not intolerable.

Fortunately, many people have become alerted to what is being called "the environmental crisis." The crusade for cleaning up the environment is attracting a national following. Hopefully, it is not a fad that will fade away.

Being students of natural resources we are, perhaps, closer to the realization that a healthy environment and a reasonable population size is essential for quality living. With such a realization comes a responsibility to make others aware of the importance of showing an *active* concern.

The student chapter of the Wildlife Society at the University of Maine has begun its own Environmental Awareness Program. Through the program, local school children, boy scouts, clubs, and other interested groups learn about a variety of ecological and environmental principles through slide programs, illustrated talks, pamphlets, and ecological field trips.

Students interested in taking part in the program are asked for a title and brief outline for a talk dealing with an aspect of the environment which particularly interests them. Help in obtaining slides and demonstration materials is available. Some students offer help in setting up the demonstration materials and answering questions at the end of the programs. Others organize and lead ecological field trips. The topics and time schedules for the programs are made available to local teachers and interested groups, and on request an appointment is made for giving the program.

Though the topics for the environmental programs are quite diverse ranging from large mammals in Maine to pollution in the Penobscot, all of the programs emphasize Man's place in the ecological web and the necessity of conserving its delicate structure. It is hopes that the Environmental Awareness Program will provide young people with a greater appreciation of the importance of maintaining a quality environment and will stimulate a desire to take an active part in meeting this end.

Xi Sigma Pi

by

BRIAN SHANGRAW

Xi Sigma Pi is a national fraternal organization whose objectives are "to secure and maintain a high standard of scholarship in forestry education, to work for the improvement of the forestry profession, and to promote a fraternal spirit among those engaged in activities related to the forest."

The first chapter was founded at the University of Washington in 1908. The fraternity became a national organization in 1915. University of Maine's Gamma Chapter, established in 1917, was the fraternity's third chapter.

Members of Xi Sigma Pi include faculty, graduate students, and undergraduate student members. Juniors and seniors ranking in the upper 25 percent of their class, and having completed 74 semester hours of study, at least 10 of these in professional forestry courses, are eligible for membership. All members must have shown a creditable interest and activity in forestry work, and give promise of attaining high professional achievement.

The major activities of Gamma Chapter include an annual Christmas tree sale, and the annual Forestry-Wildlife Banquet. This year as in the past few years, the Christmas tree sale was co-sponsored by the Forestry Club and Xi Sigma Pi. The venture has proved to be very profitable for both organizations. Trees are cut, hauled, priced, and sold in front of the Forest Resources Building by student members. Particular credit should be extended to Loren Cole and Ray McOrmond who took charge of procurement and sales.

The Forestry-Wildlife Banquet is sponsored each spring by Xi Sigma Pi. All School of Forest Resources students, faculty and friends are urged to attend. A prominent leader in the forestry or wildlife profession is invited to speak at the gathering. Recognition of outstanding students in the School of Forest Resources is made through numerous awards and scholarships at this event. Certainly the banquet is a highlight of the year for our School of Forest Resources.

Officers for this year are: Forester, Brian Shangraw; Associate Forester, James Keir; Secretary Fiscal Agent, Cheryl McCall; Ranger, James Gray.

Forestry Wives Club

by

TROY CREANE

The Forestry Wives Club was created eight 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. This year we have invited the women students of the Department to join our club. We have close to 90 members.

We meet in the evening on the second Thursday of every month, and our programs vary from guest speakers to a game night. It's 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.

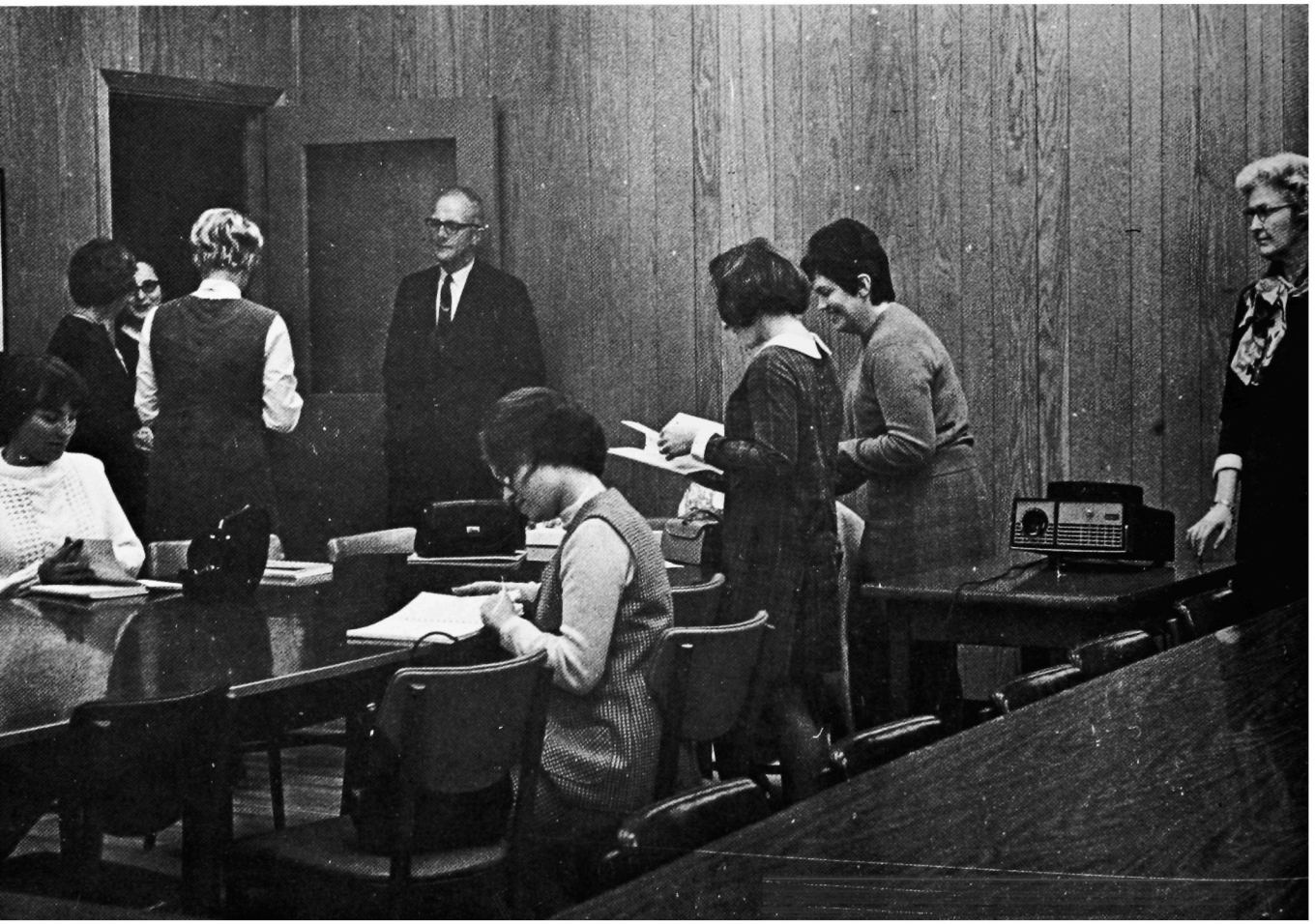
We started our programs this year with our traditional Pot Luck Supper. This was followed in November by several get-togethers by club members to make Christmas wreaths. These went on sale at the Annual Christmas Tree Sale. Mrs. Giddings honored us at our January Meeting by giving a fascinating lecture on "The Arnold Trail in Maine."

Our calendar has also included a Christmas party for Forestry Wives, husbands and children, a Game Night, the Annual Forestry Banquet, a lecture by an authority on furniture refinishing, and an illustrated talk by Wendell Trembly on the course of Conservation in Maine.

In past years we have published a cookbook, and with the profits awarded scholarships to married students attending summer camp, and donated $800 in books to the Graduate Students' Reading Room. This year we are again awarding two scholarships, one to a married forester, and one to a married wildlifer.

Our officers are Mrs. Francis Creane, President; Mrs. Peter Holden, Vice-President; Mrs. Peter Brewitt, Secretary; Mrs. Raymond Owens, Treasurer; Our advisors are Mrs. Albert Nutting and Mrs. Malcolm Coulter.


HILLS
BROS



The University of Maine Woodsmen's Team

by

RUSS VAN HAZINGA

For the annual spring woodsmen's week-end of 1969, the Maine team journeyed to Nichols College. The trip was long but all members made it. Saturday dawned windy, which didn't help anyone with the fishing events, but soon the logging events started and the slow start that Maine had picked up. By the end of the day we were only 19 points ahead of Paul Smith's. Nichols was way ahead of all of the teams, but they showed lots of experience in most events. When the canoeing was finished Sunday noon, it was shown to again by Maine's downfall. The final total was as follows:

Nichols A	1404
Paul Smith A	1221
Maine A	1206

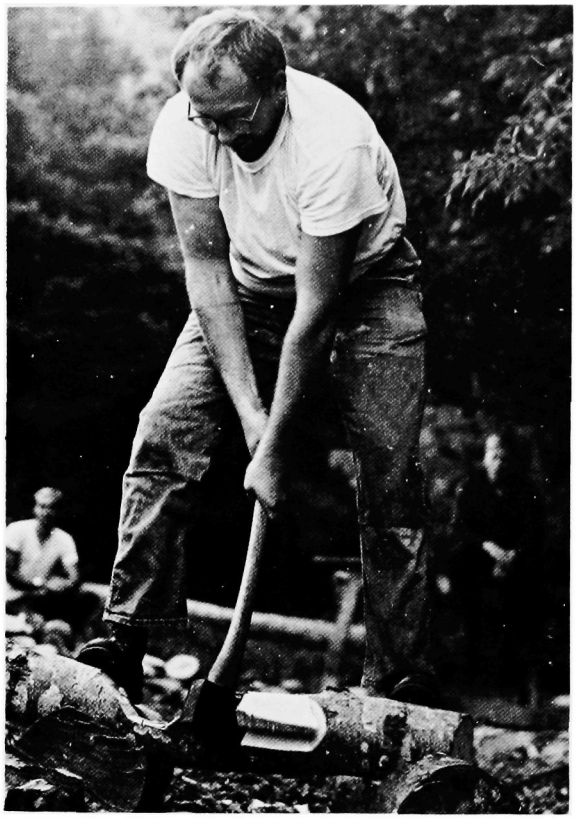
IT WAS a hard-fought third place by team members:

Stan Grover (Captain)—
Pete Brewitt
Russ Van Hazinga—
Allan Twitchell
John Belding—Ken Severy

When the Fall of '69 brought all the woodsmen back to classes it also marked the start of practice. The meet at Middlebury College was attended for the first time. The team that went was composed mostly of Freshmen and was a "practice" meet for all the new people. Even with all this inexperience, Maine placed third behind Paul Smith and Nichols. Lots of experience was gained at this meet for the men who attended. The members there were:

John Carter—Ken Severy (Captain)
Lou Stevens—George Brys
"Tricky" Nash—Ronnie Finson
Coach—Russ Van Hazinga

The next week-end the whole team went to Canada to compete at tthe University of New Brunswick. The border was crossed without incident, and floor space was found in the basement of one of the dorms. Saturday morning after the captains had met and all the rules were settled, the events began. The chopping was a disappointment but when we came to the sawing events the Maine team kept its tradition of winning the Mus-



selins Limited Trophy for the sixth consecutive year. Going into the last events it was extremely close. There were several mistakes and any event can be blamed for the two point loss. You just don't lose by two points, but Maine did.

U.N.B.—925 U.M.—923

The team members who represented Maine at N.B. were:

Allan Twitchell (Captain)—
Russ Van Hazinga
John Carter—Ken Severy
Tim Clement—John Dumont
Managers—John Monk, Al Jeffs
Nian Severy

B Team Lou Stevens (Captain)—
George Brys
"Tricky" Nash—Ronnie Finson
Al Kimball—Harold Perkins
Coach—Dick Benner
Manager—Audrey Carter

For the final meet of the year, the team attended the MacDonald's College Winter Carnival in Montreal on January 31. As it was a long drive, the Maine team arrived by 9:30 p.m. Friday and found a place to bunk down.

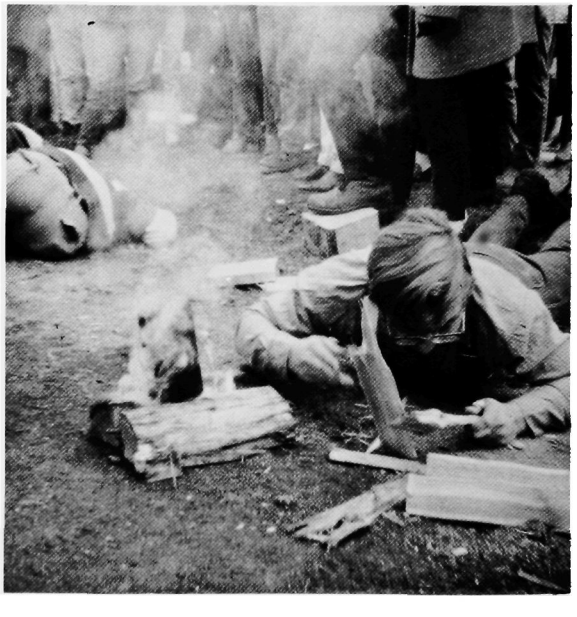
As the meet started on the cold, clean Montreal snow the team ran into problems. "Felling poles just don't fell correctly up across the border." Except for the slow start the team demonstrated good technique and brute strength to find a fourth

place finish out of 20 teams. The brightest spot of the day was our chopping. It was our only perfect event, and we were rewarded with the Sandvik Limited Chopping Trophy.

The trip back to classes was just as long as the initial trip except that the U. S. Customs mistook hearty woodsmen for smugglers and made a thorough search of the car. The team members present were:

Russ Van Hasinga (Captain)—
Lou Stevens
John Carter—Dick Benner
"Tricky" Nash—Ronnie Finson

We are eagerly looking forward to the Spring Woodsmen's meet of 1970 as it will be held at Maine. Much time and effort has gone into planning the event so far and it is hoped that there will be many teams from all over the Northeast.



The University Forest and Woods Crew

by

ROGER F. TAYLOR

The University Forest is an area of approximately 1700 acres of forest land located in Orono and Old Town, Maine, within a few minutes drive of the Campus. Its primary uses are for student instruction, research, demonstrations of various silviculture treatments, and as an area readily accessible to the University and nearby communities for general outdoor enjoyment.

The Worthen Forest is a recently acquired 250 acre forest located in a remote section of the town of LaGrange, Maine, about 23 miles from the Campus. This area was a gift to the University by Mr. Harold Worthen of Bangor, Maine. Mr. Worthen acquired the land originally for use as a hunting area desiring to have it forever continually under management, gave it to the University to be under the supervision of the School of Forest Resources. Income from the area is to benefit Forestry students through a student loan fund or by other means. The area is also used by student classes in scaling and forest measurements.

The present management aim for this area is to improve timber quality and stocking and increase growth by harvesting the over-mature and decadent timber, thus releasing the younger, healthier trees. This involves a substantial cut per acre over much of the area due to the fact that no cutting was done over the 20 plus years that it was used as a hunting area. In contrast to the University Forest, the stand composition is heavy to hardwood with a good chance to develop areas of high quality birch and maple.

Harvesting activities on both areas are carried on primarily during the school year to best utilize student labor, and to take advantage of frozen conditions for yarding and trucking. As far as possible all labor is performed by student's under the supervision of the Forest Superintendent.

During the summer months several students are employed on a full time basis. Their work involves

many phases of forestry—nursery and seed tree care, maintenance of buildings, equipment, roads and trails, brushing and painting lines, blister-rust control, timber stand improvement, sawmill operations, road construction, sample plot measurements, and timber marking.

In the fall, student cutting crews are employed to work on designated areas of marked timber, on a piece work basis, during their free days and weekends. These men provide their own chainsaws and other equipment as needed. All trees are cut into their most valuable components such as logs, boltwood, pulpwood or firewood. Cordwood is stump piled along tractor roads which are swamped out as the cutting proceeds. Sawlogs are bucked and left for the yarding crew. Considerable responsibility is placed on the individual cutter to determine the best way to cut up a tree to produce the most valuable products. Good judgment and common sense are necessary aptitudes for the successful cutter.

The yarding crew is a similar student crew who work on an hourly basis with University Forest equipment, and move the various forest products from the stump to a truck road. The equipment includes a crawler tractor, log arch, scoot, and woods trailer, plus various hand tools such as pulp hooks, peavies and chainsaws. Combined with the yarding work are numerous other jobs such as sawing, splitting and delivering firewood, loading and hauling logs, sawmill work, timber marking, etc. A front-end loader is used for loading logs and moving logs into the sawmill and around the mill yard.

Typically, a season's operation produces about 500 cords of pulpwood and up to 150 M bd. ft. of saw timber. It is possible for a student working on the Forest to earn over $1,000.00 in a school year, depending on his ability, ambition, and time available. Individual students have earned over $1,500.00 in a single school year.

During the course of each year, the Forest provides a variety of jobs and situations quite similar to those which occur on large operations, but on a smaller scale. For those students who work during their spare time for several semesters, there should be several benefits, such as practical experience working with forestry equipment in natural field conditions, a reasonable monetary return for the time involved, and the opportunity to work outdoors in the clean, fresh air of Maine while developing a healthy physique from the physical activity involved.

Deer Pens

by

DR. FREDRICK GILBERT

The University of Maine's deer enclosures provide an ideal outdoor laboratory for the study of big-game animals. A total of 7.5 acres of pens in the University Forest have served as holding facilities for a variety of species over the past decade including bobcat, snowshoe hare, grouse and moose as well as white-tailed deer. At least two master's theses, one a study of "moose sickness" in Maine by Lamson in 1941 and the other a study of winter shelter requirements of penned deer by Robinson in 1959 made considerable use of the area.

The pens are currently being modified for long-term deer behavior and physiology research. Two of the 1.5 acre enclosures have been sub-divided into a total of twelve 0.25 acre pens. Two thirds of the 3 acres has been clear-cut and eight of the new pens fall within this area. While each unit is independent it is interconnectable with any of the other 11 pens by the opening of gates. The object of the present construction is to create three different experimental conditions. One condition will be unprotected clear-cut, a second clear-cut with artificial wind shelter and the third natural cover as it exists within the pens. The first study to utilize this set-up will be a determination of behavioral responses of deer to environmental conditions. Miss Myrtle Bateman will be conducting this research as a master's thesis problem. Each pen will house an individual fawn or doe deer. Although each animal will be fed ad libitum, actual food consumption will be measured. The overt behavioral responses of the animals to such environmental parameters as precipitation, solar radiation, wind, temperature, barometric pressure and relative humidity will be observed directly

from observation towers. Telemetric monitoring of heart and respiratory rates will provide information on physiological response to the same factors.

Eventually we plan to investigate how different animals select sites when they have a choice of all three experimental conditions. What effect does sex, age and social status have on site selection? How do social interactions modify behavioral and physiological responses of the individual? Does social deprivation, complete or partial, enhance or inhibit favorable responses to debilitating effects of the environment? How does a limited food resource further modify any of the responses elicited by other environmental and social parameters?

What we are describing is a rather intensive effort to delineate critical responses in deer behavioral patterns which adapt them to stressful situations in their "umwelt". What physiological responses can be observed in deer when "stress" is increased? At what point do endocrine and general metabolic changes begin to critically affect reproduction, individual vigor and even survival?

Because these studies are of deer behavior it has become necessary to declare the study area off-limits to casual observers. Any disturbance of the area will cause a reaction in the deer. Our efforts will be directed at minimizing any unnecessary external disturbances. We hope we will obtain the cooperation of the student body on this matter. It is possible that visitor schedules will eventually be established for the deer pens so that tours of the facilities will be provided.

QUOTABLE QUOTES

They should make Beer Cans that self destruct 15 seconds after you pull the pin. Guzzle! Guzzle!

James Whittaker, Fall 1969

"About the hook on this D-tape—IT HURTS—and I don't want to see this quoted in the Maine Forester."

Marshall Ashley, Summer 1969

"Write that down!"

William D. Lilley, Fall 1969—Spring 1970

"Who put this nail in my board?"

Richard Hale, Fall 1969

"A wildlife student taking silviculture is better off than a forestry student because he starts off with a D instead of an E."

Anonymous

"You've been brainwashed in Silviculture. Just pay attention to Wildlife Management."

Sanford Schemnitz, Summer 1969

"It's your attitude! You just don't have a professional attitude, and this is a must for Summer Camp."

Arthur Randall, Summer Camp 1969

"It's been done that way since 1943, and has always worked, so I see no reason to change now."

Arthur Randall, Summer Camp 1969

After 10 days of rain.
"Mr. Whittaker said this is pretty poor weather to be talking about Fire Control. It seems to me that it's not very good weather for Recreation, either."

Arthur Randall, Fall 1969

"Kelly wakeup. You look like you are in love."

James Shottafer, Fall 1969

"Now I don't pick Loblolly Pine because it is a southern tree . . . . ."

Ralph Griffin, Fall 1969

"Boy, there are only two things you have to do, come to Silvics class and die!"

Ralph Griffin, Fall 1969

"Fir doesn't grow old gracefully."

Edwin Giddings, Fall 1969

Common saying of a Forester:
"You're out of your tree!"

"A pheasant wing isn't any good without a foot."

Sanford Schemnitz

"The Kraft Process is all right if you don't mind your tissue paper colored brown before you use it . . . . Ah."

Craig Shuler, Fall 1969

During a Forest Fire Control Class:
"Sir, do you really believe all that . . .?"

Jeff Robbins, Fall 1969

.....

.....

..... School of Forest Resources; rah, rah .....

Silviculture Trip, Summer 1969

FROM OUR COLLEGE YEARS

The Wildlife cry from Cabin 3:
"Peent."

Discussion in hall:
"Well Dickey, you have to perpetuate the true Forestry Image, and that doesn't include English."
Bob Hart, Fall 1969

"Foresters don't know what they want, and until they tell us, they won't get anything."
R. A. Struchtemeyer, Fall 1969

"Soils is the course that gets down to the nitty gritty."
Anonymous

"I like to pick on guys with sideburns."
Sanford Schemnitz, Fall 1969

"Ohhhhhh! You old fuddy duddy!"
Audrey Magoun, Fall 1969

". . . . . and this is the picture of a young researcher who at the time was still in fine physical condition and had all his hair."
Sanford Schemnitz, Spring 1969

"Kelly couldn't think of anything to say so he wrote it."
Larry Emery, Fall 1969

"Pollution saved the lives of 500,000 of Kelly's ancestors."
Richard Hale, Fall 1969

"If lightning doesn't strike here it will strike somewhere else."
Arthur Randall, Fall 1969

"Look at Boobar's car."
Harry Doughty, Summer 1969

"Boobar, so help me if you bring another snake into this cabin!"
Ken White, Summer 1969

After topographic survey at summer camp:
"This is the only lake in the world that has a 15' tide."

Famous last words:
"Don't go near the Indians."
Wallace Robbins, Summer 1969

Immortal words of Herb Dickey:
"I don't read, I just look."

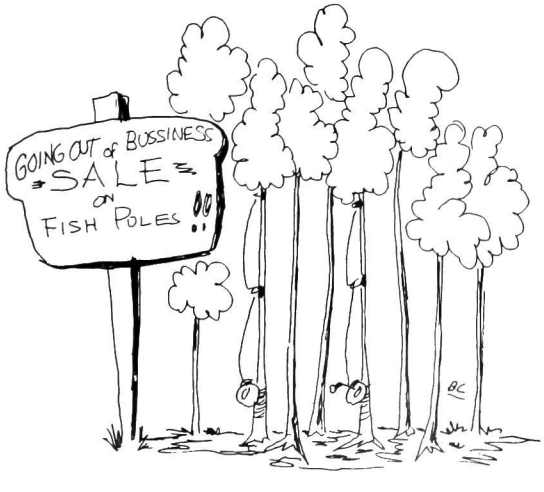
"In the western part of Oregon you get fogs, drizzles, and showers almost continously, and, just like Dr. Griffin's classes, you get wet alot."
Charles Schomaker, Spring 1970

Talking about a man with a German accent:
"I can't see how anyone living in the same place for 20 years can still have an accent."
Ralph Griffin, Fall 1970

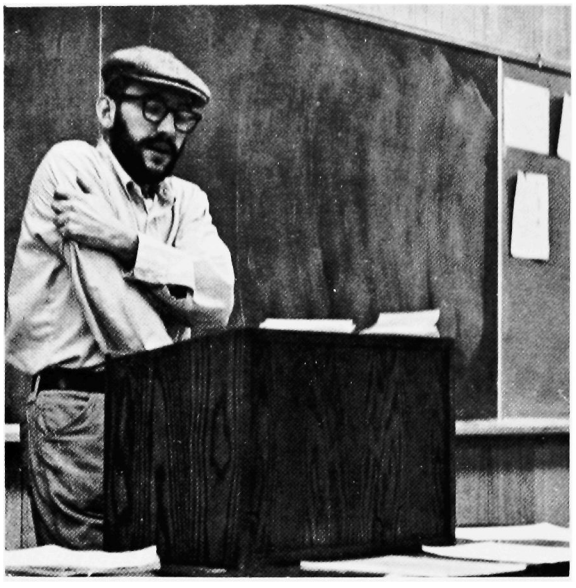
"As sophomore college students you should know better than to come to your first class without your books . . . . Actually I haven't seen the books yet."
Sanford Schemnitz, Fall 1969

"Write this down. Logging. In front of it write Pre-, after it write Re-."
Henry Plummer, Spring 1969

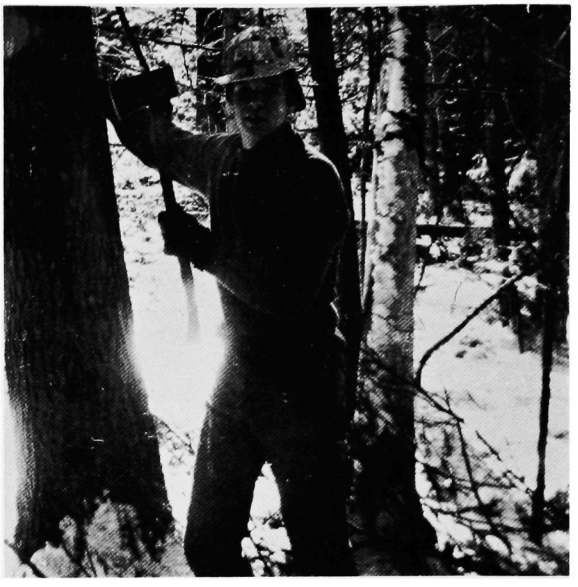
"Read between the lines."
John Sutton, Fall 1969 and Spring 1970



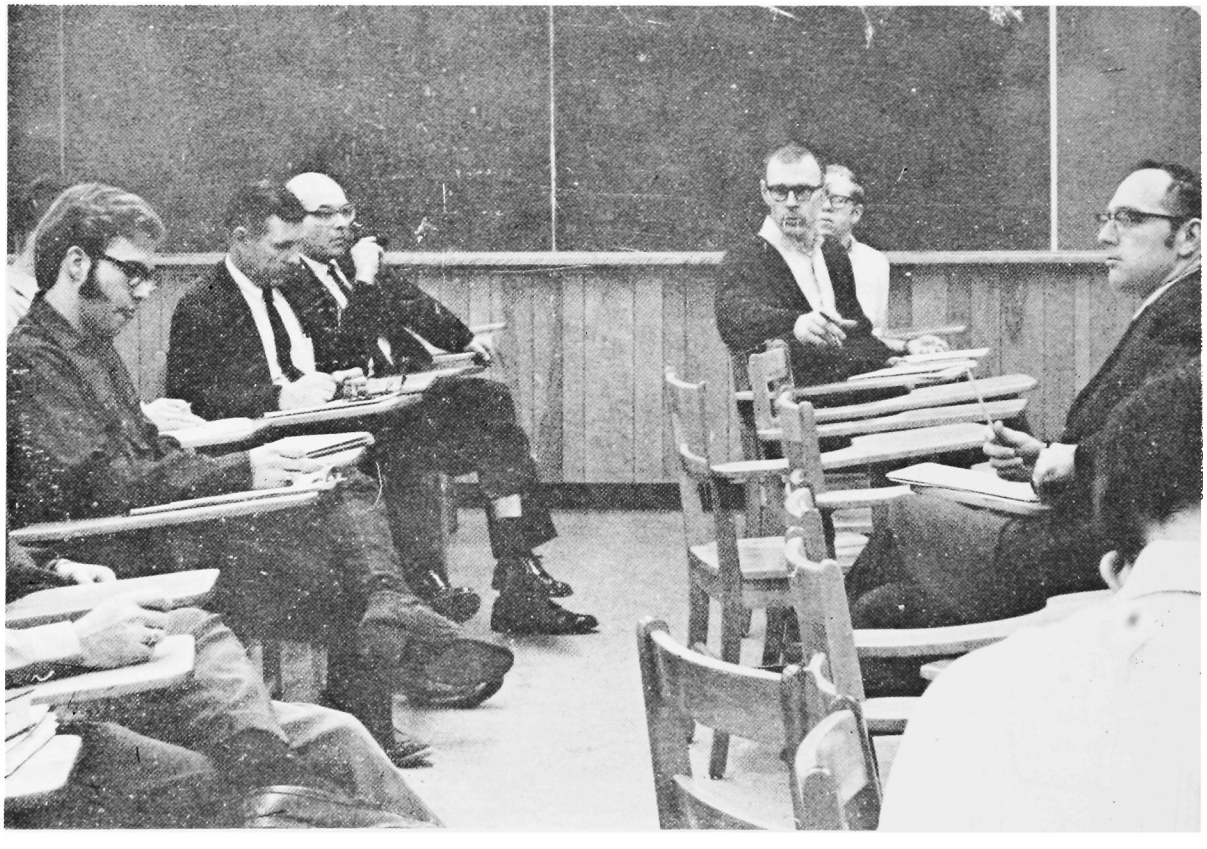
Back 5 chains and punt buddy.
Marshall Ashley, Summer 1969



I'm a hairy guy _____

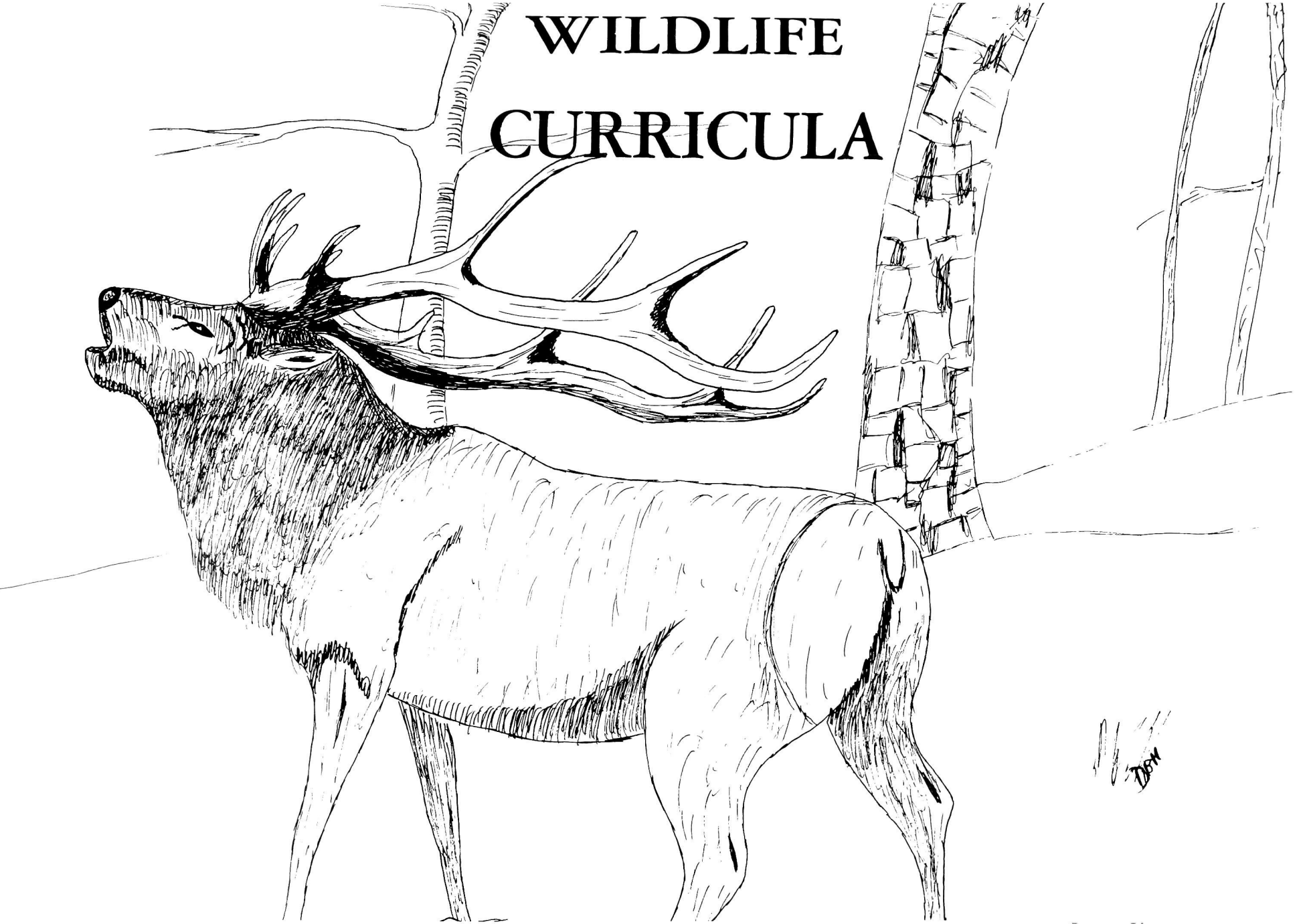


Are you sure this is a Loblolly Pine? _



No! You can't have co-ed cabins at summer camp.

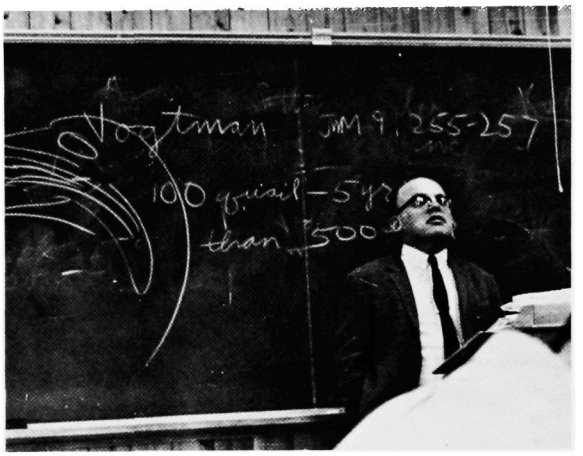
WILDLIFE CURRICULA



Wildlife Management

by

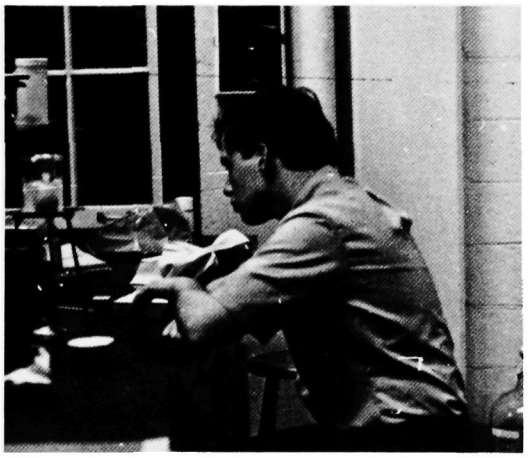
DAVID COURTEMANCH



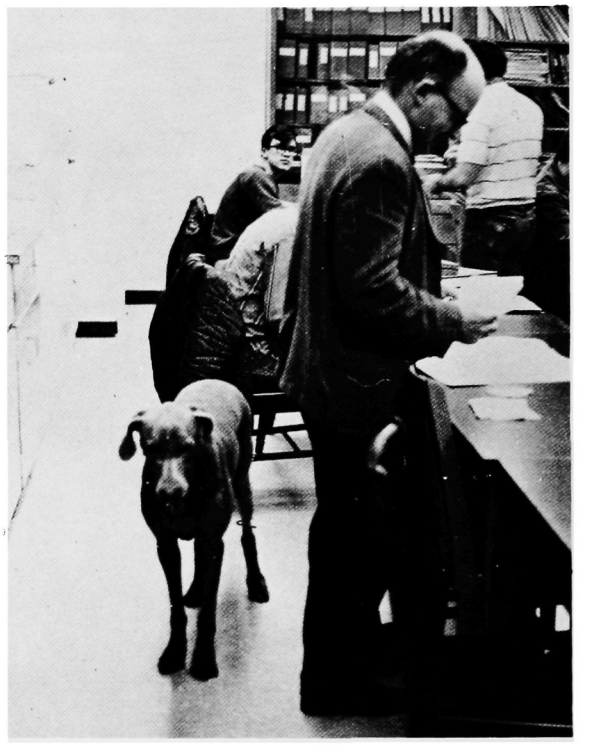
The wildlife management sequence has been designed to train students in game and land management. The curriculum offers the student a broad education while concentrating on studies in the Life Sciences.

Freshman and Sophomore years are spent in acquiring basic courses in English, mathematics, history, and government intermingled with courses in forestry, wildlife, and zoology. The first two years are usually decisive for the neophyte wildlifer. Many seek greener pastures in education, English, art, or just fade away into the Army.

Some students, however, seem to endure to their junior and senior years. During this time, one finds himself wearing a path between the Forestry and Zoology buildings. Courses in game, fish and forest management tie together some of the loose ends. Twenty credits of electives allow one to broaden his education, or specialize in a particular field.



During the summer between junior and senior year, the wildlife management students enjoy the experience of summer camp. Here, they learn again how to do everything they learned in Fy 1. Summer 1969, saw a progressive revision of the camp schedule. For three weeks now, wildlife students can be distinguished from the foresters. Trips to Grand Lake Stream hatchery, Machias Seal Island, Canadian Fisheries Research Center, and a day with a local warden, among many trips, introduces various problems to be encountered in the career ahead.



A large portion of education can be acquired by students who seek summer jobs in wildlife. Here, the wildlifer learns problems and procedures first hand. Contacts are made with a variety of people from sportsmen to professionals. Summer jobs are most easily obtained through wildlife department staff members.

Upon graduation, one finds he is well prepared for many jobs. His education makes him adaptable to fish and game management positions as well as forestry, land management and research. Many wildlife management students may also seek graduate school before taking employment.

Wildlife Science

by

JAMES R. KEIR

The Wildlife Science curriculum offered by the Wildlife Department at the University of Maine is designed for the wildlifer who has aspirations for something more than a B.S. degree in management will provide. The science program prepares the student for graduate work followed by a career in a research field.

If this is the type of work that appeals to the wildlifer and if he chooses this course of study, the benefits may be great; but the work required is commensurate. Some of the management-oriented courses such as law enforcement, and a few forestry courses, are dropped from the required studies. In their stead, courses such as calculus and two semesters of advanced physics are required. Like all improving programs, changes are being made. Organic chemistry may become a required course. Leeway for electives is greater in the science program than in the management course. Among the recommended electives are biochemistry, plant and animal physiology and ecology, limnology, genetics, bacteriology, animal nutrition, advanced math, computer programming, geology, meteorology, climatology, and foreign languages. A great deal of emphasis is being placed on taking humanity courses.

Summer camp (and its nine credits) is not required for this curriculum. This allows the wildlifer to gain an added summer of experience in his field. However, the science program still requires the full 141 credits to graduate.

The wildlifer who graduates from the Wildlife Science program should be well qualified to make contributions to the advancement of wildlife conservation, and in the field of wildlife ecology.

FORESTRY CURRICULA