A black and white photograph of a dense forest. The image shows a variety of evergreen trees, with some tall, slender trunks in the foreground and a thick canopy of needles filling the background. The lighting creates a sense of depth and texture within the forest.

\$2.50

1977 **FORESTRY KAIMIN**





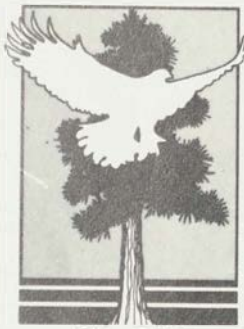
# Again

by Al Kelley, Jr.

What a mad race  
With deadlines to face,  
With work to be done  
Always on the run,  
With hours of hard sweat -  
Always something more to get;  
But it was our fate  
To be terribly late  
Just nothing went right  
Neither day nor night,  
That's how it seemed,  
But what did it mean?  
The Kaimin of course,  
What other great force  
Could cause that struggle  
To straighten the muddle?  
But now that it's done  
We can say it was fun,  
And proudly we report  
After a fashion of sort  
As was always our aim  
Here it is again. . .

*from the 1954 FORESTRY KAIMIN*

David J. Spear



Since 1915

# FORESTRY KAIMIN

## 1977

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and to the folks at:  
Graphic Design Services  
Society of American Foresters  
U.M. Printing Services

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The FORESTRY KAIMIN thanks the Forestry Students Association, our advertisers, and all those too numerous to mention whose support helped make this issue possible.

*Front Cover Photograph by David J. Spear. Back Cover Photographs by Glenn Oakley.*



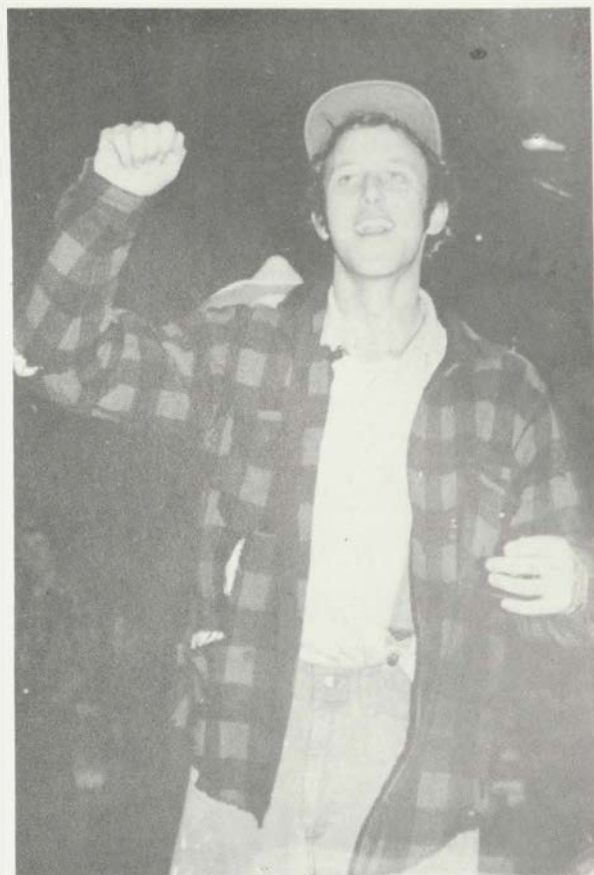
## *In Dedication:*

This year's Kaimin is dedicated in loving memory of Christopher Gibson Greene, who very generously shared his time and knowledge with his fellow forestry students.

Chris transferred to the University of Montana from Paul Smith's college in the fall of 1973. He immediately became involved in the Forestry Club and did, as he always put it, "a whole heck of a lot" to boost the general enthusiasm and involvement of the members.

Chris was elected vice president of the club. He was a main instigator for Section 13 projects, organized McDowell Day, was in charge of Boondocker's Day for the 58th Forester's Ball and obtained ads for the '76 Kaimin. He also headed the decorations committee as well as participated on the construction of the 59th Forester's Ball and was involved in almost all other Forestry School activities including post club meeting "ice-cream socials" at Tower Pizza. At the Fall Smokers he gave impressive and enlightening talks on the use and history of old woods tools. Chris initiated club office hours and could be found there daily to discuss classes, forestry, personal problems or just shoot the breeze. He always said, "If I can help in any way let me know." He meant it.

In December 1975, Chris graduated with a B.S.F. and proceeded to seek permanent employment. Pending notice from International Paper Company, he worked as a student fire fighter for the city of Missoula. The only work he was paid for was as a "sleeper" from 11 pm to 8 am. However, Chris spent many long hours in public service, giving information, guided tours, going on river rescues, fighting large fires, doing odd jobs and going to extra training sessions. For enjoyment and to further his knowledge Chris participated in the Emergency Medical Technician (EMT) program which was not required of him. At the fire station Chris was beloved, respected and held in high esteem by his fellow workers and supervisors for the kind of person he was.



On September 1, 1976 he left for Maine full of enthusiasm having received a permanent position as a forester with International Paper. Chris loved Maine and his job even though he missed his friends in Missoula and planned to return for the 60th Forester's Ball.

On the 11th of November Chris went to work in the field as usual but did not return that evening . . . nor the next . . . nor the next. Equipment and tracks were located but to this day Chris has not been found.

Chris was a tremendous person and a great part of our Forestry School. He always had time for a friend. He was respected and admired for his unfailing support of every endeavor. We can only take consolation that the woods he loved claimed him. The impact of his loss is greater than can be expressed but his memory will always be with us and will always brighten our lives. Those of us who knew him are grateful for the way he enriched our lives and gave us so many happy hours and memorable moments. Those who did not know Chris Greene have missed a tall tree in the world of forestry.



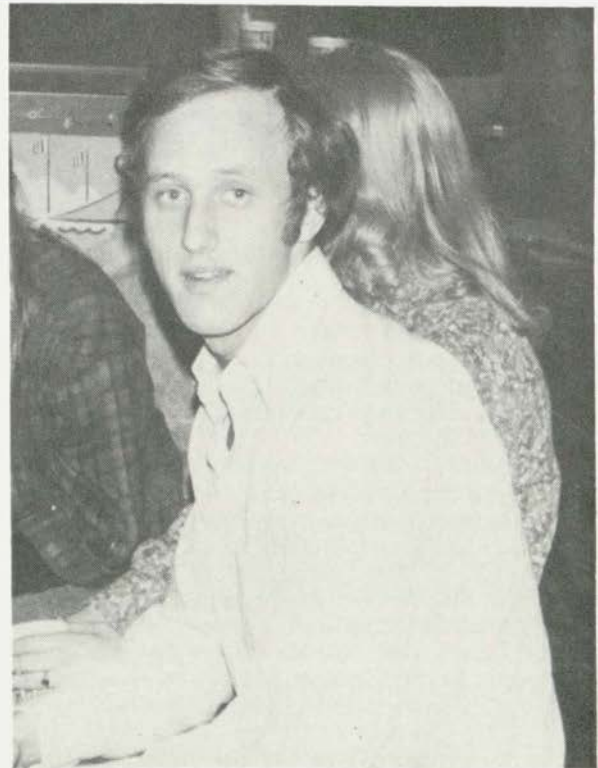
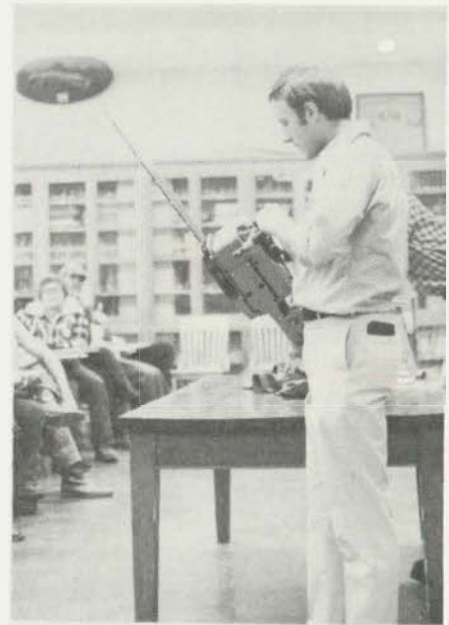


## Boy Rescued From River

City firemen rescued a nine-year-old boy from the Clark Fork river near the 800 block of W. Broadway Sunday.

Firemen said Jeff Anderson, 702 W. Pine St., had been climbing on a railroad bridge when he fell into the river at about 3:25 p.m., adding that he was lucky to be alive.

They said that, when they arrived, the boy was standing chest-deep in the water on a submerged concrete platform. Two firemen, Charles Williford and Chris Green, swam out to the boy with an innerube and a line, brought him safely back to shore, and delivered a little safety lecture.







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## INTERVIEW: Acting Dean Lawrence K. Forcier

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*Ed's Note:* Larry Forcier is a native of Jaffrey, New Hampshire. He is a graduate of Phillips Exeter and Dartmouth College and holds M.F.S., M. PHIL., AND PH.D. degrees in forest ecology from Yale. Forcier was an undergraduate assistant in both teaching (biology) and research (forest ecology). He also held the H. Sheridan Baretel at Dartmouth and a Yale fellowship.

Forcier has worked as a scout in blister rust control for the New Hampshire Department of Forestry and as a graduate research assistant with the Hubbard Brook Ecosystem Project. He came to the University in 1970 as an assistant professor and taught undergraduate and graduate courses in forest ecology. In 1975-76 he was employed as an associate professor in the College of Natural Resources at the University of Wisconsin—Stevens Point. There he taught courses in silvics and silviculture, and was a member of their

summer camp faculty for two years, serving as Academic Director during the second year. Prior to becoming Acting Dean in January, Forcier was an Associate Professor of Forest Ecology and Forestry Graduate Studies Coordinator at UM.

**Q:** Dean Wambach's leaving and your appointment came as a surprise to most of us. How was it that you became a candidate for Acting Dean?

**A:** I didn't. I probably had the least input in that process of anybody on the faculty. That all occurred over a vacation period. The administration wanted to fill the position in a hurry because classes were starting up. For some reason they had identified me as a potential candidate. After consulting with many of the faculty,



they asked me whether I would be willing to take it on an acting basis and I said yes.  
Q: Did you know of Wambach's plans to leave for Helena fairly far in advance?

A: No. I knew about it a little before it was announced, but I don't think he knew about it very far in advance. Apparently the governor just called him up and surprised the heck out of him. He did, at some time before the final announcement of his leaving talk to me and ask what I would think about his taking off, and whether I felt that it looked like a good opportunity for him, and so forth. At that point I became very much aware that he would possibly be leaving. I'm not sure—you would have to ask him—but it seems to me that it was only a week from the time he was contacted until it was in the paper. It was a very short time, and it was over vacation period.

During vacation he called a special meeting of the faculty and told us about why he was going to take it and asked for the faculty's support. He told us he was very pleased with the Forestry School and the faculty, and was not running away from it because he didn't like it here, but he felt this was quite a career challenge for him. Also I think that when the Governor is asking your assistance in doing something it would make you think twice about saying no.

Q: A February *Borrowed Times* article quotes Wambach as saying, "I may have the shortest tenure of anyone in this administration," referring to some of the controversy over his appointment. What sort of an outlook do you think the Dean had on administration? Was he a strong administrator?

A: I think that he has great self-confidence and obviously he has tremendous intellectual capacity so he does assume very strong leadership. The Fish and Game position puts a tremendous amount of authority in the hands of the Director. He will analyze an issue, decide what side he thinks is the appropriate one, and come out on that side. Whether that means he will have a short tenure or not is something that one will have to check on later. But yes, he is a very strong administrator.

Q: It is my impression that enrollment in

the Forestry School in recent years has been very healthy and growing in contrast to a lot of the departments in the University. It is certainly too early to tell, but do you think the fee increase is going to hurt that?

A: I've just been thinking about that. We've been growing at about 4% per year while the University has been declining. And obviously, if we weren't growing, the University would be declining very badly. Wildlife is growing even faster. So now with wildlife and recreation also in the Forestry School, that's a major question—not just for us but for the University. We are in a fine position to not grow. I'd be delighted to have us not grow, unless the support we get grows commensurately. Our student-faculty ratio is too high; it's well above what the regents want, it's above what the legislature appears willing to accept, and it's even above what the legislative analyst suggested. So, while we have 22:1 in Forestry, I think the campus average is 17.3:1. For a professional program that's not good. We really want to get that down. The way to get it down is to add faculty or to reduce students. So we're not worried about declining enrollment. For the University I see some real problems, but for Forestry the only thing I'd be concerned about is that the tuition increase may decrease the total spectrum of students that we can pull in. It may hurt people that have to work hard to finance their education, and I value those students' presence on campus and in the Forestry School. And any time you make a rate steeper, you do reduce the pool that you can draw from and thus cut down on diversity. I think that's too bad. Let me mention another thing. That 22:1 figure I quoted you is based on all forestry courses. The President mentioned to the Faculty Senate the other day that Montana's big role, the University's big role, is in the upper division courses and graduate level courses. We really feel that those should be weighted differently—that we should get more credit for teaching those than we do for the lower level courses. If we weight our teaching load to provide additional credit for upper division and graduate level courses, our ratio actually



jumps up to 27:1. And that's way out of line. So I don't want to sound like I'm saying, "Aw, the heck with it, if we don't get any more students in Forestry that's fine with us, we don't care about the rest of the University nor the potential forestry student," because that's not the case. I don't like what it may do to us, in terms of decreasing the diversity of our student population from out of state. But in terms of numerically hurting the campus, the impact will be felt more outside of Forestry.

**Q:** Why do you think the alumni association hasn't met in five years?

**A:** I'd almost rather not tell you with that tape recorder, but part of it, I'm sure, dates back to the Bitterroot Report. I think there was the impression on both sides that perhaps neither wanted to talk to the other very much. And I don't think that was really the case, but the impression became fairly obvious. There were some fairly heated discussions in an alumni meeting and in some subsequent get-togethers; these discussions generally involved "what forestry today should be about." I think that type of controversy is over, since the definition of forestry has broadened substantially. Many people now recognize that it's a substantially broader area than they thought. I think the Forestry School faculty strongly values the alumni group and what they can do for us and help us with. We were perhaps doing things that many of our stronger alumni supporters were turned off by. And I think some of that has dissipated over time—they're not as concerned anymore. Also, in the process of exchanging ideas on the direction of the school, I think some personal antagonisms arose, and time tends to heal that breach. And I think it's healed pretty well. I know from talking with the younger faculty, whom I asked outright, that it's not just the alumni who want to bury the past. In fact they are the ones who told me to just forget it with regard to the conflict with the alums, particularly the local alumni. This is 1977, we're off and running, and we want to do what's best for the School. And what we want for the School is a good strong alumni group, this includes recent graduates—we want

them to get involved in this thing pretty early. We're not going to generate a lot of money directly from the alumni, but they can sure generate additional support from other areas. And I think substantial benefits can accrue from positive student-alumni relationships.

**Q:** What changes can you see coming in the curriculum for next year?

**A:** What I foresee now and what actually occurs may be two different things, but I would be happy to take a crack at it. I think there is a tendency to head toward a greater differentiation among fewer degree programs. In other words, there would be a cutting down of some of the flexibility of the present curriculum. What I see as a potential gain in this is that the prerequisites for courses will become clearer, and people will be going into advanced courses so that there is some possibility of increasing the intensity of these advance courses. It will provide some strong structure in the curriculum, not complete, but mandating some of the key courses. It also provides for better academic planning—you have a better sense for how many students you are going to be getting for various courses, and so on. The difficulties that we run into in setting a more rigid curriculum is that we have a number of transfer students. The more stringent you make your curricula, the less flexibility you have for people who come in with diverse backgrounds that you can't anticipate. So we have to be careful that we don't make this thing so tight that we hurt the transfer students.

At this time I'd project that we are going to see some additional definition of our various curricula but I think you will also see the faculty make a substantial effort to provide a lot of flexibility. The current status is that at least 45 of the credits have to be elective, that is a minimum number of electives out of 195. I think you will see some programs with considerably more than that. I see Forest Science as an option that will provide considerable flexibility, and obviously resource conservation will. But these are just being hammered out now and they are pretty touchy issues—everybody has his own ideas about what a student must have.



But the amazing thing is, if you look at what our students have done in the open curricula, I think the students have sort of defined the future curricula. Our forestry students are taking very rigorous programs, selecting them themselves. And that is helpful. Instead of being told, they say, "Gosh, I need to take it." At least in terms of educational philosophies, it is ideal. But it does create some difficulties in planning and in communicating to the exterior world what our student is. I think it is the employers' duty to actually go through an individual's transcript and talk to that individual to determine what the person knows. But at the same time, I don't want to discourage future employers from selecting our students.

Generally, I think we have done very well with the curriculum. But I'm not opposed to more refinement. The planning would help me at this point—if we have some more refinement we would know where to invest our faculty members' time. But until the faculty actually resolves this, we just don't know what will happen. I know that you will probably see a more restrictive curriculum, but I think you will see lots of options—six or eight to choose from. And then within those potential options there will be different degrees of flexibility. Again, the big concern I have is the transfer student. We are trying to be very careful not to hurt them in this process.

**Q:** What kind of new projects, proposals, research programs, etc. are you working on now.

**A:** Well, research proposals are constantly going in to various agencies.

They are actually done by individual faculty members. All we do is scrutinize the budget and send the thing off. So it's not as though I'm sitting back here and pulling strings. We are trying to develop a proposal to a foundation to support a new institute at Lubrecht. We have tried this periodically. The timing seems a little better now. This fits in with some of our local relationships. Our use of Lubrecht has skyrocketed. Since 1969 when Hank Goetz took over, the number of groups going up there, and the class usage with the REP program—Iowa State and Oklahoma State — has increased tremendously. The place is just starting to burst given the condition that it's in. We also know that the management of second growth forests in Montana and throughout the northern Rockies is a real issue. We'd like to concentrate our extension and research work in this second growth forest management, and Lubrecht is an ideal location. We're going to make a plea for some sort of outside base funding to provide the wherewithal for a Director. We want to bring in the very best people in land management and throw them together with researchers for three, five, or ten days at a time. And have them hammer at things—where do we need new information, what's the best way to get it, what are the problems you are facing—that type of thing. And, we're getting some positive feedback that indicates it is worthwhile taking a crack at establishing an institution. But all that stuff takes time, and eventually you have to decide how much time you want to put into it.



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# happenings . . . . .

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## ALUMNI ASSOCIATION FORMED.....

The lines of communication between the Forestry School and its alumni are formally open once again. The first meeting of the group since the early 1970's was held on March 19 in the Science Complex. Bad weather discouraged a large turnout, but the mood of those attending was enthusiastic and generally very supportive of the Forestry School.

Acting Dean Larry Forcier presented a brief "state of the School" message, which many present from outside the University community found enlightening. Apparently, a great deal of criticism leveled at the School in recent years has been due to alumni receiving inadequate information regarding changes within the School and the profession, and budgeting problems within the School and the University. Everyone present endorsed an attitude of more effective communication and information exchange, both from the School to the alumni and from the alumni to the School.

Another highlight of the meeting included a commitment by the Alumni Association to continue its scholarship offering to the Forestry Students and to perhaps increase the number of awards made annually through some additional industry or agency-contributed funds.

The next formal meeting of the group is planned for Homecoming Week in the fall; however, there is some sentiment among the recent alumni that a more appropriate "homecoming" for Forestry alumni would be during Forester's Ball week. It's possible that an alumni-sponsored mixer will be held the Saturday afternoon prior to that night's session of the Ball. The get-together would provide a reunion opportunity for older alumni, and would give alumni a chance to chat with current Forestry undergraduates about anything from the job market and curriculum to "how it was in the old days."

A few of you will become alumni in your own right this spring. I certainly encourage each of you to join the Forestry School Alumni Association and take an active part in it. I believe it's part of an "alum's" responsibility to foster the reputation of the UM School of Forestry through a responsible and enthusiastic professional performance, and also by offering time and service to aid the maintenance of a progressive and viable School of Forestry.

Steve Tesch

## HPER RECREATION PROGRAM TRANSFERRED TO FORESTRY . . .

Based on two committee reviews done in 1975 and 1976 of a "dichotomy in departmental goals" resulting from the "recent accelerated development of the field of Recreation," HPER's recreation degree programs are being transferred to the School of Forestry.

The three Recreation faculty members now in the HPER Department are to be transferred with the program. They are Dr. Joel F. Meier, Associate Professor and former HPER Department Chairman; James A. Burkhart, Instructor; and Dr.



**Nature's Forester**

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## happenings CONTINUED

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Stephen McCool, an Assistant Professor who presently has a joint appointment with the HPER Department and the School of Forestry.

Two areas of professional emphasis will be available at the undergraduate level: (1) recreation program services and (2) recreation resources management. Further, the Master's degree with a major in Recreation will be designed for students interested in fields of resource management or outdoor recreation program services. The program will, therefore, be somewhat broader than the one which has been in existence in HPER. The new program will include course work designed to prepare graduates either for employment in agencies strictly engaged in recreation program services, or recreation resources management. Students will also be able to more adequately prepare for employment in *both* the management of natural resources; for example, employment in public park and recreation agencies or agencies seeking graduates qualified to deal with the organization, management, and administration of recreation programs and facilities as well as management of natural resources.

It is hoped that additional benefits of the new curriculum structure will provide a better balance between instruction, research, and public service and will result in a well-rounded curriculum which will enhance future possibilities of meeting recently instigated national accreditation standards for recreation, park, and leisure services curriculums.

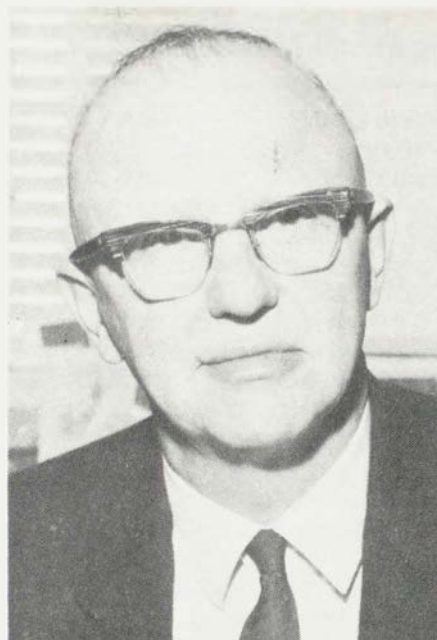
Clint Schemmer, with thanks  
to Joel Meier

### DR PENGELLY AWARDED.....

Dr. Pengelly, chairman of the Wildlife Department, has been elected president of *The Wildlife Society*; an international organization of wildlife professionals. The Society is comprised of many members from 60 different countries.

Although Dr. Pengelly's term as president will last only one year, he will also serve on the Executive Committee for a period of three years.

Among his duties as President, Dr.



Pengelly will develop objectives, policies and programs, recommend changes in the by-laws and provide professional leadership in all phases of operations.

Dr. Pengelly has the experience, ambition and ability to serve *The Wildlife Society* well. We wish him the best of luck in his new position.

Rick Mace  
President, UM Wildlife Society

### BARREN PLOT OUTSIDE FORESTRY SCHOOL RESEEDED BY STUDENTS...

Previous to activity this spring, a gradual deterioration of the  $\frac{1}{2}$ -acre area adjacent to the Forestry building, Library, and Main Hall had been noticeable for some time. This degradation was caused by soil compaction as people seeking short-cuts walked over the site for a number of years.

The Montana Druids, a forestry service organization, chose to revegetate the site as one of their annual projects. Students collected equipment, money, and volunteer labor. In one weekend they built a walkway of wood chips bordered with railroad ties, and hauled in topsoil to cover 2 inches over the remaining land. They then spread fertilizer and grass seed and erected a surrounding wire fence to protect the newly planted ground.

The entire project cost approximately



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## happenings CONTINUED

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\$500. The University donated \$280, while the Druids and Forestry Students Association each donated about \$100. The cost-incurring materials included topsoil, fertilizer grass seed (Kentucky blue, Annual rye, and Certified rye), truck and tractor fuel, two oscillating sprinklers, and lemonade refreshments for deserving workers! The wood chips were donated by Evans Products of Missoula and the tractor by the UM golf course.

The maintenance of the area will continue to be the responsibility of the forestry students. Tentative plans for next spring include weeding, supplemental seeding to fill in sparse patches, and planting of ornamental trees along the library walkway.

Lisa Vetter  
Project Head

## DR. PENGELLY AND DEAN FORCIER RECIPIENTS OF MT. DRUID AWARDS...

In the past few years, the Montana Druids have presented an award to the "Outstanding Forestry Professor" of that year. This award is given to a deserving member of the faculty who has shown a special devotion to the students, and a desire to better our school in all possible ways. The choice is made by interested Druids and the award traditionally presented at their Spring Banquet. It was with great pleasure that two faculty members were presented the award this Spring — Doctors Lawrence K. Forcier, acting Dean and W. Leslie Pengelly, chairman of the Wildlife Department. These two men have shown an incredible interest in school, students, and the profession of Forestry. They are both very deserving and we are proud to honor them.

Ellen Michaels  
Mt. Druids

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## A FORESTRY SCHOOL RESEARCH PROFILE:

# THE BORDER GRIZZLY TEAM

by Matt Reid

The first person up cooked. In turn others did the dishes, but all the early risers approached a hardy meal of eggs, milk, and something.

Dawn was at hand and some diddled with their projects. Sleepy-heads struggled to maintain their precious extra half hour of sleep, being content to listen to their complaining stomachs the rest of the morning, perhaps tempering their hunger pangs with some nibbles thrown into a bag.

Finally the crews stepped out into the nippy, dew-laden morning, looking at the brooding peaks to the east for the first rays of the rising sun. Nearby Ninks Creek gurgled and gushed, and the crisp air burst into abused lungs. It was sweet to be alive. The crews separated and went their various ways.

Anticipation was all but smothering at the start of each trail. Hairs on the backs of their necks hackled, even among the most experienced; for the roar of an enraged Grizzly can bring the most awesome being to alertness.

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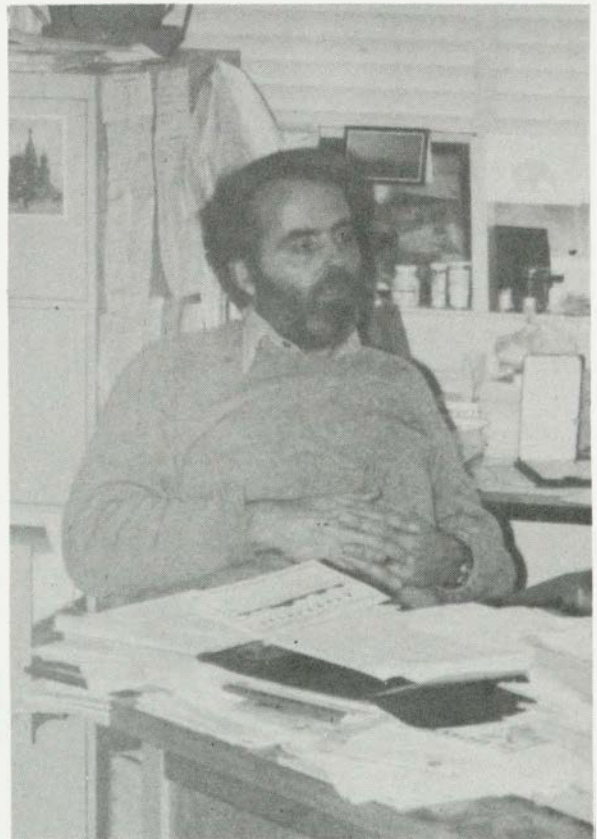
So it was each morning for the trapping crews of the Border Grizzly Study Team, headed by Dr. Charles Jonkel, research associate of the University of Montana.

The Border Grizzly Project was initiated by Jonkel, in September, 1974, with the first full year of field work beginning in the spring of 1975.

According to Jonkel, "the project was an outgrowth of an agreement between the University of Montana, and the Montana Fish and Game Department. Through a subsequent co-operative agreement and various contracts, it became a broadened study involving the prior parties, the U.S. Forest Service (Region 1), Glacier National Park, the Northern Rocky Mountain Forest and Range Experiment Station,

the U.S. Fish and Wildlife Service, and the Bureau of Land Management." Funding is provided by cooperative agencies, private organizations and by other groups within the study area including Canadian agencies. The Border Grizzly Study Area includes Northwestern Montana, the Northern Idaho panhandle, Northeastern Washington, Southeastern B.C., Southwestern Alberta, and cooperative regions in the Yellowstone area.

Jonkel says that, "In the short term the duration of the project depends on





annual grants and on the successes it achieves. It's likely that conditions for the grizzly may continue to change so rapidly that the project will have to be continued beyond the 10 years planned."

Objectives of the Border Grizzly Team are "to develop better information on which to base decisions on management of the grizzly bear. The intent is to obtain knowledge which can be used to maintain a favorable environment for the species and to gain better public understanding of the management requirements of this important animal."

The goals of the project are varied and not confined to a priority system. Emphasis is placed on the following:

- (1) Further identification and evaluation of grizzly habitat.
- (2) An evaluation of the effects of a logging operation on bears whose range includes the area of the activity.

- (3) Identification and evaluation of various logging, post logging, road building, etc. activities on grizzly habitat to determine what constitutes a detrimental effect on habitat.

- (4) The biological parameters and populatus of Border Grizzly Area bears.

- (5) The status of grizzlies in marginal or fringe areas of the Border Grizzly Area, and in adjacent potential ranges.

- (6) The importance of flood plains and forested, low-elevational areas by grizzlies.

- (7) The relationship of burns to habitat types, forest succession, and grizzly bears.

- (8) Oil, coal, and gas development; road closures practice; the benefits and disadvantages of the various techniques, seasonal restrictions, personnel housing, etc.

- (9) The importance of avalanche area





and water courses to grizzlies.

(10) Livestock/grizzly competition for forage and grizzly predation on livestock.

(11) Hunting seasons, bag limits, selective hunting, and the "look-alike" problem inherent in black bear hunting practices.

(12) The role of *Vaccinium* spp., perennial leafy forms important to grizzlies, ground squirrel-artiodactyl winter kills, and perennial fleshy-rooted forms important in the maintenance of the Border Grizzlies.

(13) Deterrent-attractant-repellant aversive conditioning studies of bear.

(14) The relationship of increasing recreational use of and development in grizzly habitat and range.

(15) The location and importance of early spring grizzly range.

(16) Others."

Dr. Jonkel steers the entire project and many of the associated activities involved. Along with the study, Jonkel has teaching commitments, student projects and other research and campus engagements.

In the field the various projects are headed by several full time personnel, preferably on the M.Sc. level of training.

Projects are underway in the Eastern Rocky Mountain Front adjacent to the Bob Marshall Great Bear-Blackfeet Reservation area. In the North Fork of the Flathead River-Whitefish Range region projects have been in existence since the initial days of the study. Much work has been done in the South Fork of the Flathead, with newer projects including the Mission-Swan Valley Complex and western reaches of the Border Grizzly area. Livestock predation has been studied on the Forest Service lands adjacent to Yellowstone Park. Other projects are in their birth stages at present.

Border Grizzly personnel include

trapping crews, habitat personnel, equipment and tracking people and student aid in the form of senior thesis or problems courses.

The project is involved in other research organizations; most significant are the Churchill Bear Physiology Laboratory (Churchill, Manitoba), the Mexican Grizzly Project (University of Montana and Fauna Silvestre,) and the Yellowstone Steering Committee.

The Border Grizzly involvement extends into the Border Grizzly Technical Committee (a working committee of the BG Administrative Committee; an executive coalition of Canadian, Indian, and American management agencies). The study maintains close ties to this group and other regional research efforts and groups concerned with bears, their biology, management, and relationship with man. Information services are available to and used by the public.

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A massive bruin awaits the approach of his supposed tormenters, unaware of their mission of good will.

A bellowing roar and clicking teeth unsettle the stomachs of the researchers as they come into view of the bear. The fierce glare and intense expression of the bear signal his explosive mood.

With lightning reflexes the grizzled monarch charges to do battle, in the midst of a torn site. The bear is suddenly jerked back, flipping at the end of a durable holding device.

A crew member fires an immobilizing dart. The indignant grizzly quickly succumbs to the drug. Representatives of science move in, to perform their tasks.

Perhaps in these endeavors there lies a settlement to the fiery relationship between grizzly and man. Only the perseverance of concerned individuals and time will tell.





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# HISTORICAL BEGINNINGS:

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## The Forestry Kaimin: 1915 to 1977

During the spring of 1915, toward the close of the first year of the Forest School of the University of Montana, the students conceived the idea of publishing an annual to commemorate the success of the youngest forest school in the country. In casting about for a name for the publication, the word KAIMIN was suggested, that name having been for the past decade associated with publications edited by the students of the university. The word KAIMIN is a word taken from the language of the Selish tribe of the Flathead Indians, who formerly camped on what is now the campus of the university, and means "something in black and white" or "something written." In order to indicate the connection of the book with the school, and to distinguish it from the Montana Kaimin, the student newspaper, it was decided to call the issue THE FORESTRY KAIMIN.

—from the 1915 FORESTRY KAIMIN

The first volume of the Forestry Kaimin was a modest booklet intended to show the aims, purpose and spirit of the school. It contained editorials, poetry, fictional stories, cartoons, advertising, and few pictures. However, over the years the KAIMIN has changed in many ways; going from paperback to hardback and vice-versa several times, changing format and size a myriad of times, sometimes incorporating technical pieces, generally coming to have more photographs and better graphics in recent years.

It is interesting to note that during one period of the KAIMIN's history, its editors had visions of it being something much more than just another annual of its day. Through 1923, the KAIMIN's table of contents page declared the yearbook "A JOURNAL OF WESTERN FORESTRY PRACTICE PUBLISHED AS A UNIVERSITY BULLETIN BY THE FORESTRY CLUB. . ." and so on. And evidently they tried to carry this promise to fruition with the publication of articles ranging from "Silvicultural Management of the National Forests" and "An Emergency Mess Kit for Firefighters" to "Donkey Logging in the Durango National Forest." Also included were stories about Paul Bunyan and his exploits, "Ranger Yarns," and other articles of particular interest to the student covering the Foresters' Ball or opportunities in Forestry.

Apparently the KAIMIN was quite popular in its earlier history, with proposals being printed to the effect that it become a quarterly publication instead of just a yearbook. Though the KAIMIN had always been written to be of interest to everyone in the profession — student and professional alike — this venture never carried through.

Of course the price was pretty attractive back then too, with the first 10 issues going for a mere 20 cents each, in comparison to today's \$2.50.

The troubles of the times were often reflected in the KAIMIN's pages; during the Depression Era the book shrank 50% in size to save costs, while during World





*David J. Spear*

War II publication of the KAIMIN was dropped due to concentration on the war effort. And as many today know, the publication of the KAIMIN was also

dropped between 1968 and 1974 for a quite different reason — marked lack of interest among UM students in pursuing the task that was and always will be theirs: producing a worthwhile FORESTRY KAIMIN.

Undeterred if not unperturbed by that low point in student determination and involvement, a number of people have tried picking up the torch and carrying it a little ways: the likes of Dennis Druffel, Mary Crapser, and Lyn Hunter — with yours truly giving it a crack at present. To those folks who were willing to try and re-invigorate the KAIMIN, and to try, of course, to make the KAIMIN a worthwhile endeavor, of help and interest and of some lasting meaning to its audience — to these people, and to their predecessors — we owe some thanks.

Such is a thumbnail sketch of the KAIMIN's 54 years of publication, stretching over a period of 62 years.

It is my own hope that the FORESTRY KAIMIN will continue to be of value to you, its reader, for at least as many years to come as it has in the past.

Clint Schemmer

1977 FORESTRY KAIMIN Editor



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# THE FORESTRY SCHOOL 1913 - 1977

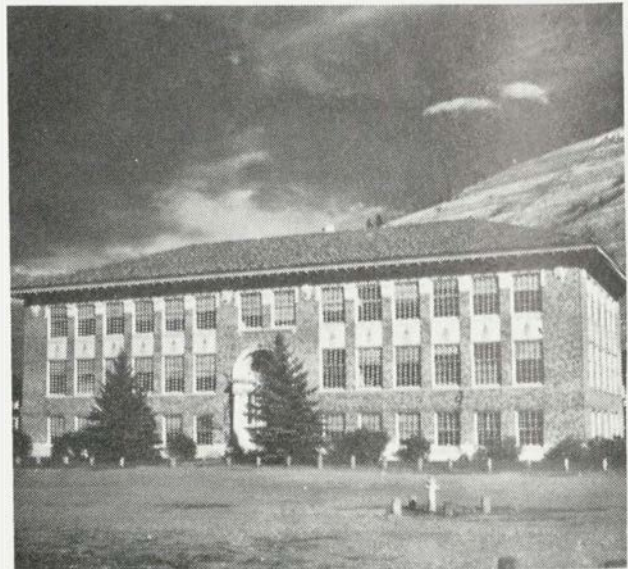
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**“The Shack”**

*Ed's Note: This article is a combination of items written by two former Forestry School Deans, Ross Williams, and Arnold Bolle. Dean Williams' contribution appeared in the 1961 KAIMIN as a separate article. We thought enough time had passed such that KAIMIN readers would again be interested in a brief history of the UM Forestry School.*

Prior to the establishment of the School of Forestry at the University of Montana, in 1913, special three-month “Short Courses” in forestry were offered in 1910, 1911, and 1912. The first had an enrollment of 42 hand-picked United States Forest Rangers from 22 National Forests. The University provided classroom space in Main Hall and two instructors; one from Botany and one from the department of engineering. The remainder of the faculty was recruited from the Forest Service Regional Office which was established in Missoula in



**“Pinchot Hall”**

1908. From the standpoint of our present economy, expenses were reasonable; registration was \$11.00, matriculation \$5.00, athletic activities \$1.00, and \$5.00 for breakage and materials. Board and room could be obtained in the vicinity of the University for \$25.00 per month.

Encouraged by its first attempt in forest instruction, the University offered a Summer Session in 1911. This was widely advertised, apparently with the intent of attracting students from the east. The program included extensive travel through Region 1 and on the Pacific Coast as far south as San Francisco.

The Legislative Act of 1913 which officially established the School of Forestry as a unit of the University was brief and to the point. The legislators intended that the annual appropriation of \$6,000 would care for all of the expenses necessary for the operation of the School including its faculty. The first Dean was



selected from the special lecturers provided by the Forest Service for the three previous Short Courses; Dorr Skeels, then supervisor of the Kootenai National Forest, became the first dean. Dean Skeels was a graduate of Michigan State College and specialized in the field of logging engineering.

Faced with a large enrollment and inadequate quarters in Main Hall, the new Dean was confronted with the necessity of providing for a Forestry building from his meager budget. The construction period extended into the 1914 fiscal year, and was finally completed with the assistance of the faculty and students wielding hammers and saws before they were permitted to move onto their new home. The structure was a two-story frame building, consisting of three offices and three classrooms. It served all foresters on campus including the annual Short Courses until 1924, when Pinchot Hall (the present-day forestry building) was completed. During this period, the "Shack" provided the academic home for 38 graduates including one Master's. The Short Courses were discontinued in this year. A photograph of the 1924 representative now hangs in Room 206.

Montana's 1923 legislature provided a special appropriation for the construction of Pinchot Hall which was available for class instruction in the following autumn. It was designed to accommodate 100 students and a faculty of five (and is now obviously being asked to do much more).

The origin of the Forestry School Nursery, now defunct, dates back to 1924 when the School was invited to cooperate with the U.S. Department of Agriculture through the Forest Service under the Clarke-McNary Act.

The Experiment Station was authorized by the 1937 State Legislature. The Act is well written and anticipated the areas of research that the School engaged itself in in the future. Section 7 provides for a library, and Section 11 for the acceptance of gifts of land or other donations. This paved the way for the gift of the Lubrecht Forest from the Anaconda Company and the Northern Pacific Railway in 1937, giving UM unique advantages in forest research and practical training.

And the changes have been coming ever since, as the School does its best to keep pace with fast moving changes in

forestry and its related fields.

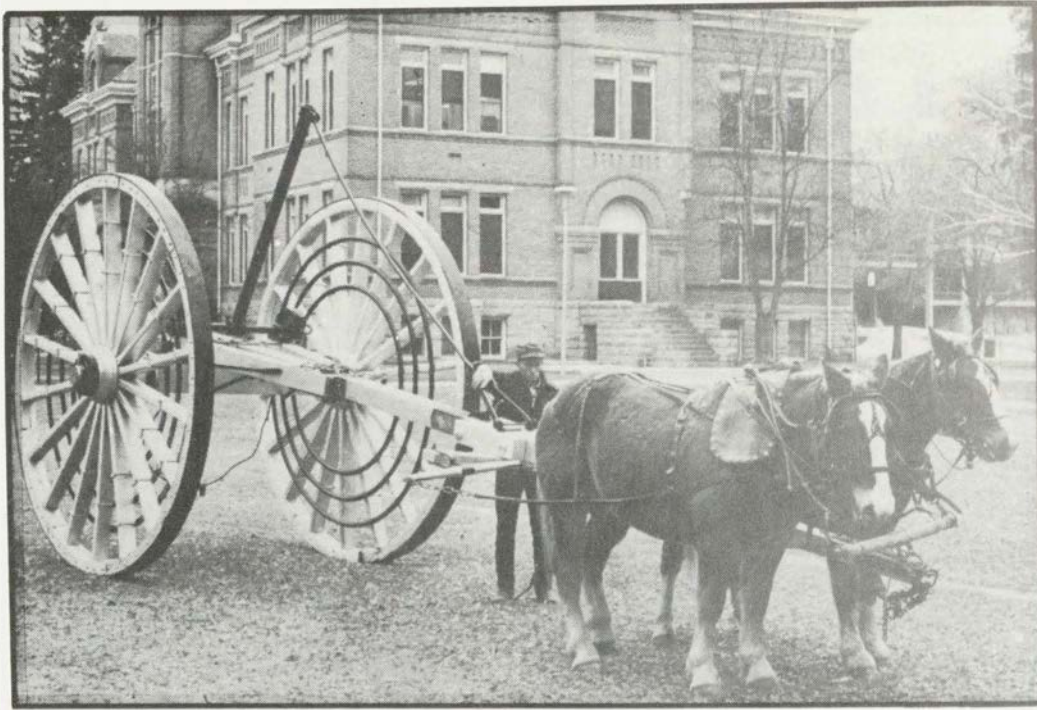
To encourage the School to expand its program into other natural resource fields the Board of Education authorized bachelor's and master's degrees in Resource Conservation soon after the Ph.D. was added. The sixties and early seventies were a period of expansion and growth. Enrollments, faculty and programs all grew and developed. The Undergraduate Program was broadened to meet the multiple use emphasis of Forestry. Working closely with employers in many natural resource fields the faculty developed curricula aimed at developing diagnostic capability in its graduates. Giving greater flexibility to student choice, joined with closer advising by faculty, the School emphasized student responsibility for his education. The system developed here was adopted by the National Academic of Sciences and the National Council of Forestry School Executives and used by other Schools.

Research and Graduate Study received a big boost with federal funding under the McIntyre-Stenis Cooperative Forestry Research Program. More state support, more opportunities in other federal and in private sources, increased opportunities for faculty and students. From virtually zero funding in 1962 research funds exceeded two million dollars this year. With less than five percent of the faculty the School generated more than twenty-five (25) percent of the total outside funds brought in by the University. With the support of the UM Foundation, lands within and adjacent to Lubrecht Forest were purchased with funds raised from private sources with the help of the Nature Conservancy.

Some additional building was also made possible. Our space needs on campus were met with the new Science Complex in 1968. We have the fourth floor in addition to the old building. Most recently internal reorganization in the University placed under the administration of the School of Forestry: the Wildlife Program, the Water Research Program and the Recreation Program in HPER joining it with the Dryden Recreation Program into one unified program.

With these additions the School now has more than one thousand students enrolled, a far cry from those first forty-two that enrolled about sixty-five years ago.





# Those Michigan Wheels...

by Bill H. Eyman

Along the north side of 'Pinchot Hall' stands a set of over sized wheels, known as Michigan Wheels and used in skidding logs through the forest in days past.

The Anaconda Company used these wheels in their logging operations in Lubrecht Forest, of which they owned a substantial portion. When the forest was given to the School of Forestry in 1937 the Michigan wheels came with it.

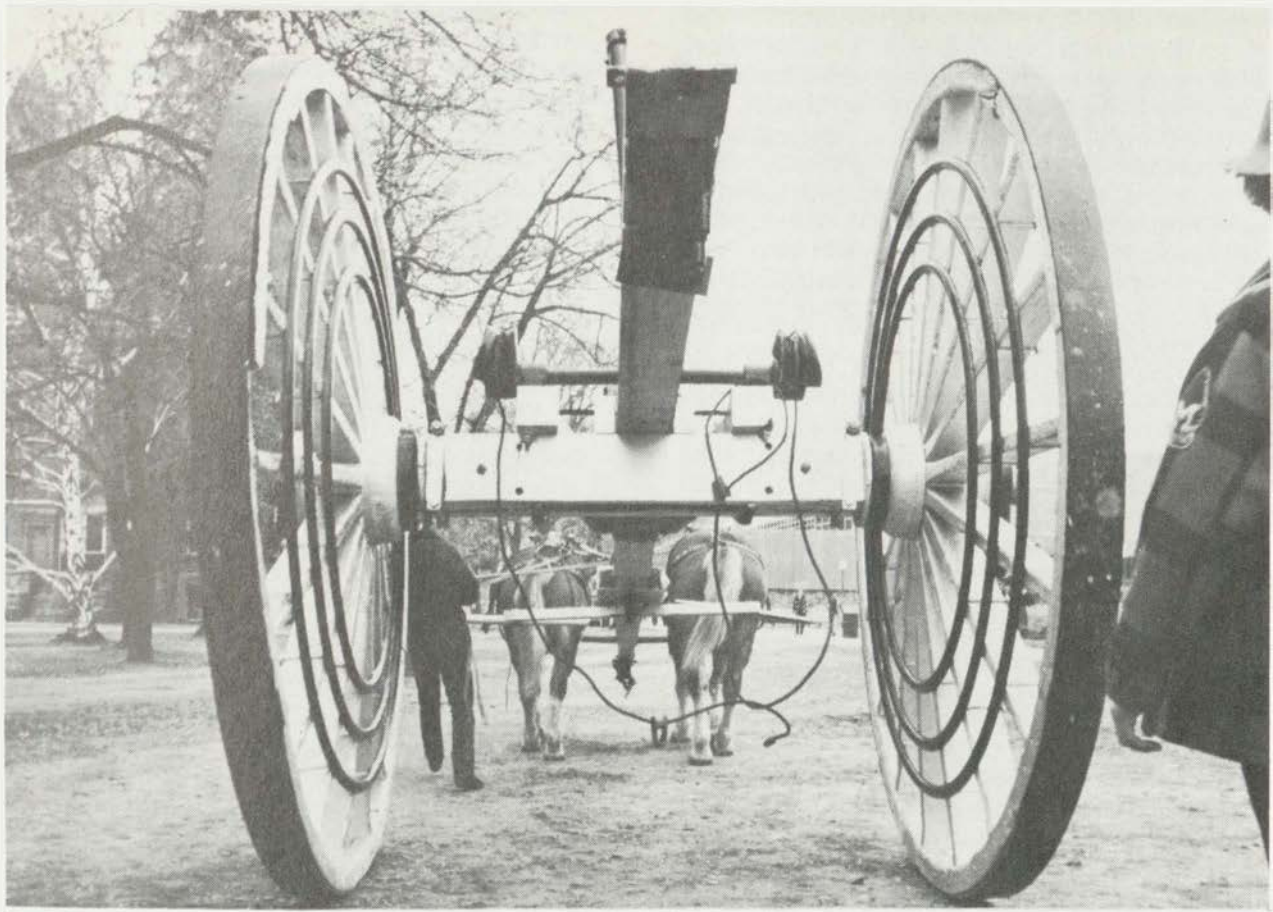
Once given to the school, the wheels were used very little since brought onto campus. One interesting item comes to light: the wheels were used to escort newly engaged couples around campus as a sort of tradition. The couple would sit atop the wheels and then be pulled around campus for everyone to see — one ride that any couple might remember for the rest of their days.

Although the wheels haven't been used to any large degree other than for the Foresters' Ball since then, they still serve as a reminder of those early days of logging and of the School's history.

The wheels are being rebuilt this year by interested students to rid them of the rot that had set in, in hopes that they will be around for others to see for many years to come.







## *Reflections on the Philosophy and Aims of the UM Wildlife Biology Program*

*Ed's Note:* This article is excerpted from a longer paper written by Professors Jonkel, Behan, and Jennings, entitled "The Present and Future Role of the Wildlife Biology Program, University of Montana." The paper grew out of their efforts as a committee appointed by Dr. Pengelly, Chairman of the Wildlife Biology Dept., to better define the mission and philosophy of the wildlife program.

The feeling that such a statement was needed was resultant from the wishes of the UM administration which was asking for mission statements from all Schools and Departments at the time, and worries over the role the wildlife program was to have once attached to the School of Forestry.

We present it here hoping that the portion we reprint will be of some interest to you.

The U of M Wildlife Program includes the study and advancement of all aspects of wildlife biology. Wildlife includes animals and populations hunted for sport or food as well as non-game species now being managed; including those animals, both vertebrate and invertebrate, that live in a wild state whether native (e.g. grizzly bears, blue grouse, cutthroat trout, crayfish), introduced (e.g. ring-necked pheasant, house sparrows, brown trout), or escaped from captivity (e.g. feral horses, bullfrogs).

In the past, wildlife biology in North America has often been relegated to a secondary position by society, and has been based on limited, economic concerns directed primarily to the conservation and production of valuable game species, the control of predatory or problem animals, and the preservation of

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"... wildlife biology in North America has often been relegated to secondary position by society. . ."

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"glamour" species with declining numbers. Economically-oriented sciences such as agriculture and forestry; developmental sciences such as engineering and geology; or strategically important fields such as military and climatic concerns have predominated in government efforts and university technological curricula. However, the University of Montana has long had an impressive wildlife program and student contingent.

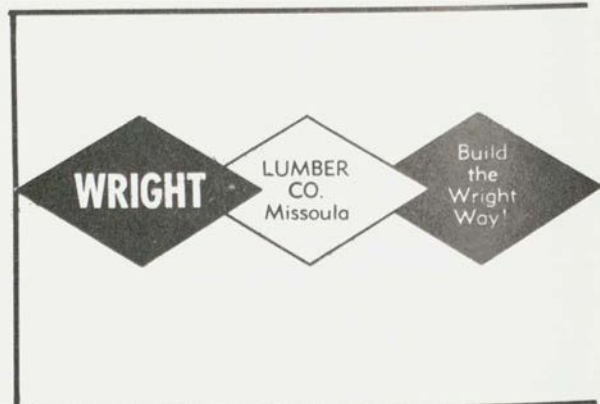
Perhaps because the U of M was founded as a liberal arts, land-grant school, and a few idealists extended special efforts, this university has provided a liberal, relatively broad approach to the study of wildlife concerns—a curriculum largely exempt from domination by other sciences or technologies. As both a cause and a result, the U of M program has enjoyed wide, interdisciplinary contributions from professionals with many backgrounds, and has produced a well-rounded graduate able to cope with varied local and national concerns, a quality somewhat unique in North America, though not so well-suited to some largely functional animal husbandry-oriented

game departments of the West. This has resulted in a good market for U of M graduates in federal agencies and in such professions as research and high school biology teaching, but lesser acceptance in some state fish and game departments.

#### *A Philosophy*

There is no longer a fixed corpus of knowledge, to be handed down unchanged from one generation to another. Knowledge has become an open system, and with this change students now learn a new attitude to Truth. Truth is not something final, revealed, sacrosanct; it is tentative, constantly being modified, enlarged, adjusted to new knowledge.

E. Ashby



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Concerns for wildlife species and values now extend worldwide. What is valued in Montana is also valued in Britain or Japan (just as we value the jaguar or polar bear). Wildlife graduates with a broader understanding of other social, political, or international issues are urgently needed by agencies and groups from the evolving local (rural and urban) levels to the international scene. The U of

Montana will have only second class leadership, and a "Montana way" will not be maintained or evolve. The state will fall under increasing dominance by special or out-of-state interests and federal programs. This is specifically true of the wildlife resources of Montana which are valued by the entire nation. If the wild species are not cared for and managed by the State with full

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**"it should now be clear that . . . a balanced and integrated university . . . is of certain necessity to safeguard the quality of life, the natural resources, and the wishes of the Montana public."**

---

M program should continue to fill this need. There is no better way to guarantee just such a flexible, dynamic attitude at a center of learning than to encourage a free melding of widely variant areas of special welcoming into the Wildlife Program persons with specialties ranging from technical or scientific disciplines to broad, cultural or philosophical considerations.

This is not to say that technology or pure science should ever have a secondary position. Indeed, the concept of the British university colleges which incorporate the utilitarian and other values *within* a university of quality have given a great strength to British and North American universities so designed. Admittedly this view is not yet fully accepted by many academics. However, on one hand the financial strength and continuity (as well as the feedback to the funding public) that strong science and technological programs provide to a university more than offset the subverting pressures mounted on a university by industry and government departments. On the other hand, hard core resource management realities and politics give a unique flavor to literature, journalism, art, etc. Indeed, it should now be clear that in an evolving, resource-rich

recognition of both world and national programs and views, they will be gradually removed from Montana's jurisdiction through federal acts or international conventions. Our aims, though perhaps adequate in the past, must become broader yet to include fully the study of the habitat requirements of animals, and to include research on and the management of all wildlife species both great and small without regard to their economic value.

The teaching of wildlife science in itself must be further defined and re-defined to meet new conditions in a changing world, and guarded to prevent any erosion of quality. On the one hand, research programs on campus contribute greatly to the learning process of students, both by providing practical experience, as well as giving exposure to information, techniques, and literature not offered in any coursework. The complement of classroom offerings in the past has been rich, especially in the courses in zoology, botany, and forestry supportive to the wildlife curriculum, and particularly because they were taught by persons widely experienced in special aspects of their own professions. This wide spectrum of topics and viewpoints should be maintained and expanded, as

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**"if . . . the university does not provide a total, enlightened program, Montana will have only second class leadership, and . . . the state will fall under increasing dominance by out-of-state interests and federal programs."**

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area such as Montana, a balanced and integrated university, enriched by a liberal offering of cultural, scientific, and technological studies, but not dominated by any of the three, is of certain necessity to safeguard the quality of life, the natural resources, and the wishes of the Montana public.

If, in fact, the university does not provide a total, enlightened program,

it ensures that the wildlife program will not become narrowly oriented or subservient to another interest (i.e. forestry, economics, politics, agriculture, game management, etc.). On the other hand, it is important that the program obtain and maintain a strong wildlife nucleus as the firm basis of the program—a faculty component committed first to wildlife, and secondarily to other



"...most of the communication of ideas on wildlife issues by private individual or corporation is dismal, exploitive, doing considerable harm to wildlife and wildlife habitat management programs..."

concerns. In this way the Wildlife Biology faculty as a whole, as well as the students, can enjoy a balanced stimulating curriculum.

And finally, the communication of ideas on wildlife issues, the translation of wildlife data into new public attitudes or wildlife policies, and the raising of baseline wildlife information in the public, political, and industrial sectors must be improved and maintained as part of the wildlife program. Too much of the responsibility is at present left to individuals and corporations disseminating information (films, popular books, and magazines) as money-making schemes. They have filled a vacuum created through derelict government and university programs. Certain of the private endeavors are or have been creditable, but most are dismal and

exploitive, doing considerable harm to wildlife and wildlife habitat management programs, whether they are blood and trophy oriented, or are of entertainment, antihunting, or mythical design.

To fill all of these teaching, management, and research roles, then, from game and nongame management to ecosystem management; from nature interpretation to the publication of research data; from debating local issues to regional and inter-state land-use planning; from evolving grassroots monitoring roles to joining in international efforts of measuring global impacts; and from developing local, personal contacts to the production of quality nature and wildlife productions and literature, all, as equal components of the Wildlife Biology Program, are our ultimate goals.

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# GALLERY

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*Realizing that most students here at UM—especially those studying in the natural resource fields—have some basic appreciation for the beauty of nature's works, the FORESTRY KAIMIN is trying this year to provide a forum for this student interest in and love of the outdoors.*

*We solicited and encouraged contributions in the form of outstanding photographs, artwork, even prose, but the end result was (at least in volume) not overwhelming. However, the quality of the photos made up for the lack of quantity. Our hopes are that next year, if readers are enthusiastic, and with a little more time and better publicity we will garner more contributions from a larger number of people. Perhaps you have some good B&W or color prints that you think we might be interested in—if so please go right on ahead and send them in or drop them by SC428.*

*Hoping that you will enjoy the photos we have selected, it is with pleasure that we present some of our contributors fine prints on the pages of this issue's gallery.*



David J. Spear

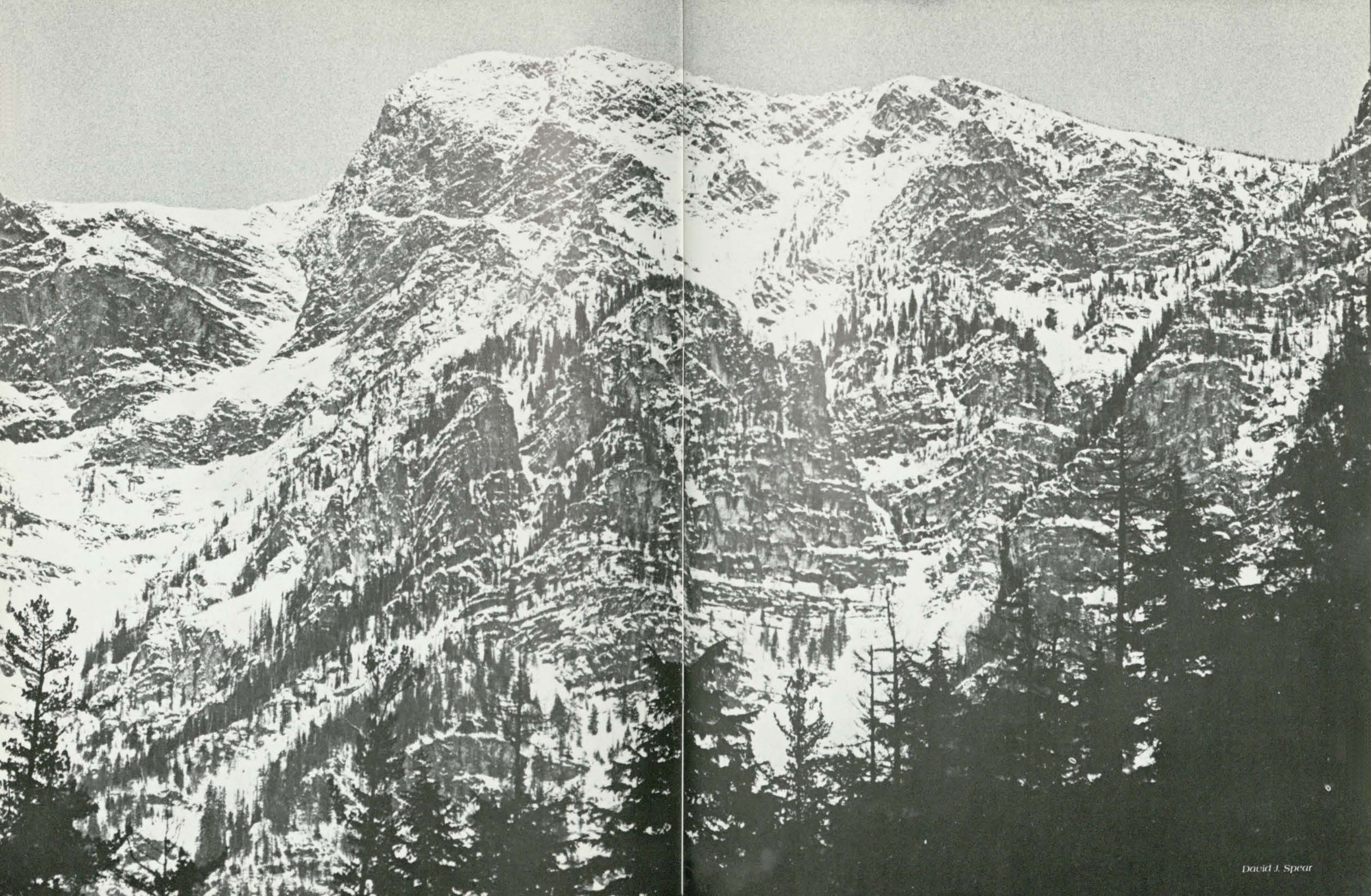






Glenn Oakley









David J. Spear





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John Sarsfield, Winner, Amateur Wildlife Photography Contest







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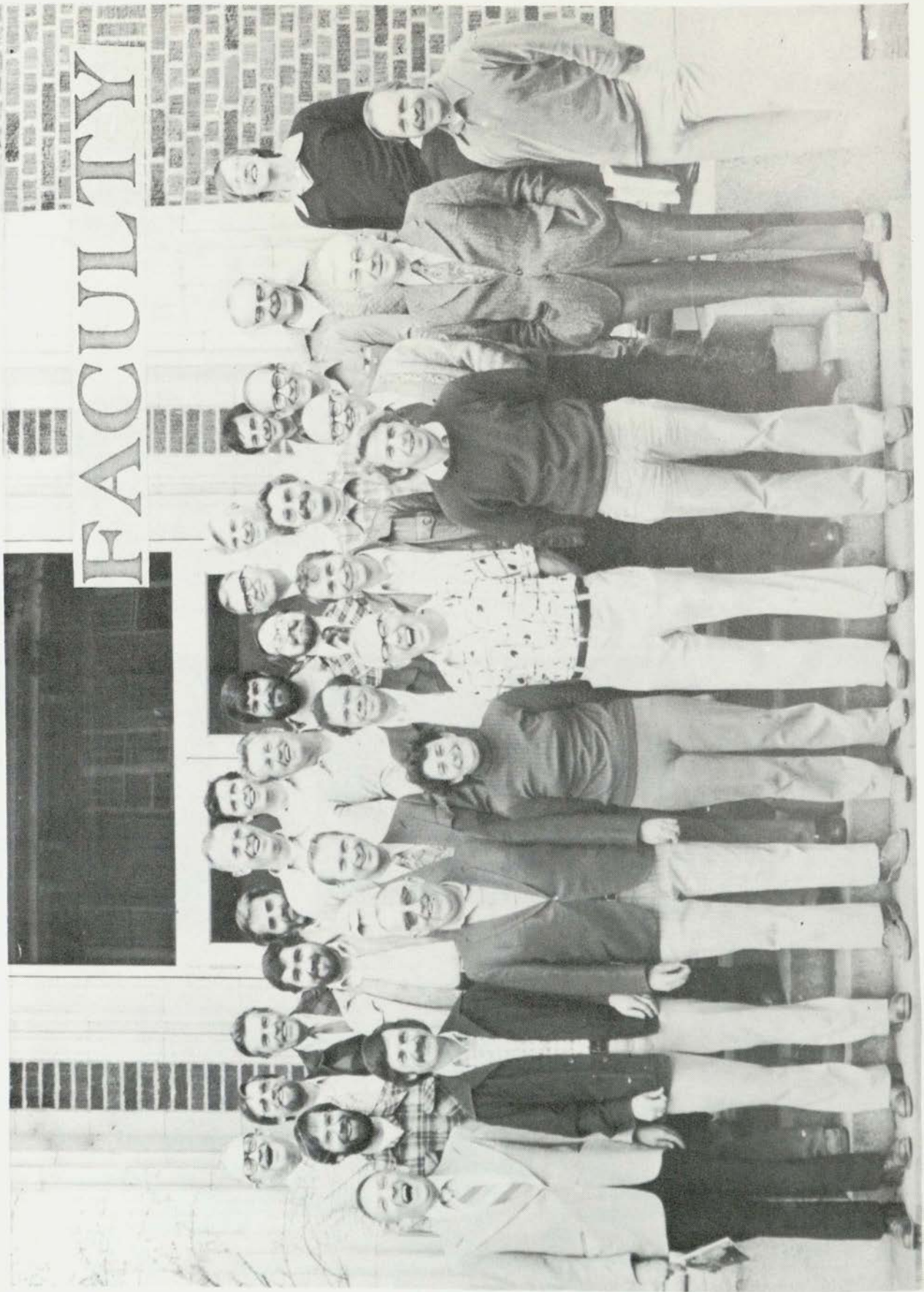




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# FORESTRY STUDENTS ASSOCIATION

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I have pondered many hours trying to decide what would be appropriate to say about the Forestry Student's Association 1976-1977. Somehow just recapping the events of the year doesn't seem an adequate documentation of what we accomplished this year. I thought of highlighting the people who were responsible for our accomplishments, but there were so many I was afraid this article would resemble a who's who in the Forestry school. So I decided to address the most dominate factor affecting the club and the school this year—change.

Even before we congregated for the first time last fall the Forestry school had absorbed the wildlife program. Since that time the School of Forestry has lost its Dean, undergone curriculum revisions, eliminated or streamlined some programs, expanded others, and initiated the integration of the Recreation Department into the school. There have also been many other subtle changes within the school. All have served to upset our sense of security and throw us into an academic limbo. Where do we go from here? Just how do we go about preparing ourselves to deal with the increasingly complex problems encountered in the forestry environment?

I think it is important to note here that these changes are not unique to the School of Forestry, but are also common to the whole profession of forestry and to our generation which is just now realizing the exhaustibility of our earth's resources.

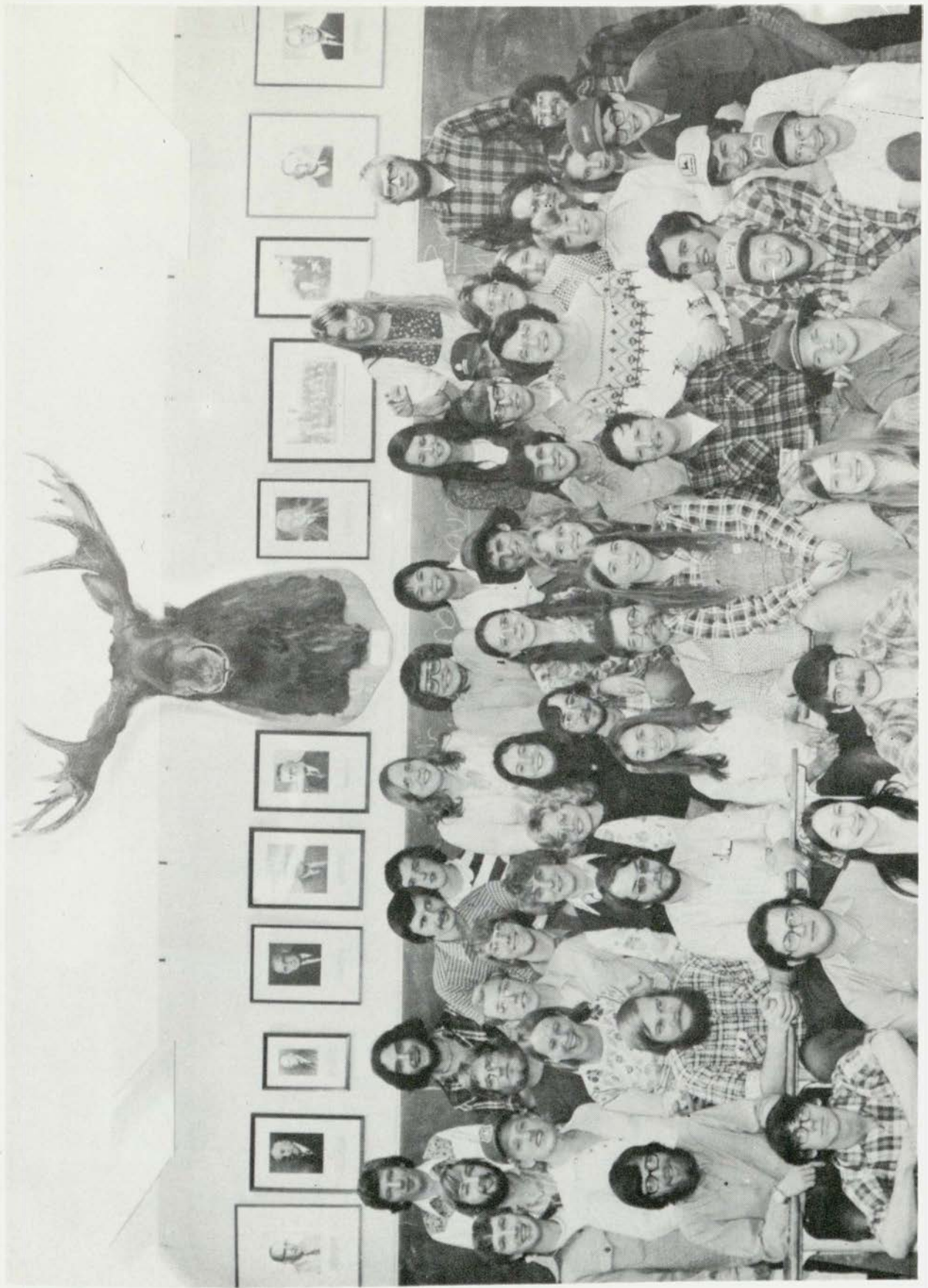
So what is the Forestry Student's Association doing to keep up with these changes? Well, mostly we are becoming involved and keeping informed. As a student organization we have made certain that there is student representation and input into all major policy decisions affecting the School of Forestry. In our programs and activities we have tried to be diverse and flexible enough to educate ourselves to the wide range of problems which we might encounter. Yet we have preserved those traditions which create fellowship and connect us with the past.

At the beginning of this article I mentioned that the dominant factor influencing the School of Forestry and the Forestry Student's Association was change. Perhaps I should have more correctly identified the most influential factor affecting us as realization. The realization that we as professional and educated people have a moral responsibility to constantly question, evaluate, seek answers and to promote change if needed, in an effort to solve the many environmental, energy social and economic problems facing us in forestry today. Only time can judge whether our changes are for the better or the worse.

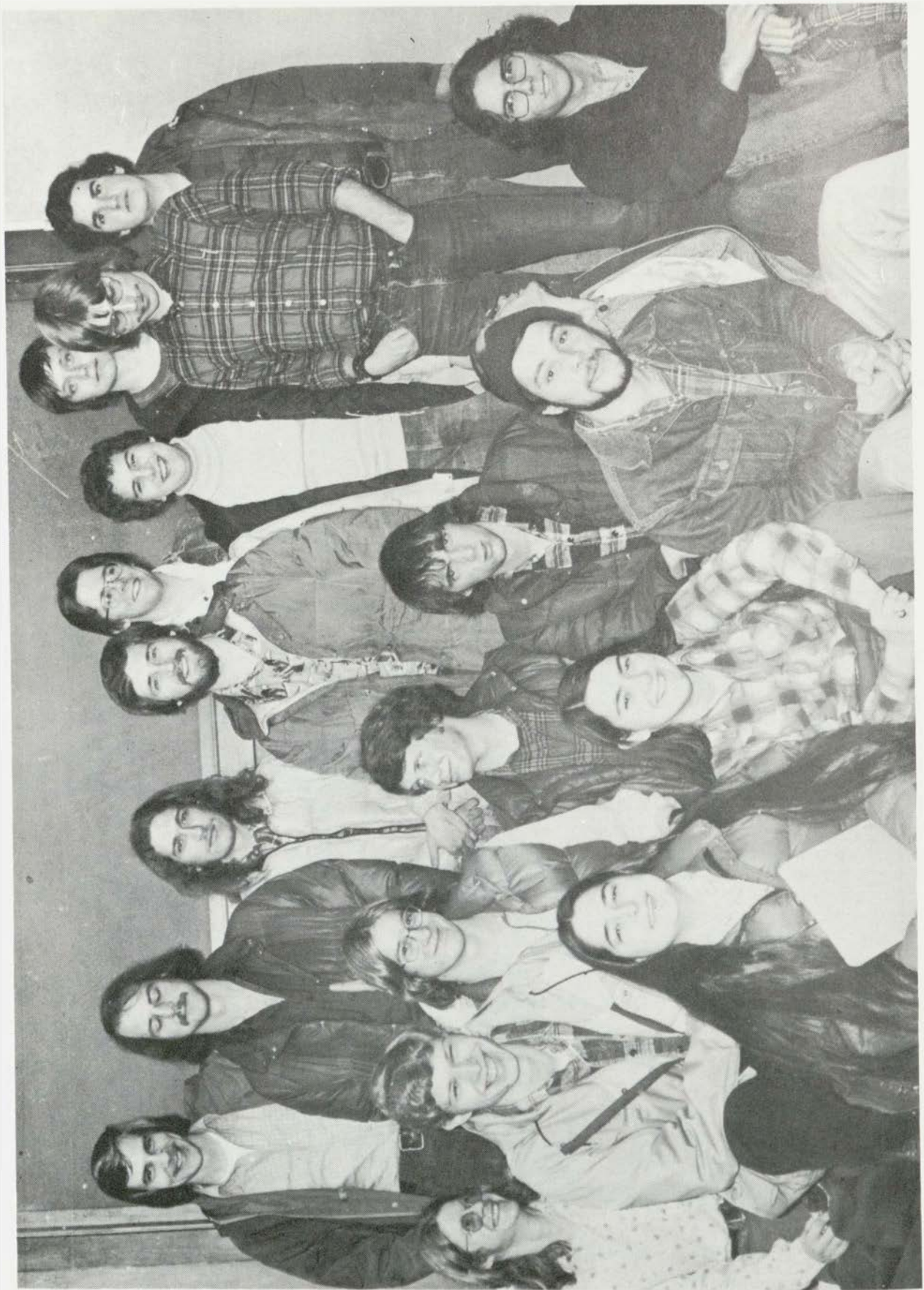
It is my hope that the future will see the Forestry Student's Association continue to try to balance fun, involvement, responsibility, fellowship and learning in an effort to produce more conscientious foresters and most important of all, better human beings.

Steve Kratville  
President 1976-1977











# WILDLIFE SOCIETY

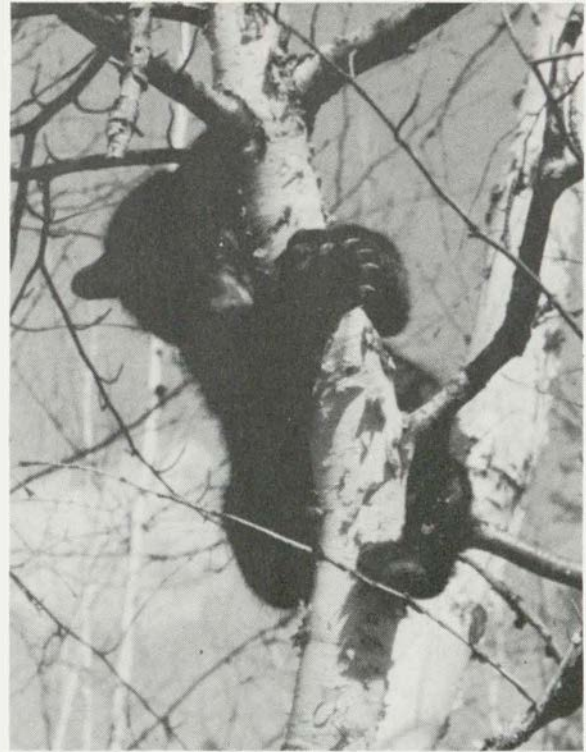
The U.M. *Wildlife Society* is a student chapter of the International Wildlife Society, and as such is regulated by the same standards and by-laws of the parent society. The UM chapter is a pre-professional, nonprofit organization that is dedicated to the wise management and conservation of the wildlife resources of the world. The principal objectives of the International Society and thus our student chapter are to "develop and promote sound stewardship of wildlife resources and of the environments upon which wildlife and man depend; to increase awareness and appreciation of wildlife values; and to seek the highest standards in all activities of the wildlife profession."

The Wildlife Society at the U. of Montana is very active in education and involvement . . . all to the benefit of the wildlife resource. Being active on both the state and local level on political issues is a major concern of the chapter. Because many of wildlife issues have political overtones, we feel that it is our job to see that the students opinions are expressed. On issues that we feel are very important, we have organized awareness campaigns as an aid to public understanding.

The chapter has met the needs of those students who are not interested in wildlife as a career, but simply enjoy wildlife for their own enjoyment. These people often attend our weekly meetings and are most welcomed. They have also offered their assistance on projects many times. The bulk of the society's members are however, students interested in becoming professional wildlifers. Their needs are met through the weekly lecture series too, as well as in many outside activities.

Meetings are centered around guest lecturers with a particular wildlife expertise. Slides and movies are a common occurrence.

At least once a quarter the chapter attempts to get a well-known, hard to get wildlife professional. These people often travel many miles to speak. Lectures of this type are generally open to the entire university and crowds of 1,500 to 2,000



are not uncommon.

The Amature Wildlife Photography Contest has become a yearly tradition. This contest, run by the chapter, gives non-professional wildlife photographers the opportunity to show their photos and possibly win prizes. It is a great chance to see how your pictures compare to others.

Field-trips and first-hand experience are possible through the chapter. A major fieldtrip is scheduled each quarter. The trips usually include a visit to Glacier Park and assistance in the Big Game census at the Nat. Bison Range. Small wildlife-related projects are being conducted throughout the area and students have the opportunity to take part in these to learn wildlife techniques.

Another facet of the UM Wildlife Society Chapter is one that is generally unknown to most students. It is a "behind-the-scenes" committee designed to make wildlife students views known to the faculty and administration. This group of students, *The Wildlife Students Committee*, although not directly related to the chapter is made up of chapter members. As said before, the main purpose of this committee is to give student input in affairs that mediate the quality of education at the U. of Montana.

Rich Mace  
Wildlife Club Pres.



## *executive board*



The purpose of the Executive Board is to discuss and establish an agenda for the club meetings. It also makes decisions that must be made, but don't require a club vote. The board is comprised of the club officers—President, Vice-President, Secretary, and Treasurer, and the committee chairmen, such as—the Chief Push for the Ball, Program Chairman, SAF representative, AWFC representative, Section 13 Director, Kaimin Editors, Sports Chairman, Safety Chairman, The Bugle Editor, and the Fall Smoker Chairman. Membership on the Board fluctuates as the activities of the Club are initiated or completed.

Karen Smith, Jeff Sugrue, Ellen Michaels, Steve Kratville, Marvin Davis, Al Shobe, Robert Wikert, Don Stadler, Mike Miller, Clint Schemmer, Steve Shuck

## *honor council*

Marvin Davis, Lynne Withycombe, Ed Robinson, Mike Miller, Dr. Nellie Stark, Maggie Orr, Bill Reich, Beverly Williams,

The Honor Council is a school elected group comprised of two students from each class. This group is responsible for interpreting infractions of the Honor Code.





# SECTION 13

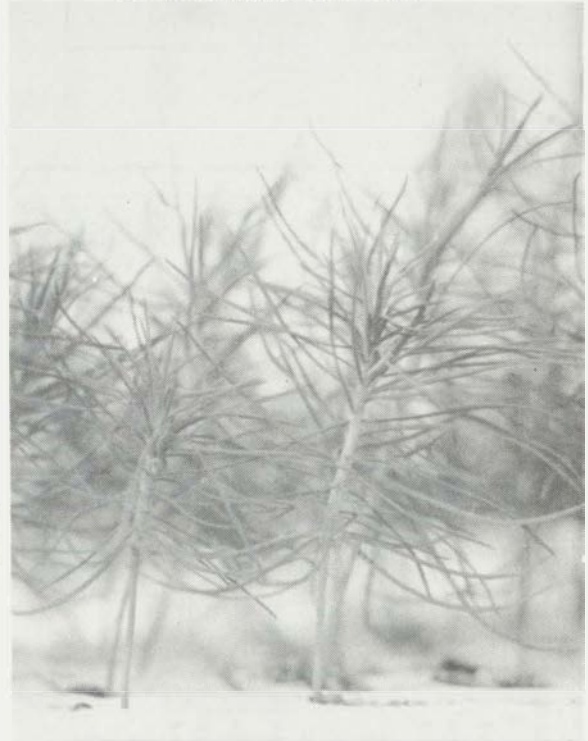
In 1971, a section of land equaling 640 acres in extent was given to the students of the UM Forestry School to manage. Committees were set up representing the different resources and interests involved in the section: Timber, Fire, Wildlife, Recreation, Soils, Watershed, and Range. For several years work consisted mainly of inventory and the development of volume tables to assess the potential and problems of the section. Finally, last year, a small clear-cut was planned and carried out in an area of bug-killed timber, a project which created a lot of enthusiastic involvement. This fall the slash in the area of the cut was burned by participants in the Fall Smoker, and during this spring Ponderosa Pine seedlings were planted in a 10 by 10 spacing.

Along with the fire and timber projects, there are plenty of other ongoing

activities such as completion of a lean-to shelter on the southeast corner of the section, a soil study on the burn site, a small mammal study, a nature and interpretive trail, improvement of the main road into the section, a soil survey, a timber cruise, and studies of the watershed below the clearcut.

For the student who wants to learn first-hand about management decisions and problems, Section 13 offers a unique opportunity to do so. The whole objective of Section 13 is to be a place where students can practice techniques learned in the classroom in the field. I think it has proved its purpose this year and hope that it will continue to do so in the future.

Karen Smith  
Section 13 Chairman



## SECTION 13 COMMITTEE HEADS

Karen Smith	Director
Marvin Davis	Vice-Director
Edward Robinson	Recreation
Jeffrey Sugrue	Fire
Guy Fishman	Timber
Scott Ruehn	Range
Jim Vanderwaal	Water
Tim Starry	Soils
Gary Baxter	Wildlife





# FGSA

This year the Forestry School graduate students included fifty-four master candidates and twenty-one doctoral candidates. Among them were teaching assistants, research assistants and faculty members. Their fields of study included Soviet forestry, bird habitat, land capability assessment, wilderness river use and many more.

## Forestry Graduate Student Association

The Forestry Graduate Student Association formed in the spring of 1977. The primary purpose of the Association is to promote professionalism and a sense of community within the School of Forestry. The Association addressed itself to several problem areas in the graduate program of the School of Forestry. Committees were formed for: graduate-faculty communications, graduate supplement rewrite, graduate curriculum, new student orientation and the reinstituted graduate seminar.

Social events included first Friday of the month seminars, a Christmas party with eggnog and a spring student-faculty softball game. The spring softball game brought many students, faculty and families to Lubrecht. Besides the softball game, horseshoes, volleyball, beer and a pot-luck dinner were enjoyed to the utmost.

In conclusion, this was a year of diversity, change and good times. The hope is future years promise more of the same.

Beth Ranz  
Forestry School graduate student







# DRUIDS



The Montana Druids is an honor society whose primary function is service. Its objectives are to foster better understanding and relationships between the students and faculty, the school and the Forestry Club, and the students and the school alumni. The membership is composed of Forestry upperclassmen who have proven their ability and desire to promote these interests. New members are selected by the active members each autumn and winter quarters.





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## SAF

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The Society of American Foresters (SAF) is a national organization representing the full spectrum of the forestry profession. The Societies objectives are: To advance the science, technology, education, and practice of professional forestry in America, and to use the knowledge and skills of the profession to benefit society. The Society is the accreditation authority for professional forestry education in the U.S.

The SAF is uniquely situated to help forestry students in the Missoula area. Our local membership consists of the full spectrum of practicing foresters. These people are readily available for your guidance and association through participation in SAF activities. For instance:

- Participation in meetings as a student member offers an excellent opportunity to meet and work with many of the top professionals in the area. Social and professional associations at these meetings can be stimulating sources of knowledge and activities.
- As a student member you can share your special abilities and help shape the future of forestry. Your attitudes provide new aspects to old problems.
- Participation in any of the 27 areas of forestry expertise through working groups can be very helpful by keeping in

touch. Remember, your education begins after you get out of school which was to prepare you for getting educated.

The Missoula Chapter of SAF has set up a student counselling service available to all students. SAF councillors in all fields of forestry are available for course and career guidance.

The last Chapter meeting in the Spring affords the students to put on the program. This is an opportunity for them to let the Chapter know what they feel has been important in their school year. It also is an opportunity for student exposure. The SAF intends to increase cooperation between practising foresters and forestry students.

The objective participation by SAF experts in congressional hearings on upcoming forestry legislation has won respect from various congressional committees. Furthermore, the SAF's stand on forestry issues has become a bellwether for interpreting forestry issues. This is borne out by major legislation.

As an SAF member you may use the Employment Referral Service by placing an availability notice in the Journal.

The Missoula Chapter of the SAF extends a continuing invitation to all forestry students to attend any of the Chapter functions open to all members. Make yourself known and thereby welcome.

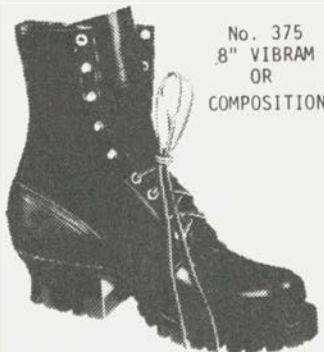


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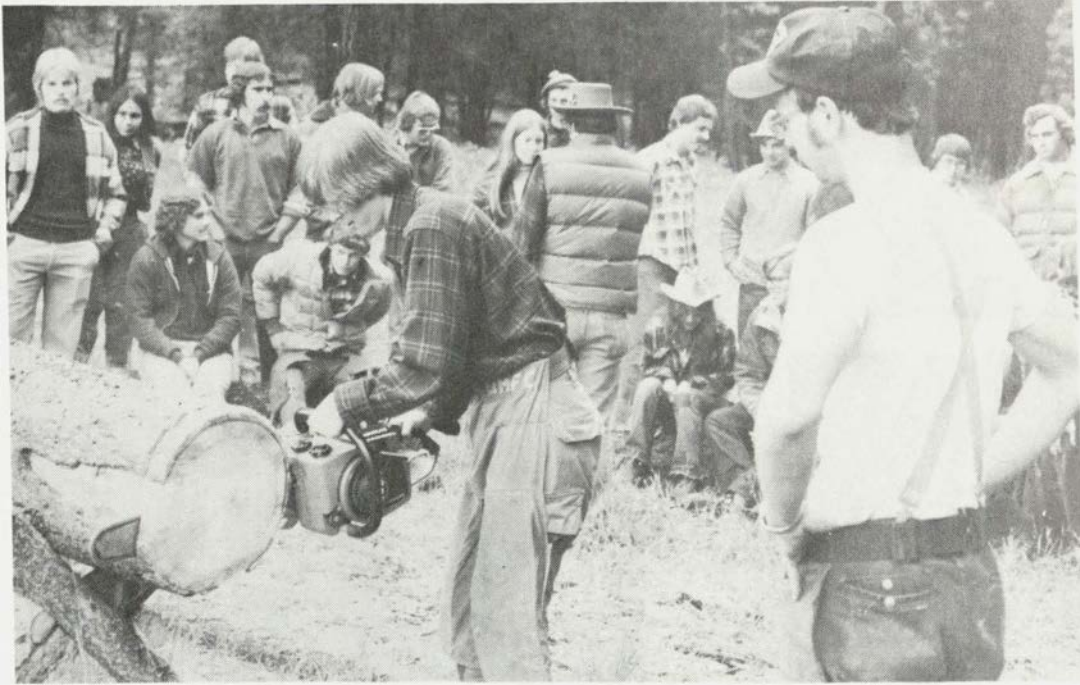


# ACTIVITIES





# FALL SMOKER



The Fall Smoker was again this year a huge success, fulfilling the purposes for which it was set up several years ago. It introduced new and transfer students—some to whom forestry was a completely strange field—to many of the different aspects of the profession. Besides forestry majors, a variety of students with interests in recreation, wildlife, range, and even business were in attendance.

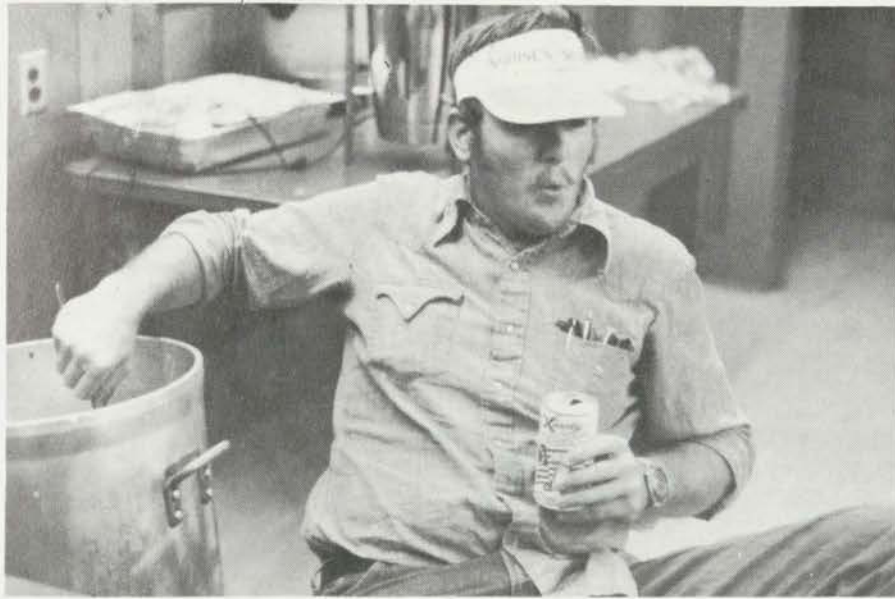
Participants in the weekend's festivities not only had a good time, but broadened their understanding of where forestry lies in the scheme of things. The Smoker introduced new students to the upper-classmen and got them into the spirit of the school and of the Forestry Club. Few schools in the country have the vigorous spirit that UM does, a spirit that makes everything run smoother. Without the closeness between the students themselves and also with the faculty we would all be in for worse shape. It also introduced students, new and old alike, to two resources which only a minority of students ever recognize—Lubrecht Experimental Forest and Section 13.

The majority of the "old timers" go back every year to have a good time—and that is exactly what the Smoker was. Even those involved in the demands of planning and organizing the Smoker had fun doing it.

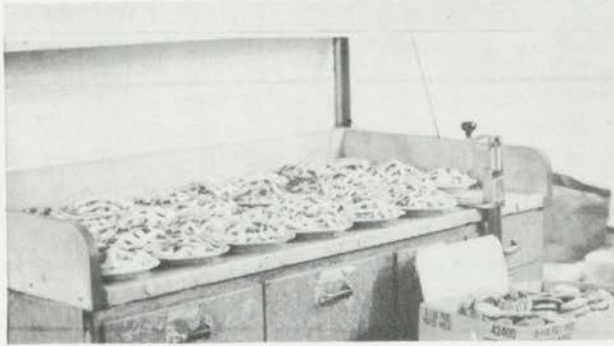
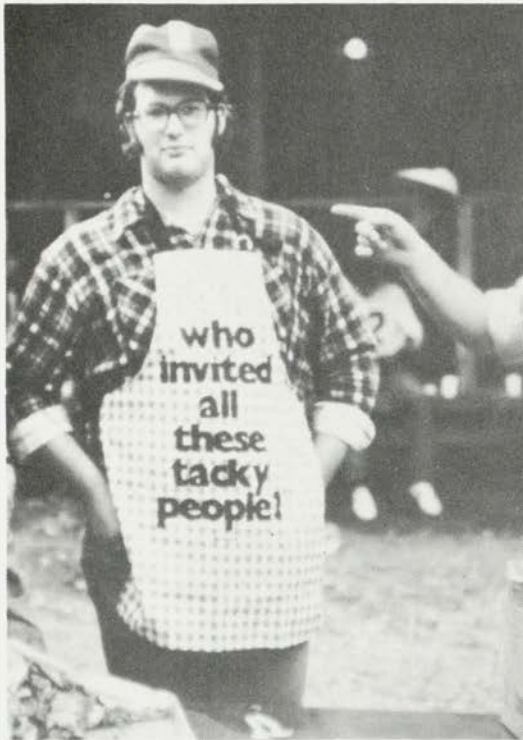
Regarding the festivities themselves, on Friday night a hundred dozen or so cookies (not all of which made it to the table) and thirty apple pies were baked until the wee hours. By the time the new arrivals came at nine the next morning, everyone was up and ready for them. Demonstrations went on all morning and part of the afternoon. The rest of the day woodsman's skills were practiced while others lolled around camp. For those of us cooking, it was busy. But after supper, a fine slide show was given, introducing people to what we do during the year to keep our sanity; our kinds of 'recreation', the projects we are involved in, and most importantly what goes into the Ball. Then as usual the new initiates were led like sheep to the slaughterhouse to what waits below the hill. But the night was not as long as some would have had it as so many rudely found out come morning. Breakfast was welcomed, especially when the sourdough pancakes made just right by Mrs. Steele appeared. Competition all morning was followed by burning on Section 13's clear cut. Then everyone bundled their belongings up—tired, dirty, with smoke in their eyes, but very glad they came.

Marvin Davis,  
biggest little helper











# 60th FORESTERS' BALL



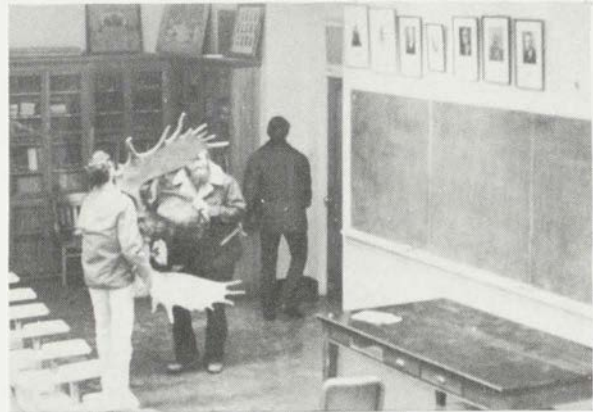
The 60th Forester's Fall, Ashes 'N' Embers, burned brightly January 14th and 15th, 1977 in the Men's Gym. From early April 1976, until January 16, 1977, the Ball roared along unabated with only a few minor spot disturbances, which were handled very capably and efficiently by one of the best volunteer fire crews ever assembled.

During Spring quarter 1976, the crew decided on the dates of containment and then proceeded with plans to carry out the objectives.

Things slowed down during the summer, but with letters, planning, discussions on strategy and some important leg-work, the fire crept along.

With recruitment of more volunteers at the Fall Smoker and the first Forestry Club meetings of Fall quarter, the final plans really started to take shape. As the Fall wore on, the enthusiasm of the volunteers and committee heads continued to build, with each committee head planning for his area of responsibility through donations of materials, time, and effort.

In early November, the first major disturbance occurred with the indecision on who would provide the footstomping music for the Ball. At an emergency meeting of all committee heads and other interested persons, an alternative plan was formulated by choosing Wheatfield, a band from Eugene, Oregon to play at the Ball. In order to do this, the budget had to be "razed" to cover the cost of bringing in "specialists." To offset this increased



budget, ticket prices were changed from \$6 to \$7 per couple, and publicity was directed to play an even more important role in educating the public about "the" event.

After this near catastrophe was averted, things quieted down during the end of December, but everyone seemed to sense a major blow-up would occur with the coming of the new year. Sure enough, the disappearance of Bertha on the 7th of January launched eight days of furious activities including the Convocation, Boondocker's Day, Bertha's return, and on Friday and Saturday evenings, the celebration of a very successful campaign.

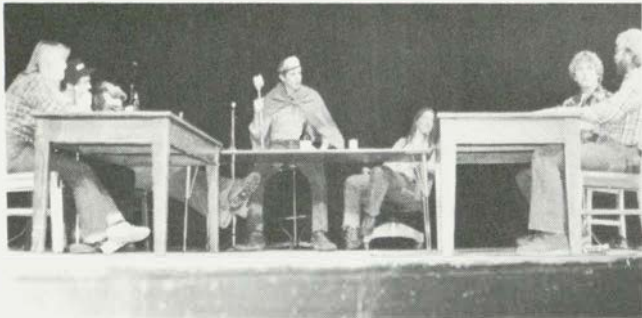
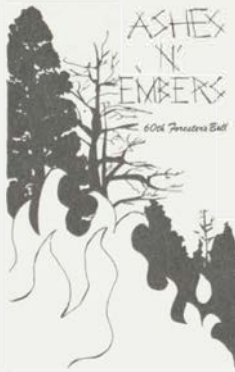
I would like to take this time to once and again thank all of those involved with making the 60th Forester's Ball a success.

As with all conflagrations, once the fire dies there is nothing left but the clean-up, the memories, and ASHES 'N' EMBERS.

Don Stadler  
Chief Push







#### DANCES

1. Studler's Stump Straddle
2. Fireline Fling
3. Casual Knoxville Can-Can
4. Graham Cracker Crumble
5. Sholly's Chainsaw Shuffle
6. Timmy's Teddy Bear Hug Bounce (Griz Grind)
7. Spanke Hanky Panky
8. Wood Nymph's Frolic
9. Grody Coe Gripe
10. Smokejumper's Fall
11. Motor-mouth Miller Mamba
12. Smith Snag Snuggle
13. Wikert's Faulting Fox Trot (Rob-a-dab-dab)
14. Dana's Pink Hat Prouette
15. Sasquatch Spriggle (Big Foot Flop)
16. Rhett's Butler Boogie
17. Rio's Take-over Tango
18. Monahan Minuet
19. Bashful Bob's Bump
20. Blue Snow Serenade





# 60th ball queen —



Julie Engler, -KKG Sorority

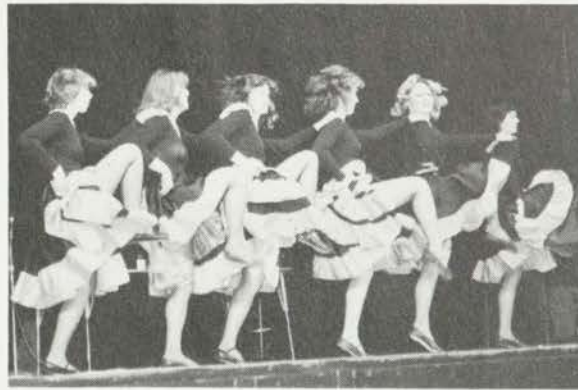


Elizabeth Ray, Pam Davis, Sharon Ostrom, Nancy Morris, Cory Cummins, Julie Engler, Joanie Wilson





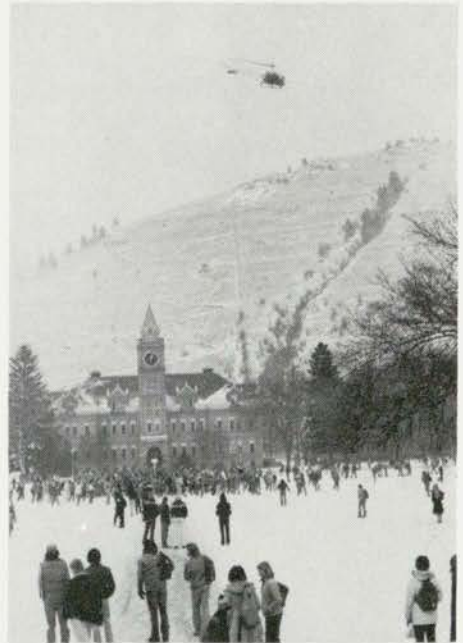
# CONVOCATION



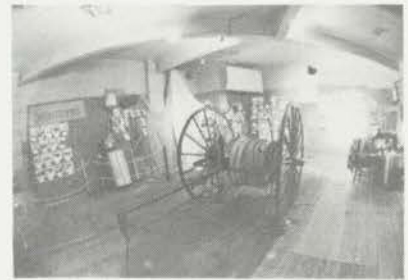
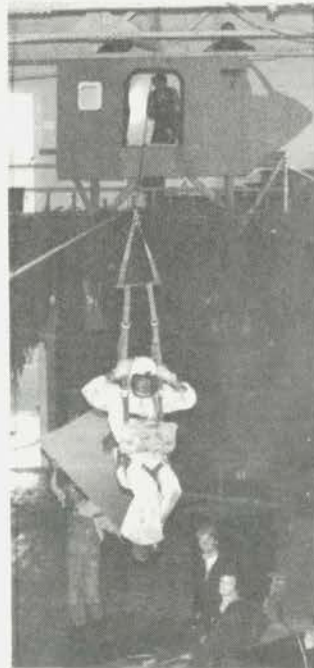




## Boondockers' Day











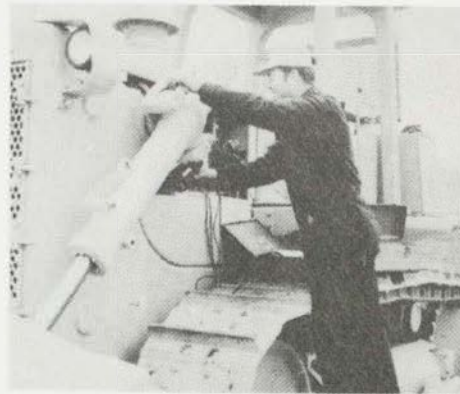


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# Winter Olympics



The Fourth Annual Winter Olympics was held on Feb. 18th and 19th at Lubrecht Experimental Forest. Friday evening after the first keg was tapped, we enjoyed hot dogs and just sitting around talking. The fire in the Rec Hall was tended by Dick Graf, who made sure it was supplied with as much wood as he could make fit into it.

Saturday morning started with the tapping of the second keg, and was followed by a football game.

Later, the net was put up and we "organized" teams for volleyball. There

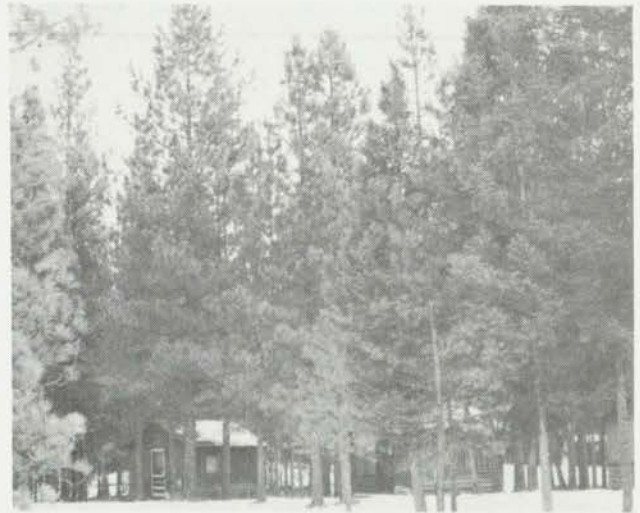
was very little snow, and it was quite warm, so the guys decided to play without their shirts. Wayne Brainard got himself into a bit of a "cold spot," when in the midst of a snowball fight he had snow stuffed down his pants. The day ended about 4:00.

I hope everyone had fun despite the lack of snow.

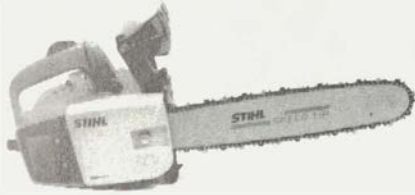
Special thanks to Steve Kratville, "Spit" Williams, and Lee Murray.

Laurie Fowler  
'77 Winter Olympics Chairman





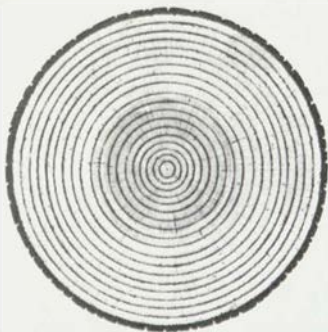
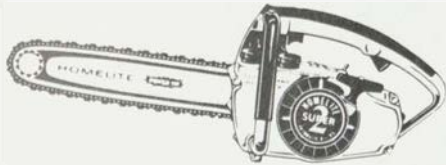




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# A. W. F. C.

AWFC '76

The 1976 A.W.F.C. Conclave at the University of Nevada in Reno was enjoyed by those U of M Foresters who attended. Field trips concentrated primarily on the problems and controversies of the Lake Tahoe Basin and the surrounding area.

The trip was not entirely spent on field trips. On Tuesday night everyone joined in on the opening kegger and some of the hard core foresters participated in fire jumping, etc. Other evenings were spent enjoying the recreational activities that Reno had to offer — Harrahs, Harolds . . .

U of M fared quite well in competition. Our two member women's team placed second by one point to U.N.R. Linda DeLonais won Belle of the Woods honors by winning single buck, double buck, power buck, and participating in the winning relay. She took second in the pulp throw and caber toss. Pam Irvin won the double buck and relay, and placed in the pulp throw and power buck.

The men's team won the relay and had several individual placings, coming in second by one point to Humboldt State. Don Stadler won the speed chopping and took fourth in the axe throw. Dana



# AWFC '76 & '77



Green won the caber toss. Steve Shuck won the axe throw and placed fifth in the single buck. Dick Graf placed fourth in speed chopping.

All in all, the trip was a success, leaving everyone in good spirits and awaiting the 1977 Conclave at Utah State University.

Steve Shuck  
1976 AWFC Conclave





### AWFC '77

The 1977 A.W.F.C. Conclave was held in Logan, Utah this year, April 20-23. Montana came into town full force with half the crew on top of the van and "Kiss my axe" on the back as a fair warning to the local inhabitants. The annual keg/social was held Wednesday night with the usual songs, stories, tall tales, and inevitable fire-jumping. The excursions the following days included the avalanche control set-up in the high recreation use Little Rock Canyon, and the problems they are having this year trying to get to Salt Lake City the normal one-third of its water supply. The huge Kennecott copper mine, which rivals Butte in its aesthetic value, was also viewed and discussed.

Saturday dawned sunny and hot, and the ongoing chemistry that usually occurs between Montana and Nevada proved as strong as ever. This year ties

were strengthened even more by the combined women's team (3 Mont., 2 Nev.) of Montvada. Scott Keuhn endeared himself for life to the Nevada speed-choppers by allowing them to use his pride and joy, after they took a chunk out of theirs about the size of a banana. Nevada is as crazy as ever, but then Montana fits right in.

The Men's team finished third, and the women's team lost to Humboldt by one point. Cory Cummins took a first in axe throw. Al Shobe and Joni Rio both took first in chainsaw, using the wood Utah had to import from across state lines, 100 miles way. All in all it was an interesting and terrific four days. And the *nights*. . . even without Tim Starry's efforts as the #1 Candy Ass of the Year, Logan will never be the same!

Joni Rio  
1977 AWFC Conclave







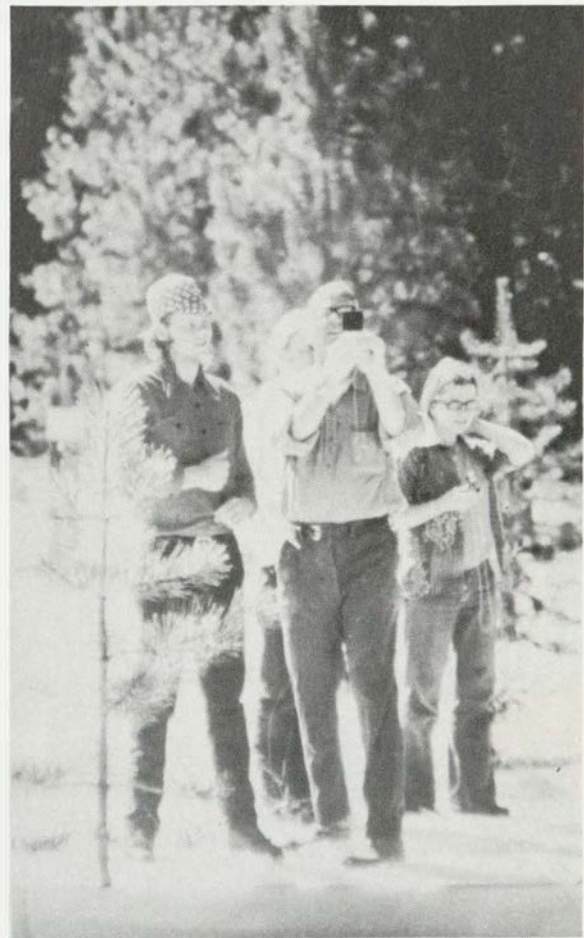
# SPRING CAMP '76 & '77

Spring Camp! What pleasant memories those magic words bring to the minds of the upper-classmen, what pleasant anticipation of the future joys to the freshmen; days to come spent in the profitable studies of the woods, the cheer and good fellowship of camp life, the realization of visions of evenings around the campfire with a bunch of good fellows. After having tolerated the superior bearing of the upper-classmen who were on the 1915 camp and listening to the oft-repeated tales around the big stove this winter, the freshmen are awaiting with impatience their opportunity to experience the thrills of life in the woods.

—from the 1915 Forestry Kaimin

Sixty-one years later, amid the mud and snow of April in Montana, 38 students arrived at Lubrecht to begin Spring Camp for the first time since 1969. Bag and baggage, equipped for anything from skiing to bicycling, we unpacked that damp day, not knowing what to expect in the months ahead. Our class schedules were full, including Forest Ecology, Ecology Lab, Surveying, Mensuration, and Entomology. Our neighbors and crew-mates were all essentially new faces. There was wood to be split for those chilly days, and a whole lot to learn about the "blob" of land that had just become "ours." June seemed years away!

What was this new Lubrecht Camp all about? It turned into an excellent chance to work closely with others, students as well as professors. Hours were spent out in the field, exploring our backyard classroom from all perspectives and subject areas. Hardly a minute was wasted. There were inventories to take, lines to run, species to learn, weather data to collect, as well as the necessary

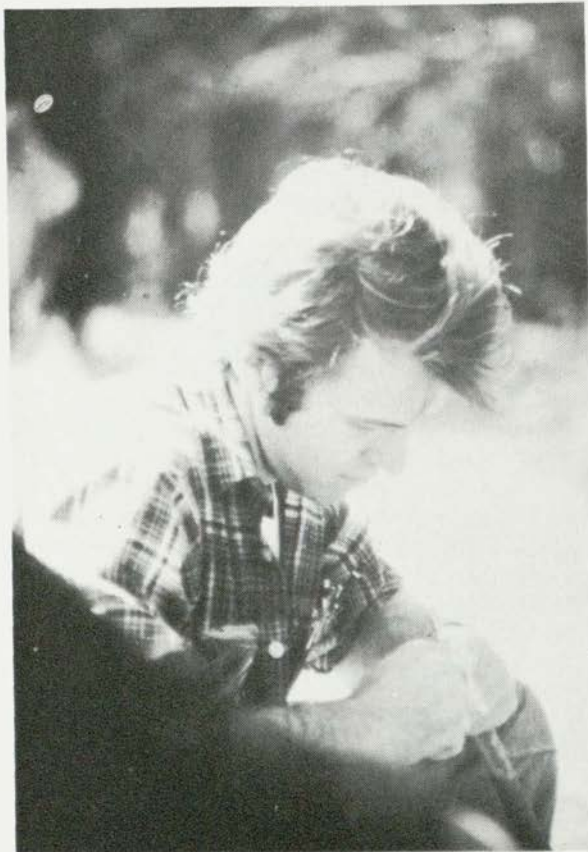


volleyball and softball games. The nicest, craziest, group of people ended up at camp, and most of the friendships didn't stop come June. In fact, some people ended up together over the summer. Camp was definitely a good experience, and June came too quickly.

It's a shame that students from '69-'75 had to miss the experience. It would be a mistake for future students to pass the opportunity by. Knowledge gained there can never be as fully gained in the classroom . . . Besides, where else can you throw a bucket of water in your favorite professor's face?

Ellen Michaels  
1976 Spring Camp



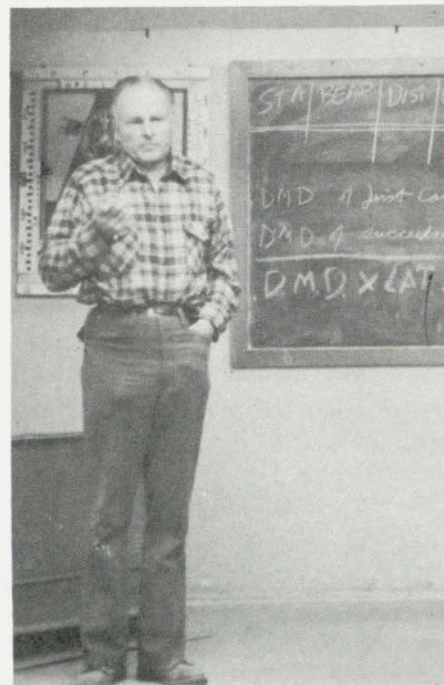




The Resource Evaluation Program, now in its second year since the revival of the sophomore camp which was temporarily discontinued in 1969, is giving Forestry students a chance to learn theory and practice in the art of forest resource evaluation. The present program is an attempt to integrate the measurement of many forest resources into meaningful relationships so that students can evaluate the separate measured parameters as useful tools of management. College level courses such as surveying, mensuration, ecology, entomology, and wildlife are being taught keeping intact individual course numbers, but at the same time using the integrated approach whereby student 3-man crews become thoroughly familiar with forested tracts of land as study sites.

Quantitative data that is collected from the 20-acre study sites helps clarify the importance of environmental components. This information is useful in planning how to manage a forest in the future to avoid some of the undesirable conditions which we see in forests today. Land use history, written by fire scars, old skid trails, stumps, windfalls, and vegetative patterns are also useful in determining best future use. The Lubrecht Forest is a good laboratory because of its diversity of land forms and logging history.

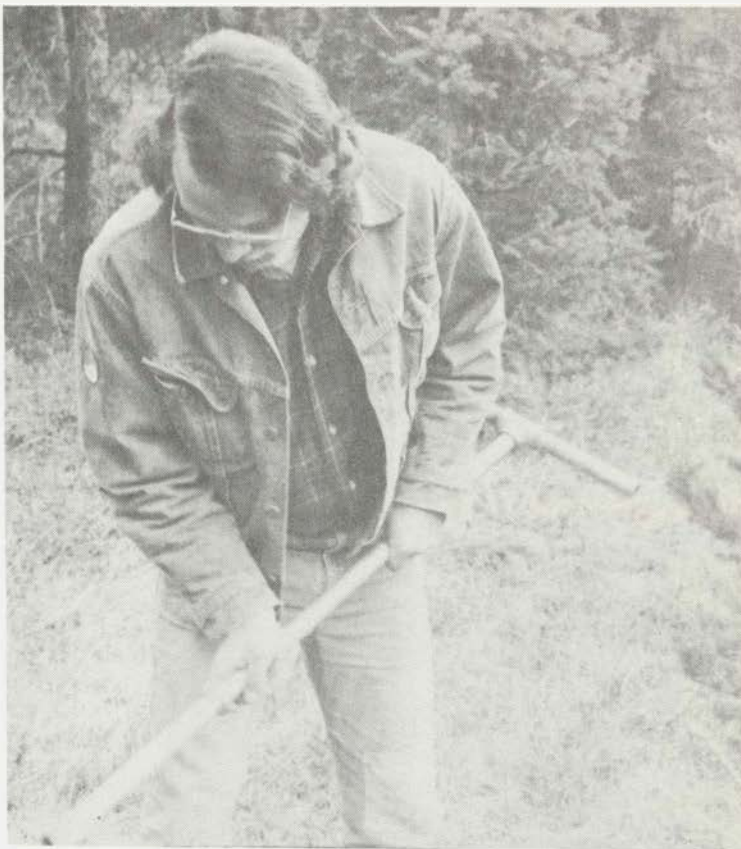
The employers of our Foresters, both agency and private have spoken strongly in favor of this type of problem-oriented, practical field training. The requests for such a program have been



frequent and forceful with the result that students having had the R.E.P. are finding that they are employable early in their college careers. Many graduates have considered the experience as a most valuable college quarter. The R.E.P. at Lubrecht Forest is a challenge and a chance to build the skills and understanding needed by future leaders in Forestry.

Bob Steele  
1977 Spring Camp





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# Spaghetti Dinner







Left to Right—

## Forestry Kaimin Staff

Up Top: Clint Schemmer, Laurie Fowler, Bill Eymann, Tim Mattoon, Jeff Sugrue  
Bottom Row: Al Shobe, Sandy Hanson, Ellen Michaels, John Fidler

Not Pictured: Ginny Graham, Karen Michaud, Ed Robinson

—CONGRATULATIONS ON A JOB WELL DONE!—



# What America's forests mean to you.

Many people thoroughly enjoy forests. They enjoy fishing and hunting and all the other recreation forests can offer. Other people simply like to view a huge tract of trees and marvel at one of nature's most beautiful creations. Still others take a strictly utilitarian viewpoint—forests are watersheds, trees produce oxygen, wood is a raw material. But whatever their point of view, all Americans have this in common: they rely on forests in many ways.

## Jobs and a Payroll

Many people rely on America's forests directly for a livelihood. In 1975, the forest products industry—including wood, pulp, paper and furniture—employed an estimated 1.15 million people whose paychecks for the year totaled nearly \$11 billion. But that's just the initial value of the paychecks. The sawyer in the lumber mill spent some of his paycheck for groceries. The grocer used part of the same money to buy clothes. The clothier used a portion of the money which he received from the grocer to pay the plumber. And so it goes. A single paycheck spreading out to purchase a wide variety of goods and services. And all of it ultimately derived from forests. In addition, several million other people in thousands of companies earn their livelihood selling products and services to the forest products industry.

## Taxes and Services

Privately owned forests also provide tax revenue. Last year, taxes paid by companies in the forest products industry amounted to many millions of dollars. Part of these dollars went to the federal government. The rest helped to support local schools, fire and police departments, sewage disposal systems, and other services provided by state and local governments.

So the government relies on forests for tax revenue, and people, in turn, depend on the services which are provided by the taxes.

There are thousands of companies in the forest products industry. These companies manufacture a variety of products ranging from plywood and lumber to pulp, paper, and chemicals. Georgia-Pacific is one of these companies.

Georgia-Pacific employs over 33,500 people. The Company owns more than 4.5 million acres of timberlands in the U. S., Canada, and Brazil; and has exclusive cutting rights to another 1.5 million acres, mostly in Indonesia and the

Philippines. G-P's significance is reflected in some revealing statistics: In 1975 Georgia-Pacific's assets amounted to \$2.4 billion. Sales totaled \$2.36 billion. And the Company paid out a total of \$525 million in payrolls to employees and taxes to the federal government, state and local governments.

## The Endless Bounty

Today, more than 5,000 products are made from wood. Many products which we have come to consider as necessities are derived from forests. And it seems that new products are continually being developed from

wood and wood by-products. So, even if you are not directly affected by the forest products industry, you still rely on America's forests.

Fortunately, forests are a renewable resource. And that may be their greatest value. They will continue to provide man with the luxuries and necessities of life.

Forever.

**Georgia-Pacific**  
The Growth Company



*Georgia-Pacific is an equal opportunity employer.*



