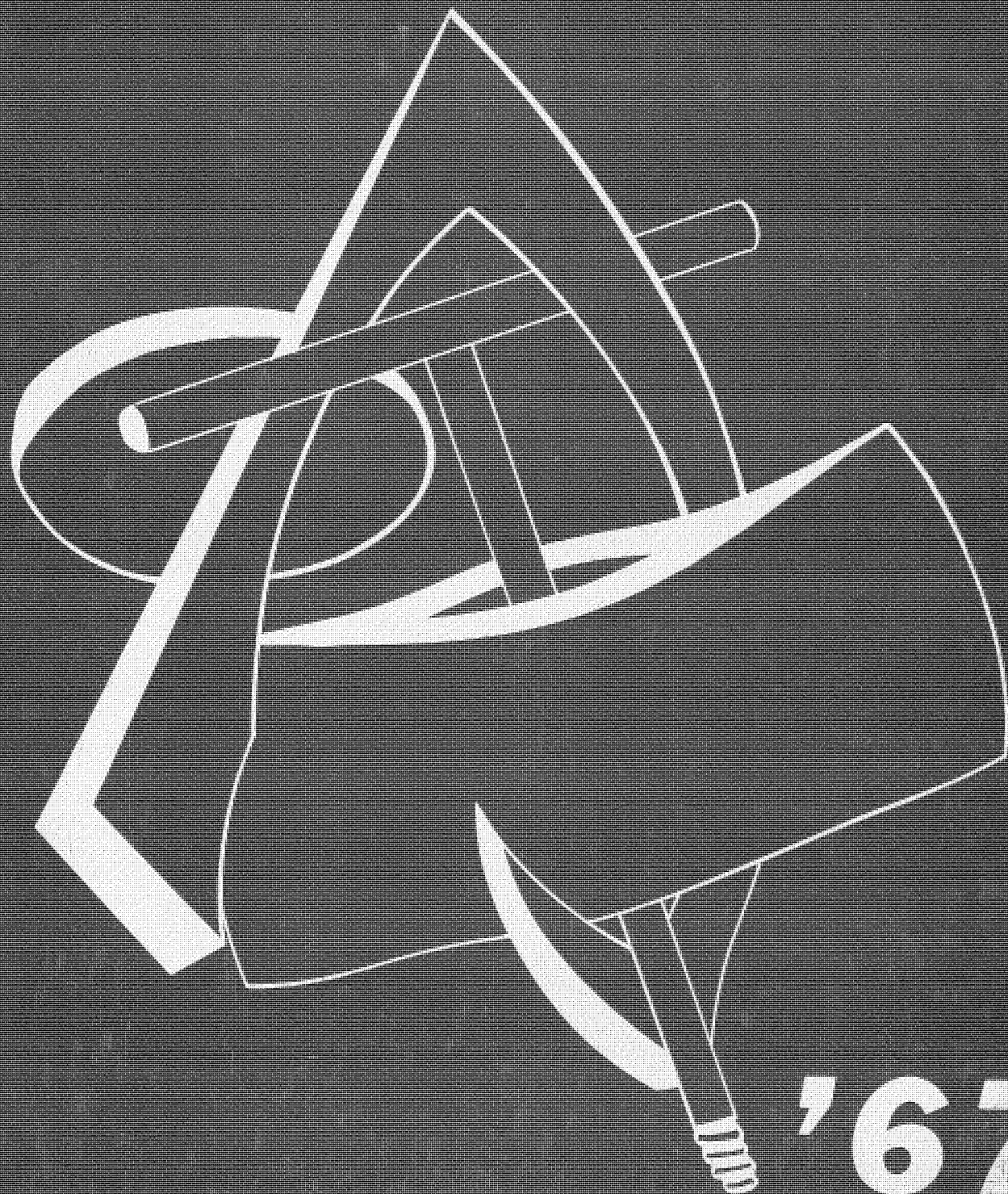


D13-1967

Purdue Log



'67

PURDUE UNIVERSITY

DEPARTMENT OF FORESTRY

AND CONSERVATION

PURDUE LOG

1967

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For several years a leading controversy among many of the outstanding forestry schools was whether or not to continue a summer camp. Some schools have chosen to drop their summer camp and extend their forestry curriculum to a five year basis for a Bachelor of Science. While other schools such as Purdue maintain that a summer camp can not be substituted or replaced.

The 1967 "LOG" staff stands firm with the conviction that a summer camp is valuable in the realm of practical experience, being exposed to a wood-industry community, and a means of letting the student know for certain if forestry is the correct vocation for him.

Therefore the PURPOSE of the 1967 PURDUE LOG is two fold: first, to present the activities, students, and faculty of the forestry school; and second, to highlight the PURDUE FORESTRY SUMMER CAMP. We are in hopes that after reading the "LOG" the reader will have a better understanding of what summer camp consists of -- student training, industrial trips, camp life, social life, and the conclave with Michigan State forestry school.

THE COVER: The cant-hook, axe head, increment bore, and prism wedge found on the cover is my attempt at expressing a swirling mass of ideas found in a senior's mind. This swirling mass consists of three things: first, all one-thousand one mechanical tools and devises of forestry; second, a broad knowledge of information, theories, practices, and applications related to our profession; and third, the full awareness of our rustic traditions contrasted with the sharp modern changes in theory, science, and technology.

Summer camp is the first chance a student gets to know, appreciate, and respect his professors. To these men who go to camp, we extend our sincere thanks for their time and concern. However the sketch I drew on page 21 shows what we students must put up with.

Thomas E. Bricker
 Thomas E. Bricker
 Editor



THE

DEPARTMENT

HEAD

SPEAKS

Dr. Bramble, head of the Department of Forestry and Conservation at Purdue University

SUMMER CAMP

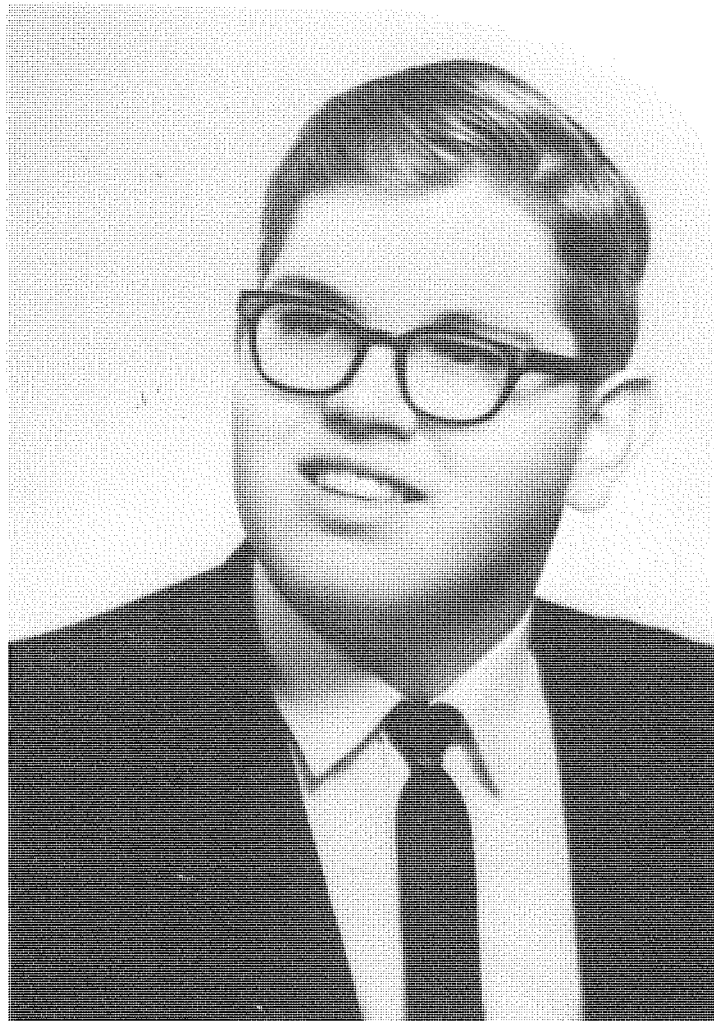
by

Dr. William C. Bramble

The summer forestry camp is a vital and unique part of professional training in forestry at Purdue. It is held in the Nicolet National Forest in northern Wisconsin where the student is introduced to the complex ecosystem of the forest and to managed production of wood, water, wildlife and recreation. There, for nine weeks, intensive forestry education is offered in a forest environment to form not only a most important beginning in technical training; but also a memorable experience. Almost invariably when alumni are asked, "What was your most significant experience at Purdue?", the answer has been "Forestry Camp".

The Camp is usually taken after four semesters of basic training in sciences such as chemistry, physics, biology, and mathematics and statistics; in communication skills such as English; in technical subjects such as soils and surveying; and with the camp, forestry training begins in earnest. The training given in the camp is a prerequisite for much of the work that follows. It also serves to enhance the value of the Junior and Senior level forestry courses and permits more time to be allotted to additional liberal arts and science electives. While some orientation to the broader aspects of forestry and forest policy development are introduced in the early semesters, most professional courses are reserved for the last four semesters of an eight-semester curriculum.

In our philosophy, the practice of forestry is considered an art based upon science. It seems fitting, therefore, that forestry education should, in part at least take place in a forest environment. The summer camp is where this is done with a high degree of efficiency and with maximum impact upon the embryonic forester. It is a unique experience which helps separate foresters from ordinary mortals.



DEDICATION

With our respect, the 1967 PURDUE LOG is dedicated to JERRY RUSSEL WENGER, senior forester, whose cruise ended January 24, 1967.

Jerry was born June 13, 1944, and was a resident of Kentland, Indiana. Jerry was very active in Forestry Club; he was Associate Editor of the 1965 Purdue LOG, and Editor of the 1966 Purdue LOG.

The loss of a friend is like that of a limb;
time may heal the anguish of the wound,
but the loss cannot be repaired.

Southey



OUR SINCERE THANKS

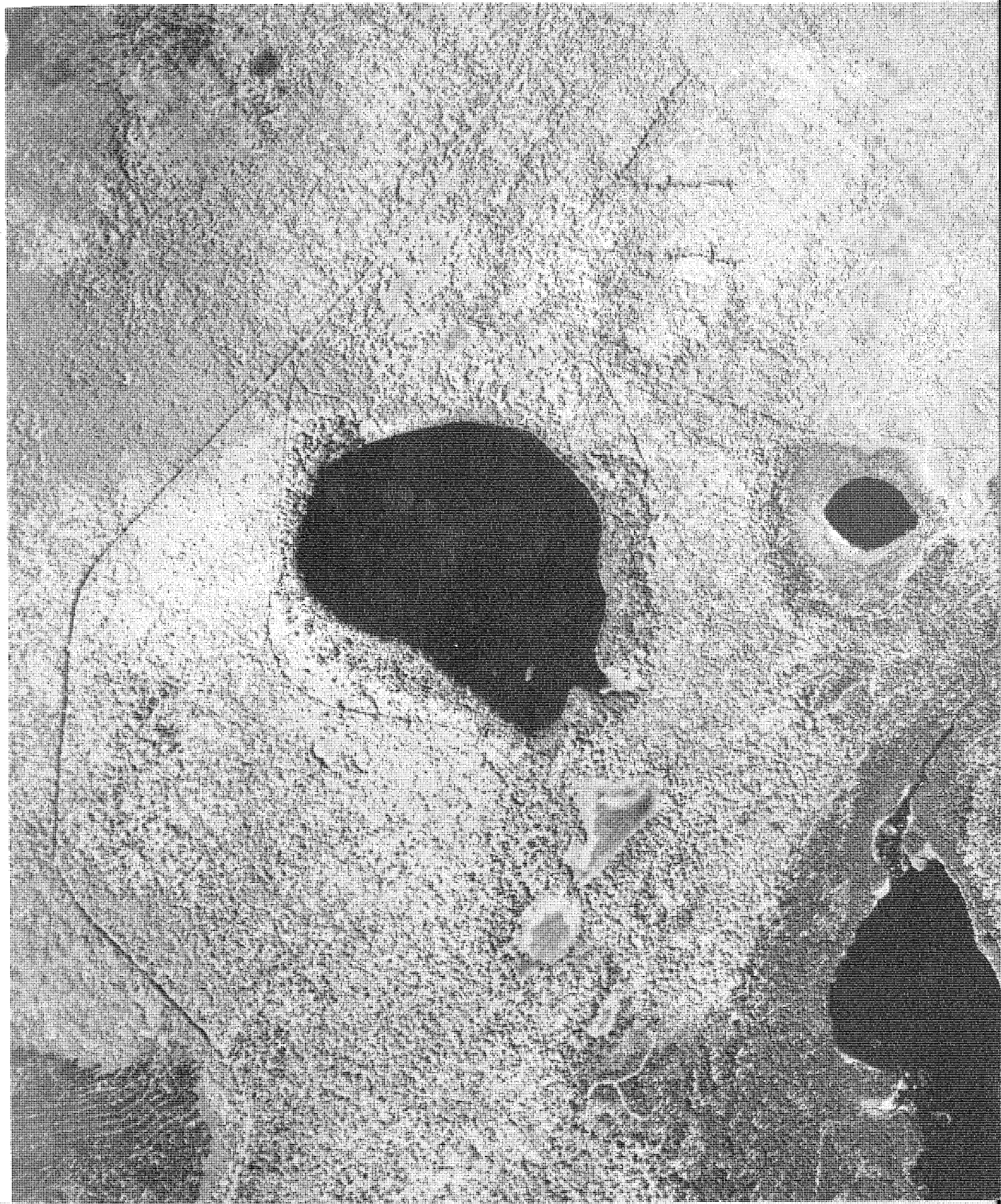
to "CHARLIE" Miller for 21 years of either teaching at Summer Camp, or acting as Camp Director in addition to teaching.

Since 1946 Charlie has been going to Summer Camp, first at the Heneryville Forestry Camp in southern Indiana, and then at the Lost Lake Forestry Camp near Tipler, Wisconsin, which opened in 1959.

It requires a person of rare ability and dedication to go to Camp year after year, often accepting the responsibility of 30 or more students. As camp director Charlie runs a well organized camp, and as a person he is concerned with each student, trying to help when he can.

We the students of many Summer Camps gone by, extend our sincere thanks to "Charlie".

SUMMER CAMP



STUDENT TRAINING

Compiled By
C. I. Miller

Since 1959 the Purdue Forestry Summer Camp, which is nine weeks long and required for all forest production majors, has been located in a splendid forest environment on the Nicolet National Forest, Wisconsin. The Camp physical plant, with its modern facilities, is set snugly in a stand of virgin hemlock on the south shore of Lost Lake, a lovely 82-acre body of water. Prior to 1959, for 26 years the Purdue Forestry Camp was held on the Clark State Forest near Henryville, Indiana. Indeed, for many years summer camps have been, with numerous thematic variations, a feature of professional training at forestry schools throughout the country. However, in recent years some feeling has developed that forestry camps are no longer an important, or even necessary, adjunct of the forestry curriculum. As a consequence, several schools have discontinued their camps and others are considering this move. The trend is so important that it deserves a thorough examination to see what is back of it. Does it constitute an improvement in professional forestry education or is it an expediency? Let us examine the matter with the Purdue "situation" foremost in our minds.

When one talks with "older" foresters and asks the question, "Should Forestry Camps be continued?", the answer is generally a resounding "Yes." Why? Because the Camp provided some of the most memorable experiences of their lives, experiences which still stand out in their minds above all other college experiences. What are the things remembered? Field days; being lost; fishing and camping expeditions; nights out on the town; comradeship; pungent and practical educational experiences.

When one puts the question to the generation of foresters who have graduated within the past ten years, one finds them less emphatic on the need for the Camp (probably because of the desire to earn money in the summer and because a number are married), but they still do believe in it. And what do they remember about the Camps attended? Much the same things that the "oldtimers" recall. Thus, it is quite apparent that whatever forays the forester makes to promote his career, the Camp leaves its mark.

Turning now to more specific considerations, let us first consider the camp environment.

"There is," I wrote in the 1960 Annual Camp Report, "all the difference in the world between looking at the forest and living in it as the students do. In nature, one never really sees a thing for the first time until one has seen it many times. It never means much until it has become not a view or a sight but an integrated part of the world of which one is part. Then too, the camp work gives one a new outlook on ones relation with his associates. In groups of two to four the students often work on remote sections of forest where the feeling of risk gives an added zest to the work, and where weather, insects, and the ground cover may combine to make the work trying and difficult. Under such conditions, negligence by the compassman may get the party 'uncomfortably' lost. Carelessness by any crew member will affect the quality of the final report. And, in either case, all members of the party will suffer."

The value of the camp environment can be seen in another direction. There are, for the staff, few situations under the sun which provide as good an opportunity for observation of teaching methods, for self-examination, and for study of the effect of student attitudes on the learning process. At the camp the faculty comes to know the students, how they function as a group, and what they are as individuals. Thus, when the time comes to advise a student or to recommend him for a professional position or graduate study, a staff member will often fall back on his observations of the student at camp. Conversely, at the camp the students come to know and value the faculty. This is a valuable part of a good educational process, a part which is often lacking on a large campus.

Let us now see what some of the students who attended recent camps thought of the environment and the curriculum. Each of the following written comments represents the sentiment of several students.

"There are some things which make the forest environment unpleasant - such as mosquitoes, swamps, and flies, but these are all a part of the life and a man must face such things if he expects to reach his goal. I think physical hardships are good. They make the determined man stronger in character and drive him onward."

"My first real encounter with forestry in the applied sense was during the summer following my freshman year when I worked for the Forest Service in the state of Washington and picked up a good deal of information on the different phases of forestry. . . Then came summer camp. Even with the

previous summer's experience, I hadn't realized the vast number of things which make up the field of forestry. The experience gained at camp could not possibly be gained by reading from a book or working during the summer."

"In summer camp you see forestry in action. You are introduced to various phases of forestry, and the daily routines involved. By working in the woods the material in the textbooks come to life. . . As a result of the camp training, one is able to picture the type of work he is going to be doing upon graduation, and perhaps save himself the disappointment that comes from blindly entering a profession."

"I liked the outdoor environment much more than the campus environment. . . The camp increased my knowledge of forestry tremendously and gave me great hopes in forestry as a profession."

"Of the many impressions of summer camp, perhaps the outstanding one was the atmosphere of informal comradeship between the boys in camp, and between the instructors and the boys. There was seldom a feeling in anyone of not being able to communicate with anyone in camp. . . The atmosphere was relaxed. I feel the learning processes are more effective in a relaxed atmosphere where one is not constantly under strain and pressure as on the campus. All in all, I think that our summer camp experience meant more to us than anything we've done so far in our schooling."

And now in the articles which follow we shall look at the camp instructional program and the camp environment through the eyes of the staff. As the reader will note, the instructional work at camp is in the following areas: silviculture, dendrology, forest soils, ecology, forest mensuration, and wood-using industries.

Silviculture.

Silviculture has been defined as the theory and practice of controlling forest establishment, composition, growth and quality. According to this definition, it is clear that a silviculturist is essentially a biologist concerned with manipulating forest communities (ecosystems) in order to satisfy human needs and demands. Training the forester for this silvicultural task involves several essential steps. First, of course, is the study of the basic sciences upon which the field of silviculture rests. Then must follow the "taxonomy" of forest ecosystems. Each unique community must be broken into its component parts, described and classified. The nature of the dynamic process must then be thoroughly understood. Next the student must learn something of the physical procedures by which the forest can be manipulated to achieve management objectives. And finally, and possibly most important, he must gain understanding of the nature of the many complex, continuing effects that inescapably arise from whatever course of action (or inaction) he chooses to undertake in his management program.

The laboratory "material" of the forester is the forest itself. One cannot conceive of the forestry student working independently of this study material anymore than one can conceive of the botanist working without his plants or the chemist without the chemical elements in his laboratory. And it is obvious that the forest cannot exist in vitro except on a conceptual basis. That adequate training can be provided without access to the living forest has never been demonstrated. And it is the firm conviction of the faculty associated with silvicultural training at Purdue that the attempt should not now be made. That is why we feel we need a forestry camp.

But why have the camp in the forests of northern Wisconsin? Is not one forest as good as another? One cannot understand all propulsion systems by studying only the steam engine. And foresters at Purdue are not trained for employment within the Indiana forest region alone. They are prepared for work in any forest region of the United States, from the hardwood forests of the east to the coniferous forests of the west. Thus, exposure to the several forest types of the Lake States area, in addition to study within the types adjacent to the Lafayette campus, is felt to be of considerable importance in the training of a Purdue forester.

The summer camp represents the first exposure of the forestry student to silviculture. Thus, in the camp course we give as comprehensive a view of the whole field as is consistent with the level of the student's understanding. And so each step in the training, as described above, is given some attention. The essential elements of the forest are identified and described in Dendrology and Forest Soils, and its dynamic nature is studied in Ecology. (See following articles.) Field training is then given in practical silvicultural techniques. And the whole fabric is put together from these several strands through a series of studies called "Site Analysis Exercises" in which the instructor brings order and meaning to a mass of analytic data collected from a forest area by teams of students. This study is then supplemented by visits to operating forest properties, both commercial and experimental, where actual management procedures predicated on the patterns of basic environmental relationships

are being demonstrated. It is in this way that, at our forestry camp, the student is prepared to move confidently into more detailed study of the field of silviculture as it is presented on the campus in Lafayette. -- C. Merritt

Dendrology.

Dendrology, the study of trees, is basic to much of the field work in forestry and the knowledge gained in its study is applied in numerous operations performed by the practicing forester. But the matter in which dendrology is taught at Purdue makes it more than the study of trees. It also includes the taxonomy of shrubs and vines, and, at camp, some work on herbaceous plants. Dendrology at camp provides the opportunity for a review of species introduced on the campus in their northern environment, plus the introduction of new species typical of, or restricted to, the northern areas of the country. The very nature of dendrology demands that it be a field experience. How else, except in the field, can a student become familiar with the variations within different species, and with the interrelationships among different species? -- E. W. Stark

Forest Soils.

The forestry summer camp offers an excellent opportunity for our students to study in an environment distinctly different from that of the Central States. The unique forest types, especially conifers and aspen, geologic formations, and soils are of special interest. The soils in this region, derived from deep glacial deposits and wind-blown silt, exhibit well-developed "podzol" profiles which are not found in Indiana.

Forest soils instruction at Lost Lake Camp is handled during a one-week period as part of the course in silviculture. Introductory lectures are devoted to a brief review of forest soil terminology, soil properties, profile description and soil classification. The students are also acquainted with glacial features, soil genesis and major soil types peculiar to northern Wisconsin.

A major part of the program is devoted to field identification and characterization of local forest soil profiles. Emphasis on field experience is of utmost importance in conveying an understanding of the relationships between forests and soils in their natural state. Techniques and equipment for extracting soil samples are explained and each student is required to sample horizons of a given profile. These samples are used in laboratory analyses to determine certain physical and chemical properties to further characterize the soil types under investigation. -- W. R. Byrnes

Forest Ecology.

Forest ecology is concerned with the relationships of the forest to its environment. The complex system composed of climatic, edaphic, physiographic and biotic factors acting upon the forest and in turn being acted upon by the forest forms a forest ecosystem. Where else may a student be introduced to this concept better than in the forest itself? There he can appreciate the whole while being shown some of its parts. Unlike the three blind men, who examined and described an elephant at different ends while failing to see the whole animal, he can see and touch the entire forest complex while studying its essential nature. In other words, forest ecology is best introduced in the forest.

In conjunction with teaching dendrology at camp, the ecology course is used to introduce students to the natural distribution of forest trees as affected by site differences. Larch and black spruce are studied as parts of a poorly-drained bog along with the other common species of bog plants. Red pine, as another example, is studied as part of the xerophytic ecosystem of sandy soils. These are fragmentary examples of one major portion of ecology teaching at camp.

The development of forest associations, or plant succession, is the second major portion of ecology studied at camp. Classic examples of a hydrosere as shown by a spruce bog and of a xerosere on a dry sandy slope are used for detailed study. Transects and plot studies, made possible by the long days in the field, bring the students into vital and long remembered contacts with the forest ecosystem. After making a vegetation transect in a spruce bog from the edge of a floating mat to the climax upland hardwood forest, the students will retain some lasting imprints of a bog hydrosere.

Of particular emphasis in ecology at camp is a study of the aspen sere and its relation to cutting and fire. Development of aspen stands as shown by northern hardwoods is investigated at sample areas by means of site analyses. Thus the dynamic nature of the forest is studied as it could only be done in an extensive forest area from the base of a field camp. -- W. C. Bramble

Forest Mensuration.

This area of study covers the applied aspects of the measurement of forest products, the

determination of the volume and quality of standing timber, and the determination of forest growth. It lies at the foundation of all practical work with trees and forests, and is as A. M. Herrick once proclaimed, "the bone and muscle of forest management." That is to say, it gives one the tools to determine, or estimate, all those elements, or management factors, that are necessary for intelligent decision making. But forest mensuration is the sine qua non not only of forest management, but of forest valuation, forest economics, silviculture, and wood utilization. Moreover, it is also useful to the wildlife manager and the ecologist. As it has aptly been said, "You can't efficiently make, manage, or study anything you don't locate and measure."

We should emphasize, above all else, that in the camp mensuration course the forester learns how to attack and carry out many of the assignments he will be given on his first job, assignments with which he will be concerned in one capacity or another during his entire professional career. And we feel that the camp is the best (perhaps only) place to teach this type of thing. Indeed, the case of a recent Purdue forestry graduate, who is employed by the U. S. Forest Service, illustrates the value of such training. This graduate was assigned to a job with recent graduates of a forestry school which does not have a summer camp. Because the Purdue man had learned and applied many practical field techniques and operations at our camp, techniques that were applicable to the work being done, he was the envy of the others who had not had the benefit of the camp training. A number of similar cases that have been brought to our attention make us feel that camp mensuration is truly a "bread and butter" course. -- C. I. Miller

Wood-Using Industries.

The field trips taken in this course provide the first opportunity for our students to view all facets of various wood-using industries from the tree to the end product. The trips are important because professional foresters are becoming more concerned with the management of forests for specific industry needs, and because foresters are assuming more active roles in the management of wood-using plants.

To illustrate the nature of the tours, let us list the five companies visited during the summer of 1966. These were: Connor Lumber and Land Company, Laona, Wisconsin (operates two band mills in conjunction with a secondary dimension mill and a juvenile furniture factory); Goodman Division of Calumet and Hecla Corporation, Goodman, Wisconsin (produces both sawn products and rotary cut veneer); Kimberly-Clark Corporation, Niagara, Wisconsin (produces paper products); Celotex Corporation, L'Anse, Michigan (produces building boards); and Labine and Halada Sawmill, Tipler, Wisconsin (produces sawn products).

Before each tour a discussion of the type of plant to be visited was held and the salient points of operation outlined on the blackboard. In each case an effort was made to convey a mental picture of the entire operation to the student so that during the subsequent tour he could identify important operations and place them in the proper perspective. Following each tour another discussion period was held to answer questions that arose during the tour. Judging from the level of understanding displayed and the knowledgeable questions asked during the latter period, it was felt that pre-discussion and post-discussion sessions were of considerable value. This three-step procedure, discussion, tour, discussion, which is ideal for this course, could not be followed on the Lafayette campus, because of scheduling problems and the distance to suitable wood-using industries. -- C. A. Eckelman

And now to return to our original question: Does the trend to discontinue Forestry Summer Camps constitute an improvement in professional forestry education or is it an expediency? The answer is clear for Purdue. With the evidence before us we must conclude that the dropping of our camp would be a matter of expediency.

Then what are the reasons, the expediencies, that are causing the trend to discontinue camps at other schools? Many reasons are given, because the conditions will vary from one school to another, but the basic reasons are not hard to find. Only the most innocent of tyros would say that an administrator would not be likely to make a case against the camp in view of the tenor of the times. Present-day students are often vociferous in their claims that camp constitutes a financial burden to them and should be abolished. Furthermore, a number of married students feel that it is a hardship for them to be separated from their wives and so ask that they be exempted from camp or that arrangements be made so that their wives may be with them. Indeed, a number of students have transferred out of forestry rather than face the expense and separation that camp involves.

Then too, the new generation of faculty members is not as enthusiastic as the old generation about a tour of duty at a camp, especially if the tour is for the full summer, because they feel it interferes with research and other professional activities. Finally, the administration of a camp, because the camp is usually far from the main campus, is often out of step with the administration of the parent institution, and the cost of a camp, because the camp cannot utilize a number of regular university services, appears to be high. But in the end such disadvantages, or problems, should be

weighted against the advantages. For Purdue we feel the advantages are so great that we must retain our camp. And, at the same time, we must continually modernize and upgrade the camp program to meet the highest standards in the training of professional foresters.



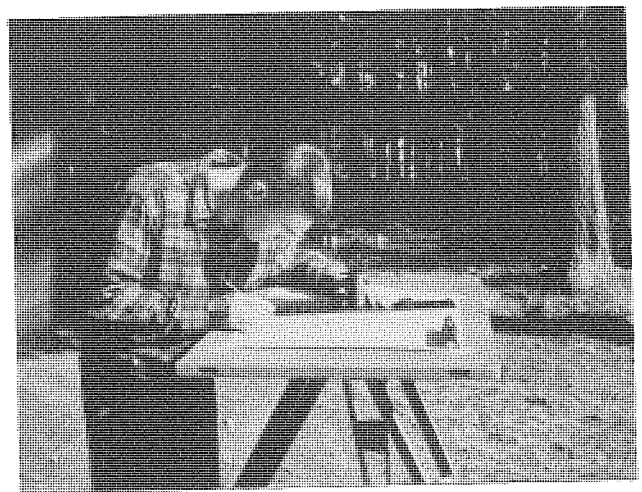
DENDROLOGY



ECOLOGY - vegetation analysis



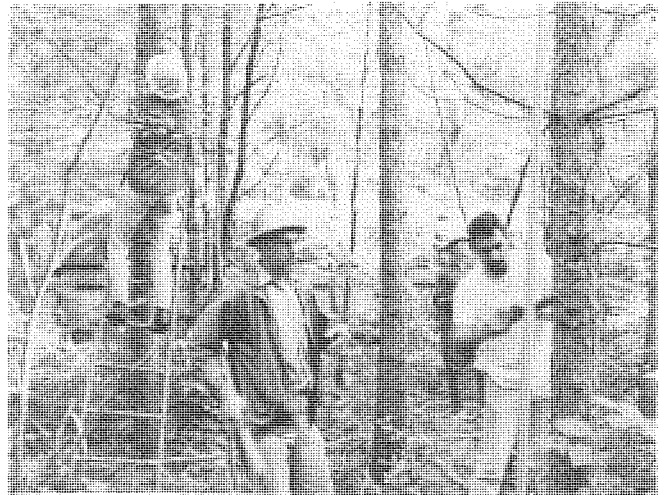
SURVEYING - random line



SURVEYING - plane table map



MENSURATION - Purdue point sampling block



SILVICULTURE - pruning



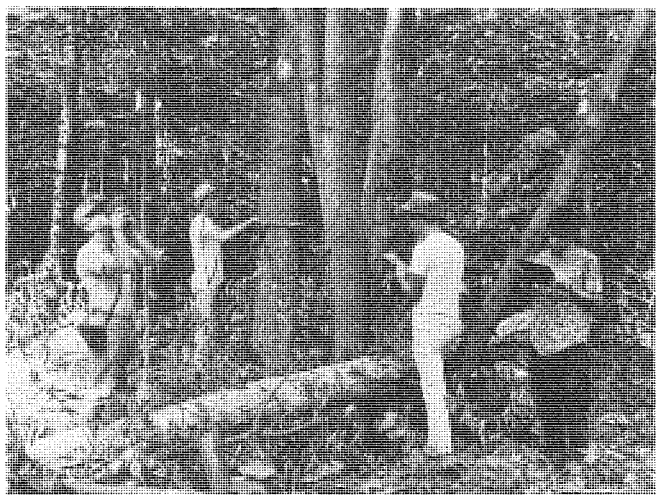
MENSURATION - scaling at Long Lake



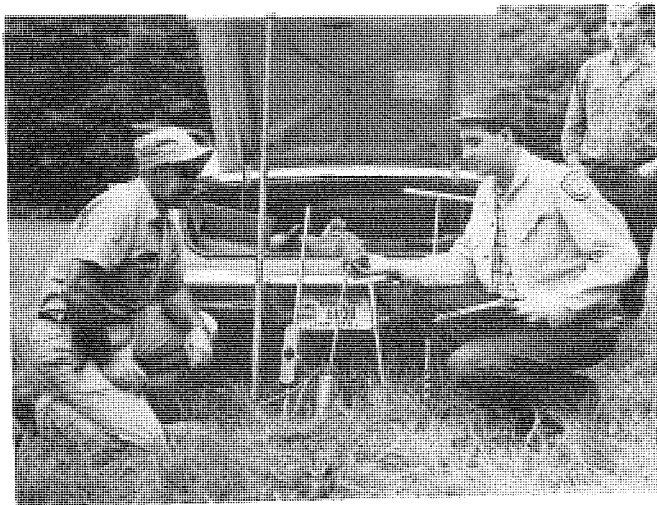
SILVICULTURE - morning lecture



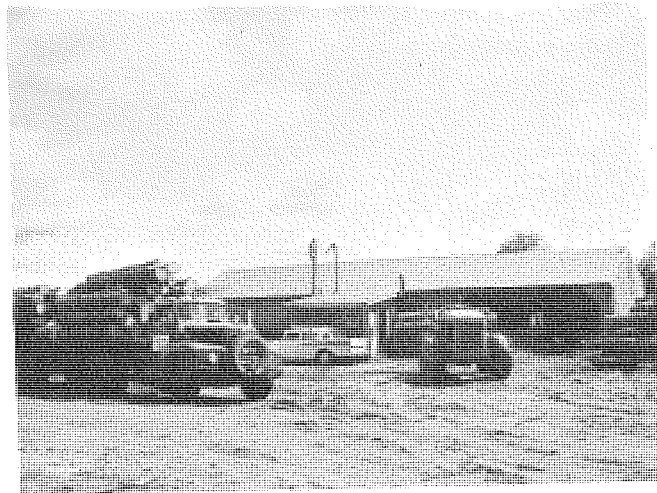
MENSURATION - aerial photo-interpretation



SILVICULTURE - stand analysis



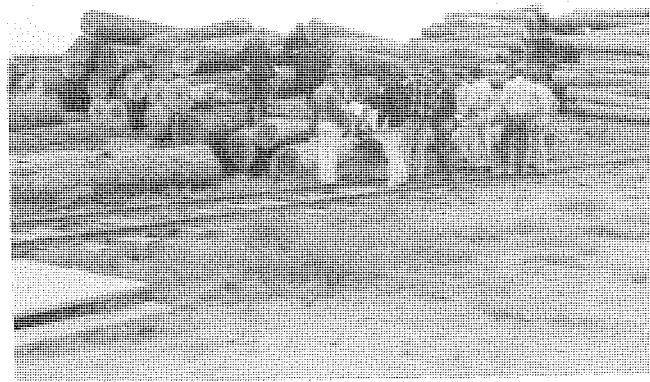
SOILS - soil cores



1. Logs arrive at the mill



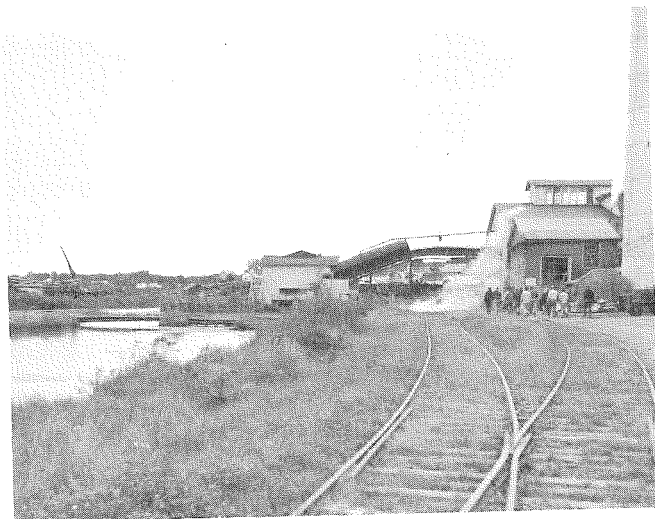
SOIL - moisture



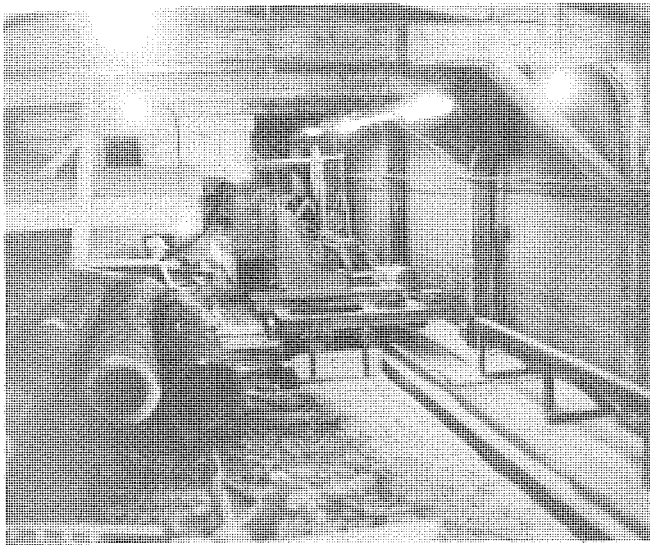
2. Logs are piled in wood yard



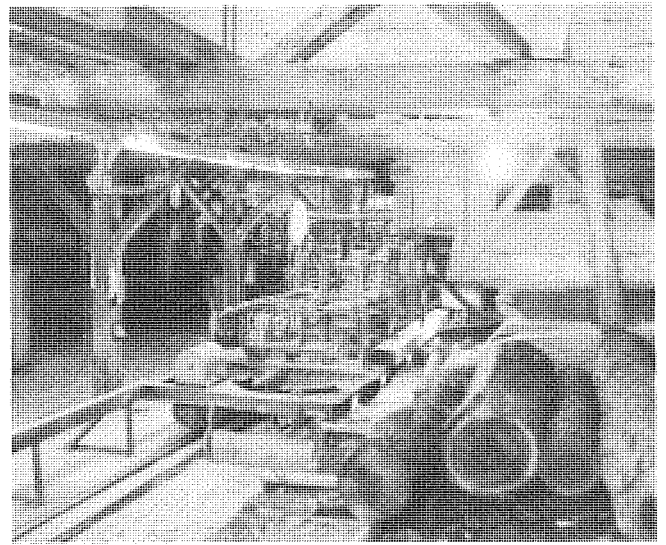
SOIL - soil texture



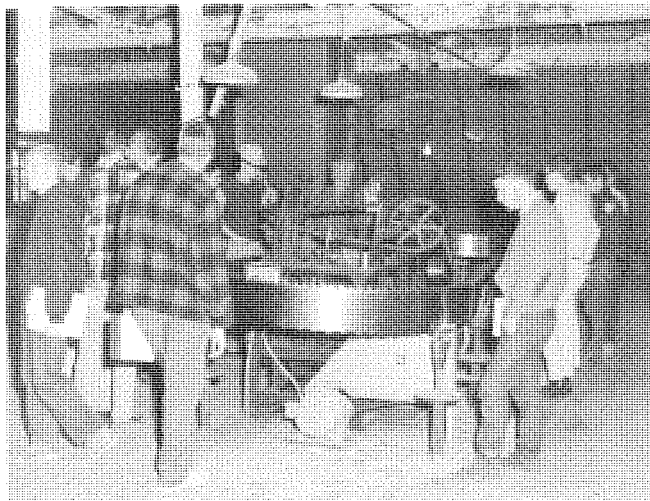
3. From the mill pond to the mill



4. Logs waiting for the carriage



5. Sawing the log into lumber



6. Sharpening the band-saw



7. Lumber going into the kiln.



8. Lumber stacked in yard



9. Lumber is made into finished products

The 1966 Purdue-Michigan State Field Day

by
Steve Swisher

The 1966 Field Day allowed all participating forestry students to get better acquainted with their future. Hours of hard practice proved exactly what we all knew -- logging is not an easy task, but takes skill and strength. Eliminations were held two weeks before the Field Day. Three contestants or three teams were chosen for each event. More intense practice continued for these groups. Wood chips were found throughout the camp from the choppers; halves of matches were scattered about; and nearly every tree, rock, and stump had the stain of tobacco juice shot by a good Purdue marksman.

The Field Day was held at 1:00 P. M., at Thule Weeds Memorial Arena, on July 23rd. Purdue made an overwhelming sweep of the ten scheduled events -- Purdue had 7 wins to Michigan State's 2, with one tie. These are the events. LOG ROLL: In the log roll Bill Lowe and Steve Binkley won first, with Paul Markworth and Bruce Cantwell second, and Jim Masters and Walt Zak taking third. CHOPPING: In chopping through an eight inch aspen log, Purdue swept all three places, led in record time by Steve Binkley, followed by Terry Brattin and Joe Williamson, taking second and third respectively. TWO-MAN BUCK: Jim Masters and Gary Pennington sent out long ribbons in winning the two-man buck. Larry Lathum and Don Phillips won second, with Paul Markworth and Bruce Cantwell third. TOBACCO SPIT: Larry Knauer splattered a first place win with his three tobacco spits. Gary Pennington finished second, with Larry Lathum third. LOG THROW: Walt Zak had the mighty heave that won the log throw. Jim Masters finished second, with Michigan State trailing in third. MATCH SPLIT: Walt Zak was the only Purdue man to place in the match split, tying for first place. TUG-OF-WAR: Purdue was out tugged in the tug-of-war by Michigan State's smaller but stronger team, after two tries. The teams of mighty musclemen broke the one inch rope on the first tug. RUNNING, SWIMMING, AND TREE CLIMBING RELAY: Michigan State won this relay by a split second. LOG BURLING: Steve Swisher took first and Steve Binkley second on the burling log by outrunning Michigan State's number one and two men, losing only third place to Michigan. SUPPER: Following the burling everyone took time out to get cleaned up, then eat. The cooks served a huge supper headed by barbecued chicken. There was more than enough food and everyone was completely stuffed. VOLLEYBALL: Having finished supper, we moved to the final event of the contest, the volleyball game. Purdue won the first two matches, ending the day with the overwhelming total of 64 points to Michigan State's 32.

With the scheduled events completed, both teams moved to the other side of the lake for the annual "Ice Cream Social". We started the social with three kegs of "ice cream", with very little left at the end. The social provides an opportunity for members of both teams to get acquainted and to compare schools. By the time the men from Michigan began their trip home, we were all feeling pretty good, and mighty happy.

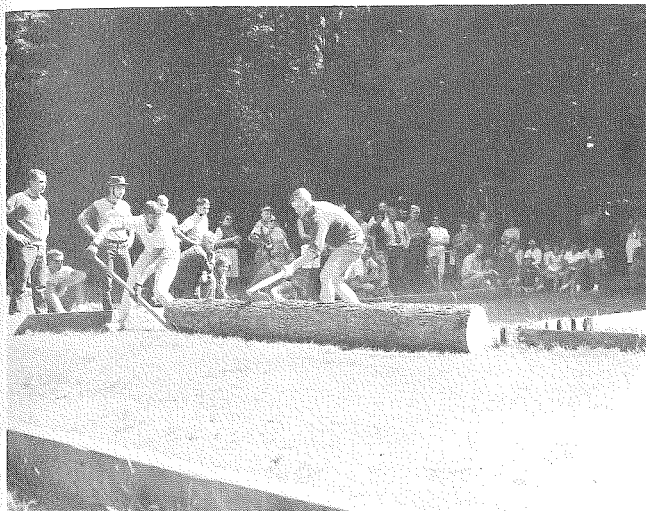
In summing up, the day was one which we all enjoyed and will probably be the most memorable day of the 1966 Summer Camp for all attending. Our thanks to Dr. Bramble for taking excellent snapshots throughout the competition.



LOG THROW



TWO-MAN BUCK



LOG ROLL



CHOPPING



LOG BURLING



LOG BURLING

SOCIAL LIFE

by
Dewey Jurkiewicz

After all the studying is done and the camp duties have been completed, the Raiders from Purdue find themselves with time on their hands. However this time is not wasted by any means. Some nights a card game may be going on in the mess hall, or maybe someone is feeding the mosquitoes on Lost Lake while after that five pound bass. But most nights the extra time is used raising dust on the roads to Tipler and points beyond.

The closest destination, of course, is "smiling" Art Labine's. There, while helping Art finance his yearly trip to Florida, the students of forestry may be lucky enough to hear the great white-hunter Labine tell of his narrow escapes while stalking the area's second most dangerous creature, the black bear. Also the atmosphere is always full of the color and traditions of a wood-industry community.

If you run low on fuel on the way to Iron River, you might stop at Caseys' to fill up your tank. Casey is a likeable guy, who will drag out a photo of a king-size hemlock, if you twist his arm.

Through the windows of the Sportsmen, in Iron River, you see the remains of an old wide-open mining town. Many of the mines have closed down, leaving the miners to either move or work in the woods. While in Iron River you might go to the many "ice cream parlors", or to the dances (polka), or play baseball with the women's champion league. If you have a date you might go to the town's movie house where you may see a film that you happened to miss on the late show. But it is all in fun.

Eagle River, to the West, is carnival town U. S. A. The Chicagoan's vacationland is a prime source of fun and relaxation. Well, fun anyway. It swings with water shows, tourist shops, dances, and the Moderaire, better known as the, "Mod!" The "Mod" is a night spot about as big as an ice shanty with two hundred people packed together and "dancing". There you will meet people with the same interests as you -- girls! And there are a lot of girls who like "Charlies' Raiders".

If you want a break from Iron River, Eagle River, or Art's, you could always head down to Long Lake to the "A&L", and show the local woodsmen how to play pool. Besides having fun, the student learns how these people make a living from the forest.

The weekends afford an opportunity to visit some of the highlights of the area. Porcupine Mountain on Lake Superior is one spot that shouldn't be overlooked. And the World Lumberjack Festival in Hayward, Wisconsin, is a prime spot to spend some time.

But then we have to save some time for class work . . . might as well start with a study break -- "On to Arts'!"

CAMP LIFE

by
T. E. Bricker

Lost Lake Forestry Camp consists of six student cabins, an equipment storage cabin, Camp Director's cabin, Instructor's cabin, graduate student's cabin, cook's cabin, mess hall and kitchen, lecture hall, pump house, and two shower houses.

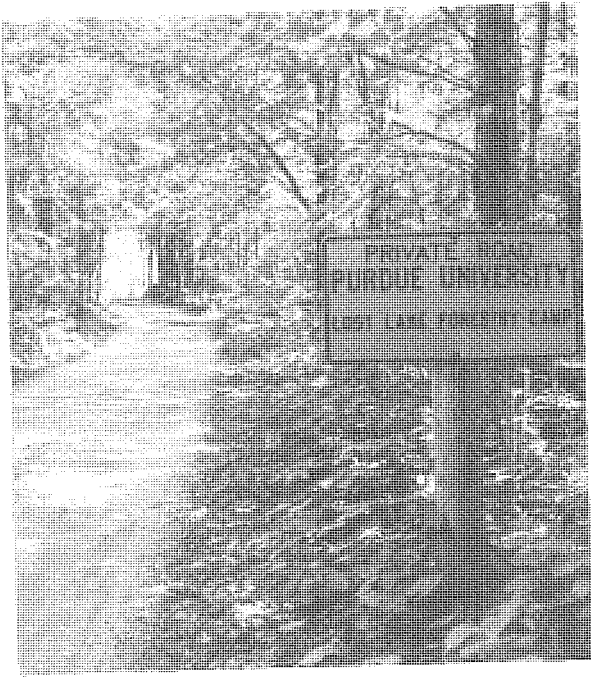
For ten weeks during the summer, the routine of camp life usually follows this pattern. 7:00 to 8:00 is breakfast, each student takes a turn at building the fire in the mess hall and waking students up. You then jump into your cold pants and pull on your damp damp boots and run down to the mess hall, where you hope there is still room by the fireplace. If you are going on an all day exercise or an industrial trip you prepare a lunch after breakfast. Peanut-butter and jelly -- Blah! At 8:00 you go to the lecture hall where you are explained the days exercise and assigned work groups. You then check out the necessary equipment and "off" to the woods. Lunch is at 12:00 to 1:00 and then back to the woods until the exercise is completed. Maybe there will be enough time for a swim, some log burling or a volley ball game at the parking lot, a shower, or lessons. Supper is around 5:30.

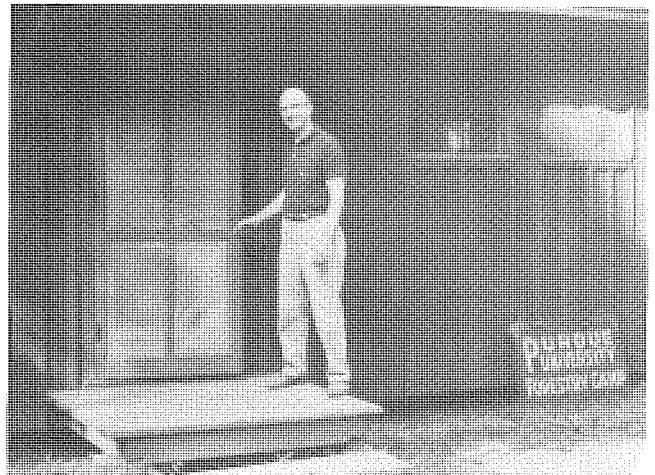
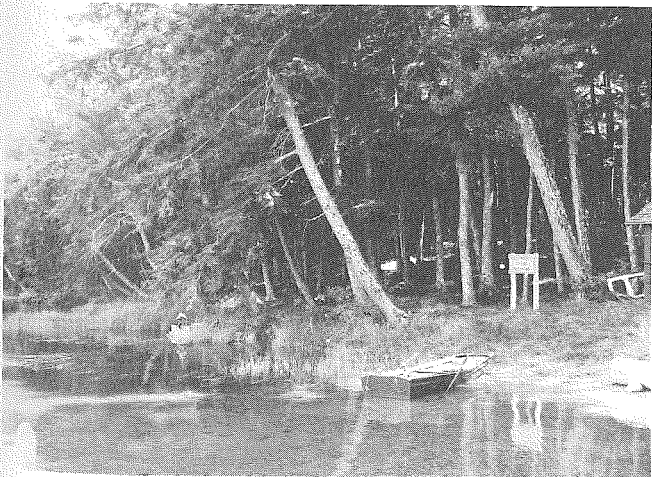
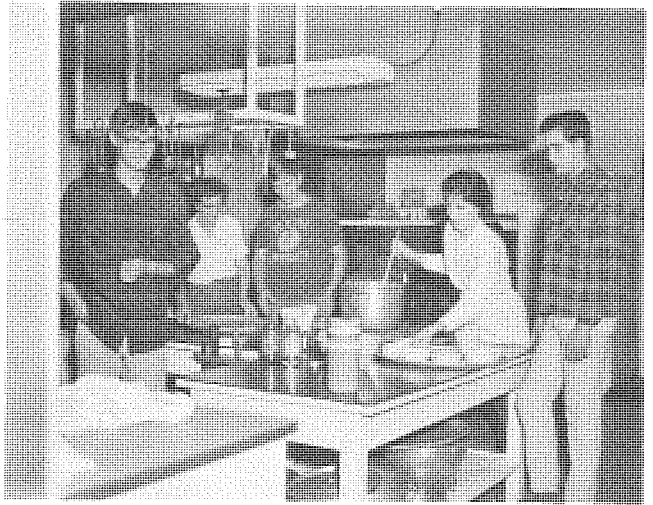
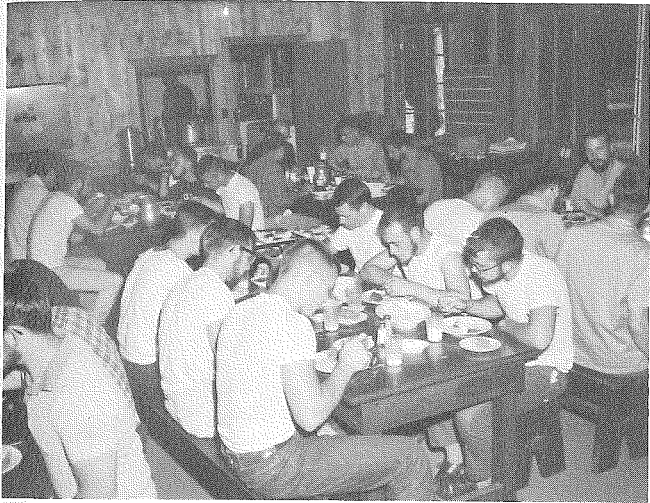
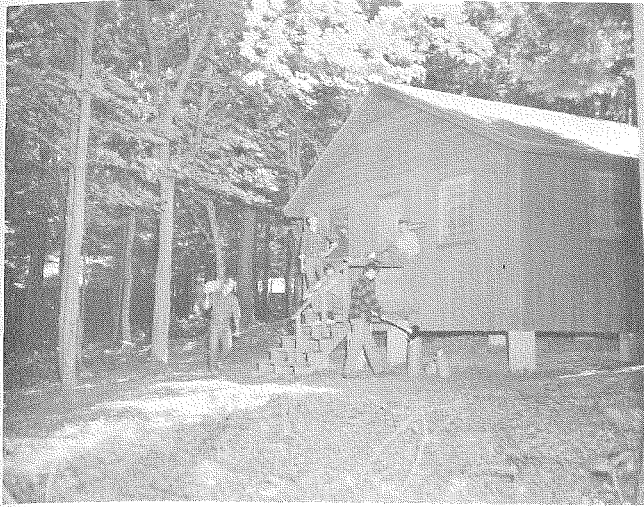
After supper you might be preparing an exercise, playing cards, cleaning up the camp, repairing lights or water pipes, reading books, fishing, canoeing, pitching horse-shoes, or going to Art's. But don't overlook the many days of coming in from the woods at 4:30, eating supper, and then working on the calculators from 6:00 to 1:00.

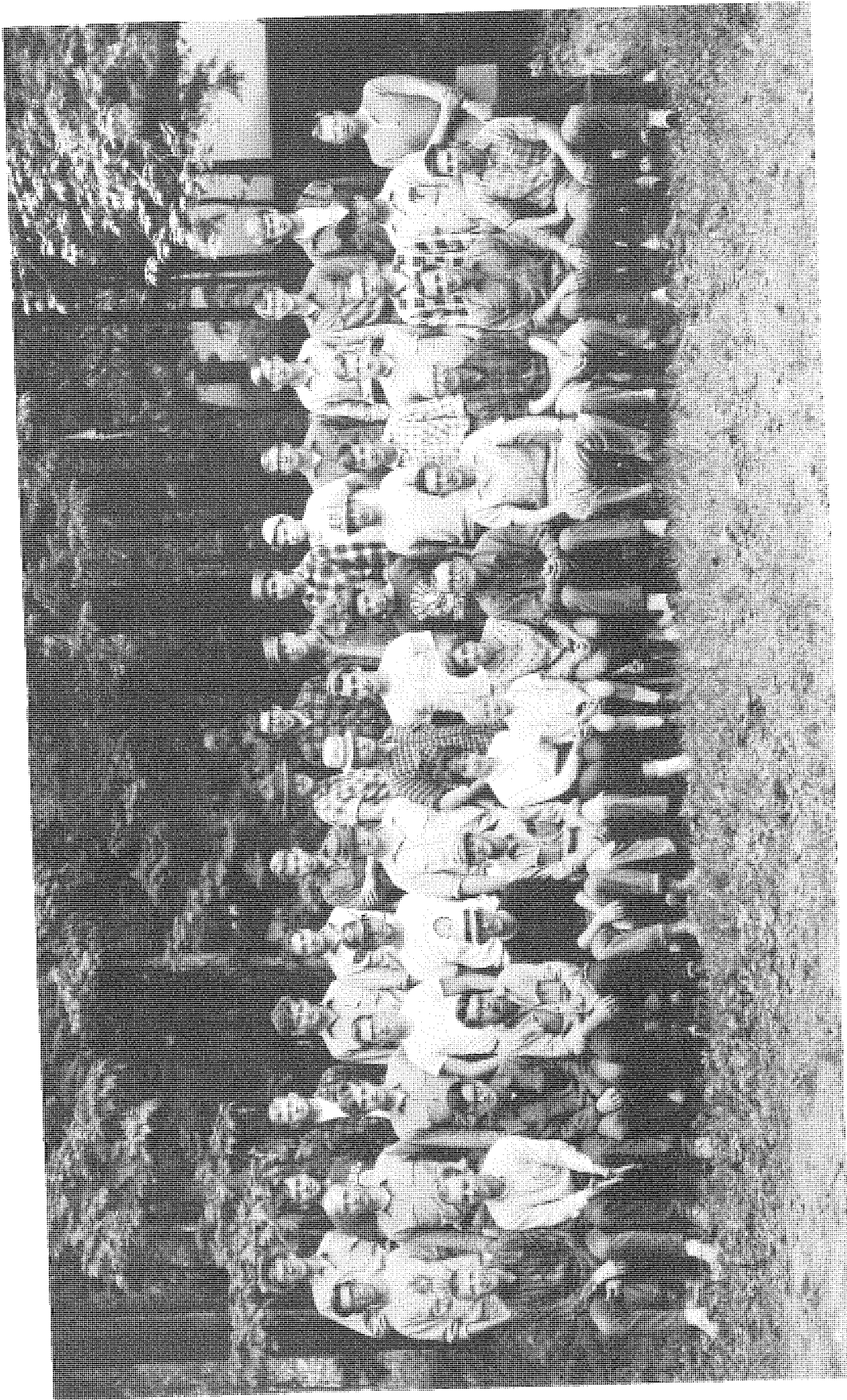
What do we do when in the woods? One day we are identifying trees, or studying ecology, or digging a soil pit, or crusing timber, or running a random line, or making a topo map, or making a release cutting, or pruning trees, or a million one other things. When not in the woods we scale logs and visit nearby pulp and paper mills.

Friday night the camp is deserted. Saturday morning is camp clean-up, road repair, and general maintenance. Saturday afternoon it's lessons and washing. Saturday evening the camp is once more deserted. Sunday is the day of rest.









SUMMER CAMP 1966

1st row (L. to R.): Larry Wolter, Terry Brattain, Joe Williamson, Steve Binkley, Fred Kuhn, Steve Swisher, Ray Wahl, Loren Wahl, Mrs. Cote, Charlie Myers, Tom Beers, Charlie Miller, Bruce Foltz; 2nd row (L. to R.): Ted Wood, Wayne Ludeman, Earl McCleery, Albert Rasmussen, Walter Zak, Jim Masters, Larry Knauer, Gary Pennington, Bill Lowe, Jim Zervos, Ed Rhine, Larry Latham, Don Phillips, Dan Fay, John Springer; 3rd row (L. to R.): John Ford, Chuck Adams, Mike Stump, Tom Alexander, Ed Matthews, Rick Burgess, Bruce Cantwell, Dewey Jurkiewicz, Paul Markworth, Garry Caven, Dick Weil, Jim Akard, John Turner, Ron Overton, Brent Smith

MEET THE FACULTY





DR. DURWARD L. ALLEN, Professor of Wildlife Management, graduated from the University of Michigan in 1932 and received his Ph.D. from Michigan State University in 1937. He then joined the Game Division of the Michigan Department of Conservation as Biologist in charge of the Swan Lake Wildlife Experiment Station and then the Rose Lake Wildlife Service. After two years in this position he was made the Assistant Director of the Patuxent Research Refuge. In 1951 he became the Assistant Chief of the Branch of Wildlife Research, and from 1953 to 1954 he served as Chief of this Branch.

Dr. Allen came to Purdue as an Associate Professor of Wildlife Management and has been teaching Wildlife Conservation since that time.



DR. THOMAS W. BEERS, Associate Professor of Forestry, is a graduate of Penna. State University with a M. S. in Forest Management. He came to Purdue in 1956 in a research capacity, and received his Ph. D. here in 1960.

He has had varied experiences, having worked for the Forest Service one summer, worked two years part-time at Penn State, and spent two years with the Army Infantry in Germany. His current teaching assignments are in Mensuration and Forest Biometry.



WALTER F. BEINEKE, Assistant Professor of Forestry, graduated from Purdue in 1960. He received an M. S. from Duke University and a Ph. D. from North Carolina State. His major research is in Tree Improvement and Physiology and he teaches Dendrology.

DON F. BLINE, Associate Professor of Agricultural Engineering, was an undergraduate at Purdue, where he received a Degree of B. S. in Forestry in 1939. He was awarded an M. S. Degree in Forest Production from Purdue in 1955.

After graduating in 1939, Professor Bline worked two years for the U. S. Forest Service and the Michigan Department of Conservation in the Upper Peninsula of Michigan. He worked one year for the Indiana Department of Conservation before entering the Army in 1942, serving in the Field Artillery until 1948. In 1948, he returned to the Indiana Department of Conservation, where he worked until coming to Purdue in 1949. Professor Bline teaches elementary Drawing and Forest Surveying and also taught surveying at the sophomore summer camp from 1950 to 1966.

ROY C. BRUNDAGE, Associate Professor of Forestry, graduated from the State University of New York in 1925, receiving a B. S. degree in Forestry. In 1930 he received his M. S. degree in Forest Management from the University of Michigan. In his varied experiences Professor Brundage has seen service with the U. S. Forest Service, as extension forester for the Massachusetts Forestry Association, and as Forester for the Rockland Light and Power Company, New York. He came to Purdue in 1930 and has been doing full-time research in marketing.

DR. WILLIAM R. BYRNES, Professor of Forestry, graduated from Penna. State University in 1950 with a B. S. in Forestry, and received his M. F. in Forestry (1951) and his Ph. D. in Agronomy (Soils) (1960) also from Penn State.

Dr. Byrnes has worked with the Soil Mapping and Farm Planning division of the Soil Conservation Service, and as a Research Assistant, Researcher, and Associate Professor at Penn State. Also to his credit are many articles and papers written or co-written by him. Upon coming to Purdue in July, 1962 he assumed research activities along with teaching Forest Soil and Water Management, Research Methods in Forestry, and Forest Typology.





DR. JOHN C. CALLAHAN, Professor of Forestry, received his B. S. degree in Forest Production from Michigan State University in 1947. His master's work in Silviculture was completed at Duke University in 1948. He was awarded a Ph. D. in Agriculture Economics from Purdue University in 1955.

Before teaching, Professor Callahan worked three years for the U. S. Forest Service. He has been teaching for the past thirteen years. At the present time he is teaching Forest Economics, Applied Forest Economics and the Economics of Small Woodlands. Dr. Callahan was a visiting scholar at the University of California and Collaborator at the Pacific Southwest Forest and Range Experiment Station in 1961. During the summer of 1962 he served as a consulting economist for the U. S. Department of Agriculture. In 1964 he was Chairman of the S. A. F. Division of Forest Economics and Policy. More recently he has served as consultant to the National Advisory Commission on Food and Fiber.



CARL A. ECKELMAN, Instructor in Wood Utilization, received his B. S. in Forestry at Purdue in 1959 and his M. S. in 1962. At Purdue he is teaching Fluid and Chemical Relations in Fibrous Materials, Wood Seasoning, and Wood Preservation, as well as Wood Using Industries at Summer Camp. He is also doing research in the Purdue Wood Research Laboratory.



DR. RONALD L. GIESE, Assistant Professor of Entomology, received a B. S. Degree in Botany in 1956, and a M. S. degree and a Ph. D. Degree in Entomology and Plant Ecology at the University of Wisconsin.

Dr. Giese has worked in Idaho for the U. S. Forest Service and in Wisconsin and Michigan for the Lake States Experimental Station. Dr. Giese came to Purdue in 1960 and is now teaching introductory Forest Entomology and Advanced Forest Entomology.

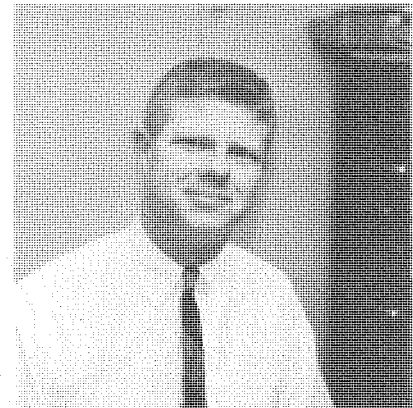
FORREST GOODRICK, Instructor in Wood Utilization, received a B. S. in Forestry in 1956 and an M. S. in 1962 at Auburn University. He has worked with the U. S. Forest Service and at Auburn University in research. Currently he is working on a Ph. D. in the Wood Research Lab.

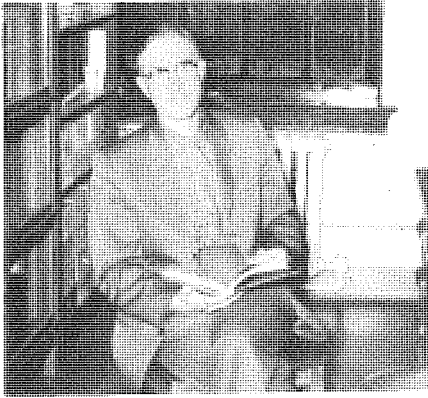


DR. OTIS F. HALL, Professor of Forest Management, came to Purdue in 1957 with a B. A. degree in Botany and Chemistry from Oberlin College, an M. F. degree from Yale University, and a Ph. D. in Forestry and Economics from the University of Minnesota. Dr. Hall teaches Introduction to Forest Management, Advanced Forest Management, Financial Management, Continuous Forest Control, and Topical Problems in Forest Production.



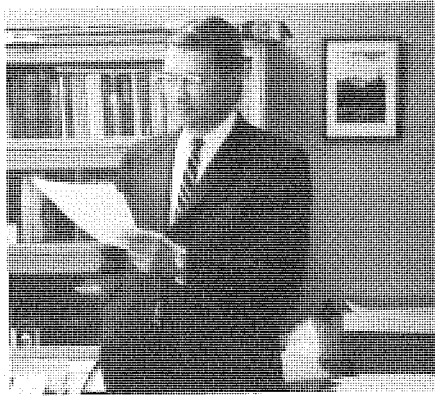
MICHAEL O. HUNT, is an Assistant Professor of Forestry at Purdue. Mike is known professionally as an Extension Specialist of Wood Utilization. He received his B. A. Degree from the University of Kentucky in 1957 and his M. F. in Wood Technology from Duke University in 1958. Before Mike came to Purdue in 1960, he was employed in the Product Department of Poinsett Lumber and Manufacturing Co. located in Pickens, S. C.





DR. CHARLES M. KIRKPATRICK, Professor of Wildlife Management, received his B. S. Degree from Purdue in 1938 and his Ph.D. from the University of Wisconsin in 1943, both in Zoology.

Since 1941, he has been doing research in Wildlife Biology, and Was in charge of wildlife course work at Purdue from 1941 to 1954. In 1961 he returned to instructional work by assuming responsibility for the Game Management course.



DR. ALTON A. LINDSEY, Professor of Biology, graduated from Allegheny College with a B. S. Degree in Biology in 1929. He received a Ph.D. Degree in Botany from Cornell University in 1937.

Dr. Lindsey has worked as a Ranger-Naturalist in Glacier and Mr. Rainier National Parks. He was a member of the Biology Department of the Byrd Antarctic Expedition in 1933 to 1935, and he also accompanied the Purdue-Canadian Arctic Permafrost Expedition in 1951. Before coming to Purdue he taught at Cornell University and at the University of New Mexico. He now teaches Forest Ecology.



EDGAR J. LOTT, Associate Professor of Forestry, is the State Extension Forester of Indiana. He graduated from the New York Ranger School in 1935, and received his B. S. in Forestry from the University of Michigan in 1938.

Since receiving his degree, Professor Lott has worked five years for the U. S. Forest Service, four years at the Lake States Experiment Station, one year on the Timber Production War Project, two years in farm forestry in Indiana, and since 1946 has been doing extension forestry work at Purdue.

DR. CLAIR MERRITT, Associate Professor of Forestry, received his degrees from the University of Michigan, a B. S. Degree in Forest Production (1943), M.F. in Forest Utilization (1948), and a Ph.D. in Silviculture (1959).

Dr. Merritt went to the New York State Ranger School in 1948 where he was an Assistant Professor of Forestry. At the Ranger school he taught Silviculture, Management, and Surveying. In 1956, he came to Purdue and is now teaching Forest Protection, Practice of Silviculture, Regional Silviculture, and Forest Typology. He also teaches Silviculture Practice at sophomore summer camp.

HOWARD H. MICHAUD, Professor of Conservation, was graduated from Bluffton College in 1925, receiving a B.A. in Biological Science. His graduate work was done at Indiana University where he received a M.A. Degree in Zoology in 1930.

Professor Michaud taught high school biology in Fort Wayne, Indiana, from 1927 until 1944. In 1934, he became the Chief Naturalist of the Indiana State Parks, a position he held during summers until 1944. He came to Purdue in 1945, and is currently teaching Conservation and Forest Recreation.

DR. WILLIAM W. MCFEE, Associate Professor of Soils, received his B. S. from the University of Tenn. in 1957 and his M. S. and Ph.D. from Cornell University in soils. He recently joined the staff at Purdue where he teaches and does research in Forest Soils.



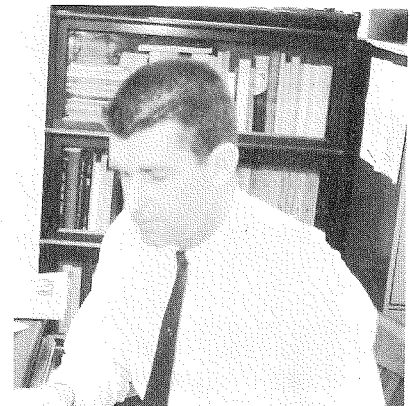


CHARLES I. MILLER, Associate Professor of Forestry, graduated from the University of Michigan in 1938 with a B. S. in Forestry. In 1940, he completed his Master's work at the University of Idaho.

Following his graduation from Idaho, Professor Miller worked two years estimating timber and making logging studies for Potlatch Forest, Inc. He spent the next four years in the U. S. Marine Corps, and when released, held the rank of Lt. Col. USMCR. Professor Miller came to Purdue in 1946 and has been very active in many phases of Forestry work. Courses he has taught include Logging and Milling, Forest Mensuration, Increment, and Forest Aerial Photogrammetry. He has also spent nine or ten weeks of every summer for many years as the Camp Director for the Purdue Forestry Camp.



JOHN W. MOSER, JR., Instructor in Forestry, received his B. S. from West Virginia University in 1958 and his M. S. in 1961 from Penn State. Currently, John is teaching Forest Management and is engaged in research on a mensurational study of growth models for uneven-aged stands for his Ph. D. dissertation.



DR. RUSSELL E. MUMFORD, Associate Professor of Wildlife Management, received all of his degrees from Purdue, a B. S. degree (1948), an M. S. degree (1952), and in January of 1961 he received his Ph. D.

Dr. Mumford was a professional research biologist for five years with the Indiana Department of Conservation. He taught one year with the Florida Audubon Society, and one year at the University of Michigan.

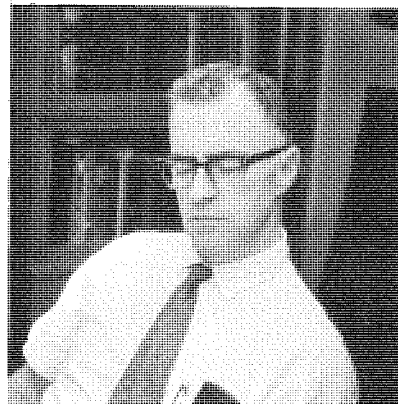
DR. CHARLES C. MYERS, Assistant Professor in Forestry, received a BSF degree in 1960 from West Virginia University, an MS Degree in 1962 in Forest Management from Syracuse University, and a Ph. D. in 1966 from Purdue.

Dr. Myers joined the Purdue staff in 1961. He teaches Forest Conservation, does research in Forest Management, and is connected with the Federal Extension Service.

ROBERT H. PERKINS, Instructor in Forestry, received his B. S. Degree in Forestry in 1949 and his M. S. in 1962, both from Purdue.

Bob teaches Logging and Milling, in addition to doing research in the Purdue Wood Research Laboratory.

JOHN F. SENFT, Instructor in Forestry, was born in York, Pennsylvania. He received his B. A. and M. F. from Penn State University. At Purdue, he is teaching Plywoods and Related Products, Mechanical Properties of Wood, and Physical Properties of Wood. Also he is doing research in the Purdue Wood Research Laboratory.





DR. STANLEY K. SUDDARTH, Professor of Forestry, received three degrees from Purdue-- a B. S. in Forestry (1949), an M. S. in Mathematics (1949), and a Ph. D. in Agricultural Economics (1952). He is also a Registered Structural Engineer. Dr. Suddarth did research on bombing effectiveness under a U. S. Air Force contract at Purdue, and since 1954 he has been doing research in the Purdue Wood Research Laboratory. He has taught mathematics and is now teaching in Physical Properties of Wood.

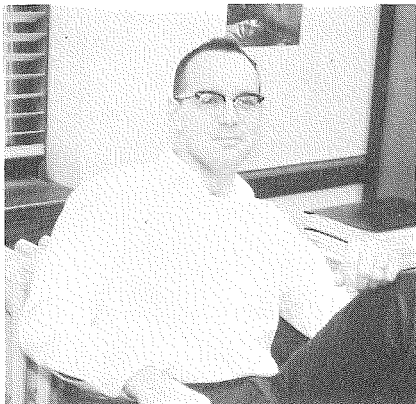


DR. ERIC W. STARK, Professor of Forestry, completed his undergraduate work at Purdue receiving his B. S. in Forestry in 1932. He then went to the State University of New York to receive an M. S. Degree (1934) and a Ph. D. Degree (1952), both in Wood Technology.

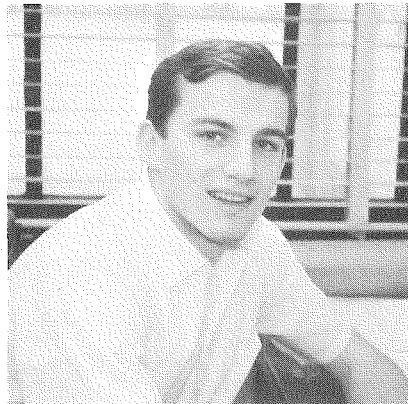
Professor Stark's experience includes three years in Forest Products Research with the Texas Forest Service and teaching positions since 1937 at the University of Idaho, State University of New York, College of Forestry, and Purdue University. His current courses are Wood Technology and Forest Products, and since 1960 he has been responsible for scheduling and registration of students in Forestry, Wildlife and Conservation.

Graduate Students

MARSHALL ASHLEY Marshall is working on his MS and PhD in Mensuration under Dr. Beers.

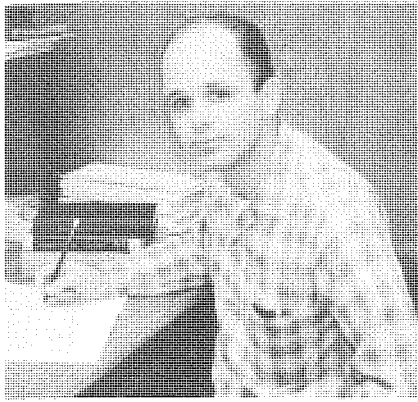


JAMES W. BALSIGER Graduate of Michigan Tech 1966. Working under Dr. Merritt, on qualitative analysis of Silvicultural systems, namely Forest Stand Ordination.



BRUCE BARE Bruce is working towards his Ph. D. in Forest Management under Dr. Hall.





FRANK EIKENBERRY Frank is working for his MS in Forest Economics under Dr. Callahan.

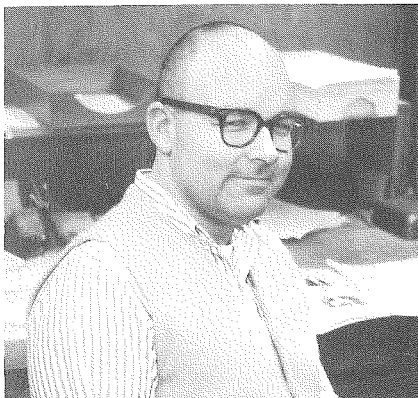


BOB FALLERT is working toward his MS in Forest Economics under Prof. Brundage.

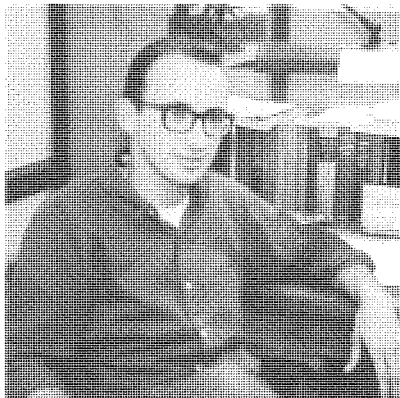


BRUCE FOLTZ Bruce is working towards his MS in Forest Management under Dr. Hall.

BOB FORSTER Bob is working towards his Ph.D. in Forest Economics under Dr. Callahan.



JEFF JONES Jeff is working on his MS under Dr. Callahan.



ED OVERTON Ed is working under Dr. Callahan in Forest Economics.





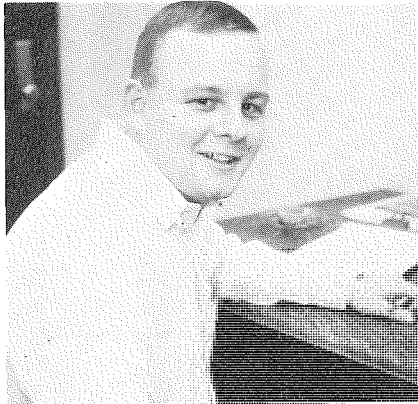
DON REIMER Don is working towards a Ph.D. in Forest Economics under Dr. Callahan. He received his B. S. F. from Northern Arizona University and M. F. from Yale University in 1966.



JON STRANJORD Jon is working toward his MS in Forest Economics under Dr. Callahan.



FRED J. WALZ Graduated from Purdue 1962, Working under Professor Suddarth in wood utilization.



ROBERT WENGER Bob is working toward his MS in Forest Economics under Callahan.



Some of these lectures get a little deep.



OFFICE STAFF

Joyce Hiday

Helen Schillinger

Shirley Grace

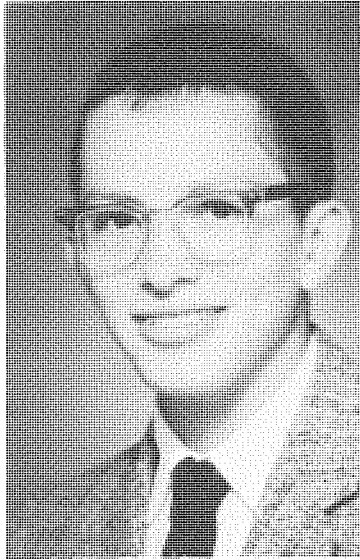
Norma Garriott

Nancy Jady

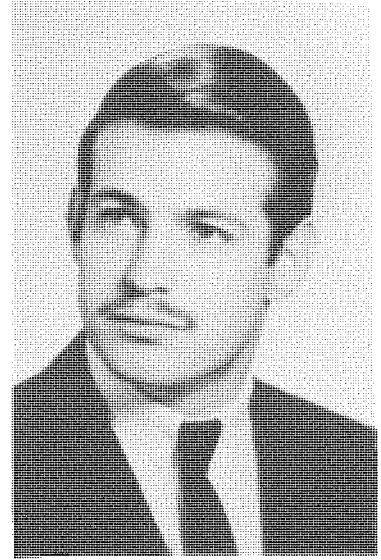


“PURDUE FORESTERS”





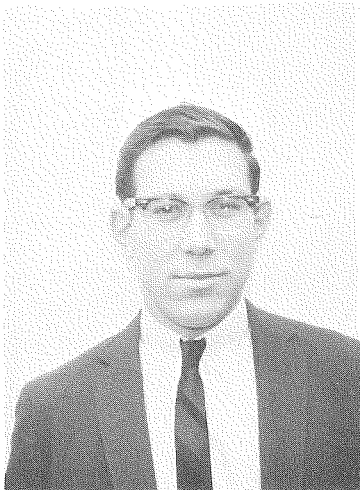
Arihood, Steven A.
Forestry Club; Xi Sigma Pi; Society of American Foresters; Summer Camp - 1965.



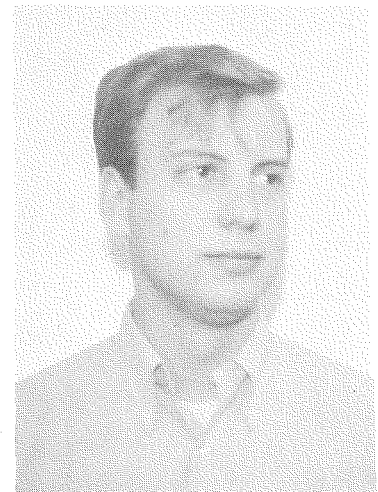
Bricker, Thomas E.
Richmond, Indiana
Associate Editor, 1966 LOG; Editor, Business Manager, Art and Design, 1967 LOG; Purdue Rodeo Club, Publicity Director and Constitution Committee, 1966 - Clown 1966 and 1967; McCutcheon Hall Senator 1966; Society of American Foresters; Worked for U. S. F. S. - Mendocino National Forest, California, 1966; Forestry Club; Summer Camp 1965.



Beineke, Larry A.
Phi Eta Sigma - Freshman Men's Scholastic Honorary; Xi Sigma Pi
Xi Sigma Pi - Scholastic Award
Wiley Hall Senate



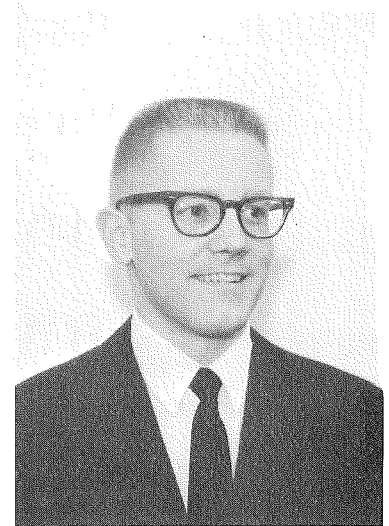
Borden, Frank
Forestry Club; Society of American Foresters; Summer 1964, Black Hills National Forest; Summer 1965, Summer Camp and Chequamegon National Forest; Summer 1966, Stanislaus National Forest; Waiter Captian - Duhme Hall; Signa Phi Nothing, Cunningham Peon.



George, Jerry Myles
Xi Sigma Pi; Alpha Zeta; Forestry Club; Summer Camp 1965



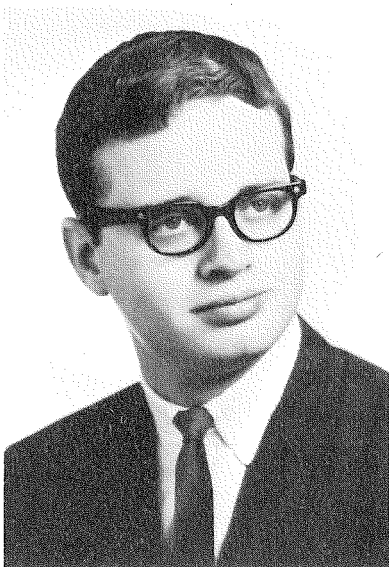
Haskett, Richard Lee
 Kokomo, Indiana
 Advertising Manager 1967 LOG;
 Vice President Purdue Forestry Club
 Fall 1966; Worked for U. S. F. S.
 Shoshone National Forest Wyoming
 1966; Society of American
 Foresters; Xi Sigma Pi; Summer
 Camp 1965.



Kuhn, Frederick J.
 Forestry Club; Summer Camp 1966;
 Society of American Foresters.



Johnson, Thomas E.
 Summer 1963, Kootenai National
 Forest; Summer 1964, Summer
 Camp; Society of American For-
 esters; Summer 1965, ROTC Sum-
 mer Camp; Sergeant at Arms,
 Forestry Club; 1967 Commis-
 sioned 2nd Lt, U. S. Armp -
 Artillery.



Kent, Brian M.
 Summer Camp, 1965; Xi Sigma
 Pi; Phi Eta Sigma; Forestry Club,
 Signa Phi Nothing; Society of
 American Foresters; Cabin 2.

MacDowell, Chad A.
 Forestry Club, President 1966; Ag
 Counsel; Society of American
 Foresters; Conclave - Minnesota;
 Worked for Forestry Department
 since 1965; Firewood Sales for
 Forestry Club.





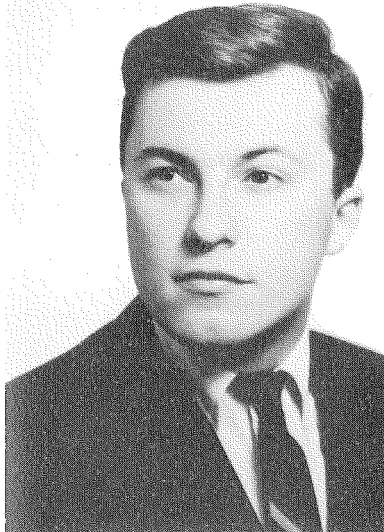
Moeck, Karl
Forestry Club, President spring 1966; Summer Camp 1964; Cache National Forest, Idaho 1965; Ag Council, 1966; Data Collection Team sponsored by U.S.F.S.N.C. Forest Exp. Station, summer 1966.



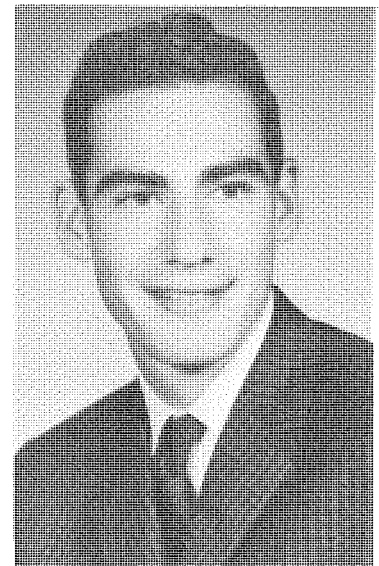
Peine, John D.
Forestry Club, Secretary; PMO; Triangle Fraternity, Social and Activities Director, Public Relations Chairman; Forestry Banquet Committee 1966; Canoe Club; Never worked on a forest in his life.



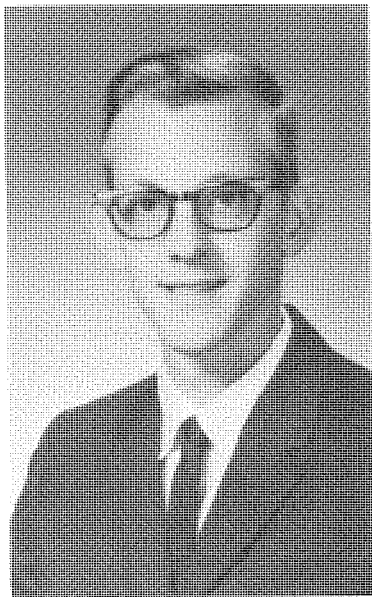
Morell, John D.
Society of American Foresters; Forestry Club; Summer Camp 1963; Worked the past three summers for a local lumber Company in Fort Wayne, Indiana.



Neff, Lynn C.
Stellar Brothers Co-op, Vice-President, President, House Manager; S.C.A.; Alpha Phi Omega; Forestry Club; Wildlife Club; Summer Camp 1965; B.R.C.; St. Maries, Idaho

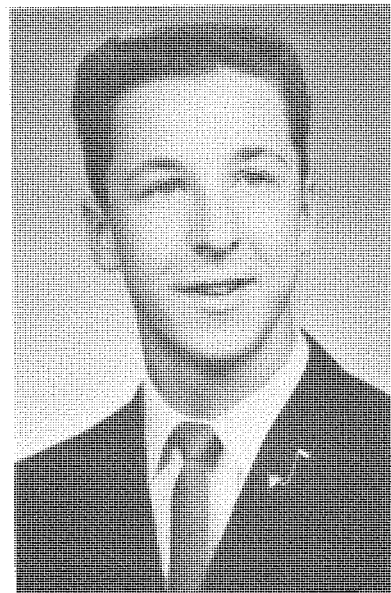


Pennington, Stephen G.
Forestry Club, Secretary Fall 1965, Vice-President Spring 1966; Canoe Club; Summer Camp 1966; Summer 1965, Tahoe National Forest; Xi Sigma Pi; Society of American Foresters.

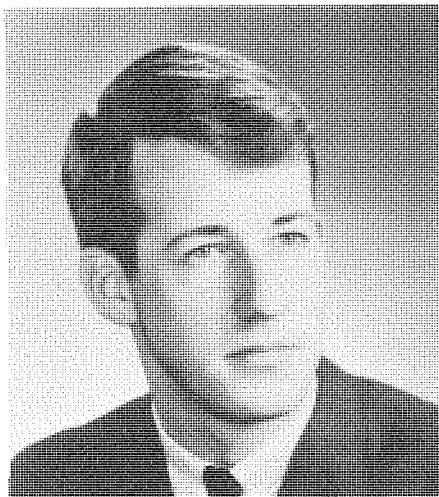


Rietman, Robert H.
Forestry Club; Marwood Co-op,
Secretary, Vice-President; Stu-
dent Cooperative Association,
Judicial Board; Summer Camp
1965; U. S. F. S. 1966; Society
of American Foresters; 1967
LOG Staff.

Simmons, Al
Pendleton, Indiana
Wiley Hall, Waiter Captain;
Forestry Club; Married.

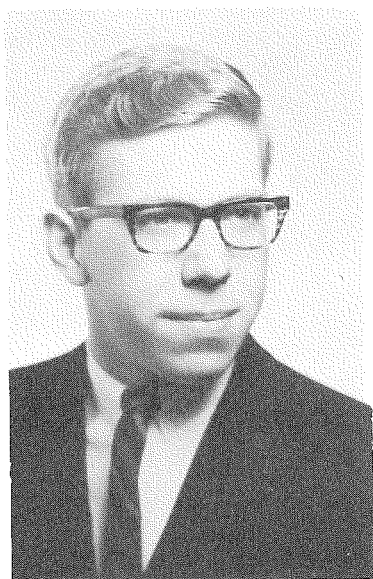


Schmidt, Wayne G.
Forestry Club; Xi Sigma Pi, As-
sociate Forester; Alpha Zeta; Phi
Eta Sigma; Summer Camp 1965;
2 summer's work - U. S. F. S. -
Targhee National Forest, Idaho
- Recreation and Fire Suppres-
sion.



Shoupe, John H.
South Bend, Indiana
Forestry Club; Neuman Club; WOOR
Radio; Mock Political Convention;
Homecoming Sign Chairman, '65;
Conclave, '65; S. A. F.; Worked
for U. S. F. S., Colorado, '65.

Trebs, William J.
Summer Camp 1964; Forestry
Club, Sergeant at Arms, Treas-
urer; Society of American For-
esters; Conclaves, 1963, 1964,
1965, 1966 - Traverse and Tobac-
co Spit; Deerlodge National For-
est, Montana;





Updike, John Dee
Summer Camp 1964; Society of
American Foresters; Forestry Club;
Xi Sigma Pi, President 1966 and
1967; Summer 1965, Shasta
Trinity National Forest,
California; Conclave 1965; Ag.
Council.



Watson, Mike R.
Forestry Club; Club "25", Vice-
President, Social Chairman, Work
Manager; Summer Camp 1964;



Wagner, Arthur M.
Forestry Club; Society of
American Foresters; Xi Sigma Pi,
Secretary, Fiscal Agent; Alpha
Zeta, Summer Camp 1965;
Sigma Phi Nothing; Cary Club;
Shidler Peon; Northeast Experi-
ment Station; Clark National
Forest, Missouri; Boone National
Forest, Kentucky; Raccoon State
Forest, Ohio.



Wichman, James R.
Society of American Foresters;
Summer Camp 1965; Forestry
Club.



JUNIORS

1st row L to R: Albert Rasmussen, Larry Moore, Rich Burgeson, Ron Overton, Bill Lowe, Steve Swisher, John Turner, Bruce Cantwell, Paul Markworth, Jim Ahard, 2nd row L to R: Ed Rhine, Mike Stump, Terry Brattain, Gerry Ca Ven, Fred Kuhn, Ed Mathews, Chuck Adams, Earl McDeerey, Larry Walters, Joe Williamson, Dick Weil, Larry Latham 3rd row L to R: Walter Zak, Al Marsinko, Jim Masters, Gerry Pennington, Larry Knauer, John Springet, Wayne Ludeman, Ted Wood.



SOPHOMORES

bottom L to R: Maruin Shonk, Joe Billot, Greg Koontz, Bob Lafera, Bob
 Hittle, John Burkhardt, Clyde Norm, Dave Hickman, Mike Baldwin, Jim
 Klingaman; top L to R: Randy Moser, Jack Loyd, Rich Hutton, Chuck
 Branham, Bill Wenc, Tom Quilty, Gene Klingaman; top R to R: Randy Moser, Jack Loyd, Rich Hutton, Chuck
 Ratts, Rodney Boger



FRESHMEN

1st row L to R. Ursell Cox, Charles Weilbaker, Dean Jesseys, Joe W. Day 2nd row L to R. Randy Haney, Larry Schmeltz, Tom Johnson, David Hanson, Larry Gregory, Larry Dill, Terry Dill, Dick Winters, Mark Crawford, Ernest Munter, Jr. 3rd row L to R. Mike Doskocil, Mark Butler, Clint Wheeler, Nick Bennell, 4th row L to R. Tom Martin, Nate McKenzie, Martin Snyder, Larry M. Jones, Richard Campbell, Mike Coggeshall, Ken Anderson, Dick Rattenburg, Bob Wendt, Joe Schuerman, Jim Barnhart, Bill Cunningham, Alvin Balmer, David Linn, 5th row L to W. Dennis Hammer, Kerry Kungel, Suzanne Slinkard, Linda Hay, Phil Pickett, Allen Rodecap, Jim Mumford, Tom Million, Ron Smith, Bill Gray, Bruce Gaylor, Leon Stigen, Dick Davis, Terry Sablitte, Steve Ruckel, John Beaulien, Gregg Clymer, George Kvarta, 6th row L to R. Jerry Rausch, Ted Thornburg, Ken Crichton, Mac Carlisle, Jerry Alderfer, Larry Workman, Danny Everage, Robert Goodnight, Lester Smith, David Meyer, Jim Galloway, Jerry Bowles, Russell Whitman, John Sparks, Mike Toote, Davd Sanders, John Moritz, Norm Klopfenstein, Bill Morris, Bruce Hoistein.

ACTIVITIES



Forestry Banquet

by
John Peine

Another year of Purdue forestry activities came to a close at the Thirty-Second Annual Forestry and Conservation Banquet, held March 4, 1966. The Purdue Memorial Union Faculty Lounge was the site for the occasion and both east and west lounges were needed to accommodate the crowd. Immediately following the Salisbury steak dinner, the program began under the capable direction of Toastmaster Michael H. Adams, senior scholar in the Forestry Products curriculum. Entertainment was provided by the White Angels' Choir under the direction of fellow forester Robert Sheetz. The choir is a group of pretty student nurses from Saint Elizabeth Hospital.

The presentations of awards then took place as follows:

AWARD	NOTES
Xi Sigma Pi Award to a freshman forester with best scholastic record.	Presented by Professor T. W. Beers to George W. Oprisko Jr. Award was an appropriately inscribed book given by Xi Sigma Pi, National Forestry Honorary.
Outstanding Camper Award to outstanding student at the 1965 Forestry Camp.	Presented by Professor C. I. Miller to William C. Coward. Award was a Silva compass given by the Purdue Forestry Club.
Special Merit Award to a forestry student for outstanding contributions to forestry through his extra-curricular activities.	Presented by Dr. W. C. Bramble to senior Roger W. Moore. Award was an appropriately inscribed book purchased with Stanley Coulter Funds.
Special Merit Award to a Wildlife student for outstanding contributions to wildlife and conservation through his extra-curricular activities	Presented by Professor D. L. Allen to senior David A. Manuwal. Award was an appropriately inscribed book purchased with Stanley Coulter Funds.
Outstanding Senior Award to outstanding senior forester.	Presented by Professor E. W. Stark to Thomas L. Hart. Award was a pendant tie charm with Society of American Forester's emblem, and payment of dues for one year in S.A.F. Award given by Central States section of the Society.
Chase S. Osborn Wildlife Conservation Award to a man who during the year, contributed the most to wildlife conservation in Indiana.	Presented to Ora Dwight Gallimore.

The evening was concluded by an address from Purdue faculty member Dr. Otis F. Hall, Professor of Forest Management. His address, "What's ahead for Professional Resource Managers?" was an enlightenment to all.

Forestry Club Field Day

RULES & REGULATIONS FALL 1966

CHOPPING

1. Unlimited axe head weight and any length axe handle.
2. Fastest time wins.

TWO-MAN BUCKING

1. 1/2 inch saw cut permitted for start.
2. Fastest time wins.

ONE-MAN BUCKING

1. Same as for two-man bucking.

MATCH SPLITTING

1. One practice swing; three overhead swings for points; axe handle must be in at least a vertical position at start of swing and from the vertical position the axe must be at least free falling.
2. Scoring: a) Split match (at least 1 inch sliver). . .-2. b) Distance between match to blade is measured with a comb, and with the axe remaining in the block. c) Less than one comb's tooth distance between axe and match will be considered as 0. d) Lowest point total wins.

LOG THROW

1. One practice toss: 3 tosses per contestant for points.
2. Measurement will be perpendicular to the front line or the barrier to the closest point of impact.
3. After measurement is completed, contestant must return stick to barrier.
4. Longest single toss wins.

LOG ROLL

1. Fouls: a) If hands are used directly to roll the log, b) if any part of the log is rolled over the string.
2. Fastest time wins.

TRAVERSE

1. Direction will be determined by a hand held compass only, and distance will be determined by foot pacing only.
2. The distance in inches from the contestant's finishing point to the actual closing point will determine the placing of contestants.

CHAIN THROW

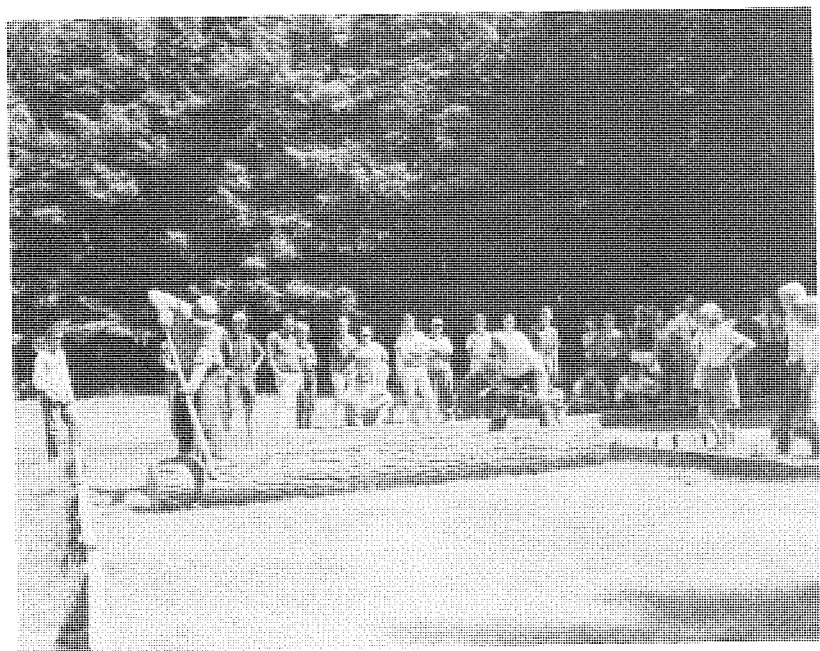
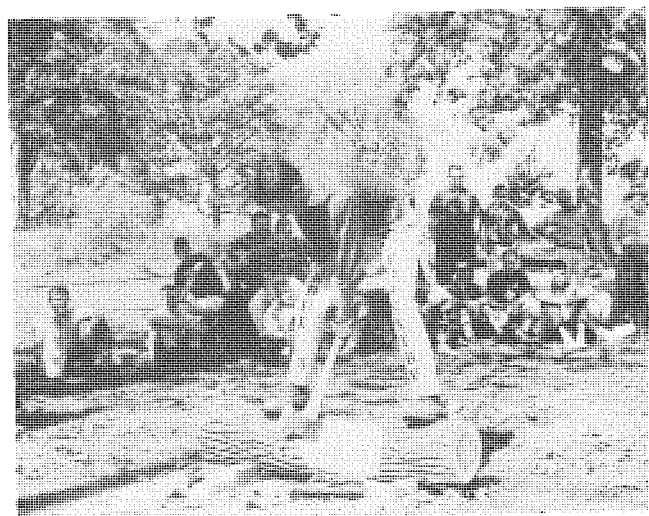
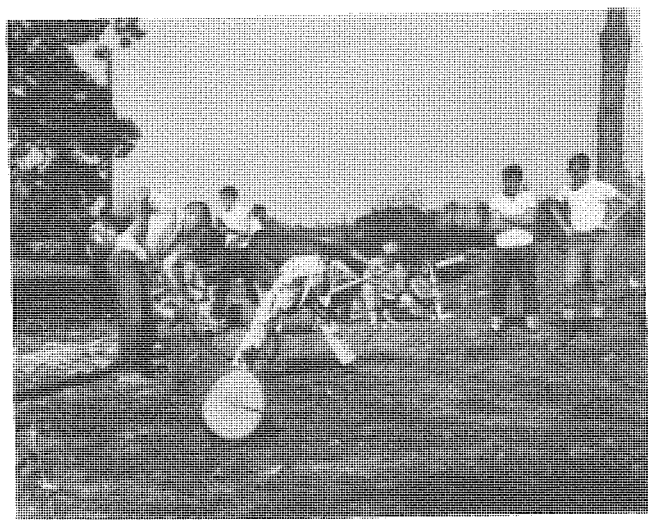
1. Leather thong must be securely looped around chain twice at beginning and end (judges will check this).
2. Fastest time wins.

TOBACCO SPITTING

1. Three spits for competition at three separate targets.
2. Contestants will not be limited to one chew.
3. Largest number of dots covered on 1/2" grid paper wins.

DENDROLOGY

1. Each specimen identified carries the value of one point. Grading is: a) 1/8 off for each misspelled word, b) 1/4 off if the family is wrong, c) 1/2 off if the species is wrong, d) 3/4 off if both genus and species are wrong, and e) 1 off if family, genus, and species are wrong.
2. A minimum of 15 specimens will be identified. First place will be awarded to the contestant losing the least number of points, second place to the contestant losing the next smallest number, etc.



Conclave 1966

by
Bruce Cantwell

The fall conclave of 1966 got under way in sub-freezing weather in Michigan, hosted by the Ann Arbor clan. The cold temperature apparently didn't chill the enthusiasm of either the participants or spectators, but then the conclave usually is exciting enough to make any one forget the weather. (Usually, that is.)

Walter Zak was the standout for Purdue as he placed in three events; second in the log throw, third in the log roll as he teamed up with Steve Binkley, and a tie for second in match splitting. Steve acquitted himself very well, despite a bad draw for logs in the chopping contest, winning fifth place among some very fine competition. Steve and "Spike" (Zak) also teamed up in the canoe race but didn't finish. If I remember correctly, they swamped at least once during the event and had to withdraw for health reasons.

Karl Moeck and Mike McGreevy were also entered in the canoe race, which featured a Monte Carlo start, but were forced to withdraw midway through the race. Mike was entered in the one-man buck saw contest and did very well, considering it was his first conclave attempt. Next year should see him place in that event.

In the two man buck event, Charles Masters and S. G. Pennington placed third in a hotly contested event, as the first seven teams finished within 1.2 seconds of each other. Purdue's other two teams of Steve Binkley, Bruce Cantwell and Dewey Jurkiewicz and Karl Moeck were among those seven. The future looks good for us in that event.

In the tobacco spit, Jim Zervos placed fourth. Incidentally, he was the only one among the placers that spat only tobacco juice. There apparently were some mis-interpretations as to how this event was to be run, but next year will see the elimination of the use of water, "life savers", lemons, etc. when one is spitting for the record.

Rick Chastain, a surprise entry, placed fourth in the chain throw to add to the cause and to keep Purdue from "winning" last place among the eight (8) schools represented at the conclave. Purdue failed to place anyone in the dendrology or traverse events, which hurt the score quite a bit.

Throughout the day there was some fierce rivalry not concerned with the conclave. That some day was the Purdue-Illinois football game which decided who went to the Rose Bowl. As the lead changed, there would sound on the cold air many taunts and chants between the men of the two rival schools. Well, actually it seemed like all the schools were against Purdue. The good natured bantering continued even after the game ended, lasting until the Ice Cream Social finally broke up around midnight.

Following the last event, a banquet was held which featured some "still kicking" chickens as the main meat course (or so it seemed). A committee consisting of two members of each school was formed after the meeting to discuss and/or change the procedure of some of the contested events. The question of the tobacco spit was settled and the new rules are to go into effect next fall. Some questions about the log roll were also discussed but since the awards were given out just after the banquet, the changes also had to wait until next fall before going into effect.

Following the banquet, most of the participants gathered around a roaring fire down by the beach to finish off the day with the Ice Cream Social. Purdue's illustrious foresters acquitted themselves quite well here, and out-sang, out-yelled, and "out-everythinged" all others present.

All in all, and barring a few discrepancies, it was a good day and all present thoroughly enjoyed themselves. We are now looking forward to the Spring Field Day and then the fall conclave to be held in Carbondale, Illinois, and to be hosted by Southern Illinois. We think the scoring will be a little different this time and if any of you readers are interested, come over and cheer the best foresters in the nation to victory.



Wildlife Club

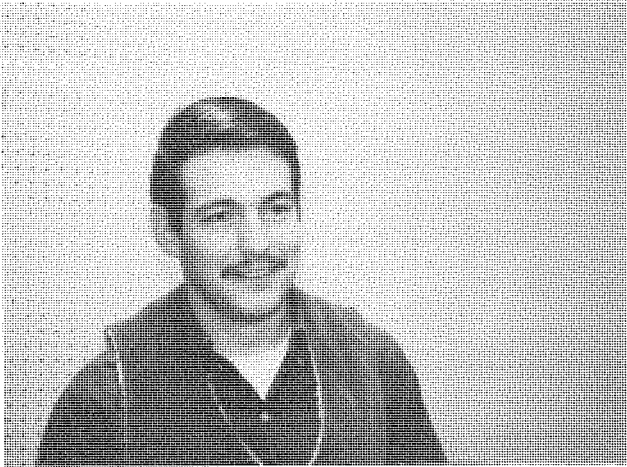
1st row (L. to R.) R. E. Mumford, John Olson, Ed Hurlbut, T. W. Hoekstra, C. Kirkpatrick, John Wade; 2nd row (L. to R.) Greg Thomas, Jacqueline Olson, David Smith, Bill Knauer, Steve Wilds, Phil Smith, Sam Mehringer, Mike Doskoff, Kenneth May; 3rd row (L. to R.) Joe Gorsuch, John Coble; President, Steve Ruckel, Robert Martinka, William Brown, Tom Lents; 4th row (L. to R.) Bruce Reynolds, Robert Buskirk, Phil Bruner, Gary Conant; Vice-President, Roy Raider, Ned Pennington, Tim Stone; Secretary Treasurer, Ken Crichton, Charlie Beard.



Conservation Club

1st row (L. to R.) H. H. Michaud; Advisor, J. Schirloh; President, Nort Thomas; Vice-President, George Cracium; Secretary-Treasurer, Barb Newton; 2nd row (L. to R.) Susan Zufall, Dick Winters, Harold Bruner, Rosemarie Wilson, Marilyn Huetten, Sally Edwards, Donna Parker; 3rd row (L. to R.) Earl Miller, Sheryl Smith, Beth Muller, Mery Bebrick, Dawn Marie Rysdon, Ruthann Ostrout, Kim Freier; 4th row (L. to R.) Robert Martinka, David Smith, Ed Hurlbut, Charles Hoban, Susan Hoban

LOG Staff



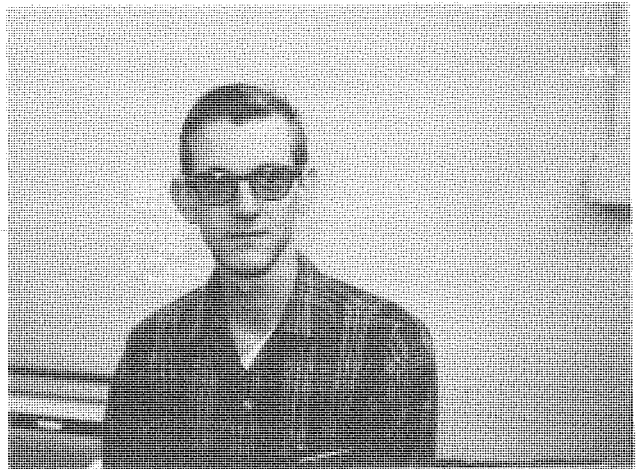
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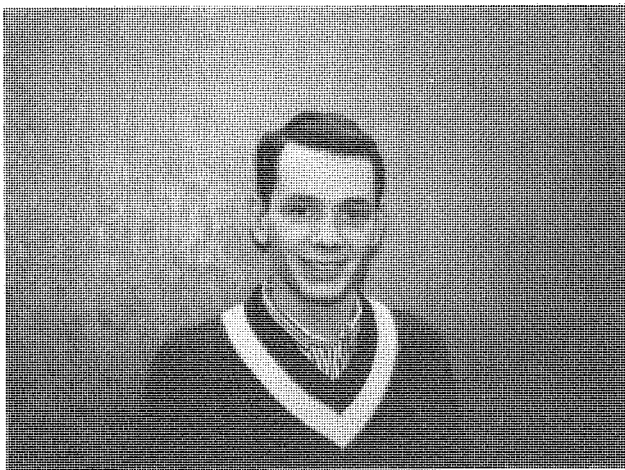
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Dick Haskett: Advertising Manager



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Dr. Bramble: Faculty Sponsor

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TO PURDUE FORESTERS
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President and General Manager

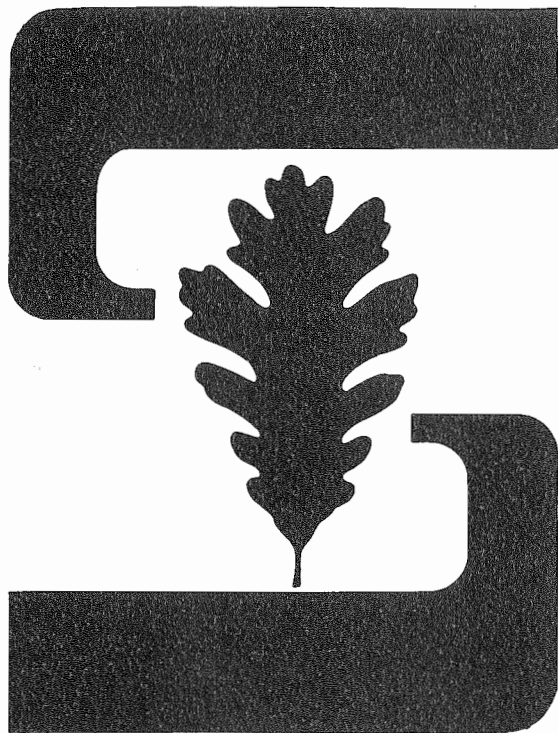
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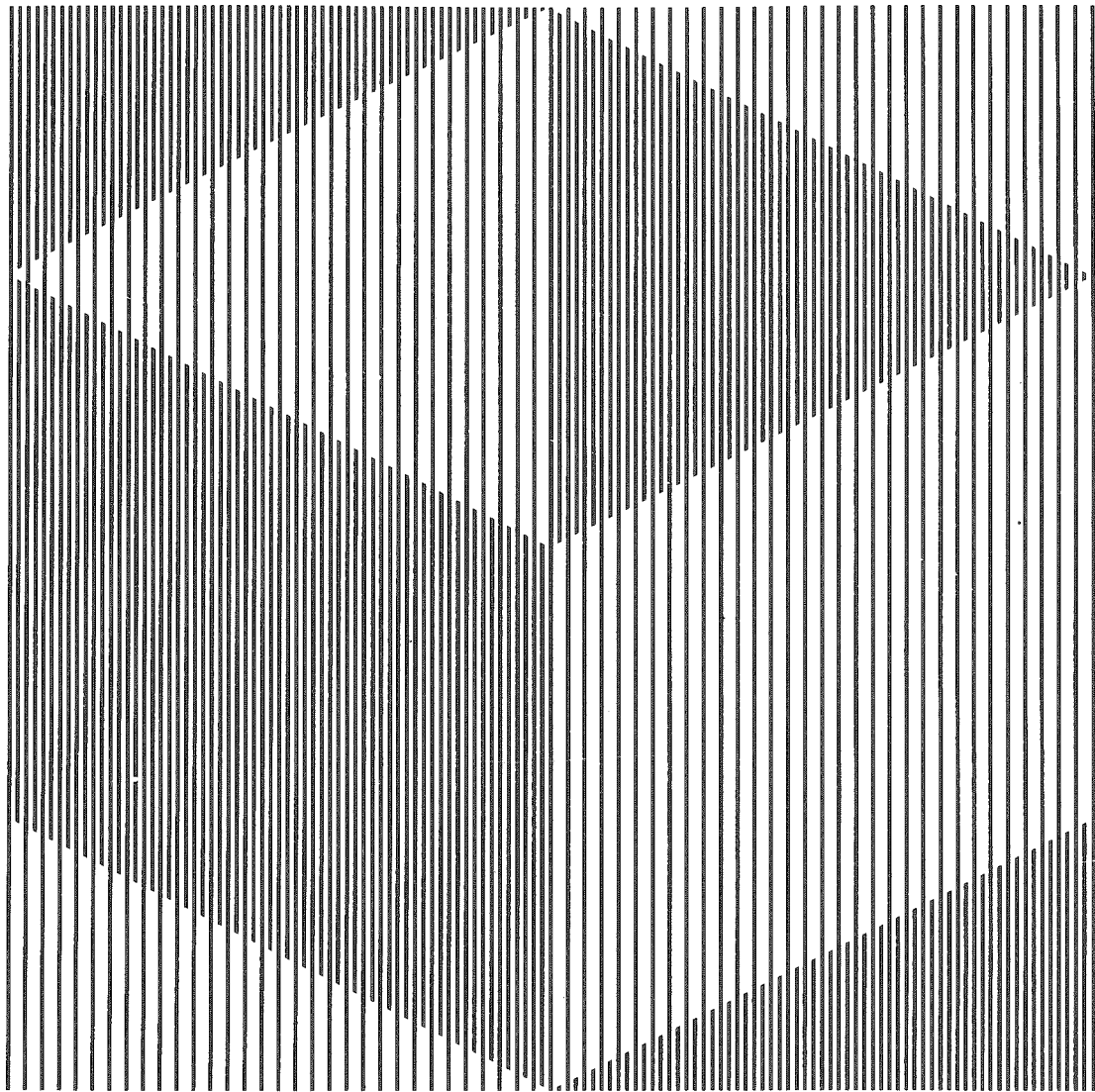
WOOD
TECHNOLOGISTS

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OF
STEADY DEPENDABLE MEN
FROM THE

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PURDUE UNIVERSITY
WEST LAFAYETTE, INDIANA

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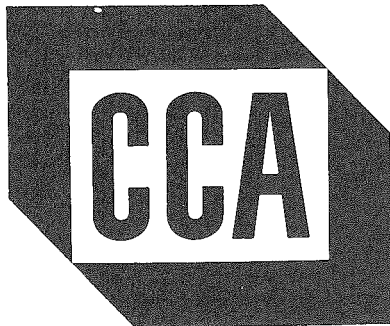


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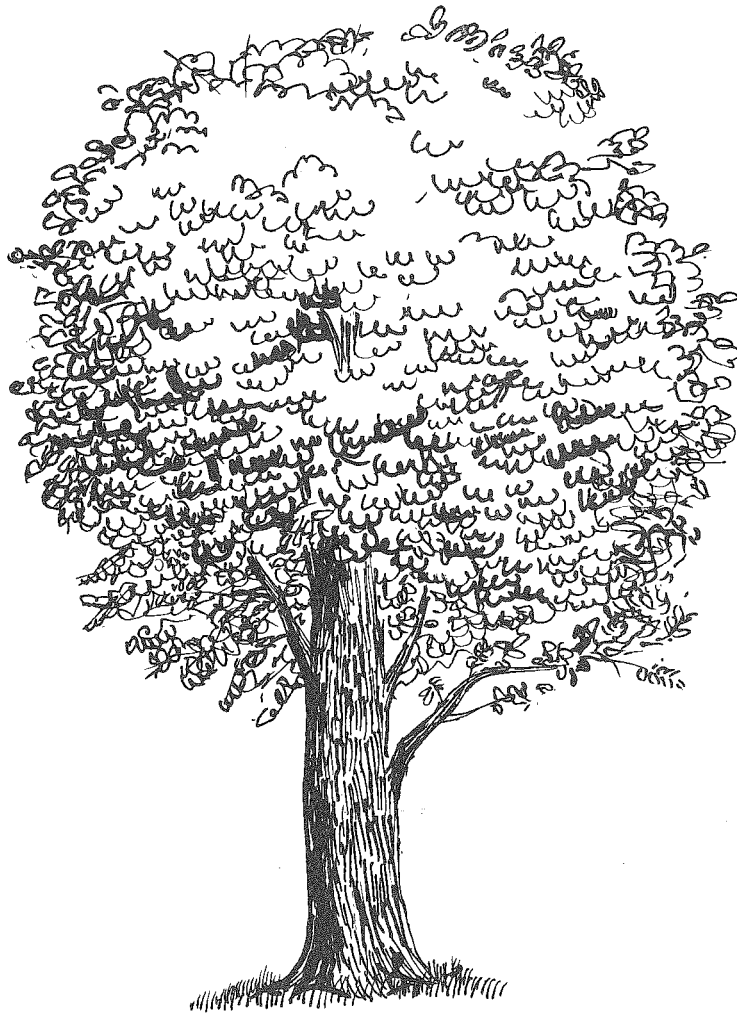
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