

1974

The Annual Ring 1974

Louisiana State University and Agricultural & Mechanical College

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ANNUAL RING 1974

L.S.U. School of Forestry and Wildlife Management
Baton Rouge, Louisiana



Annual Ring 1974

*Yearbook of the
L.S.U. School of Forestry and Wildlife Management
Baton Rouge, Louisiana*

Director's Message



DR. PAUL Y. BURNS

My message this year is primarily for the 26 seniors who are to receive their B.S.F. degrees in May. In many respects you are similar to previous forestry graduating classes I have known during my 19 years at L.S.U. The entire class consists of healthy white males, mostly from middle-income families, with a high proportion of South Louisiana natives. However, I feel that somehow you are different from previous senior classes. And, I sense that you have matured significantly during the past year. You still have the sensitivity to broad environmental concerns that you had last year, but you seem less sure that you or anyone else has the answer to the world's environmental problems. You are naturally now concerned about your own future - a decent job or graduate study.

Some of you want work in forestry or wildlife management. I am convinced that if you are really serious about it, you will be able to get a job in one of these fields. Perhaps it won't be the perfect position for you and probably not in the location you desire, but forestry positions will be available, and the School will help you find one. A forestry degree from L.S.U. is a good degree, and prospective employers know it.

Others of you have no intentions of ever working in forestry or wildlife. You also, I predict, will find a satisfactory job. L.S.U. aims to help a student become a better citizen, and your professional training should be secondary. More than half your academic time in college was spent in non-forestry courses, covering a broad spectrum of knowledge. Those of you who do not practice your profession need not feel embarrassed. Your forestry teachers will be interested in your future welfare and your accomplishments.

No matter what your work is, don't forget that you are a professional forester; it is your academic training that qualifies you as a forester, not your work experience. Also, I hope that you will remember that you are an alumnus of this School, and as such will maintain an interest in the School's welfare. It is noteworthy that many of those alumni who support the School most strongly are not employed in wildlife or forestry.

Members of the class of '74, I challenge you to do your best to make this School proud of you as a citizen. At the same time, I assure you that the School has done its best to help you get an education, and that the School's faculty will continue to be on your side in the future.



I want to go soon and live away by the pond, where I shall hear only the wind whispering among the reeds. It will be success if I shall have left myself behind. But my friends ask what will I do when get there. Will it not be employment enough to watch the progress of the seasons?


— Henry David Thoreau



As land managers we often become so preoccupied with manipulating land and its forest resources as a stock of tangible assets, that scarce time is spent considering the intrinsic and spiritual values of the forest to people . . .

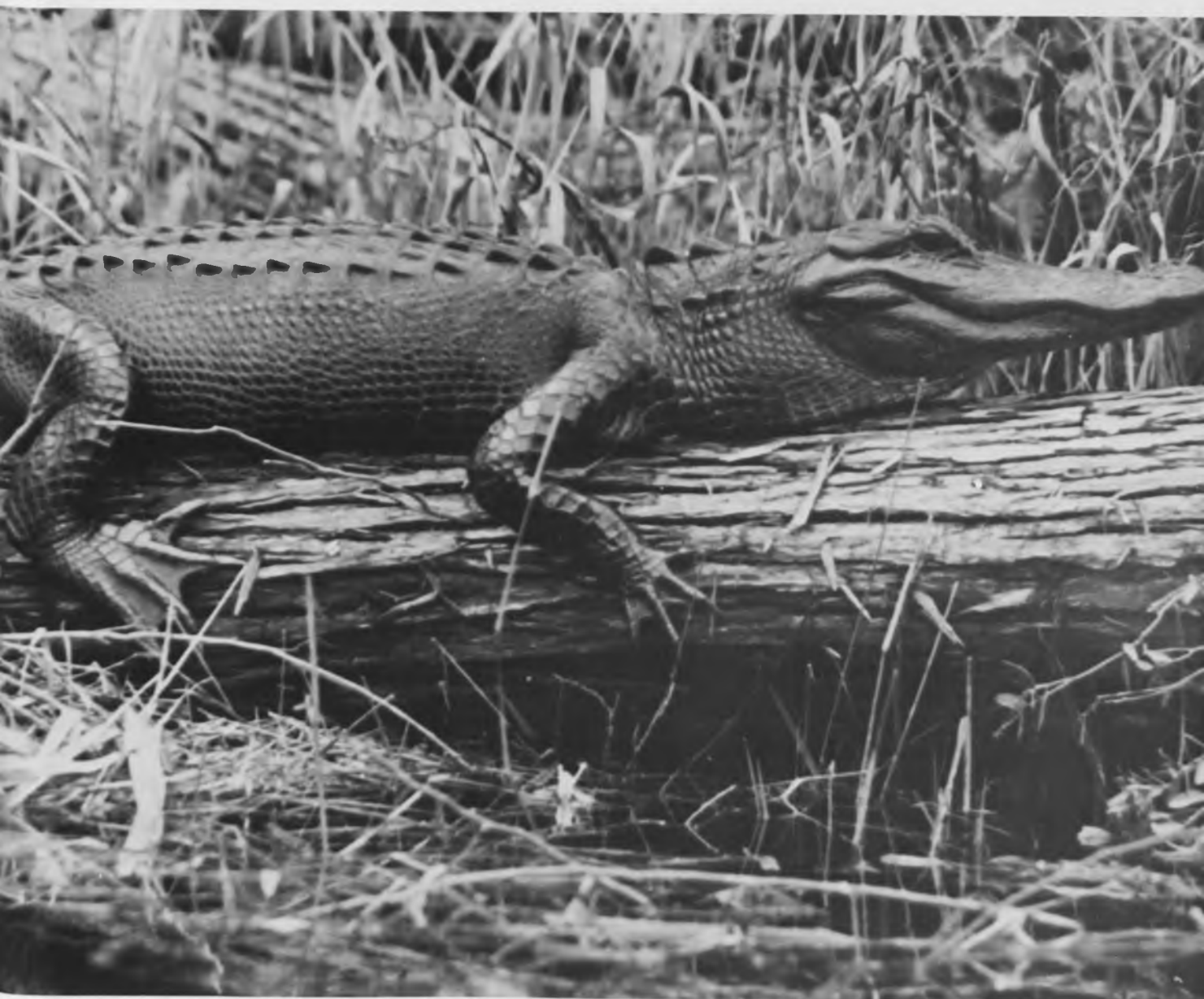


. . . For a few moments during the routine of woods work, each of us experiences an exceptionally beautiful natural occurrence. The following essay is a celebration of this beauty in Louisiana's forests.

A black and white photograph of a field of tall grass. In the center-left, a single white flower with five petals is in focus, standing out against the darker, blurred background of the grass. The grass stalks are thin and vertical, with some seed heads visible. The lighting is soft, creating a gentle contrast between the white flower and the surrounding foliage.

*I drink dew for wine, and harken to the voices of
the birds, and dance to the rhythmic swaying of
the grass.*

—Kahlil Gibran





*The wind stood up and gave a shout.
He whistled on his fingers and
Kicked the withered leaves about
And thumped the branches with his hand
And said he'd kill and kill and kill,
And so he will, and so he will.*

— James Stephens



*I sat under a cloud and watched a willow for a hundred years,
twist and struggle out of the ground, unfurl a hundred seasons
of green — the sky so still, the day so gentle — it was just a
pulsing of the afternoon.*

— Steven C. Wilson









*Walkin' down these hills of leaves — where beeches
and briars roll with my feet to the glen's bottom.*

*Here my spirit takes on new meaning —
The virgin forest around is dripping wet with life
as is every dip in the terrain.*

*Following down further, fluxing mud, silt and sandstone
remind me of the earth's precarious beginnings —*

*Flowing like a glacier, seeping slowly downhill
each fragment representing more than the last
'cause it took so much and so long to get it there.*

*The rocky brook charges into waterfalls which age
within yards to the meandering form of an old river.*

*Walkin' between the ravines life and pleasure
shoot through my mind as I pass through
geologic history and am constantly impressed
with the flowing progressions of time, space,
and evolution —*

*A continuum of organisms that by
thousands of coincidences managed to
fit together and work.*

M. Spindler



The “Silver Eagle”

He's a friend when you need one.

He'll bend over backwards to help you out.

He'll laugh with you even when being laughed at.

He'll drink with you given a proper excuse - or any excuse.

He's an average guy; not a step higher, nor a step lower.

He has donated hundreds of needed trees to the Forestry Club for the Christmas Tree Sale. His good nature has abled him to put up with all the hassle we have given him for the past year or two. His labs have run us ragged, but we've returned the favor.

We, the staff of the 1974 Annual Ring, dedicate it to Conrad Brewer and wish him the best of luck in his future endeavors.



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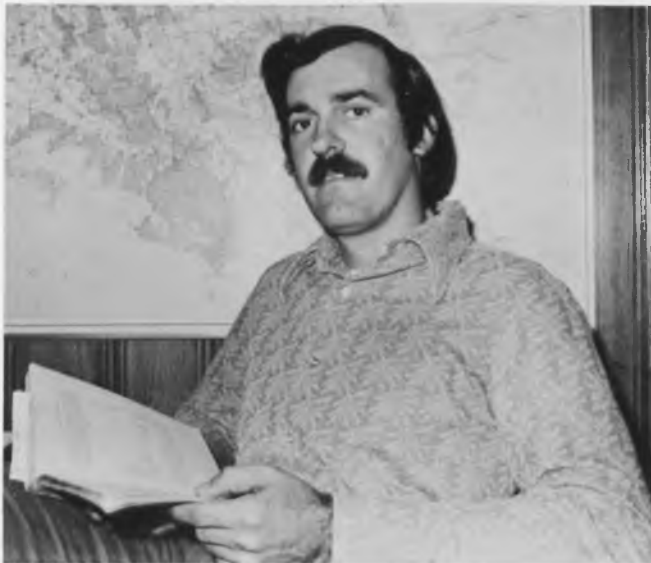
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BOTTOM ROW, L to R: Gerald Montgomery, Ken Guidry, Bill Holden, Randy Wilson, Tom Hoffman, Bob Olsen, Rod McClanahan. 2nd ROW, L to R: Sam Spiller, Jim Dickson, Sammy Patrick, Tom Hess, Bruce Bell, Larry Furniss, Harlan Hall.

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David Derbes



Richard Myers Jerry Booz Mike Henderson Louis Heaton Brent Ortego



Forest Luc

*Juniors spend
year in great
anticipation of a
"Fun-filled"
Summer Camp.*



Front

Seating Chart, Forestry 21, Spring 1974

	2	3	4	5	6	7	8	9	
1	Thomson	Landry	Nick	Hymel	Lee	Lee	Ferguson	Chisholm	Agosta
2	Whittemore	Earle	Nuckolls	Quire	Lee	Field	Celvin	Prosser	
3	Turner	Fuller	Clinda	McGibbin	Erhart	Yarnie	Blagow	Casper	Chard
4	Valliant	Shaw	Alonzo	McKenney	Lawson	Johnson	Haje	Ingalls	Elpham
5	Vaughn	Erce	Kobala	Milton	Ragun	Ketchum	Hamilton	Johnson	Brusille
6	Walters	Egner	Rueger	Minnelle	Whitely	Kinsinger	Howard	Engle	Calden
7	Weber		Sanders	Mullins		Klingman	Jackson	Ellis	Carter
8									

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Wildlife Field Trip



Venison Banquet

Duck calling class



CLASSES









I trust you had a nice weekend.





Smokey "Peterson" says . . .



"What Brakes?"





SPORTS



TOP RIGHT: KEN TUMINELLO - Zi Sigma Pi Outstanding
Sophomore Award

BELOW: MICHAEL CALLERGAR - Marc Dupuy Jr. Wildlife
Award



OPPOSITE: David M. Thorton: Wil-
liam Hopkins Memorial Scholarship

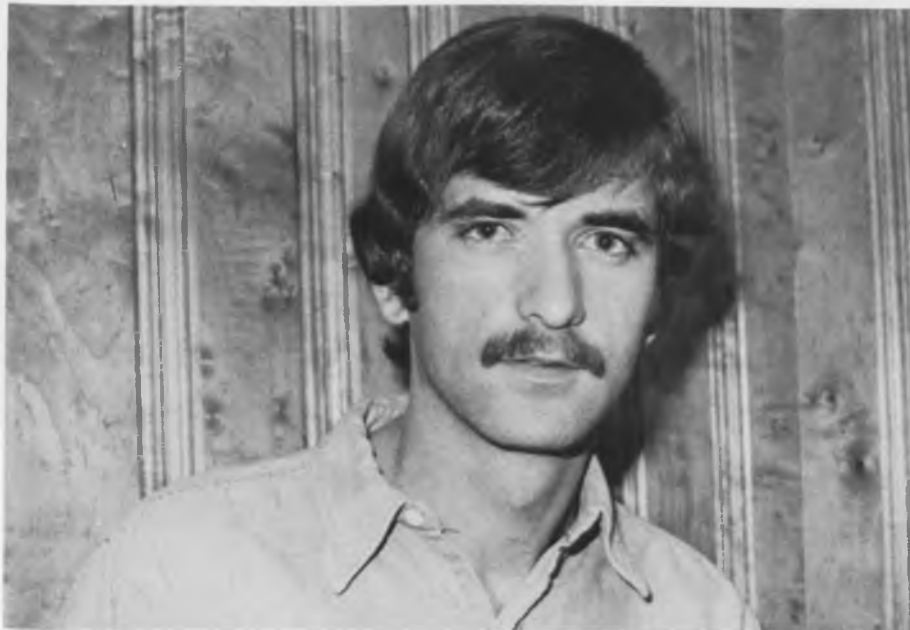


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TOP LEFT: Wayne McKenzie:
Incentive Award
BOTTOM LEFT: Victor Heward:
Woods and Waters Club Scholarship

Forestry Students Receive Scholarships and Awards at the Annual Agricultural Honors Convocation.



OTHER RECIPIENTS OF FORESTRY AWARDS:

- Emile Smith: Karlott Sr. Memorial Scholarship
- Richard Meyers: Forestry Alumni Memorial Scholarship
- Larry Bordelon: Assn. of La. Bass Club Scholarship
- Richard Hudson: La. Land and Exploration Scholarship
- James Haywood: Homelite Scholarship
- Furcy Zerinque: Henry Hartner Forestry Scholarship

An Afternoon in Gulfport



Rudy eyeballs dbh!





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*More
Camp
Fun?*







L to R, BOTTOM: Vic Hemard, John Wesley, Randy Rousseau, George Tiley, Jimmy Flowers, Mohd Zin Bin Jusoh, Ralph Peterson, Salong Bin Ibrahim, Wayne McKenzie, Forest Luc (behind post) and Mike Henderson. L to R, TOP: Mike Callegari, Brent Ortego, Steve Busby, Jerry Boose, Fred Sanders, John Tiley, Brian Chandler, N. Zabala, John Martel, Furcy Zeringue, David Derbes, Pat Aronstein, Charlie Hebert, Richard Eller, Richard Meyer, Malhour Doucet, David Basenberick, and, behind the post at far right, Don Esteve.

I would like to take this opportunity to thank everyone who has helped on this year's ANNUAL RING. It is a little late in getting printed, but we did the best we could. If it hadn't been for Dr. Keister, Brian Chandler, Mike Spindler, and Kathy Spohrer The RING might never have been finished. The advertisers and private individuals that gave us their financial support are much appreciated. I hope everyone will patronize these businesses. In closing, I would like to express my appreciation to the faculty and students of the LSU School of Forestry and Wildlife Management who made these some of the most memorable and fulfilled years of my life.

Rick Hudson, Editor

As Seniors, we can look back at Summer Camp 1973 with a smile (or at least a sigh of relief). From the first bus trip to Idlewild to the aerial photo final, I am sure that there were mixed feelings about our experiences. As we look at the pictures to follow, I think we will agree that there is a lot to remember about Summer Camp. I doubt that anyone in our class can say that we enjoyed or disliked everything about camp . . . only that it will not be forgotten.

Victor E. Hemard, Jr.
Class of '74

Undergraduate Forestry Education in the
LSU School of Forestry and Wildlife Management*

by

Norwin E. Linnartz, Professor of Forestry
and

Bart A. Thielges, Assoc. Prof. of Forestry

Forest resource management in the South is aimed basically toward timber production to support a large number and variety of primary and secondary wood-using industries. Louisiana is no exception, where forest industries generate an estimated \$1 1/4 billion of economic activity.

About 54% of the State's land area is in forests, which are largely privately owned by thousands of small landowners. Forest industries own only 20% of the forest lands and so must rely very heavily on these small landowners to supply wood needs. This intensive industry activity in Louisiana (and adjacent states) fairly well dictates the employment opportunities of forestry graduates and, consequently, the emphasis in undergraduate forestry education.

Four professional disciplines are included in the School of Forestry and Wildlife Management at Louisiana State University - Baton Rouge: forestry, wood science and technology, wildlife, and fisheries. Only the first two involve undergraduate degree programs; the wildlife and fisheries programs are concentrated at the graduate level. All of the 14 faculty members involved in professional forestry instruction also have research responsibilities.

Professional forestry education at L.S.U. was started in 1923, and the program was first accredited by the Society of American Foresters in 1937. The graduate degree program in forestry (M.F.) was started in 1935 and in wildlife management in 1947. The Ph.D. degree in forestry was approved in 1962.

CURRICULUM DESIGN

The School of Forestry and Wildlife Management administers three undergraduate curricula: Forest Management, Forestry and Wildlife, and Wood Science and Utilization. All three are four-year curricula requiring 136 semester hours of course work for graduation.

The Wood Science and Utilization curriculum is not a professional forestry program; major emphasis is on wood and its properties, processing and utilization.

The Forest Management and Forestry and Wildlife curricula are both professional forestry programs leading to the B.S.F. degree. Both curricula deal primarily with modern concepts of land resource management founded on basic physical and biological sciences. The Forest Management curriculum stresses timber production but not to the exclusion of other forest resources, products and services. The Forestry and Wildlife curriculum involves a number of Zoology and Wildlife courses as preparation for graduate study in wildlife biology and management.

The first and second years of both curricula are devoted largely to mathematics, chemistry, English, botany, and other fundamental courses, including an introductory forestry course and Dendrology.

The basics of forestry (Experimental Statistics, Mensuration, Silvics and Silviculture) are provided in the Junior year. Here the two curricula diverge somewhat - more forestry courses in the Forest Management curriculum are replaced by 12 hours of Zoology electives in the Forestry and Wildlife curriculum. During the Senior year, the two curricula are again very similar with more specialized and applied aspects of forestry included. A 7-weeks summer field session is required prior to enrollment in the advanced senior courses.

ROLE OF INTEGRATED RESOURCE MANAGEMENT

The two forestry curricula are not specifically structured toward integrated resource management PER SE. However, a very strong thread of multiple-use concepts binds the courses in each curriculum into the fabric of integrated resource management as study progresses from the basic tenets of the second and third year to the more specialized and applied aspects of forestry presented in the final year of study. Despite primary emphasis on forest land management for timber production, there is adequate coverage of the other products and amenities of forest lands, particularly wildlife, recreation, aesthetics, and environmental quality. The particular combination of faculty backgrounds and specializations and the economic importance to

Louisiana of wildlife and recreational resources as well as wood production for industries have contributed measurably to the underlying philosophy of integrated resource management long present in the teaching program of the School.

The following is a brief summary of courses designed to provide integrated resource management education in both curricula.

1. CONSERVATION OF FOREST RESOURCES (2 Crs.). - This is the basic introductory forestry course for freshmen and is designed to provide the student with an overview of multiple-use resource management.

2. SILVICS AND SILVICULTURE (10 Crs.). - The major objective of the basic course, Theory of Silviculture, is to provide the student with the concept of ecosystem balance and the impact upon this balance of alternative land management practices which may alter natural succession and modify climax associations. The following course, Practice of Silviculture, expands these ecological bases and emphasizes application of this knowledge to methods of forest establishment and culture within the framework of multiple resource uses and benefits. Practical experience in these aspects is gained in the 2-week summer course.

3. RECREATION IN THE FOREST ENVIRONMENT (3 Crs.). - This course focuses on the opportunities, responsibilities, and problems of land managers in dealing with recreation resources and users.

4. HARVESTING AND FOREST ENGINEERING (4 Crs.). - The effects of these activities on the environment and alternative methods of operation to fit aesthetic and environmental considerations are important coverages in these courses.

5. WILDLIFE AND RANGE MANAGEMENT (7 Crs.). - Wildlife management at L.S.U. has always been taught in terms of habitat management rather than animal population management: As such, emphasis is placed on ecosystems, forest management practices, and their relation to wildlife populations and management.

6. FOREST ECONOMICS, FOREST POLICY, AND FOREST MANAGEMENT (7 Crs.). - These three senior courses are intended as a synthesis in both forestry curricula. The application of economic theory to forest management decisions, sustained yield, and multiple-resource uses is emphasized in Forest Economics. Forest Policy is designed to expose students to the social influences on public and private forest policy, both past and present. The Forest Management course, while production-oriented, does not neglect the multiple-resource concept. Several parts of the Forest Resource Management guidebook and quantification and computer use are incorporated in the course.

7. OTHER COURSES. - A 2-credit seminar course affords students a chance to explore and expand their individual forestry interests. The three forest protection courses (Forest Fire Protection and Use, Forest Entomology, Forest Pathology) also include aspects of integrated resource management especially influenced by these factors.

The School's Courses and Curricula Committee is presently considering several alternatives of curriculum design which should contribute to an even more effective undergraduate program in integrated resource use and management. One of the major goals of reorganizing and modifying the curriculum structure will be to broaden the undergraduate program to increase the opportunity for students to obtain more knowledge and training in "specialized" areas of forest resource management and research such as industrial forest management, wildlife management, forest biology and general resource management. The revised program will be designed to provide the students with a sound background in basic forestry principles while also allowing some latitude to direct their studies toward areas of interest that will serve as preparation for graduate work and/or career employment.

* Summary of a paper presented at workshop D of the Society of American Foresters Forestry Curriculum Development Project held at St. Louis, Missouri, November 12-14, 1973.

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coming
1974*





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