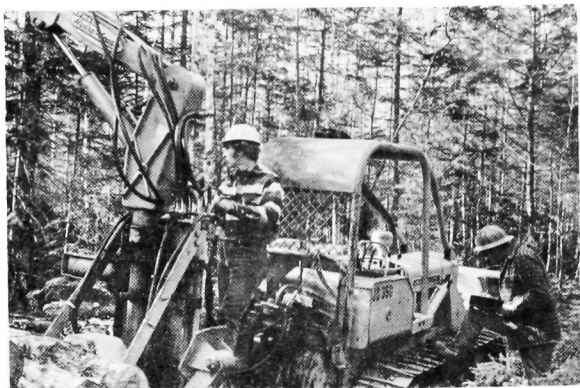


THE DWIGHT B. DEMERRITT FOREST

by

Roger F. Taylor



The Dwight B. Demerritt Forest, formerly the University Forest, is an outdoor laboratory of forest land in Orono and Old Town, Maine, within a few minutes drive of the Campus. It consists of about 1700 acres of various forest types, both natural and planted, and is used for student instruction research and demonstration. It was recently renamed by the trustees of the University of Maine in honor of Professor Emeritus Dwight B. Demerritt, former Forestry Department Head, who was instrumental in acquiring the land from the Federal Government for use as a forestry laboratory. Many local residents utilize the network of roads and trails for walking, horseback riding, snowmobiling, snowshoeing, and general outdoor enjoyment. It will become increasingly valuable for recreation purposes in the future as the land around it becomes highly developed.

A valuable addition to the Forest is the Worthen Forest in LaGrange, Maine, 250 acres of forest land which was a gift from the late Mr. Harold Worthen of Bangor, Maine. Income from this land is to be used for student aid and scholarships.

Laboratory classes using the combined Forests include Silvics, Silviculture, Forest Measurements, Surveying, Wildlife Management, Botany, Entomology, Pathology, Photogrammetry, and Recreation. Classes of both 4 year and 2 year Forestry and Agriculture students utilize the area. Forest management practices are aimed primarily at maintaining a healthy, vigorous stand of timber of various age classes and species for use in these

laboratory exercises, and for demonstration of different management methods.

Carrying out these management practices requires a certain amount of cutting and harvesting, some of which is at a cost, but the majority is done with an aim to show a profit on actual harvesting operations. All labor is performed by students, working for pay, under supervision of the Forest Superintendent. An average annual harvest from the combined Dwight B. Demerritt and Harold Worthen Forests amounts to about 500 cords of pulpwood and 100 M bd. ft. of sawlogs. This work provides part-time jobs for up to 20 students each year, many of whom depend on these earnings to help them complete their college education, while also learning valuable lessons from practical experience.



The Woods Crew

by

Frank Burnell

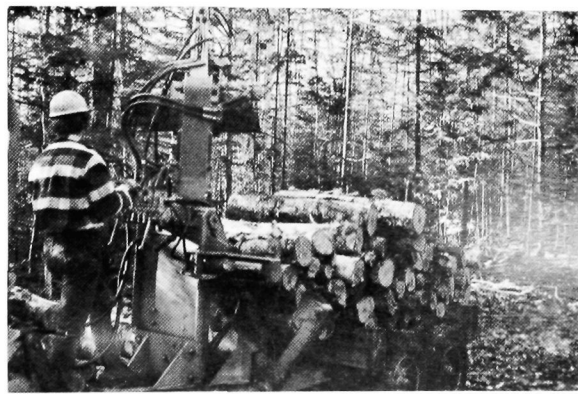


The woods crew of the Demeritt Forest is made up of students who wish to extend their education in Forestry from the classroom to the field and make a little money doing it. Work in the Forest is available year round and offers variety with many forestry practices.

During the fall after classes begin, and before snow comes, firewood is the primary target for labor. After the arrival of snow time is devoted to yarding pulpwood and logs. These products were cut by students who would rather work at their own pace. They own their own chain saws and are paid on a production basis rather than by the hour as is the woods crew. The cutters cut the trees into various raw products, cut roads, and pile the wood

if necessary. The woods crew then comes into the forest with their crawler tractor and hydraulic loader and yards the wood to the main haul roads. This work is carried on throughout the winter and spring.

Through the summer months work is more varied. Jobs are marking trees to be cut the following fall, nursery care, blister rust control, building and repairing roads, and roadside improvement. There are other accomplishments too numerous to mention but equally as instrumental in maintaining a healthy forest and all offer the student an excellent opportunity to use the tools of his profession.



QUOTABLE QUOTES

"Through a remarkable turn of circumstances I became acting director. I guess you could say anything is possible."

Prof. Giddings

"You can apply statistics to anything and make it legal."

Prof. Giddings

Talking about the mid-semester exam: "You'll all get A's or you'll all get D's, depending on my state of mind."

Prof. Giddings

Talking about jobs: "We're certainly not overwhelmed with job opportunities."

Prof. Giddings

"There is some yes to the question and some no, but more no than yes, I think."

Prof. Giddings

"Is that confusing enough so that we can go on to something else?"

Prof. Giddings

"We had some girls who worked in the Boston office and they had no idea whether stumpage was painted red or if it came in barrels."

Prof. Giddings

"The reason for this course evaluation stuff is to see what you can do to help the poor jokers who have to take this course next year."

Prof. Giddings

Corcoran the day he taught Fy 149: "As you may have noticed I'm not Director Giddings. He's older."

"Our first guest lecturer is myself."

Dr. Corcoran

"Dry kilns are so interesting. You could watch the air go around for hours, if you could see it."

Prof. Hale

Discussing insect damage to logs: "Munch, munch, munch, munch; Willy the Worm is eating his lunch."

Prof. Hale

"If we had not been allowed to pollute, 50 million Irishmen would have lost their lives."

Prof. Hale

"These little jets of water are known locally as p-----."

Prof. Hale

"About the only thing we can enjoy in this world is our work."

Dr. Griffin

And in Fy 8 lab: "Mark those trees like you're proud of it so that you can show everyone what a good job you've done."

Dr. Griffin

"What good is a tree if you don't cut it down."
Don Coldwell

On Prof Hale's final in Fy 14:

Q. How do you get alcohol from wood?
A. Let it rot and squeeze the hell out of it.
(Dave Baardsen)

Spoken But Not Forgotten

Summer 1971 at the GP mill in Woodland: "I'd have the bus weight-scaled but there is too much cull on it."

Dr. Ashley

Just before the first Fy 4 prelim: "Golly fellas, you really can't learn this stuff the night before."

Dr. Ashley

Describing the devious techniques of pulpcutters in Fy 5: "Believe me, I've had experience at this."

Dr. Ashley

Before a summer camp quiz: "I've heard of celebrating after a test but never before."

Dr. Ashley

Fy 5 lecture: "I see someone is more awake than I am."

Dr. Ashley

Talking about cell structure:

Pidacks: "What kind of material is it? Cellulose, hemicellulose, or what?"

Hussey: "Peanut butter."

"There are hundreds of organisms in the soil. They can't be very big."

Dr. Struchtemeyer



"I am proud to be a friend of Smokey the Bear."

Prof. Randall

Prof Randall: "Noel, define an air mass."

Rene Noel: "A large body of air with similar characteristics."

Prof Randall: "Right on, man."

At summer camp: "I thought the food was good."

Prof. Randall

Forest Pathology Lab: "The only thing that can penetrate this wall is something physical, chemical, mechanical, or biological."

Dr. Campana

Dr. Owen holding up a stuffed woodchuck specimen in Fy 19: "This is a chipmunk. . ."

FORESTRY CURRICULA



Forest Management

by

Rich Taber

A burgeoning population is putting ever increasing demands on the earth's forest resources. At the same time, environmental awareness is becoming more important among people. To effectively manage productive forests, at the same time with environmental consciousness, is the objective of today's forest and land managers.

The Forest Management curriculum at the University of Maine provides the necessary education and training needed by land managers of the future.

The typical freshmen and sophomore years stress completion of 64 hours of core requirements, the same as in the other curriculums in the School of Forest Resources. Chemistry, physics, surveying, dendrology, and similar courses are usually completed by the end of the sophomore year.

In the junior year final specialization begins with courses such as silvics, silviculture, harvesting, planting, in addition to forest policy, forest economics and timber management, during the senior year.

A total of 141 credit hours is required to graduate. 133 are compiled in the four years, with the

remainder coming during the six-week summer camp. Summer camp is held in Princeton, Maine, emphasizing field experience in practical forest subjects.

The credit hours not required by the core curriculum and forest management requirements are left to the discretion of the student. Suggested electives, however, usually are social, natural, and business subjects that will help broaden a student's outlook.

The graduates of the University of Maine are much in demand throughout the country, due to the excellent training received here. With the forest industry contributing 25 billion dollars to the national economy, a need for well trained foresters will be evident. In addition, per capita consumption of wood is increasing, as is the population. The increased leisure time of most Americans is also putting increasing demands on the forest for recreation, in the form of hunters, fishers, campers, and a host of other activities.

It is these problems to which the future forester will be confronted with, and the training provided him by the Forest Management curriculum will be used to solve such problems.



Forest Utilization Curriculum

by

John C. Junod

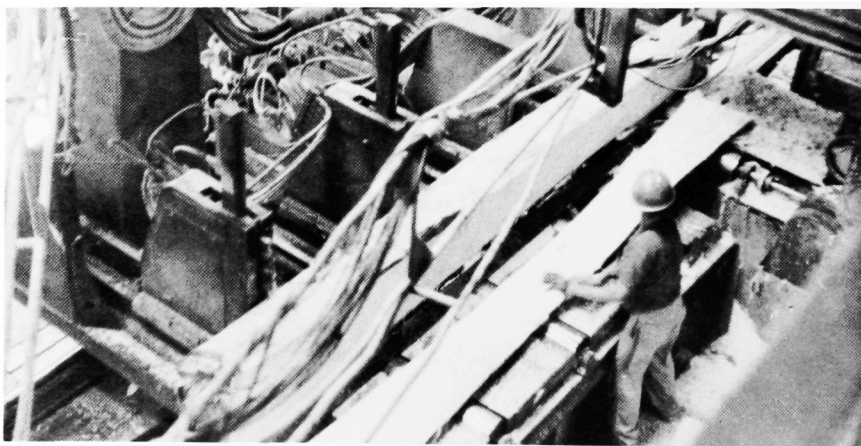
Have you ever used a cross-cut saw to fall a twenty inch white pine buried in four feet of snow? Maybe you have toured a paper mill wearing a brightly colored hardhat, not only for safety sake but also to insure that you do not get lost! Did you ever appreciate the fine anatomy of a rotten, chewed-up wooden block? Have you spent six weeks of a summer in a town known to many as Princeton, Maine, or else in small room that houses a rather large and complex machine that tests the strength properties of small clear samples of Eastern Spruce (or is it Red Pine?) Finally, the significance of a good cup of hot black coffee and a pipeful of good tobacco before a morning class is still in question. These unusual learning experiences help make Forest Utilization a most interesting and unique program of study. The program's scope and versatility offer the opportunity to the student to learn forestry both from the viewpoints of Forest Management and Wood Technology. To a certain extent the entire forestry profession is encompassed in the program's curriculum.

Forest Utilization emphasizes the growth and management of the standing tree, as well as the harvesting and marketing of forest products and basic manufacturing. From the viewpoint of Forest Management the student studies tree growth and the various forest influences. Required courses include the ever-present silvics and silviculture, forest harvesting, fire control, timber management

and evaluation and forest economics. The Wood Technology courses introduce you to the physical and mechanical properties of wood and produces of testing the effectiveness of wood in relation to structural design. Some courses in this area are Basic Wood Technology, Timber Mechanics, Wood identification, Plant Anatomy, Primary Wood Processes and Wood Preservation, with electives in process analysis and research techniques in wood anatomy and technology.

Beyond the relatively large number of basic requirements you have electives which should be chosen wisely, to benefit and supplement the Forest Utilization program. Recommended courses are computer programming, highway engineering, or some combination of business courses such as business law, marketing, accounting or advanced economics.

Forest Utilization's versatile characteristics lend the program a flexibility which the forestry freshmen and sophomores who are not sure of the direction they are going to take in choosing a career should seriously consider. In this same context, the four year utilization graduate can benefit also from this flexibility when entering the job market. In today's highly competitive society it gives the graduate a decided advantage, in respect to the greater number of job opportunities available. Amen! !



The Wood Technology Program

by

D. C. Blakeman

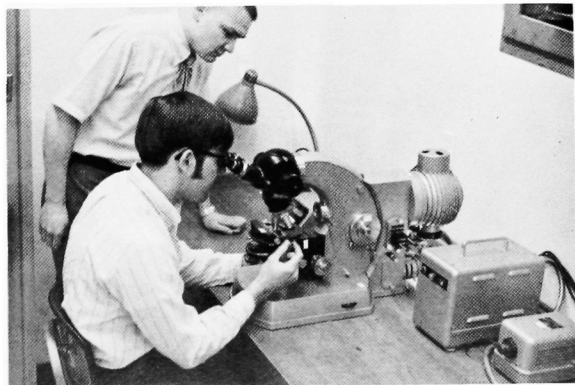
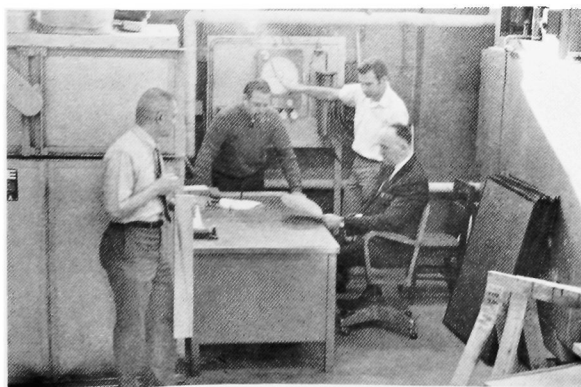


As our non-renewable sources of materials become more limited, increasing attention is being focused on those resources, such as wood, which are renewable. Consequently, the field of Wood Science and Technology has experienced increasing attention in recent years, and continues to provide considerable career opportunity. As competition for the resources of the forest has increased, the value of most forest products has also increased, and the most efficient use of wood as a material has gained new importance.

The program in Wood Technology is similar to the other professional programs in the School of Forest Resources, but tends to place more emphasis on nature, conversion, and distribution of wood and wood products than on the living tree. Through the selection of elective courses the student may emphasize either wood science, or some

aspect of wood technology, such as wood products engineering, wood products processing, or the marketing of wood products. Opportunities of Wood Technologists are also common in various state and federal services, and with the supporting firms that supply the wood industries with adhesives, coatings, and other materials. The career possibilities for graduates of the program may range, therefore, from field or laboratory research to technical sales and services.

The wood technology faculty of the School currently consists of Professors Craig Shuler, Norman Kutscha, Richard Hale, and James Shottafer. The laboratory facilities, located in the north and south wings of Nutting Hall on the first floor, are utilized for staff and graduate research and graduate and undergraduate teaching, as well as public service and short course functions.



General Forestry

by

DAVID A. BAARDSEN

General forestry is a little publicized, but very flexible curriculum which allows the student to earn a forestry degree while taking more elective courses in subjects which are of interest to him. It is less demanding than other sequences as far as requirements are concerned, but not in the knowledge gained. The burden falls on the student to plan his course of study and as such the student can use the curriculum to do as little as possible, if that is his idea of a good education, or he can use it to acquire knowledge in areas which may prove important later in life.

The curriculum has the 92 core credits required of all foresters, 15 credits of required forestry courses, and 6 credits of botany, geology, and soils. The remaining 28 credits are free electives, the most allowed by any curriculum in the School of Forest Resources. The student can use these electives to pursue courses of study in other sub-

ject areas, be they in business, life sciences, or social sciences. Specialization in areas where no formal curriculum exists (i.e. forest entomology, watershed management) is also made possible.

A few years ago a forester existed primarily to grow wood. However, with today's emphasis on the environment due to more public awareness, that attitude is changing. Multiple use is becoming an implemented policy, not just a phrase to which lip service is paid. To carry it out, the forester needs to be knowledgeable in many areas. The general forestry sequence permits the forester to get this knowledge.

It may look like an easy way to receive a degree, but with a little planning it can be a challenge, and at the same time more rewarding than other sequences. I feel that time will prove it the more valuable sequence.



Natural Resource Management

by

TED HOWARD

The Natural Resource Management curriculum at the University of Maine is part of a nationwide shifting of education priorities. Dean Robert E. Dils of the College of Forestry and Natural Resources at Colorado State University, in a recent *Journal of Forestry* article, called for the recognition of the need for the resource generalist. The University of Maine saw this need two years ago and developed a two part natural resource management program.

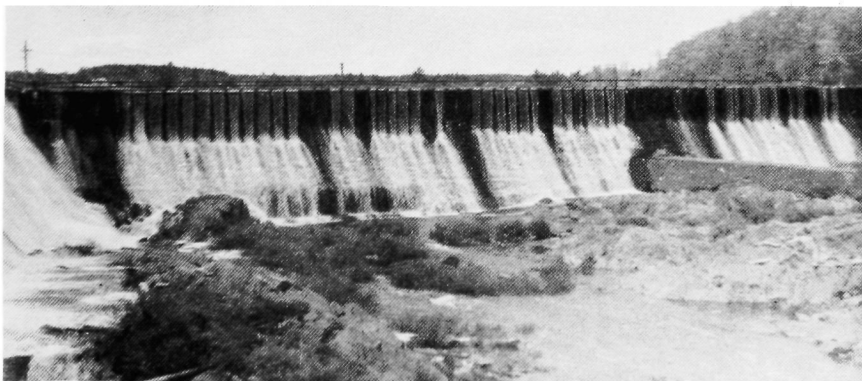
The first part of the program is a core curriculum of 61 hours in geology, sociology, mathematics, soils, philosophy, chemistry, economics, literature, and communications. The remaining hours of the 120 total are taken in one of four option fields of professional specialization: Soil and Water Conservation, Conservation Engineering, Resource Economics, and Forest Resources, which is the principle concern of this article.

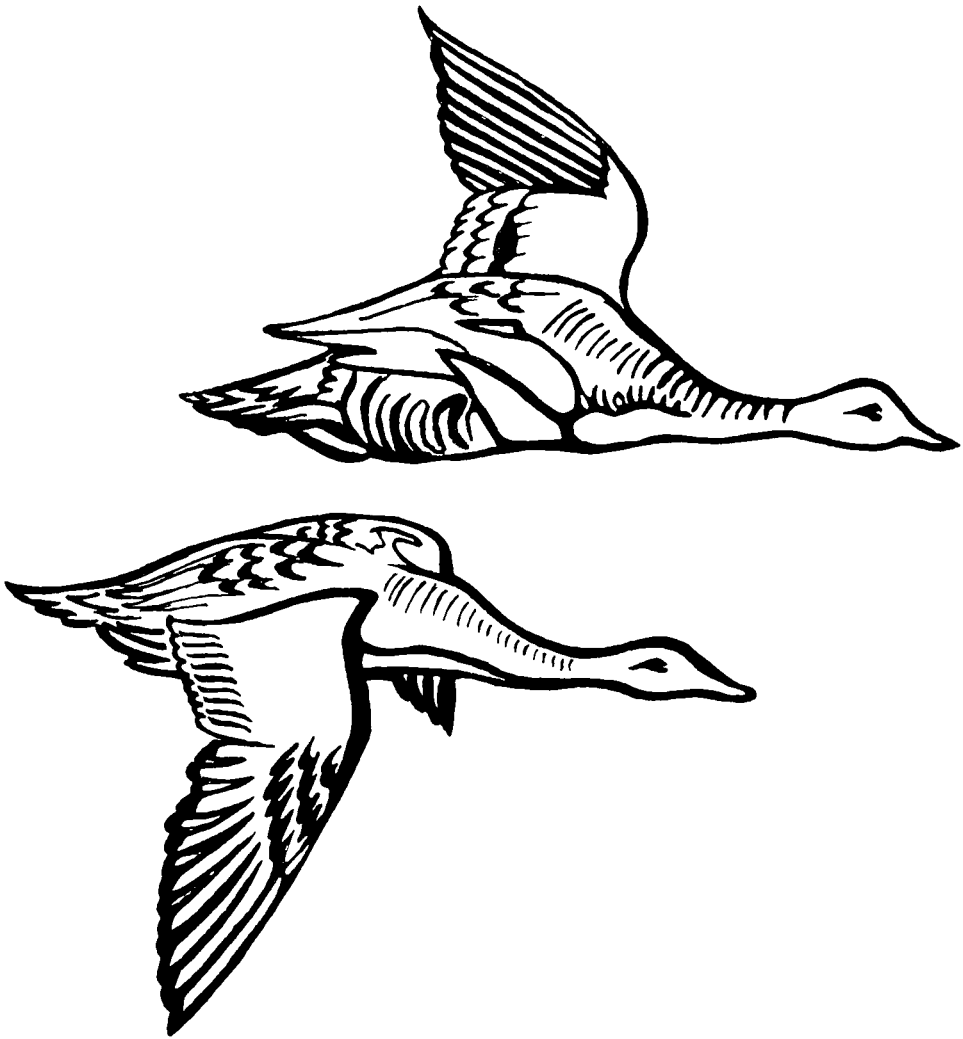
The forest resources option blends the many facets of multiple use into an integrated program designed to produce a student who is well versed in the problems of managing the total environment. While the forest manager easily handles the

decisions of the harvest, or a fish biologist plans a stocking program, it may take a natural resource management graduate to combine the needs of both specialists into a workable plan of several uses on a single area. Several of the courses in the forestry option are: forest economics, land resource economics, forest recreation, fisheries biology, contemporary environmental pollution, and silvics.

The '70s will be the environmental decade. Trained people are going to be needed to make policy decisions concerning the use of our natural resources. Career opportunities are possible in the conservation agencies including the Environmental Protection Agency, in public planning, and in education.

I would suggest that before you decide on your major that you thoroughly investigate the natural resource management curriculum. Talk to students already in the program; talk to the faculty and Dean Pullen and read the catalog. It could be that this program is what you'd hoped forestry would be about.





WILDLIFE

CURRICULA

Wildlife Management

by

WILLIAM CUTTS

The term wildlife manager conjures up in many minds the vision of a rugged individualist tramping through forest, field, and stream carrying out his duties. Others see him as a desk-bound pencil pusher, producing an endless stream of publications and recommendations. Those of us in the Wildlife Management sequence of the School of Forest Resources have found that there is some truth in both of these conceptions.

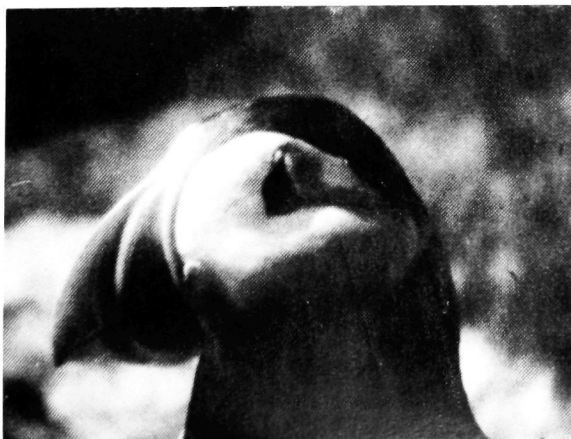
The course requirements prepare the student in those areas directly related to the development of a working knowledge of ecology and the environment. These include the 64 hours of study basic to all students of the School of Forest Resources. Such basics as Chemistry, Zoology, Botany, Statistics, and Physics are completed by the time the junior year arrives.

As the student enters his junior year his previous courses are beginning to meld into an understanding of the intricacies of the many aspects of wildlife management and of the difficulties encountered in the application of its principles. The student is also encouraged to broaden his sphere of knowledge by taking advantage of the electives now offered him.

At the close of the junior year begins an active summer of observation and field experience. The first week after classes end is taken up by a trip

outside the state, visiting different management areas, research centers and other points of interest. The following six weeks are spent at summer camp located in Princeton, Maine. This gives the student six weeks of practical field experience in forest management practices, surveying methods, recreational development, and wildlife management techniques. The student is familiarized with many of the problems at the field level that he never would have been exposed to through classroom work alone. Summer camp instills not only this knowledge and experience in the student but also a feeling of close comradeship with his fellow students and all leave the experience of summer camp with at least the memories, pleasant or otherwise.

After this comes the home stretch, the final year. The student finds himself completing his four year course of study with such courses as Game Biology, Fish Management, Wildlife Diseases, and Senior Seminar. The student begins to think earnestly now of his future designs; maybe grad school, maybe a career with one of the state or federal agencies. Whatever he chooses, he has had the opportunity to accumulate a great deal of knowledge and ideas to prepare him for it. He must now sort them out into the correct pattern to best achieve his goals.



Wildlife Science Curriculum

by

Pat Valkenburg

One way that wildlife students can get out of going to summer camp is to be in the Wildlife Science Curriculum. Of course, there's more to it than that—like keeping a 2.5 accum and making up the six summer credits.

The curriculum is designed for those students most interested in wildlife research, or for those desiring a more general background overall. Besides the wildlife, botany and ecology courses, students are encouraged to take biochemistry, statistics, physiology and computer programming. Public speaking and writing is stressed. Many students gain valuable experience in these areas through the Environmental Awareness Group of

the Student Chapter of The Wildlife Society. The choice of courses is largely up to the individual and his advisor.

No matter what track the student decides to follow, it is important for him to keep up with the current literature and research. Individual studies are encouraged, although few were undertaken this year.

A large percentage of the students in Wildlife Science are able to get summer positions on Wildlife Refuges or other government run facilities. This practical experience is a valuable part of the training and helps the individual to crystalize his plans for the future.



OUR CONTRIBUTORS

The following contributors have generously given funds towards the publication cost of this yearbook.

Moosehead Manufacturing Co.

Great Northern Paper Co.

Dead River Company

Irving Pulp & Paper, Ltd.

R. Leon Williams Lumber Company

Brown Company

Seven Islands Land Company

S. A. Messina Lumber Co.

Scott Paper Company

Windham Millwork, Inc.

Prentiss & Carlisle Company, Inc.

University Bookstore

M. S. Hancock, Inc.

Glenn H. Wing

Pride Manufacturing Company

Wilner Wood Products Co.

Maine Dowel Corp.

Robbins Lumber, Inc.

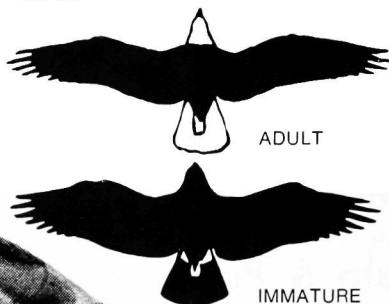
Georgia-Pacific helps keep America's symbol of freedom flying high.

You, too, can protect eagles.

The magnificent American Bald Eagles are in danger. Eagle populations are declining. Bird experts blame the eagles' problems on loss of nesting sites due to encroachment by civilization such as construction of towns, cities, highways, roads and airports; possible chemical-caused infertility; and above all, illegal shooting. It is a Federal crime to shoot or molest eagles, yet people continue to shoot them.

Found only on the North American continent, bald eagles have a wing

span of 6½ to 8 feet. They don't get snowy white heads and tails until the fourth year, so they look like hawks, which also are protected in most states. Eagles are among the most magnificent and majestic birds in the world.



G-P foresters protect eagles

Georgia-Pacific manages a successful eagle protection program on our millions of acres of timberlands from Maine to Oregon, from Florida to Washington, from Arkansas to Alaska. Our foresters locate eagle nest trees and protect them. We keep roads and people from the nests wherever possible. Our logging crews do not harvest eagle nest trees, and we leave adjacent timber surrounding them. And, to stop illegal shooting, we offer free posters to help people identify eagles.

Send for your free eagle posters

You can help by teaching others to appreciate, identify and protect eagles. Free posters are available in two sizes, 8 x 10" and 10 x 17" for landowners, tree farmers, ranchers, conservationists, bird watchers, school teachers and students.



Georgia-Pacific

Growing Forests Forever



900 S.W. Fifth Avenue, Portland, Oregon 97204

Andrew Redmond, Inc.

North Anson, Maine

9,000,000 Bd. Ft. per year of fine hardwoods and quality pine from our Maine forests.

Sawing and Processing

Compliments of

Banton Brothers, Inc.

Sebasticook Cove, Newport

**Wood Turnings
of all kinds**

Forestry Graduates and Students: You are invited to join thousands of foresters and woodland operators and find "What you need—when you need it" at:

Forestry Suppliers, Inc.

**Box 8397, 205 West Rankin Street
Jackson, Mississippi 39204**

**Quality Forestry, Engineering, and
Industrial Supplies — SHIPPED WORLDWIDE**

L.C. ANDREW^{INC}
Better Building . . . Better Living

Stores:
South Windham
Falmouth
Farmington

Mills:
South Windham
South Paris
East Hiram
West Farmington
Island Falls

L. C. ANDREW, INC.
SOUTH WINDHAM MAINE

BEST WISHES
TO THE CLASS OF 1972



NORTHEASTERN LUMBER
Manufacturers Association
Glens Falls, N.Y.

Compliments of

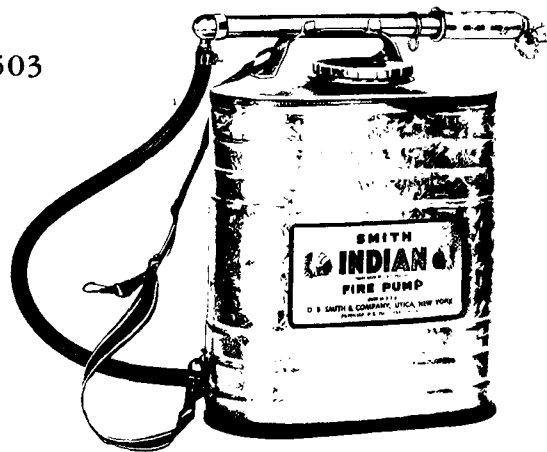
E. D. Bessey & Son
Timberlands
Pulpwood Buyers

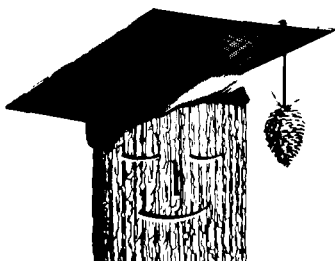
P.O. Box 154
Waterville, Maine
Phone 872-6224



D. B. SMITH & COMPANY

414 Main Street
Utica, New York 13503





WELCOME ABOARD

It is with real pleasure we welcome the class of '72 to the ranks of graduate foresters. As foresters, you are faced with a mighty challenge - problems and concepts unknown just a few years ago. Water and air pollution elimination or reduction, conservation of natural resources of all types, management of corporate forests, many now available for public recreation - the ecology and economy of the nation's woodlands.

Ben Meadows, a graduate forester himself, searches the world for new or improved equipment and supplies for foresters. He knows what a forester needs and then stands squarely behind everything he sells with his famous "satisfaction or your money back" guarantee.

Write for our catalog - over 8,000 items of interest to you. It's free to all foresters.

THE
**BEN
MEADOWS
COMPANY**
353 AMSTERDAM AVE. N.E.
ATLANTA, GEORGIA 30306



OLD TOWN PULP PRODUCTS, INC.

Box 565 Old Town, Me. 04468

Manufacturers of Molded Pulp Plates and Trays

A Subsidiary of

Owens-Illinois, Toledo, Ohio

We carry a complete
inventory of

**THE NELSON PAINT
COMPANY** products

PLASTIC FLAGGING

in many standard and
High Visibility colors.

**Norman H. Gray
CONSULTING FORESTER**
Fish Street
Fryeburg, Maine 04037

Summer Residence
East Stoneham
207-928-2804

Home Residence
North Fryeburg
207-697-2220

The Quality Name in Disposable Plates

ROYAL® *Chinet®*



FIBRE COMPANY

FORMED FIBRE PRODUCTS - WATERVILLE, MAINE 04901

PINKHAM LUMBER, INC.

Ashland, Maine Tel. 207-435-3281

Band sawn dimensional lumber
dry kilning and planing facilities

EAGLE LAKE HARDWOOD, INC.

Eagle Lake, Maine Tel. 207-444-2691

HARDWOOD DIMENSION STOCK

T. S. PINKHAM, INC.

Fort Kent, Maine Tel. 207-994-5414

LOGGING PULPWOOD

"At the gates of the forest, the surprised man of the world is forced to leave his city estimates of great and small, wise and foolish. The knapsack of custom falls off his back."

Ralph Waldo Emerson

* * * * *

ST REGIS

Maine District Forestry
and Timberlands Division
Bucksport, Maine

Compliments of

ST. CROIX PAPER COMPANY

A Subsidiary of Georgia-Pacific

Woodland, Maine

Ask your lumber dealer for
"Quoddy" brand Eastern White Pine
- Spruce - and Hemlock lumber.
It's quality controlled.

Passamaquoddy Lumber Company

Princeton, Maine
Tel. 796-2357

A division of Dead River
Company, Bangor, Maine

*Compliments
of
Bethel Furniture
Stock, Inc.*

MAINE LUMBER CO., INC.

SPECIALIZING IN DRY WHITE PINE

4/4 5/4 8/4 12/4

MANUFACTURERS OF

Roofers	Siding	Reel stock
Finish	Pattern 106	Barn boards
Dimension	Furniture stock	Bagged shavings
Panelling	Log Cabin siding	Sawdust
Decking	Clapboards	Bark

Fryeburg, Maine

**MORE FORESTERS
MARK WITH
NEL-SPOT
PAINT AND
PAINT MARKING
PRODUCTS
THAN WITH
ANY OTHER**



The next time you have a marking problem why don't you do as the thousands of other foresters do. Lick the problem with NEL-SPOT.

NELSON PAINT COMPANY

IRON MOUNTAIN, MICHIGAN
MONTGOMERY, ALABAMA
McMINNVILLE, OREGON

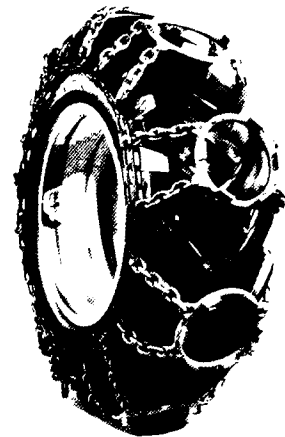
**CANADIAN CHAINS KEEP
SKIDDERS ON THE GO!**

**SUPERIOR
TRACTION
SKIDDER
CHAINS**

- Offers Up to 100% More Traction

**IMPROVES
STEERING
CONTROL**

- Reduces Accidents and Upsets



INCREASES TIRE LIFE BY 50% OR MORE

- Pay for Themselves in Tire Savings

EQUIPPED WITH ALLOY SIDECHAIN AND ALLOY COBRAHOOKS®

- Breaktest at 15,300 lbs.
- Eliminates Down-Time

Also Available — Link-Type Tire Chains and Alloy Choker Hardware

U.S. CANADIAN CHAIN CO.

Box 428 — SKOWHEGAN, MAINE 04976
(207) 474-9786

Patented

EDITOR'S NOTES

In *The Maine Forester* can be found the results of the many long hours and the trying times of people working together towards a common goal. In apathetic times such as these it is nice to know that there are still people unafraid to help their fellow man.

Thank you is again in order this year to Kathy Caron who has put in many long hours on the wonderful art work found throughout this publication. Credit should also be given to Wes Smith who did the proof reading, to Sammie and Sally who helped on layout, and to Tom Foote who did the advertising layout.

Special thanks go to Kathy and Linda who devoted much of their time to the *Forester*.

Oxford Paper Company made the publication of *The Maine Forester* a reality again this year with their generous contribution of the paper used in the text and covers. Thank you.

Thank you to the students and faculty members who got their articles in on time and thus made our job easier.

The class of 1972 represents four long and rewarding years in the School of Forest Resources. The past can be viewed as a time when we now see just what we were really doing. The future is also as undecided. However the training and experience gotten here at the University of Maine will help us achieve our goals and perhaps allow us to straighten out the mixed up world we now live in.

STAFF

DUANE A. DYER
ALAN B. STOCKLEY
LOUANN "SAMMIE" WAKEMAN
SARAH J. MEDINA
KATHY CARON
WES SMITH
TOM FOOTE
ANDREW COOPER

Editor
Photography
Layout
Layout
Artist
Literary Editor
Advertising Layout
Forest Technician Assistant

