

Forestry Wives Club, 1963



# CHANGE...



Woody-Ya-Go-Go, 1966



# BEGINNINGS OF A COLLEGE

## Steady at the Helm

by Pete Tracy

There's a tendency for one to feel that our institutions were always around. One sometimes feels powerless and inconsequential in the hallowed halls of Academia. Well, all institutions were started at some time by someone. We of the College of Forest Resources are lucky in that our particular institution is only 80 years old. This 80 years, perhaps the lifetime of a tree, has wrought a progressive series of events which project the College of Forest Resources on a steady future course.

Most of these changes were the result of hard work, inspiration, and dedication of many faculty and alumni. We are fortunate in that most of these people still walk among us. These people still bear a hand, subtle or substantial, on the wheel which inevitably propels our College forward into tomorrow's history.

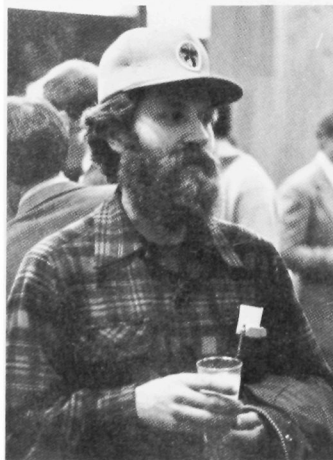
October 8, 1982 was one of the major events in the history of Maine's forest resources and the College of Forest Resources. On hand at this official dedication of the College were, of course, the people visibly responsible for this event. Speakers such as President Silverman, Vice President Bowers, Dean Knight, and Commissioner Anderson addressed the audience.

Out in the audience also were people who, though less prominent, nonetheless have a bearing on the course of our College, and the forest resources of Maine. Let's see what some of these people had to say about this event, and its impact on themselves and the College of Forest Resources.

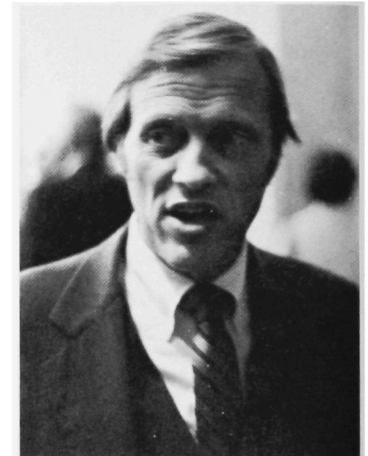
**How do you feel about the significance of this event, and what changes do you think will follow?**



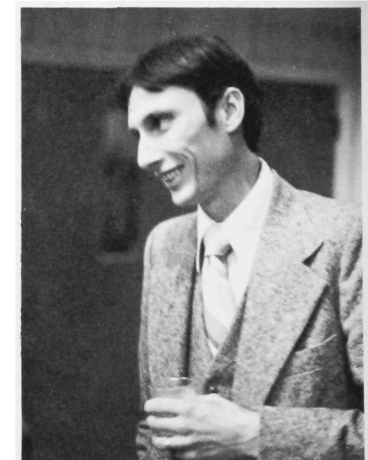
**ROB ELLS**-Student: *"A change in name obviously, but also a change in prestige for everyone."*



**PETE ORZEC**-Faculty: *"This will lead to greater status and publicity . . . an increase in money, which has already started, and more qualified personnel."*



**DICK ANDERSON**-Commissioner, ME Dept. of Conservation: *"This shows a reaffirmation of faith in forestry by the people of the state. . . . It elevates the status of the college . . . Students graduating from here must know how to deal with people as well as trees; they must know how to convince people to do the things that need to be done."*



**TOM NEWCOMB**-Student: *"Students might not feel the effects for years, but more courses may be offered, a higher caliber of faculty may occur to make us Number One. . . . It may be harder to get in and courses may be harder. These changes will be needed due to the changing technology."*



**TOM ACETO**-Director of Student Affairs: *"Now your Dean can sit at the same table as the other Deans. . . . You will have representation at the highest levels of the University. . . . Students may not notice a tremendous change, but they will be afforded a greater esteem."*



**HENRY SAUNDERS**-Alumni, citizen: *"I'm delighted to see the development that has occurred. This shows forestry is entering its most exciting era in that growth and drain of forest resources is now coming into balance. . . . The importance of the practice of forestry is increasing as is the need for professional foresters to become leaders."*

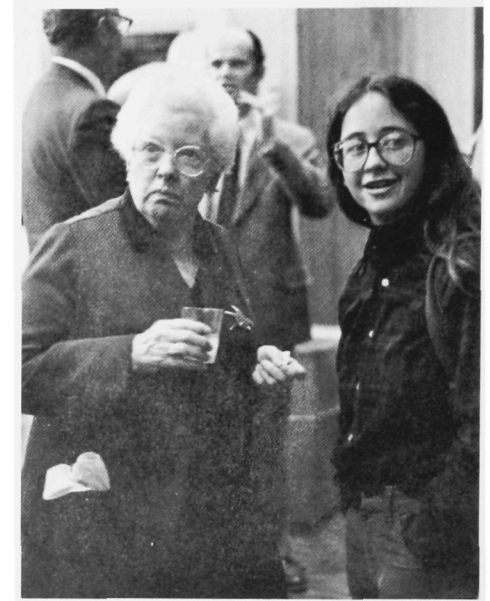


**ALBERT NUTTING**-Alumni, Former Director: *"People are thinking more about forestry now than they were years ago; 25 years ago there was no money for research. . . . This will bring more cooperation between the university, industry, and government."*

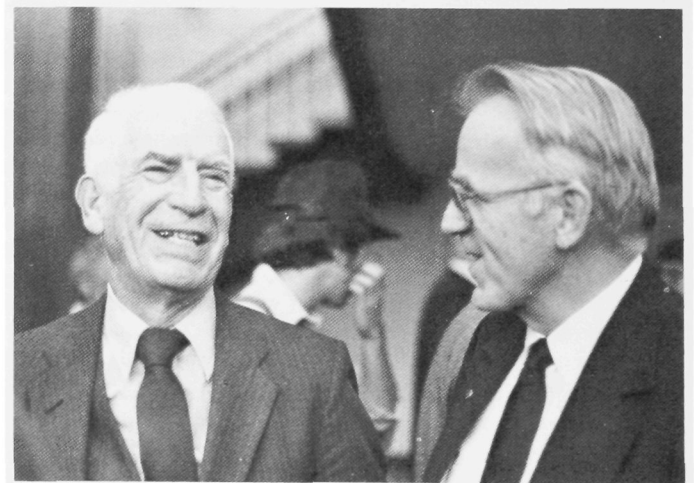
**FRED KNIGHT**-Dean: *"Planning for this goes a long way back. This almost happened 10 years ago. . . . Internally, we'll have better access to the upper administration to fight our own battles. . . . Externally, this will be a great advantage to the faculty, students, and the whole program in that we achieve equal status to other premier institutions. . . . This will help us (students) get jobs in the long run. I don't think we'll build a lot of new programs, but we will be changing the wood technology program. . . . It's important the Legislature recognize us as a college."*

**MRS. ALBERT NUTTING**-Citizen: *"We've (Albert and I) been wanting it to be a college for a long time."*

**MARGO MURPHY**-Student: *"More research money, and more prestige."*



**WALLACE ROBBINS**-Faculty: *"This will allow an increased visibility for the College in Maine and the U.S. . . . There will be more work for the faculty due to committees, etc. . . . We already have a good reputation but it can be improved."*



## “Growing Pains”

The creation of a college seems to happen instantly. On July 1 our institution was the School of Forest Resources and on July 2 it was the College of Forest Resources. Freshmen enrolling in 1983 may assume that we were always a college, and view the Dedication as a piece of history. It is natural to look with optimistic eyes toward the goals we have set for ourselves as the bearers of this new title. But adjustments within and outside the college must be made to uphold our shiny new status.

Within the college, the Division of Forestry and Division of Wildlife each has its own chairperson. We've in essence moved up one step on the administrative ladder. Interrelationships between Forestry and Wildlife will have to be strong to prevent division of the fields. It will take a strong dean to assure that people in both divisions work toward common goals, and to oversee the appointment of chairpersons who do not hold biases.

Before serious headway occurs in any direction, however, administrative positions must be filled. Many of the positions within the college are of a temporary nature, Forestry Division Chairperson and Dean, for example. Of paramount importance is the appointment of permanent people to fill these positions. This will establish leadership and facilitate forward movement of programs.

Outside Nutting Hall, we now speak for ourselves as a college. No longer is the Dean of Life Sciences and Agriculture our representative in the vice president's office. This position is positive in the sense that we aren't at the mercy of an intermediary who has the interests of other departments to consider. At the same time we must rise to the challenge of standing among other colleges in the university.

Contacts with our college extend beyond the walls of the university. The pressure is on more than ever to uphold our reputation as one of the best Forest Resources Colleges in the country and to increase student ranks.

It is important to let people in the community and other academic institutions know that we have acquired college status, and this offers another challenge. As well, we must emphasize our breadth. We are not the “College of Forestry” We offer training and research in forestry, wildlife, wood technology, parks and recreation, and forest engineering.

It is not without a struggle that we plunge headlong to encounter the challenges ahead. We have accepted the challenge and face the future with optimism but with realism. Good things do not come easily.

Jim Kelley and Chris Billis





# Sharing the Forests

by Cathy Elliott

**NEW BEGINNINGS**-for each graduate of this College these words mean something different. A job, graduate school, perhaps time off to travel or just plain relax. There is another "beginning" in our professions, one that has been evolving for many years and is now coming of age.

Every year there is an increasing number of people using the forest, in all its many forms. The forest is a place for recreation, such as camping, hiking, bird watching, and canoeing. The forest is a place for research; to discover the hows and whys of the plants, animals, insects, nutrient cycles, hydrology, and all the other things that make the system function. The forest is a place for resources; renewable resources, such as fuelwood, lumber, pulp, and game. There are forests to fill each of these functions: parks, research forests, and industrial forests.

As demands on the forest continue to increase and more people rely on a limited resource to provide for diverse activities, a tract of land designated solely for one use or another is becoming unacceptable. Where single-use policy exists, conflicts result. There is game on industrial lands, say the hunters, let us hunt there; if we do, say the owners, you'll tear up the roads, go away: there are mature trees in the parks, say the foresters, let us harvest them; but if you harvest them, say the birders, there won't be as many birds, go away: there's a deer yard here, say the biologists, let us protect it; if we do, say the foresters, we'll lose volume and the deer will eat the seedlings, go away: one use excluding all others to protect its own interests. This attitude is changing. This is the new beginning, and it is called integrated management.

On public lands, integrated management is mandated by federal laws such as the National Forest Management Act and the Resource Planning Act. On private lands, from small woodlots to large industrial holdings, owners are increasingly considering wildlife and other non-timber values in their plans. Hunting leases and fees add economic incentives for some owners. Cooperative agreements between landowners, local, state, and federal

agencies, and other organizations are becoming more common. The management of bald eagle nest sites and deer wintering areas are examples in Maine. Research projects have been initiated as cooperative efforts among state and federal agencies, universities, and forest industry to provide answers to specific management questions. Other factors, such as soils, hydrology, recreation, and aesthetics, also need to be considered in research and management.

The forest ecosystem is complex and dynamic, each part connected to every other part, directly or indirectly. The professions of forestry and wildlife, therefore, are also related, the actions of one affecting the actions and reactions of the other. Our knowledge of the interrelationships, biological, physical, and social, has increased, but there is still much we do not know. We need to be aware of these relationships and learn as much as possible about them, during both our academic and professional careers.

There are often misunderstandings between foresters and wildlifers, a combination of lack of knowledge, differences in objectives, methods, and desired results, and an unwillingness to compromise or try something new. Most important is a lack of communication. It is only by discussion that alternatives can be suggested, reasons for and against put forward, and agreement reached on the best way to achieve the goals of all concerned. This must be done early in the planning process, to avoid the cost of reworking plans, to prevent environmental damage that may take years to repair, and particularly to develop a good working relationship among the various interest groups and avoid animosity.

Integrated management. By working together, becoming involved, we can make it a reality instead of something talked and written about. Forests mean many things to many people. As resource managers, not just foresters and wildlifers, we have a professional responsibility to ensure that the forest, its inhabitants, and functions are perpetuated for the future. So let's get involved, let's work together, let's begin.



# Speech to a Freshman Forestry Class, Year 2003

by Tom Newcomb

When my father went to college there were three common career choices in the field of forest resource management: working with people, objects, and data. He was exposed to many working environments while at school. He learned to work with people in classroom laboratories and in the field. He also had experience working with logging equipment, measuring devices and, of course the natural resources themselves. But it was the working with data he found so monotonous and unrewarding. He wanted to pursue a career in forestry that would be challenging and future oriented. Today he owns a successful consulting firm. His area of interest is working with data. I asked him why he chose to work with data since he once found it to be so boring. He said, "There was always a great need for people to handle the mountains of data gathered in the field. But what really changed my mind was the use of the computer. When I went to college the computer was just starting to be used by foresters. No one knew its full potential."

I found an article in his 1983 college yearbook about the use of computers in forest resource management. The following is an excerpt from that article.

*It all started with vacuum tubes and miles of wire and within a few decades what took square yards to hold can now fit into square millimeters. Computers are attributed with many remarkable powers. However, all computers, whether large or small, are only a collection of electronic components which have three capabilities. First they have circuits that can do arithmetic. Second are circuits that can make decisions. The type of decisions a computer can make are in the form: is something greater than, less than or equal to something else. Finally, all computers have some means of communication. This communication is done through all types of input and output devices.*

*If this is all a computer can do, then why do we use them? One reason is speed. A powerful computer can perform 20 million additions per second. It would take a person, working 40 hours per week, 17 years to perform that same amount of additions.*

*Another reason is their accuracy and reliability. Occasionally an electronic component may fail, but almost always the errors that do occur are a result of the user. The most important reason computers are so widely used today is that almost all big problems can be solved by solving a collection of little problems, one after the other. Moreover, solutions to these little problems can be obtained using the very limited capabilities possessed by all computers.*

*Computers are now being used in all aspects of forest resource management. In administration they are used for accounting and payroll. Word processors are used to produce letters, reports and the myriad of forms that are used daily. The field of biometrics has become highly dependent on computers for statistical analysis.*

*All types of wood products production from paper to lumber have been affected by the computer. Sawmills are equipped with computer operated circular saws and computer assisted scanners to choose the best side of the log to be cut. In modern paper mills, computers regulate all types of machinery. The quality and quantity of paper produced is regulated by computers. The production process itself is simulated by computers to provide decision making information. Computer graphics are being used for mapping the natural resources. Data bases are built from digitized maps. Different information from existing data bases can be overlaid on a base map. Maps are drawn at high speeds with the user defining the scale, line type colors, labels and legend. The computer is becoming commonplace in the college environment and has great potential as a teaching tool.*

Now I realize, as freshmen, you studied all this ancient computer history in grammar school but it helps to put things into perspective. In college you will build upon your computer background to develop your skills as professional natural resource managers.

During your first semester you will learn about modern computer memory capabilities, commonly known as 'bubble memory.' Bits of information are stored in the molecules of certain liquids with

*"If the aircraft industry had evolved as spectacularly as the computer industry over the past 25 years, a Boeing 767 would cost \$500 today, and it would circle the globe in 20 minutes on five gallons of fuel. Such a performance would represent a rough analogue of the reduction in cost, the increase in speed of operation, and the decrease in energy consumption of computers."*

Scientific American Magazine  
December 1982



an instantaneous access time. You will learn to modify your own computer to get access to this memory. Mensuration will be self taught through your computer as well as all your math and statistical courses. You will not need to buy any textbooks since our memory banks contain every book and magazine article ever written. Your fourth and fifth years of college will be spent working at a natural resource management center. These centers, scattered throughout the state, are primarily research and development organizations providing housing and on-the-job training for students. But they also produce lumber, paper and other chemically derived wood products. At these centers you will learn about the latest innovations in wood products production including robotics, laser beam technology, satellite imagery, microprocessors and computer graphics design. In the early 1990's when all the woods roads were banned, it was hovercraft technology combined with computer design that provided the transportation of raw materials and personnel to and from the field. At the centers you will design and build your own solar powered hovercraft.

Your first three years of course work will be combined with your work experience at the center to provide the foundation for your thesis. I would encourage you to choose your thesis topic early if you haven't already. In 1982, when my father was a senior in college, few foresters owned or even knew how to use a computer. Today we know that every facet of our lives is in some way influenced by the computer. But it was in 1982 that a famous weekly news magazine broke tradition and instead of naming a person as the 'Man of the Year' they named the computer as 'The Machine of the Year.' How little they knew or believed was possible.

## New Beginnings

From the womb we all came  
Right from the start  
Where they gave us a name  
And a pump called a heart

From there we did grow  
Every inch of the way  
Where we learned how to know  
And take each day by day

When we got to age five  
They took us to schools  
Where we learned to survive  
And handle life's tools

They taught us to read  
And gave us a book  
Where we learned the need  
And the time that it took

Then they taught us to write  
So they gave us some lead  
At first it was a fight  
And then something we dread

They taught us to add  
And we learned the new math  
That seemed like a fad  
Which would take its own path

After thirteen years  
Of learning that stuff  
We wound up the gears  
And said "not enough"

We came up here  
To start over again  
To find a career  
And something to yen

At first we all thought  
That wood was to burn  
Before the books we bought  
Had something to learn

So we started to go  
To those God-awful classes  
Where we'd sit in a row  
And group in great masses

Some of us went  
To learn of the trees  
While to others it meant  
The birds and the bees

After four long years  
And to some maybe more  
We fought off the fears  
And put knowledge in store

To some this may be  
The end of the books  
With a B.S. degree  
And too few job hooks

But this is no where near  
The end of the track  
We should have no fear  
Over a job we may lack

It takes time to find  
A place in your niche  
Where the job of your kind  
May be digging a ditch

No matter where we are  
In future days gone past  
And no matter how far  
We have a link that will last

It is only a base  
That link in the chain  
Which will steer our pace  
From our schooling in Maine

Most do not see  
The direction just yet  
Of what we will be  
And the lives we will get

We came up here  
To learn through and through  
To find a career  
And beginnings all new

Thomas H. Burrall



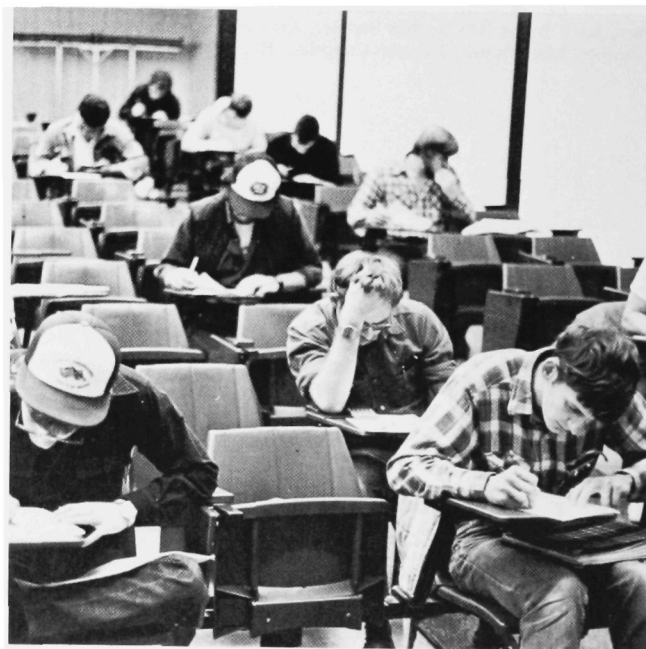
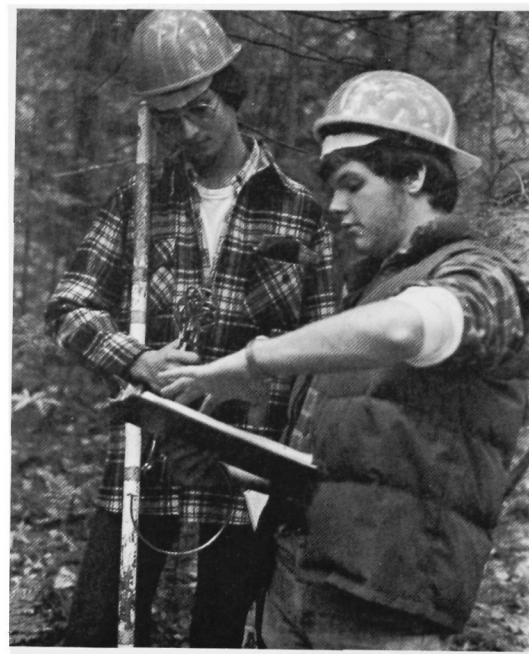
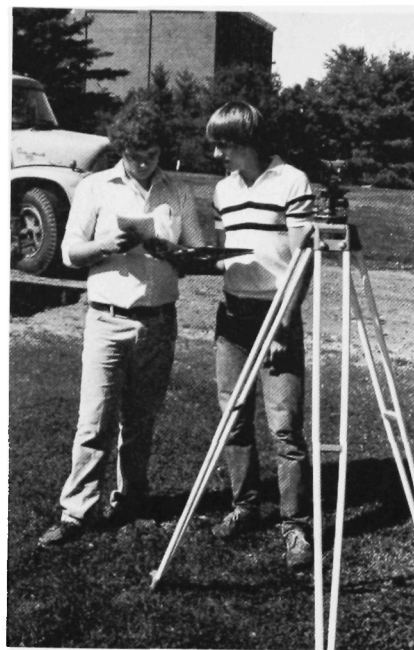


"She was rambling on in this way when she reached the wood: it looked very cool and shady. 'Well, at any rate it's a great comfort,' she said as she stepped under the trees, 'after being so hot, to get into the — into the — into what?' She went on, rather surprised at not being able to think of the word. 'I mean to get under the — and this, you know!' putting her hand on the trunk of the tree. 'What does it call itself, I wonder? I do believe it's got no name — why to be sure it hasn't!'"

Lewis Carroll  
*Alice's Adventures  
 in Wonderland*



# under grads



# Freshmen



FRONT: Eric Hansen, Bruce Noddin, Patty Minnehan, Susan Shoppe, tish carr, Kara Burns BACK: Jim Sappier, Rich Helfin, Norman Lewis, Scott Gunther, Lisa Clough, Herman Cappelán, Brian Peters



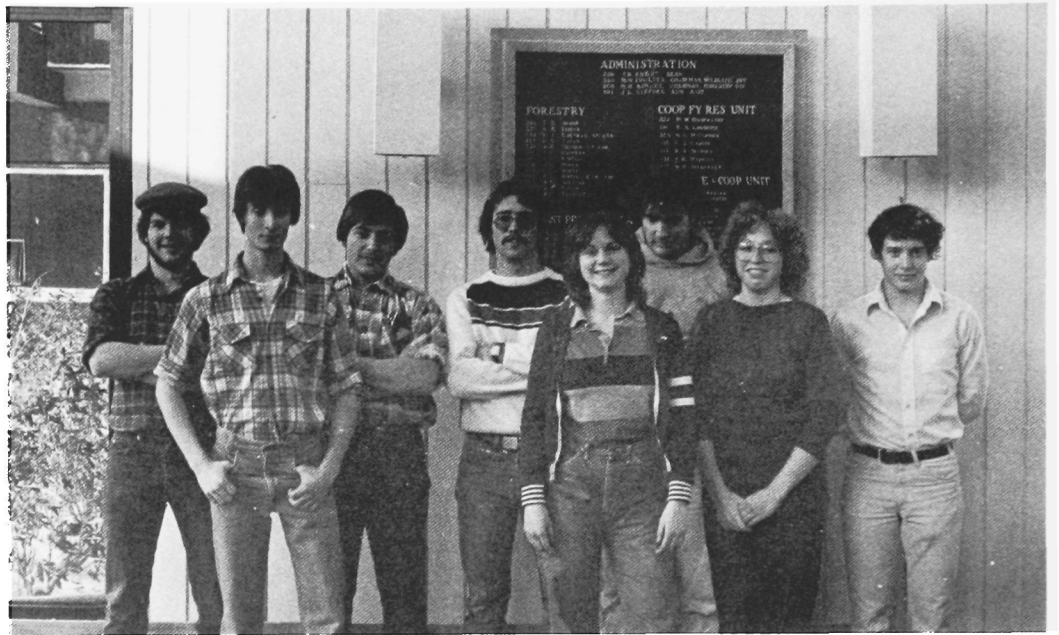
Sarah McMahon  
Vicky Caton  
David Johnson  
Terry Thomas  
John Hawke

Mark Eisenhower  
Greg Schwartz  
Mark Vermeul  
Bruce Gingrich  
Walter Troop  
Scott Hall  
Brett Roberts



*The leaf blade's connected to the petiole, the petiole's connected to the . . . A S40°E bearing with an 18°W declination would have a true bearing of S22°W only in theory, not in practice, lab or on tests . . . Fogler Library? I thought they made coffee . . . How are we supposed to know how old a woodcock is, I can't even remember how old my sister is . . . Aww, come on Ron, why can't we joust with range poles? . . . I'll trade you a black oak for a red maple . . . It does get easier after FY1 lab, right? . . . If you want a 5 page term paper, is that 5 pieces of paper both sides of 5 pieces of paper on 1 side? . . . I still don't know how to throw a chain but I can roll it up pretty good . . . Do we need a divider too or just the compass? . .*

*Which scale are we using, percent or tropical?  
 . . . What happens when you're using a staff  
 compass and it's rocky and there isn't any way  
 to stick it in the ground? Do we still have to do  
 the lab? . . . Do we have to wear our hard hats  
 in class? . . . My brother used to date a girl  
 from chi square . . . Is there life after FY1? . . .  
 Night tree identification is "Yea, this one feels  
 like a maple" . . . Hey, Ron, why does Nick  
 have so much hair and you have so little? Have  
 you been wearing your hard hat too much? . . .  
 If we wear our hard hats too much will we look  
 like Ron Tebbetts? . . .*



FRONT: Mike Manutsa, Barb McDonough, Lynn Cochran BACK: Dave Waddell, Pat Adams, Greg Bernard, Willie Wildlifer, Bruce Budworm

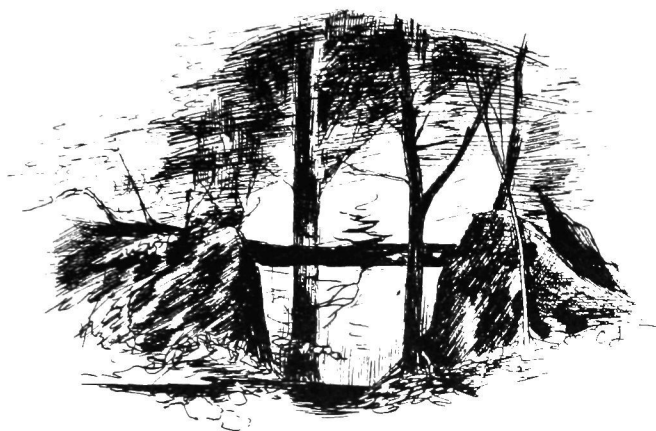


Steve Bumps  
John Milnes

Ray Pratt  
Scott Johnson  
Erich Pfalzer  
Bill Wheeler

Steven Babb  
Walter Haines  
Tim Allen  
Pat Bates





FRONT: Kathleen Redmond, Theresa Tenney, John Roderick MIDDLE: John Stanton, Tim White, Scott Walsh, Duane Snell, Cindy Pucket, Jeff Farrin, Kelley Hale BACK: Trent Hutchinson, Phantom Forester, John Sawyer, John Augustiane, Tom Sullivan, Freddy Forester, Chris Dow, David Allen



Jeff McEvoy  
Andy Fieneger  
Brian Dermody  
Andy Weik  
Tim Dillon  
Andy White  
Jonathon Minott  
Linda Rosenburg  
Chrissy Spurr  
Rhett Ewer  
Gareth Merrick  
Mike Young  
John Boucher

Steve Guthrie  
Paul  
Dave Fournier



# First-Year Technicians



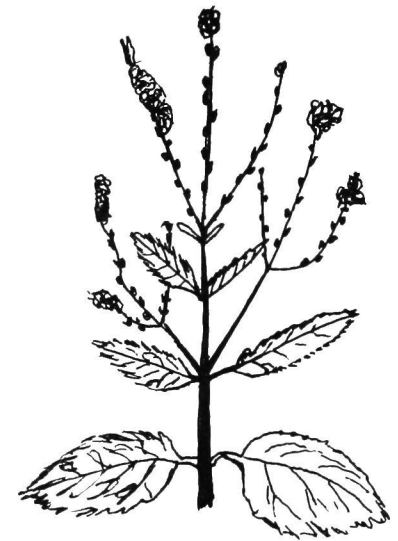
BACK: Dave Clapp, Chris Taylor, George Harris, Larry Martel, Brian Keir, Steve Babson, Rod Gallent, Barney Suman, Jeff Tilton MIDDLE: Jeff Peacock, Ernie Plowman, Steve Galloway, Brent McCleod, Mark Brown FRONT: Pat Boyd, Jeff Deering, Jim Reinert, Mark Gelbert, Jeff Trickey

The Forest Management Technology program prepares students who enjoy outdoor work for rewarding careers assisting professional foresters manage natural resources. Graduate technicians receive an A.S. in Forest Management Technology and perform such jobs as timber cruising, scaling and marking, surveying land lines, construction and maintenance, logging foremen, fire, insect and disease control, park and recreation work, and assisting in research. The technician works alone or with experienced foresters at the foreman or superintendent level. Technicians are experts at field work and data collection. With time they become the eyes, ears and legs of the professional land manager.

Rich Loukes  
Lou Durgin  
Bob Lemieux  
Tim Cobb  
Craig Kroot  
Rocco Pizzo  
Jon Cote  
Ed Orcutt  
Rick Ellsmore

Becky Newell  
James (J.D.) Young  
Mia Mukies  
Raphael Sockabasin  
Wayne Smith

Larry Faulkes  
Daren Turner  
Paul Brin  
Joe Rosolino

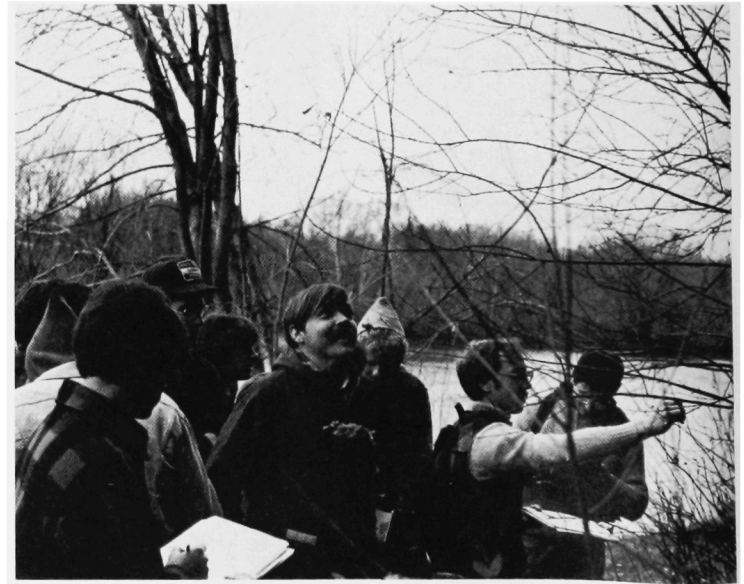


## Sophomores



FRONT: J. Rafuse, Tim Bowman, Jon Swenes, Jim Moulton, Ramona Morrisette, Andre Ouellette, Marlise Mahon, Koren Burling, Thayne, Phil Aberdroth BACK: Matt Stamp, Scott Cates, T. Joyal, Dwane Gibbons, Doug Cook, Dave, Glenn Ginter, Eric Myers, Doug Kane, Durt Eilo, Jim Berdeen, Francis Brautigan, Lisa Toothaker, Whitney Marshall

*Sure You Can . . . I says Ron . . . Move it right.—No, No . . . Your OTHER right . . . Call me J.D. . . . Because so many of you are Applied-oriented . . . The People must Die: Mother Nature . . . By the way, my name isn't A . . . It's Andy . . . Ray says to Bob, "we found out that you're the missing link in the evolutionary chain" . . . Shawn's mother chews Beechnut . . . The standard deviance = T.B. or FY4 or TB  $\times$  4 . . . I'm headed for know Nuttin' Hall again . . . And Tom said, "Let there be Trees." . . . Dr. Ambiguous comes through again this year, "But don't quote me on that."*





Pete Dinary  
 Craig Compton  
 Gerry Duffy  
 Pat McCormack  
 James Vitile  
 Andy Martin  
 Bill Labich  
 ?  
 Mike McCarthy  
 Joel Tripp

Clarissa Graham  
 Chuck Kraske  
 Edward Jansury  
 Kevin Flynn  
 ?  
 Brian Gray  
 Susan Torrisi  
 Krista Mailman  
 Wayne Chubb  
 Patty Minnehan  
 Laura Lundberg

P.J. Mahon	Anne Chamberlain
Anita Nikles	Ray Potter
Eric Grant	Pat Arnow
Ellen Payne	Bob LeCompte
Anita Roberts	Paul Cullen
Ed Dunlavy	

Doug Hein  
 Charles Caron  
 Dave Walker  
 Andy Pottle  
 Mark McElvoy  
 Tim Post  
 Paul Wheeler

K. Dauber  
 Jerry Garcia  
 Pete Johnson  
 Dave Peiterson  
 Doug Davison  
 Ray Davies

Phil Gauzhack  
 D. Stevens  
 Mark Bhamerlain  
 Darrell Smith  
 R. Ashburn

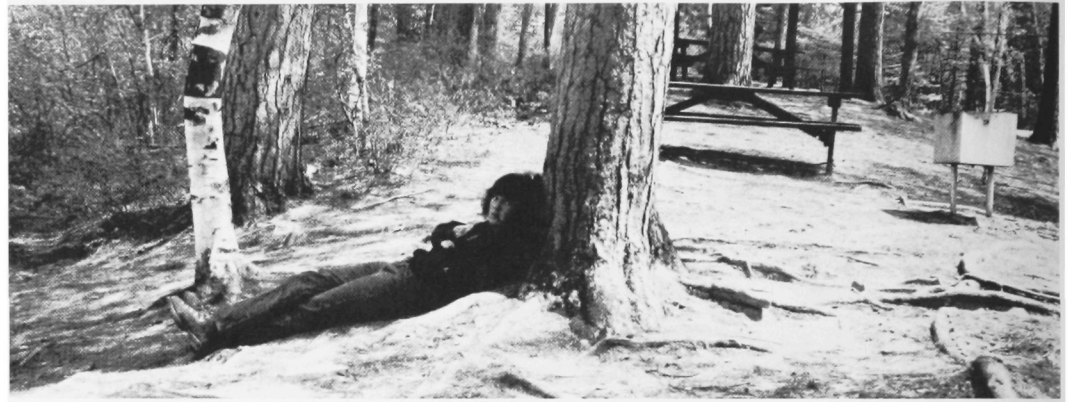


# Forestry Summer Camp



Forestry summer camp for 1982 saw some organizational changes from previous years which affected everyone involved. It meant that Ron Tebbetts was blessed with 74 students in Bridgton who learned small woodlot management, that more rain means more mosquitoes, and that the Bridgton Academy Faculty puts together an awesome softball team. Dr. Knight's "Weevils Bug Me" tee shirt was the highlight of his entomology lecture while visits by Dr. Griffin and Prof. Hale provided silviculture and mill tours respectively. Fearing the cook's wrath, we all learned to remove our hats in the dining commons and never to put mayonnaise on our sandwiches until we were safely out of the building.

The 24 of us who attended the second half of camp found ourselves in Orono, spending most of the three weeks doing every type of sample plot imaginable on the University Forest. In between countless reorganizations of the tally sheets there was time to learn a few harvesting techniques, including the way trees are felled in Sweden. The day spent at Nicatous to construct and install a fishway provided a break from life at Orono. Naturally the cable system used to install it had to be exhaustively tested and one smart forester found out it was a quick way into the river.



*I think we should use your car to test this bridge.*





Which one's the brake?!



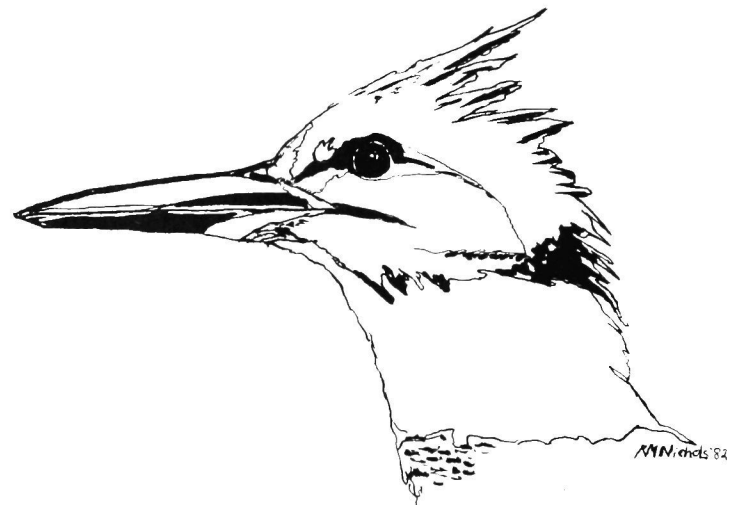
*Are you sure nobody wants to stop at the gem shop? . . . Don't get any ideas, the owner of the store won't sell any of you beer . . . If you have any questions, don't ask me—I'm just a dumb forester . . . Now I know that people always make fun about how I always talk about the loblolly pine, but . . . I think "slash and burn" would be the most effective form of management here . . . One in fifty error of closure isn't that bad . . . is it? . . . The worst thing is that we actually have to pay to do this . . . Don't wear your hats in the dining room or the "chef" will get mad . . . Could we have some more wheat bread? . . . Hey, Ron, you didn't tell us these guys knew how to play softball! . . .*



## Wildlife Summer Camp



When the College of Forest Resources was officially recognized on July 1, 1982, several dedicated wildlife students were completing their six week Wildlife Summer Session at the Maine Central Institute in Pittsfield, Maine. Under the guidance of Scott "Lincoln Sparrow" Melvin and Dave "Quick and Dirty" Knupp we brought techniques learned in the classroom into the field including radio telemetry, electroshocking, vegetative sampling, and estimating populations of everything from ruffed grouse to earthworms. The brown rocket and accompanying chorus took us to Madawaska Marsh for a wetlands study, Swan Island to estimate a deer population and observe the banding of an eaglet, Damariscove Island for a very wet eider count with Dr. Gilbert, Fyre Mountain to estimate grouse populations, the Hartland Tannery and treatment plant, and the famous Downeast Expedition which included a stop at the Greenland Fish Hatchery, the Predator Project in Cherryfield, and a study of coastal ecology. Many learning experiences helped us develop our professional attitudes, although there were some lighter moments. The Melvin-Knupp frog jumping contest, Dr. Coulter's lesson on the consumption of Jack-in-the-pulpit root (with help from Dr. Owen), the misfortune of "Harvey the Baby Killer," and the bog lemmings during Dean Knight's presentation will be long remembered as part of the 1982 Wildlife Summer Session.





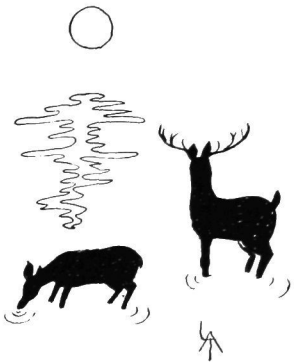
*"Quick and dirty 1982" . . . "On the road again" . . . Baby duck killer . . . "Did you hear the one about?" . . . Bog lemmings . . . The Lincoln sparrow "Hay Lade, Lade, Lade, La!!!" . . . "Have you tried ignorant slut?" . . . "How do you do you do my name is Sue!!!" . . . Oh mute! . . . "Oh shit!" . . . Climbing terminology . . . "At least we got white bread" . . . "Homogeneously mixed" . . . "What should we wear?" . . . The WSS Love boat . . . "Has anyone seen my monkey?" . . . "This is a good mark-recapture project" . . . Fich without bicycles . . . "The only reason we ask that you wear you pfd's is to save the time and money in dredging the river for the body." . . . The Brookline Red-eyed Verio . . . Look at me, in the tree,—shut your face!*



# Juniors



Jim Cofske  
Al Thibeault  
Chuck Tery  
Tom Small  
Niel Frederick  
Stan Mahoney  
Mark Michaels  
Rich Vannozzi  
Carl Balduf  
Bob McHose



John Leslie  
Headless Forester  
Ed Haddad  
Melissa Murphy  
Ward Smith  
Margo Murphy  
Sue Anacker  
Peter Domino  
Sue Elias  
Avant Mehta  
John Mills  
Sandy Tonnessen  
Dave Kane





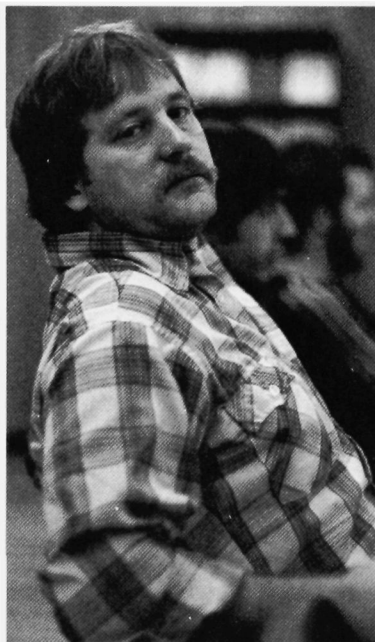


Clarissa Graham  
 Jim Favreau  
 Darrel Smith  
 Steve Salisbury  
 Tim Nunn  
 Julie Conlan  
 Kenneth Brain  
 Cheri Meinsen  
 Gifford Leopold  
 Cathy Clark  
 Kurt Penell  
 Scott Christensen  
 Andre Ouellete  
 Rich Bizier  
 Kerry Kish

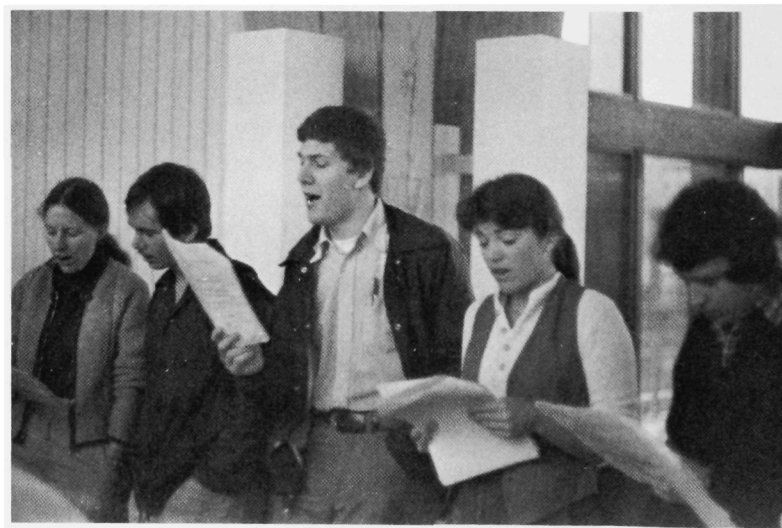
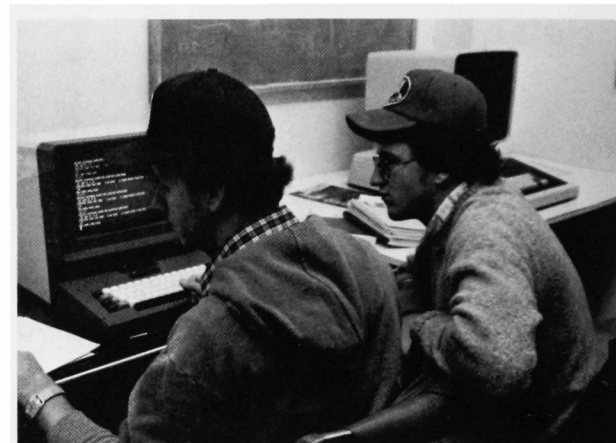
Larry Maurais  
 Alex Diotte  
 Brian Benedict  
 Ron Ashley  
 Dale Robbins  
 Keith Morse  
 Kevin Hollenbeck  
 Dave Harvey  
 Randi Dunn  
 Dave Abbott  
 Tina Kryzna  
 Lisa Craven  
 Dave Maddocks

*"Um, you stumped me on that one" . . . Oh no! I never oiled my D-tape . . . Where do I go to sign up for FY 212? . . . "No, it's not reasonable. Just memorize it" . . . I can't wait for another lecture with "crusty, pipe smoking Dr. Griffin" . . . Why do we have to take Forest Recreation? We already know how to have fun! . . . Hey Mike, how many turns in a K-turn? . . . Were you a three-weeker or a six-weeker? . . . Does Ward ever wear his jacket? . . . "Sleepy" Vannozzi strikes again . . . Have you figured out the BA9 case problem yet? . . . Just think, only one more year till unemployment.*

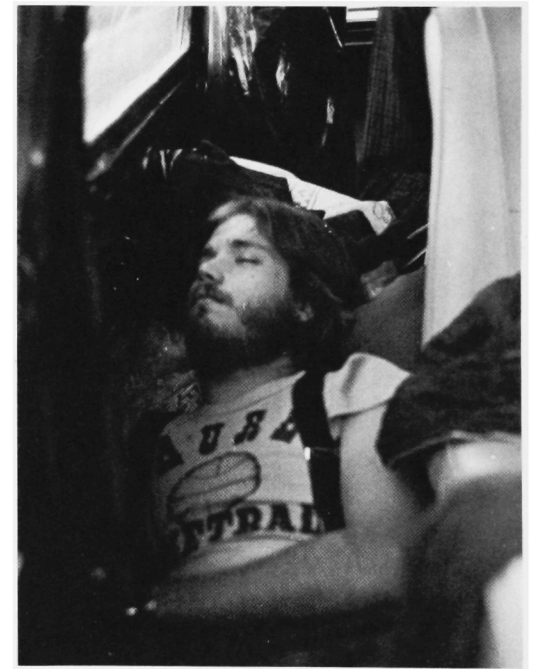
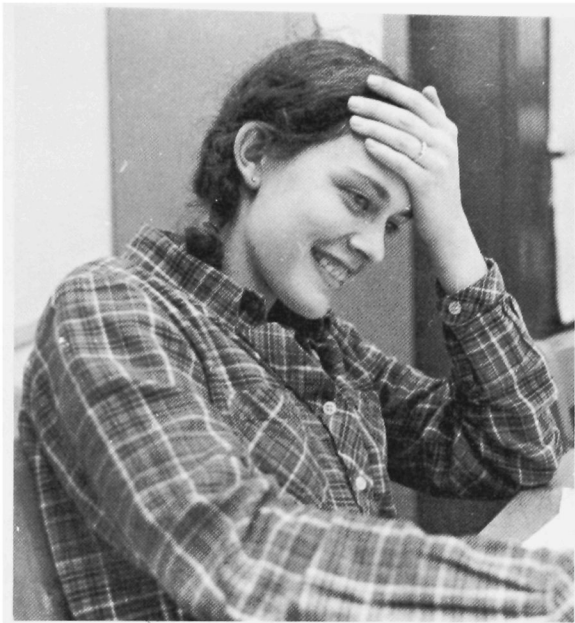




*"I never think of the future – it comes soon enough."*  
 Albert Einstein



# Seniors





Tom Burrall  
 Dave Graves  
 Pete Hedrich  
 Chris Lane  
 Lou Greco  
 Greg Galing  
 Beth Reed  
 Dave Radley  
 Cheryl Purvis  
 Tom Newcomb

Dennis Andrews  
 Chris Billis  
 Faith Allen  
 Pete Tracy  
 Sue Leinweber  
 Jean Reams  
 Cindy Lynch  
 Todd Chamberlain  
 Mitch Michaud  
 Carol Redelsheimer





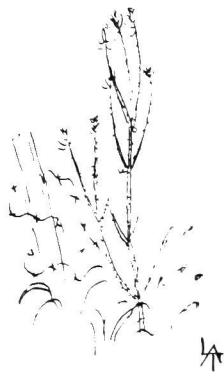


Brad Kiles  
 Carl Thurnau  
 Paul Porada  
 Mark Moser  
 Jim Hambrook  
 Laura Schmidt  
 Dave Pooler  
 Dave Brown  
 Rich Fitz  
 Mary Kay Allen



Russ Shultis  
 Bill Miller  
 John Quigley  
 Chris Billis  
 Carol Redelsheimer  
 Taylor Martens  
 Don Russel  
 Dwight Danie

Jean Reams  
 James Yearwood  
 Mary Reidy  
 Faith Allen



Doug Fox  
Dave Walsh  
Jim Stewart  
Per Fodnaess  
Steve Elliott  
Jim Evans  
Dwight Danie  
David Prescott  
Kevin Allcroft  
John Cross



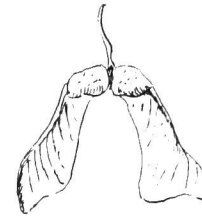
Bruce Blye  
Elaine Taggart  
Bill Jarvis  
Sue Leinweber  
Steve Hambleton  
Jon Gates  
Mary Gaudette  
Mike Hammond  
Jeff Celia  
Larry Durkin  
Mary Ladstatter





Ron Mack  
Scott Lowell  
Rusty Dyke  
Scott Fletcher  
Bill Roebelin  
Dennis Hingman  
Andy Cobb  
Jim Kelley  
Tom Aucoin

Wendy Moynihan  
Carol Shaw  
Dianne Porter



Steve Elliott, Dave Walsh, ?, Barbara Woodcock, Lorraine Moon, David Prescott, Chuck Raymond, Mike Wolcott, Tony Field



BACK: Raymond J. Reynolds, James Rose, Todd Richardson, James Doane, Patricia Brown, Elaine Taggart FRONT: Mary Norton, Kathy Belisle, Candee Zaninetti, Polly Nash

## New Beginnings

by Tom Burrall

Commencement . . . As seniors, the word has a double meaning. The cap 'n' gown ceremony pervades many minds as we near the grand day. This commencement isn't nearly as important as the commencement we will be undertaking following the ceremony.

Commencement is a beginning . . . a start. It is the act or process of bringing or being brought into being. It is the time when something begins or is begun. It is the source or origin of something. It is the early or rudimentary phase.

We underwent this process as freshmen and we will be challenged again as we pursue our goals.

That brings us to another important word . . . GOALS. These are what we are striving for. Whether our goals are based on our studies in the natural resources or not, we should be challenging ourselves to lengthen our stride to achieve our goals.

If we reach all of our goals, it will be time to set new ones. We must keep reaching, keep stepping and keep striving for goals.

As natural resource people, we have been educated to look at the whole picture. To a degree, we are biologists, botanists, businessmen, cartographers, chemists, ecologists, economists, entomologists, geologists, pathologists, physicists, silviculturists, soil scientists, statisticians, surveyors, taxonomists and zoologists.

This list is only a beginning, a commencing of what we are and what we will be. The list must not stop here. Each of us is many put into one. We need to keep building on our foundation.

We may build vertically on present knowledge and we may expand our foundation horizontally to capture a wider scope for further building. We will all likely do both on the path to achieving our goals.

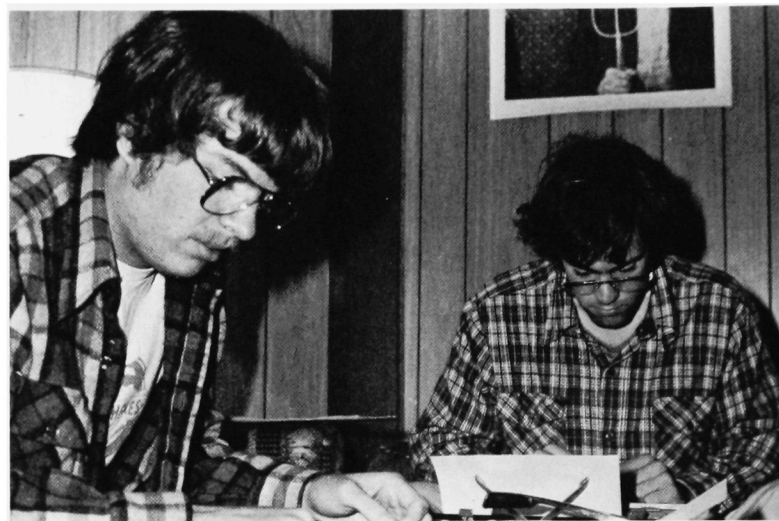
It is human nature to enjoy beginnings. Wide-eyed people anxiously gather to watch the cutting of a giant tree in a forest. The climax builds as the tree begins to descend. The intensity peaks as the tree's path is crackling crescendo, making its way to the forest floor. Abruptly, the cutting is over. The intensity and the anxiety are gone.

For the precious few moments from climax to end, the people were in ecstasy. Suddenly, it ended and the feeling was "Wow, now what?"

Like many things we begin, we strive and strive and strive, pushing for the end and when it's all over, we sigh with relief, gratitude and happiness to applaud our accomplishments. The ends are only met when the goals are reached and when they are, we feel success in our pursuits. Then "Wow, now what?"

Regardless of level, students strive for that last class and that last exam. As seniors, this level of intensity is no higher. We begin to see the light at the end of the tunnel. We see caps 'n' gowns and then we burst the academic bubble.

Soon it will be all over. We will have reached one of our many goals. Then it will dawn on us. "Wow, now what?"



It is a matter of commencing, pursuing and reaching our goals. Then "Wow, now what?" It is one cycle which will spin for evermore. It is all a matter of New Beginnings. And as seniors, our newest beginning is not far off.