Professionalism—A mythical image

by Maxwell McCormack

Professionalism, it isn't chewing bubble gum in public. It's not sloppy appearance, crude language, or a job carelessly done. So often, professionalism is described through examples of exclusion. Rarely do we hear actions or conduct commended for being professional. In everyday practice we seem to know what professionalism is not, but we have difficulty identifying examples and standards which demonstrate what it is.

Professionalism, a mythical image which defies our definition. An image in which we attempt to incorporate a mixed bag of commitment, conduct, conscience, knowledge, and devotion to principles. We avoid a head-on confrontation with distinct definition and complete the ill-defined circle by making vague references to professionalism.

Profession, professional, professionalism—can they be defined and applied to those of us concerned about managing the forest resource? A profession is composed of individuals who make decisions based on specialized knowledge, understanding, experience and judgement. Professionals accept responsibility for what they do, and they know why they do it. Decisions for action are justified in the minds of professionals before the fact; sound explanations are determined by advanced evaluation, analysis and planning. Excuses after the fact should not be necessary.

A professional acquires expertise and competence through a prolonged program of education and development. Professional knowledge is intellectual in nature, is worthy of preservation, has a history. Understanding the development of knowledge over time gives professionals a perception of why events, processes and practices happen the way they do. Within a profession this development of knowledge is continuous as it is with the development of an individual professional. An earned baccalaureate degree does not entitle a person to professional status; it is only a beginning—the key that opens the first door. Within a profession, contact is maintained through seminars, discussions, conferences, and journals. Exchange of ideas is part of a constructive initiative which fosters innovative thought. Professionals continuously strive for improvement, progress and addition to their store of knowledge.

A professional is a practicing expert providing a service essential to society. There is responsibility. Assuming an obligation, accepting the responsibility—these are essential. Failure to do so means the professional is no longer practicing, and professionalism does not exist. There is a devotion to values and truth; facts are separated from feelings and emotion; motivation must be carefully appraised. A professional is not free to do as one desires. Facts and truth applied to serving society must transcend influences of popularity and public opinion. Financial remuneration cannot be a primary objective. However, professional knowledge has value, and the society which it serves should not be allowed to take it for granted. Professionals are secure in their knowledge. They accept the responsibility to exercise their specialized knowledge to benefit society and do so with full confidence.

A profession is composed of members who function as individuals within a group, united in their commitment to common, established standards. There is a bond, a collective sense. The basis for unity is the common commitment, the shared education, development, accomplishment, and devotion to serving society.

So, where are we in all this? What is our motivation? Is our commitment to society, to the forest resource, to a set of ethical standards, to job security?

Just as the baccalaureate degree is no guarantee or license to practice a profession, the proof of our professionalism is not in referring to ourselves as professionals. It is not in our equating ourselves with identified professions such as medicine or law. It is commitment, conduct, conscience, knowledge, and devotion to principle so, as society is served significantly, a recognition and respect materializes in our society.
Can We Teach Professionalism?

by

William Warner

The symbol "profession" has a variety of meanings attached to it. The main reason is that, in the vernacular, "profession" is frequently a synonym for "occupation". Any socially patterned means of earning a livelihood can be called a profession. If we discuss only socially approved occupations, we frequently mean that practitioners possess a sense of responsibility. This implies not only a pride in their craft, but also a moral obligation to perform a maximum quality task.

Historically, professionals were characterized by two elements. First, professionals were bound by occupational norms generated by the profession. Second, professionals were free from organizational restraints and for the most part worked alone with individual clients. Moreover, their decisions were not subject to a higher authority.

Perhaps the core of the problem in teaching professionalism in forestry schools is that forestry is not a profession. Forestry, unlike many recognized professions (e.g., physicians, attorneys and the clergy) is a relatively new occupation in the United States. And unlike his European counterpart, the American forester has not had enough time — and consequently not enough public exposure — to develop a professional image.

In addition to his brief career, the American forester finds himself continually becoming accountable to more role specialists (e.g., government agencies, special interest groups and administrative bureaucrats). The proliferation of these role specialists in the United States not only characterizes today’s society but also the bureaucratic administration of most occupations. Foresters occupy positions because of their specialized knowledge and, as a result, their authority is correspondingly restricted. Thus, by becoming increasingly bound to organizational restraints and with his decisions subject to high authority, the forester faces diminishing autonomy thereby losing professional stature.

Within a clearly differentiated hierarchy of authority, specialists (such as foresters) are oriented to systems of rules. The rules governing behavior are ideally internalized by members of the bureaucracy to whom advancement in the organization constitutes a career. As a result, advancement along the career lines is dependent upon strict adherence to rules. Foresters consequently do not appear to be heading toward professionalism but rather in the opposite direction. Thus, it may be erroneous to assume we can do anything more than to develop forestry students with qualities associated with professionals: well-educated, ethical and committed to a service oriented calling.

To instill a feeling of professionalism in our forestry students is not an easy task because professionalism requires specialized education over a long period of time. A four year forestry program does not compare equally to seven and eight-year educational programs of the legal and medical professions. Many European forestry schools, however, demand a two year apprenticeship before accepting a student into a five year university program. Teaching professionalism to a student may be partially accomplished by lengthening the educational process.

A longer educational program does not guarantee professionalism, it simply provides a better opportunity to expose students to quality standards of the profession. Professionals have historically been bound by occupational ethics generated by the profession. Perhaps a course in ethics should be incorporated into the students’ program of study. The question of whether ethics develops professionalism—or whether ethics results from professionalism—is disputable. Harvard Law School maintained for years that if a student needed to take a course in ethics then he shouldn’t be in law school.

Commitment to a service oriented calling involves not only acceptance of the profession’s norms but also an identification with professional peers and the profession as a collectivity. For a youth to seek training in medicine or law with the specific intent of using that training as a steppingstone to a position in management is tolerated, but certainly not wholly approved by dedicated practitioners. Indeed, it may not even be tolerated if the candidate makes known his intention when he applies for admission to a professional school. Should admission to a forestry program be any different?

Instilling ethical standards, expanding specialized training and demanding personal commitment from students are beginnings in strengthening the professional image. Yet the final responsibility is up to the student. The student must answer the final questions for himself: Is forestry a profession? Am I a professional?
So You Want to be a Forester?

by

Tom Gallagher

Whether in Forest Engineering, Management, Utilization, or another option, all of us in the School of Forest Resources have one thing in common—we are becoming involved with the professional field of forestry. To folks at home in New York or Massachusetts, that may mean living in a tower on top of a mountain watching the drifting clouds. But by now we all realize that forestry is nowhere near that. When we graduate from this great school, each of us will have earned the title of professional forester.

But what does that mean? Do we always have to carry an increment borer around our neck so we can check a tree’s heart to see how things are going? Of course not. It means that if we pursue our ambitions and find professional employment, we are going to have to make intelligent decisions that will affect the environment and our fellow men for years to come.

Let’s backtrack a little. Most of us came to school to get a degree in forestry in hopes of finding employment after graduation—not all of us will. Some do not finish; some like it back home working for dad at the store. Others seek the big bucks of some blue collar workers. But the lucky ones who finish and do find a job—they’ll have the opportunity to apply the knowledge they gained at school.

Ernest Carle, a 1979 graduate, works for Georgia-Pacific Corporation as an operations forester. He decides where and how certain areas should be cut for just one of GP’s many operations. After summing up an area for species, amount and quality of trees, soil conditions and terrain, he will send in a crew to make the proper cut for that area.

As time goes on the more experience is gained, the forester often finds himself putting in more office time. He may be responsible for more land, but sees a lot less of it, as is the case with Bart Harvey, forest manager of Great Northern Paper Company. He supervises foresters who make the immediate field decisions. His work involves long range planning, budgeting the necessary funds, implementing proper regeneration for different areas, and dealing with the many new regulations passed by the legislature. More experienced foresters may only get out one day in two weeks, but that doesn’t bother them because they realize that their time is needed for making decisions that may set company policy for a million acres.

Working in forestry can be a very rewarding experience, though it may have its frustrations at times. Oscar Selin, chief forester of Georgia-Pacific Corporation, believes that in no other profession can you leave something that is so visually pleasant in later years. Observing a plantation five years later as those trees reach eye level, pushing toward the sky and radiating so much vigor that it makes you glow inside, is an experience that brings forestry all together. Andrea Nelson Colgan, research forester for Scott Paper Company, also finds her duties very rewarding. She and her partner start with an idea, maybe a special thinning of a certain stand, design the study, implement the work, and examine the results. To take a project and plan it from start to finish and see it work is something she really enjoys.

But forestry is not all roses, or should I say flowering dogwoods. As with any field, there are frustrations that must be overcome. The most common one in private industry is accountants. If they give you a dollar today, they want a $1.10 back tomorrow. Unfortunately, trees don’t grow that fast. As Bob Frank, research forester of the U.S. Forest Service said, “Trees grow slowly, and we must make them (the accountants) understand that.” What we do today might not be economically feasible until ten years from now, but it must be done
today. And to make an accountant understand this is like trying to tell a senior to study for the last college career final.

Another frustration that foresters face is the problem of dealing with people. Whether it be helping a cutter understand what to thin and why, or explaining to an audience the reason for certain company activities, the forester will have a tough time communicating in a few situations. Communicating ideas has always been a problem in most professions. Unless we are able to help others understand what is to be done, we will continue to have trouble accomplishing our goals.

As noted earlier, each of us will leave this school with the title of professional forester. We have an idea what the forester part means, but what about the professional? Will all of us be the professionals our degrees claim we are? Professionalism is an elusive subject—for everyone has his own idea of what it is. Paul Gaddis, District Forester for St. Regis, summed up a professional as "one who tries to practice as many forest management objectives as possible, by using the practical and silvicultural activities that can be done on an acre by acre basis." That's part of a good definition, but professionalism encompasses more than that. It is a feeling, an awareness of what is happening. Professionalism is something that is not taught, yet learned, not explained, yet understood. It is up to each individual to instill an attitude of professionalism into everyday life.

Professionalism is using integrity and sound judgement to make intelligent decisions. Morris Wing, retired woodlands manager of International Paper Company, believes that professionalism is setting high work standards regardless of the working conditions. While a forester may not always prevail the first time, he keeps working at it until others understand. A professional is one who realizes personal limitations and works on improving them. A professional is one who can separate feelings from facts, yet considers both in a situation in order to make the right decision; one who works with a high degree of integrity when providing a service to clients or the public.

Most importantly, a professional is one who looks at future considerations and management goals, anticipates future problems, and incorporates these into the big picture to draw a conclusion that will be of perpetuating benefit to his organization, society and the ecosystem. Although we may not all have this ability when we receive our diplomas, we will continue our education in the field as we gain experience making decisions. As Fred Rooney of the Maine Forest Service said, "As professional foresters we are the stewards of the land." We must make decisions on good forest management, taking into consideration the soil and water as well as the trees. We manage land for the future, and society must live with our decisions for 30 to 50 years, possibly longer.

Problems will face us while striving for this professional status. We will have to deal with people who are hard to get along with or who just don't understand. We may want to jump into a job that we want very badly, but lack the experience to handle correctly. We may have to wait a long time for a plan to be set into motion because of company policies. We may start to lose enthusiasm after being knocked down so many times. But these are just tests. They are just another step on the ladder that must be overcome. They have to be dealt with directly, yet intelligently and politely.

There are many ways to gain experience while in school. The forest service and most paper companies have summer programs to give students a chance to work in the field. The School has several cooperative programs for the fall and spring semesters for qualified students. Though competition is high for these positions, talk with the employers and help them understand how you can be an asset to them while gaining valuable experience for yourself.

Ed Chase, district forester for Great Northern Paper Company, offered his idea of the best way for a beginning forester to gain experience. He believes that every forester should have 50 acres of his own to manage and work on as he sees fit. The owning part may be out of the question right now, but the managing part is not. Find someone, maybe a relative or friendly landlord, and take a good look at their land. Draw up some ideas and plans, and if you're lucky you may get a chance to implement all or part of your efforts. The experience will be invaluable, particularly as you study the results of your efforts.

Practicing foresters believe students should have a specialty, whether it is computers, engineering, utilization, or business. The increased knowledge will make one a better qualified individual. Foresters also indicated that writing and speech courses will prove invaluable as one starts working. It's amazing the number of times a forester will find himself writing up a just-completed project or study, or standing in front of 30 people explaining some recent company practices.

The future looks bright in forestry. As the demand for wood increases, so will the price. This will make forest management change from the extensive state that it is in now to a more intensive state that will deal with smaller tracts of land. Professional foresters will be more in demand, and those that show promise and enthusiasm will find rewarding jobs. More importantly, those that radiate a professional attitude and have the ability to make the right forest management decisions will fare well in this competitive field. Let us remember, "the greatest good, for the greatest number in the long run."
Beyond the Threshold

by
Rob Nelson

After four years of toil and trouble (for some of us it has been even longer), we now find ourselves with a degree in one hand, applications for employment in the other and a mind brimming with hopes and questions. We have been given facts, theories, and a bit of experience in the field. We have flirted with becoming professional. Now we face the threshold of entering the field, and the pursuit toward a career in wildlife becomes something done in earnest. Many will turn away pursuing other goals and careers. For those who continue on in the field some questions about the field are bound to be asked, and just as certainly will be answered, sooner or later. This article is a composite of interviews of practicing professionals for a glimpse at some of those answers.

One of the key questions many of us face is whether we continue going for our Masters degree right away. There will be many people with Masters degrees pursuing the same jobs we will. Is the amount of education the key to getting into the field? Or perhaps it is the quality of your educational experience not the quantity which is one of the keys. To be sure, a Masters degree or doctorate carries some weight in pursuit of employment in our field. To even be considered for some jobs you need graduate study. A regional wildlife biologist interviewed had graduated from UMO with a bachelors in wildlife management and has yet to obtain his graduate degree. He will work toward obtaining his Masters, but first he entered the field and gained valuable experience. This experience will aid him greatly in deciding the direction of his graduate study.

I do not mean to diminish the importance of graduate study or that it is a waste of time to pursue graduate study immediately after you earn your Bachelors degree. As noted earlier, it does have some leverage when seeking employment. A biologist I spoke with obtained her Masters almost immediately after she graduated from UMO. This graduate study undoubtedly was essential in getting her present research position on the big game project in Maine. Generally research and educational positions will require either a Masters or Doctorate to be a qualified candidate.

From what I found, the breadth of your educational experience is as important as the depth, if not more so. "Breadth of your educational experience", big term, what does it mean for us? The professionals in the field were asked what was important in their college career and looking back what would they do differently. Getting involved in related activities outside the normal classroom routine surfaced as the most valuable asset of their college experience and not gaining enough understanding about forest management came up as the one curriculum item they would wish to change.

Getting field experience is one kind of outside involvement which was mentioned often during the interviews. It complements and brings into much sharper focus the classroom instruction we receive. Also, contact with the practicing professional could only enhance our search for subsequent employment. Fine, what about the chances of getting such experience? The jobs which pay are few in number; many are work study and could demand considerable time over a semester. Volunteer! There are many opportunities where you may assist a graduate student in his or her study or in a few cases the state may need assistance. Sure the money won't roll in and working for a graduate student may
not give you the direct contact with the professional wildlife biologist. The experience will still be valuable toward your goal of becoming a professional wildlife biologist. Volunteer situations also allow you to decide how much time you can afford. Another outside involvement is participation in the student chapter of the Wildlife Society. He felt strongly that active participation would look very good in any resume.

After all this struggle, what rewards lay ahead? What of the frustrations we will have to face? The question to some may be rather mundane. But what of those rewards sought and frustrations? I found during my interviews that the rewards sought and found were really particular to the person and the specific job. Still I did find a common denominator—it was the pride in doing each individual job or project to the best of one’s ability, not how many the professional was involved in or could get done in a specified time—quality not quantity! We are pursuing a profession which is dynamic. Our career will carry us through a variety of tasks requiring some knowledge of a multitude of disciplines. Even during basic data collection (something we all find tedious and find ourselves involved in at some time), it is the precision with which we compile that data that will determine its validity—quality not quantity. The reward is the knowledge that we took the parameters given us and produced what we felt was the best management decision.

Whether our suggestions are heeded or not is another matter which leads us into those inevitable frustrations every professional must face. A wildlife biologist said that regardless of how well you do the job or how valid a management decision appears, you could have it ignored or so diluted that it is ineffective in accomplishing its goal. He mentioned that it often happens and it is during these times that he feels more frustrated with his job than at any other time. Another biologist mentioned his most frustrating moments come when he tries to explain his opinion to the public. He said that regardless of all the evidence and study you can cite or have done yourself on a subject, the public can only see and relate to their own personal experience. You become a “green-horn” or another typical state bureaucrat who doesn’t have a clue to what really goes on in the woods.

So why not give them what they want? Avoid all of this anxiety...just tell the legislature and the public what they believe...what they want to hear. This is where those words professional and professionalism take on meaning. A Maine regional wildlife biologist said that to him professionalism means that regardless of the situation or the people involved you strive to do your best. Objectivity becomes paramount. To him a professional recognizes his role and responsibility to give his objective opinion, not a subjective statement to support what he feels should be done. Of course in some cases this may be the easy part; it is when you face perhaps an utterly uninformed opposing view that you will have to bite your tongue, so-to-speak, and accept a decision.

So accepting what is important, what about what will be? This question almost invariably was met with a sigh. Not one of anxiety but of uncertainty. The future is always cryptic. The replies I received did however unquestionably reveal a belief that management of natural resources, including wildlife, could really only intensify. To be sure confrontation and compromise will appear often but if those of us who continue in this field recognize this and persist in preserving the rich and unique value of wildlife, management will be in good hands.

To close the article I searched my interview notes to form some sort of concluding statement(s) which would be inspiring to those of us waiting to enter the field, yet instructive showing us direction and some avenues for entering the profession. Such a statement could not be made. Each of us will experience our own unique path and circumstances. What I did derive from the interviews is that participation and persistence are the two watchwords during our academic effort. Get involved outside of the classroom and be persistent in your efforts. It is a competitive field we will be entering. Opportunity will not seek you, you must seek it. It will take time and a good deal of effort plus patience. The rewards I believe will make it well worth our time...anything of value never comes easily. Good luck!
Perspectives on Professionalism:  
Forestry in New Zealand  

by  
Michael A. Duddy  

Each member shall act to uphold the dignity, standing in effectiveness of the profession of forestry.  

Code of Ethics  
New Zealand Institute of Foresters  

New Zealand, Gem of the Pacific, has a fascinating forestry environment. The indigenous forests are comprised of flora and fauna unique in the world. The exotic pines are renowned for their fast growth rate. Appropriately, forestry in New Zealand is recognized as a valid profession. As with the lawyer, doctor, or engineer, the forester is considered a professional. The author’s purpose is to contribute to the Forester’s theme of “Professionalism” by examining the nature of the forestry profession in New Zealand. First, however, we need an introduction to New Zealand’s forest resources.

New Zealand is three and a half times larger than the state of Maine. It has the same amount of forested land, but its commercial forest resource is only one quarter that of Maine’s (Table 1). Indigenous forests account for most of the forested area, but are mainly used for recreation and protection. Exotic forests, although comprising only a fraction of the forest area, account for nearly all timber production. The state owns 76% of all forests, but ownership of the exotic forest is evenly divided between the state and private concerns (Table 2).

The indigenous forests of New Zealand are intriguing. Low altitude forests are characterized by towering conifers, i.e. Podocarpus and Agathis, forming an overstory above smaller hardwoods of tropical affinity, i.e. Beilschmeidia and Weinmannia. Tree ferns, epiphytes, lianas, and strangling trees are common components. The montane and subalpine forests are principally southern beech (Nothofagus spp.). The native forest has evolved a high degree of endemism, and is distinctive for having developed in the absence of browsing mammals. The native forests have not, however, proved amenable to easy management. In particular, they are very slow growing and reluctant to regenerate. Furthermore, they have been so drastically reduced in extent that future sustained yield management has in many cases been precluded. There is pressure to place the remaining indigenous forests in preserves to maintain wildlife habitat.

Better than 90% of the exotic forests in New Zealand are plantations of Monterey pine (Pinus radiata; referred to as radiata in New Zealand). Silvicultural regimes are historically based on South African experience. Tending schedules include intensive site preparation, pruning, and thinning, but are still largely experimental. Radiata is normally grown on a 25-30 year rotation resulting in logs better than 20 inches in diameter. Douglas-fir is the second most important exotic, although much slower growing. Fast growing gums, especially Eucalyptus saligna and E. regnans, are being planted at an increasing rate. Special purpose hardwoods, such as black walnut and Tasmanian blackwood (Acacia melan...
New Zealand forestry student stands beside a three year old *Pinus radiata*.

*oxylon*, are being established on a small scale. Willows and poplars, frequently used for streambed stabilization, are common features of the landscape. Monoculture dangers to the exotic resource are high, presenting the greatest challenge for New Zealand's forestry profession.

The New Zealand Institute of Foresters (NZIF) is the professional body of forestry in New Zealand. A profession is defined as a vocation requiring advanced study in a specialized field.* Two criteria are implicit in this definition. First, the knowledge embodied by the profession is not common knowledge. Second, membership in the profession is exclusive. While the concept of forestry as a profession in the United States is sometimes challenged, there is no doubt concerning the professional status of forestry in New Zealand. This can be attributed to five factors: The scope of the profession, the nature of the forest resource, the training of foresters, the intensity of management, and the importance of forestry to the economy.

Forestry in New Zealand is a specialized field. Contrary to current trends in American forestry, the New Zealand forestry profession does not try to be everything to everybody. Its functions are clearly defined in a brochure describing the NZIF:

> (The profession) is concerned with the growing, tending and harvesting of timber trees; the protection of all forests from harmful influences; and the management of recreation forests.

By keeping the scope of its activities manageable, the forestry profession maintains its identity.

The distribution and ownership patterns of New Zealand's forests tend to limit common knowledge of their management. The average New Zealander does not own a "Yankee woodlot" in which to practice small scale forestry. Except among farmers, there really are no NIPFs (non-industrial private forests). Commercial forests, whether native or exotic, are primarily owned by the state of corporations, and access to those forests is limited. In general, except when visiting National Parks or State Forest Parks, New Zealanders are distant from their forest resources. Knowledge of the principles and practices of forestry is, therefore, the domain of the forestry profession.

New Zealand has one School of Forestry. It began operation in 1970. Previous to its commencement all professional forestry degrees had to be earned overseas. This greatly restricted the number of people able to earn a forestry degree. The present School of Forestry makes such a degree more accessible, but still only for a chosen few. Entry to the School is restricted, dependent upon projected national needs. The training of foresters in New Zealand, therefore, makes the professional forestry degree an exclusive item.

It is worth noting that in New Zealand the professions of law, medicine, and engineering require only one degree. The level of those degrees, and the time required to earn them, is generally the same as that for a forestry degree. Additionally, a forester must have five years of full time forestry work in order to be admitted as a member of the New Zealand Institute of Foresters.

The intensity of forestry practiced in New Zealand is generally greater than that practiced in many areas of the United States. Proper site preparation, establishment, fertilization, spraying, thinning, pruning, top dressing, and marketing are all essential for a successful forestry operation. It is, therefore, improbable that an individual can or will engage in a forestry endeavor without the explicit guidance of a professional forester.

Although New Zealand's economy is overwhelmingly based on sheep products (there are three million people and seventy million sheep), forestry is playing an increasingly important role. Timber exports have become the second largest earner of foreign exchange—crucial to a nation which must import all its oil and most of its manufactured items. The potential forest resource currently being planted is projected to be three times the domestic need when it reaches maturity. Thus, forest exports will assume even greater importance, as will the forestry profession responsible for their production.

It is evident that the character of the forestry profession in New Zealand is different from that in the United States. This does not make it better or worse, more or less desirable. It simple indicates that it is a diverse world for forestry, and that there are many facets to professionalism. Ultimately, the nature of a country's forestry profession will be determined by the needs of the people and forests it serves.

*P. Davies (Editor), 1979, The American Heritage Dictionary, Dell Publishing Co., NY.*
How like fish we are: ready, nay eager, to seize upon whatever new thing some wind of circumstance shakes down upon the river of time! And how we rue our haste, finding the gilded morsel to contain a hook.

Aldo Leopold
Freshmen

Mark McElroy
Eric Myers
Mark Peterson
Mike McCarthy
Edmund Orcutt
Andrew Martin

Jim McCormack
Pat McCormack
Ernie Plowman
Anita Nikles

Eileen Payne
Susan Oliver
Dave Peitersen
Randy Preston

Can you throw a chain? One guy threw his over 20 feet. Is this a forestry class or a swamp class? Only a 58% error on a field boundary? Not bad. You'll probably never see this piece of equipment again, but here's how you use it. Stop throwing the deer! I like trees too, but do we have to hug them? Ron, do we have to go outside for lab? I didn't bring my hip waders. I don't have to chew Skoal to be a forester, do I? Yeah, you should wear your hard hat in class—someone might throw a calculator at you. What am I going to do this weekend? Write my Fyl term paper that's due Tuesday.
First-Year Technicians

University of Maine—how could we do this to ourselves. hey Wimball... oops, I mean Kimball. . . hey Waldo, walk with your snowshoes, not your face. . . Hardy, har, har. . . Can you reach the top of the chalkboard yet A.K.? . . . Are you a fruit or a vegetable? . Baldy—for all those empty tops. . . A.K., S.H., S.S., C.G. . hey rag . how's class, Big Al. . . This is for all you tree hugger graduates of 1983. . . C.R. & S.N.
Connie Stubbs
Mike Ouellette
Paul Volkernick
Tim Porter
Joe Frederickson
Larry Godin
John Savoie
Mark Deden
Miles Fenderson
Mike Lariviere
Bob Kelley
Dan Morgan
Scott Stuart
Tom Ward
Paul Winkelspecht
Matt Gomes

Beth Olivier
Steve Namnoum
Tim Cady
Al Harjula
Shawn Bresnahan
Craig Reynolds
Jim MacDougall
Kevin Gonzales
Shaun Smith
Wayne Havey

Andy Thompson
Pete Rondinone
Steve Parent
Shaun Savasuk
Todd Purdy
Clarence Goodwin
Tim Brochu
Garth Biggart
Dave Miller

Mike Nickerson
Al Marsocci
Doug Rishton
Mark Desjardins
Paul Brin
Dan Kibbie
Steve Hardy
Sophomores

Forestry Summer Camp

The 1981 Forestry Summer Camp was the first to experience Nicatous Lodge. Having electricity only at mealtimes was good and bad. We had no TV’s or stereos, but despite what people say, Tom Brann wasn’t rigorous enough to make us do paperwork by candlelight. Daytimes were filled with cruising a 300 acre block, harvesting, marking township boundaries, bridge-building, and helicopter riding (sorry, second session!).

Again we invaded Bridgton Academy for the other 3 week session. Ron kept us busy as usual with management plans on smaller, private woodlots, tours to mills with Professor Hale, tree planting with Dr. Carter, plenty of number crunching, and plenty of softball. And only some of us stayed up all night once or twice to complete management plans.

This year’s Summer Camp crew will attend both Bridgton and Nicatous again. (“Stock the store with beer, Barry and Joan!”)

Wet tee-shirt contest.

Let’s all go jump in the lake and drown.

I’m not completely satisfied until I do it three times.
Butterscotch pudding on salad? . Dave Erker: “Uh, anyone got a compass?”
. . . 2000 seedlings; a piece of cake! . “Get a clue, get a grip, get a job.” . John
the cook (the what?) Laura did what? . Matt and Pat (Pat and Matt?)
Where’s Eric? Gregg-Poo, alias Mr. Rogers. . “Where were you when the
clock stopped?” . “What if you drained the lake?” J-root Ashton. . . At
Bridgton: “Real butter—I can’t handle this.” . the elusive butternut tree. THE
PILE . . Where’s Marsha? “Did you see that snowy white owl?” . tennis
shoes and khaki trousers. “Load limit three tons. What’s 22 thousand
pounds?” . Which is colder—a swim in the lake or a shower? . killer rabbits.
Ron: “Clean your plate. There are starving children at Nicatous.” . “Groovy”
Remember the rain at Nicatous? . . The Clueless Crew. . . Engineers never grow
up? . . Ron’s annual Summer Camp quote: “It just goes to show ya. It’s always
something.”
Wildlife students flocked to Pittsfield, Maine, last summer for six weeks of field trips, field work, and informal lectures. We visited Swan Island to observe the banding of bald eagles, and conducted a nesting seabird survey on Damariscove Island. We also visited Green Lake National Fish Hatchery, The Hartland Tannery, and water treatment facilities at Pittsfield and Hartland. We worked on resource inventories including everything from moss to trees and from mice to ducks. Other projects included electroshocking fish, trapping, telemetry, plant and animal taxonomy, and canoeing. On two occasions volunteers gave up their free weekends to get some first hand experience working with graduate students in their field work. Though the coyote den we looked for was never found, we did succeed in radio tracking a bobcat and a coyote for two days continuously (well . most of the time we knew where they were. .). We considered this first hand experience the most valuable part of summer camp.
Dr. Coulter came to share his trapping knowledge with us for a day.

Everything you always wanted to know about cockroaches but were afraid to ask...the elusive Lincoln sparrow...French toast again! How 'bout you "Doc Holiday"? Dr. Owen's warning: "The (mosquitoes) will eat the 'bee-jeeses' out of you"...rancid butter..."Why mate with a loser?"...What's your 20?...10-4. Code 7! How big was that woodcock? Who's going to Richie's with me? "10 minutes isn't very long...I could talk about virtually nothing for 10 minutes"...vegetation line transects on the shower curtain...Dr. May admits: "Catching 50 salmon a year is somewhat gluttonous"...Jonesport sneakers..."I don't think we'll make it" (in reference to the bus)...It's the famous swamp "Ding-maul". Scott's advice: "Remember always land into the wind...or smash your face!"
Juniors

FRONT: Doug Fox, Jean Reams, Faith Allen, Bill Jarvis, Laura Schmidt, Scott Fletcher, Jim Yearwood
BACK: Jo Ann Knight, Greg Davis, Mike Fitz, Steve Hambleton, Steve Elliot, Tom Newcomb, Dennis Kingman, Carol Redelsheimer, Pat Jodice, Malcolm McComel, Lisa Debruyckere

Yes, there's life after Silvics... Is there life after Silviculture?... "Don't even think about wood tech"... EH17 Proposal: 'A Proposal to Eliminate the EH17 Requirement for Graduation'... Piney woodshog... "I'll assume that you're all quite knowledgeable on the subject of methods of thinning"... "I heard you write the Pathology paper after you take the course"... "No, it's not logical. Just memorize it."

FRONT: Mike Martorella, Lise Dietz, Chris Billis, Chris Lane, Pete Tracy
BACK: Dennis Andrews, Jon Gates, Lou Greco, Jim Stewart

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FRONT: Mike Brown, Rich Fitts, Dave Pooler, Todd Chamberlain, Bruce Byre, Beth Reed
BACK: Randy Spencer, Larry Durkin, Cindy Lynch, Mike Hammond, John Cross, Per Fod­naess, Dave Walsh, Gary Beane, Terri Doten, Peter Ashton

FRONT: Bob Nichols, Sue Leinweber, Mitch Michaud, Kevin Weatherbee, Dave Graves, Ed Garcia, Daniel Levasseur
MIDDLE: Tom Soucier, Alan VanWert, Paul Porada, Wendy Moynihan, Ann Krol, Mike McDonald, Sheryl Purvis, Don Barrett, Donald Mack, Ed Perron, Lauri Saulzer, Tom Burrall, Rich Wells
BACK: Eric Wurzburg, Gary Keane, Bob MacGregor, Peter Hedrick, Diane Porter, Jeff Celia, William Roebelen, Walter Breck, James Videtta, Gary Stevenson
THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller. long I stood
To where it bent in the undergrowth:

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh:
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Robert Frost