

"A diplomat is somebody who can tell you to go to hell in such a way that you don't take any offense."

Dr. Hoffman

"If it moves, by definition it is not a safe structure."

Dr. Shottafer

(In reference to a new freshmen teacher) "I'll have to come back in the morning and feel your lightbulb."

Dr. Coulter

"I know it's boring, but that's besides the point."

Dr. Griffin

Student: "Are you going to be around at 10:00 a.m.?"

Dr. Newby: "I'm as round as I'll ever be!"

"There is no such thing as close enough."

Dave Erker

"It's sort of the sugar for the field trip."

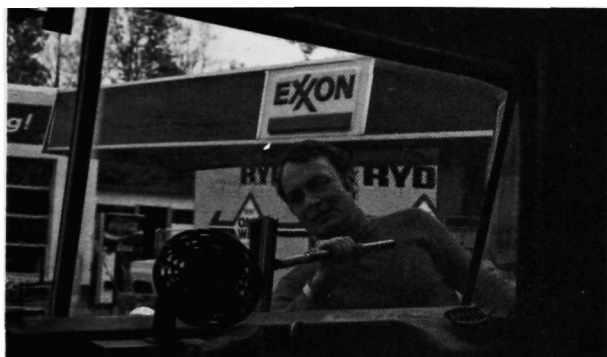
Dr. Gilbert

"...planted with rabbit bites."

Dr. McCormack

(on wood mechanics) "This stuff is serious; we're talking about things that kill people!"

Dr. Shottafer



"I must hand it to the girls; they are neat. The answer may be wrong, but they are neat."

Dr. Griffin

"There's more fun in searching for the truth than finding the truth."

Dr. May

"But don't quote me on that."

Dr. O'Keefe

"When I start looking like these people, it's time to leave!"

Dr. Newby

"Alright. One more divergent question."

Dr. Brann

Student: "I wonder why Alfie's (the moose) rack is smaller this year?"

Dr. Gilbert: "He's been de-Alfied!"

"File that in your code of ethics and see what comes out."

Dr. McCormack

"They're just undergraduates—they have lots of time!"

Dr. McCormack

"It's obvious if you can see it, but if you can't see it it's not so obvious."

Dr. Corcoran

"We never have time to do things right, but we can always find time to do them over."

Dr. Hoffman

"You won't have to think that much. I'm not going to give that type of exam."

Dr. Griffin

"So much to do, so little time, so little done."

Anonymous

"65 is not at least 65."

Dr. Brann

"A marsh has greater wildlife value than asphalt."

Dr. Gilbert



"Props kill manattes! Go Props, Go!"

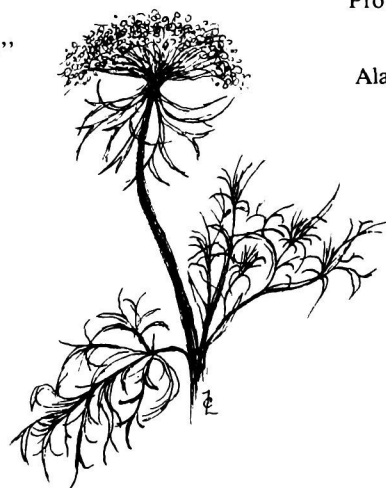
Greg Reams to Dr. Gilbert

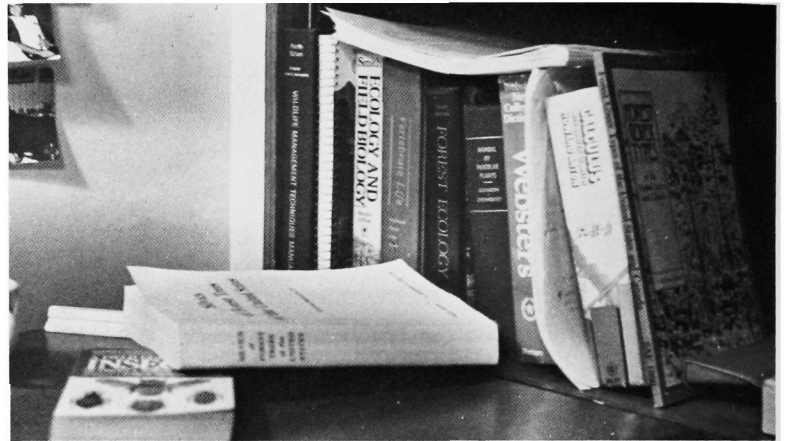
"Forest Resources; it's the best damn field there is."

Prof. Tebbetts

"POOoop!"

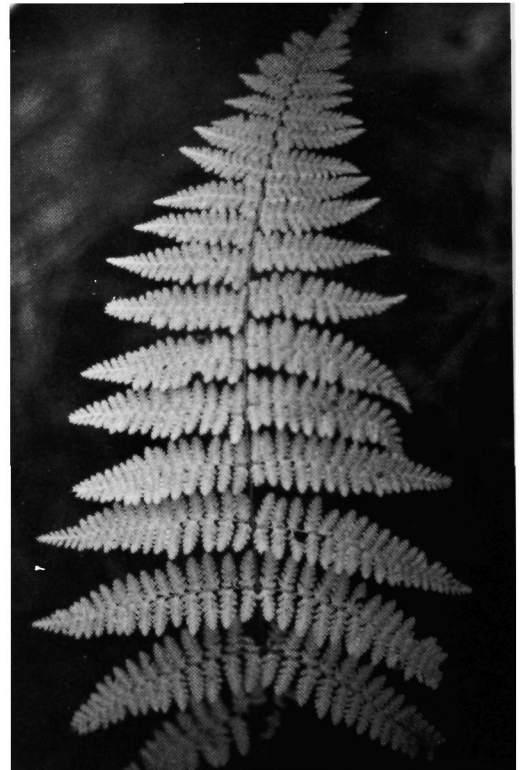
Alan Crossley





In the end, careful planning and sensitivity to the trade-offs and impacts of management activities still will not make it possible to meet all the demands on forest and rangelands. At best, we have a process for assessing conflict and making decisions. Nothing can prevent the conflict or keep it from growing as public demands proliferate and compete. To succeed, land management professionals must recognize that they are part of a confusing policy arena, increasingly controversial, increasingly politicized, and increasingly uncertain. The object must be not to seek certainty, but to learn to live with complexity.

Forest and Range Policy
S.T. Dana and S.K. Fairfax



FEATURE ARTICLES



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.

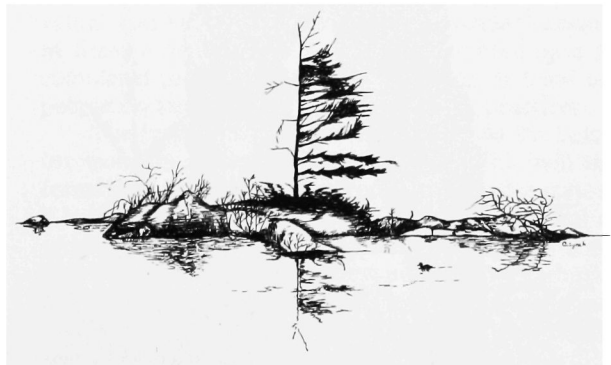
To instill a feeling of professionalism in our forestry students is not an easy task because professionalism requires specialized education over a long period of time. A four year forestry program does not compare equally to seven and eight-year educational programs of the legal and medical professions. 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 on 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



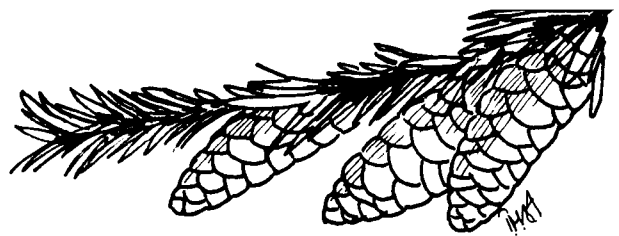
today. And to make an accountant understand this is like trying to tell a senior to study for the last college career final.

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 judgment 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.”

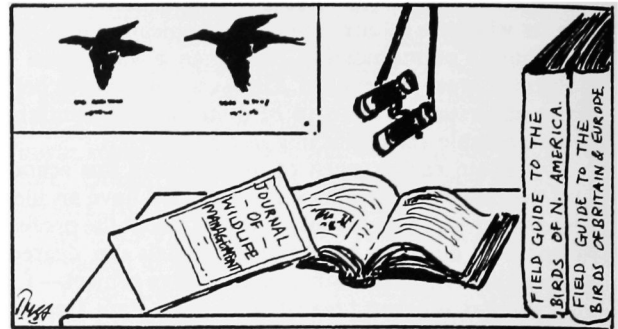


Beyond the Threshold

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 a 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,

lianes, 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-*

Table 1. Approximate figures on the forest resource of Maine and New Zealand (in millions of acres).

	Maine ¹	New Zealand ²
Total Land Area	19.8	66.7
Total Forested Area	17.7	17.5
% Area Forested	90%	26%
Commercial Forest Land	16.9	4.6*

¹ From "Forest Facts and Figures, 1979," American Forest Institute, Washington, D.C.

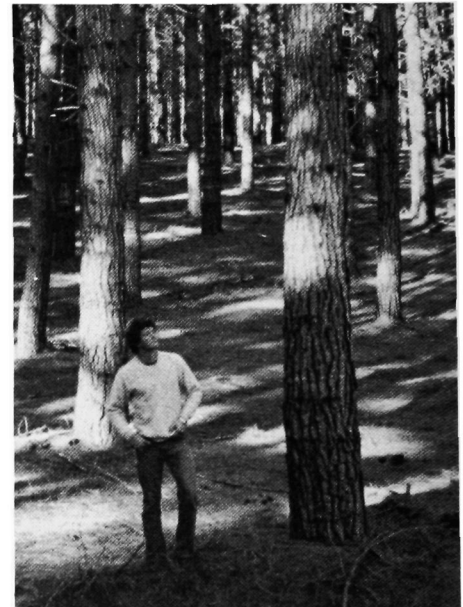
² From "New Zealand Official Yearbook, 1981," Government Printer, Wellington, New Zealand.

*This figure is unrealistically high due to lack of markets of certain types of timber included, and because of pressure from the preservation lobby which keeps certain areas closed to logging.

Table 2. Ownership data for the forest resources of New Zealand¹ (in millions of acres).

Ownership	Indigenous	Exotic	All Forests
State Forests	7.4	1.2	8.6
National Parks and Reserves	3.8		3.8
Unoccupied Crown Land	.9		.9
Other Tenures	3.3	.9	4.2
	15.4	2.1	17.5

¹ From "New Zealand Official Yearbook, 1981," Government Printer, Wellington, New Zealand.



Twenty-seven year old radiata (*Pinus radiata*) plantation.



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 or 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.

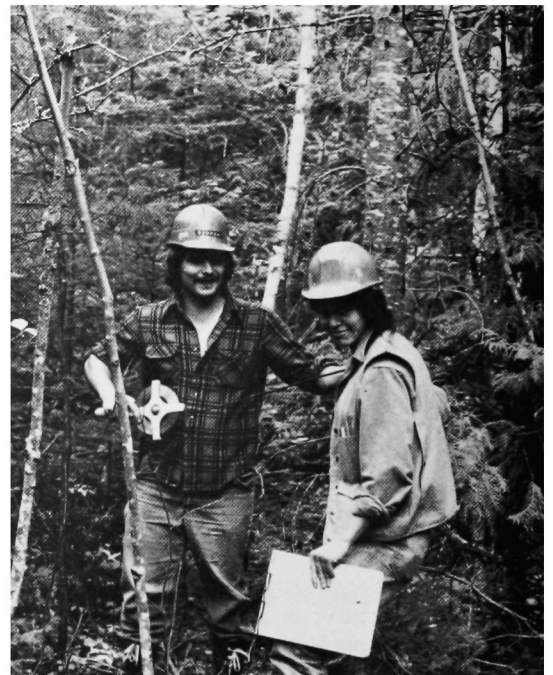
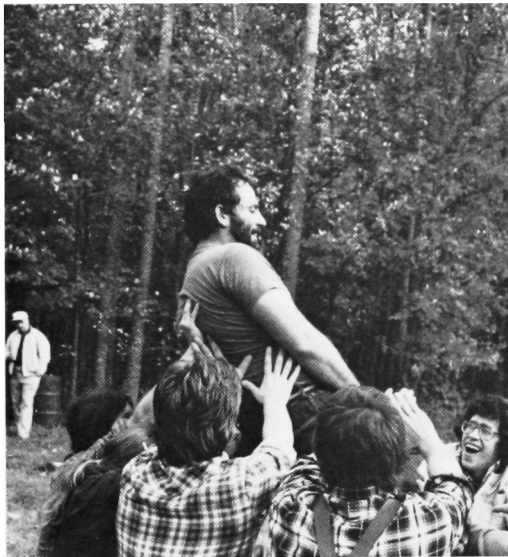
The intensity of forestry practiced in New Zealand is generally greater than that practiced in many areas of the United States. Proper site preparation, establishment, fertilization, spraying, thinning, pruning, top dressing, and marketing are all essential for a successful forestry operation. It is, 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 simply 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.

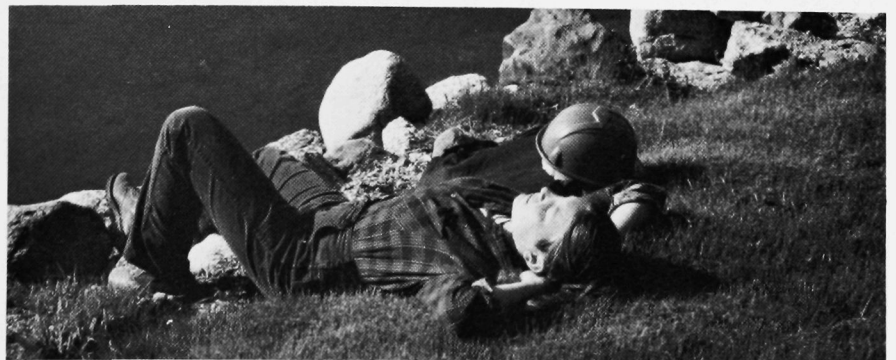
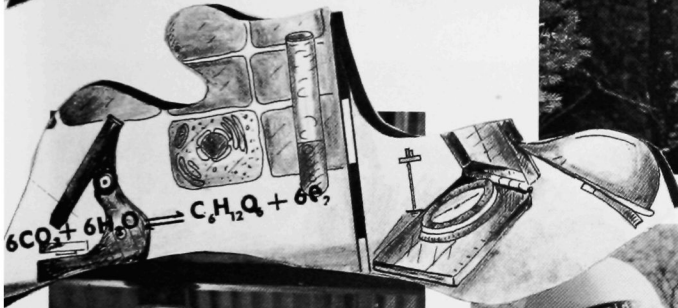




How like fish we are: ready, nay eager, to seize upon whatever new thing some wind of circumstance shakes down upon the river of time! And how we rue our haste, finding the gilded morsel to contain a hook.

Aldo Leopold

UNDERGRADS



Freshmen



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

Jim McCormack
Pat McCormack
Ernie Plowman
Anita Nikles

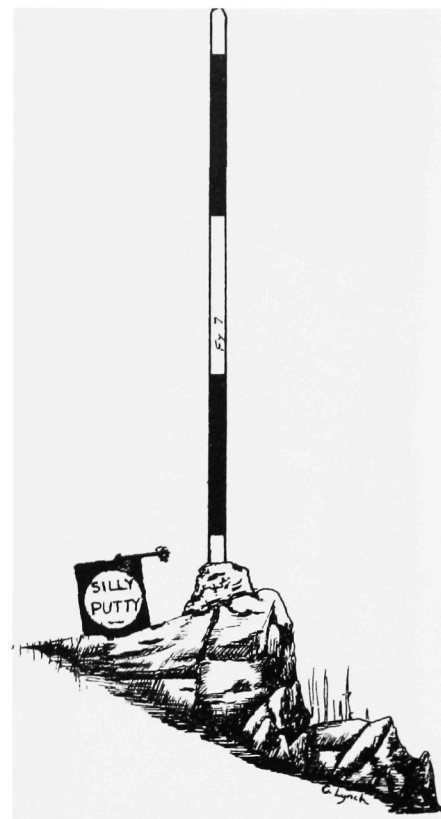
Ellen Payne
Susan Oliver
Dave Peetersen
Randy Preston



FRONT: Joe Rosolino, Fred Towle, Robert Wilkins, MIDDLE: ?, Bob Lecomte, Tim Post, Ray Potter, Andy Rodda, BACK: Chris Haynes, Jim Russel, Joel Tripp, Don Smith, Rich Stoeppel



FRONT: Martine Claasen, ?, Anne Chamberlain, Koren Burling, Wayne Chubb, Doug Foster,
MIDDLE: Craig Compton, Shawn Carlson, Ed Dunlavey, Paul Cullen,
BACK: Drew Davison, Jeff Dutton, Chuck Caron, John Boucher



Glenn Ginter
Joe Koskey
Jeff Keaney

Jim Lambert
Peter Johnson
Tom Jurrissen
Chris Haynes

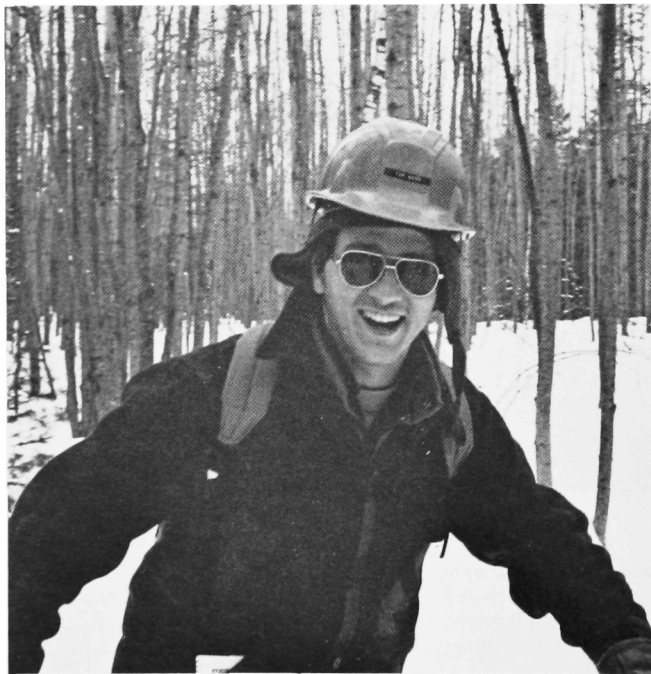
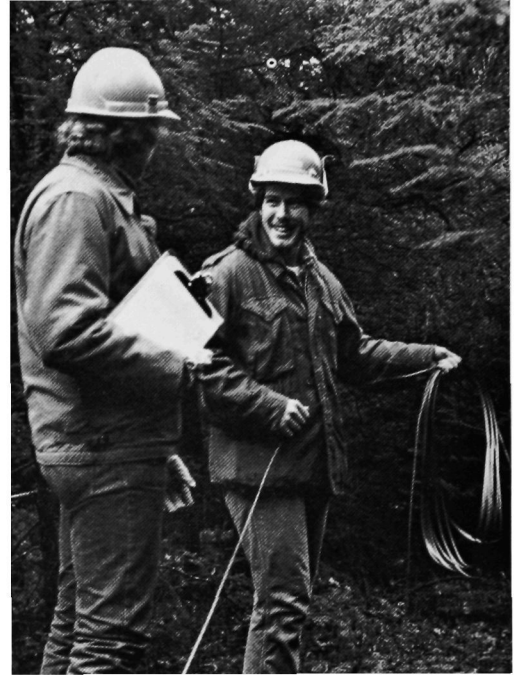
P.J. Mahon
Gerald Duffey
Doug Kane
Brian Gray

Bill Labich
Paul Kanaskie



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 Fy1 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

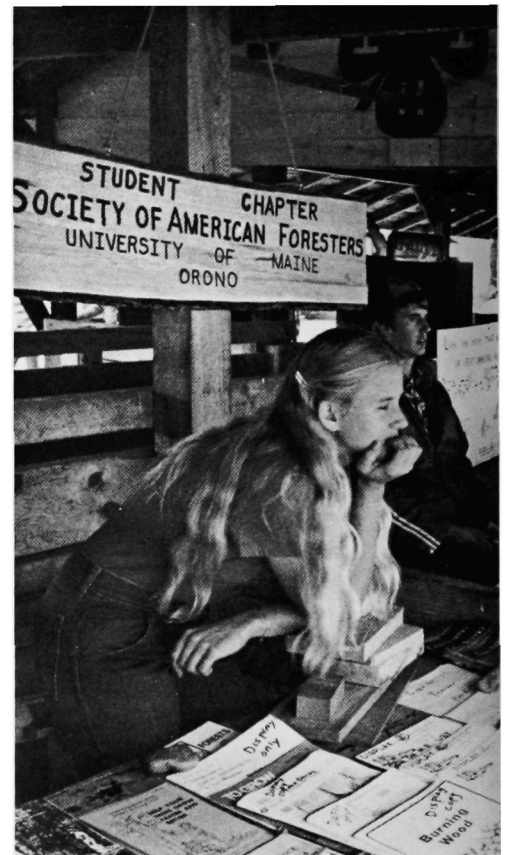
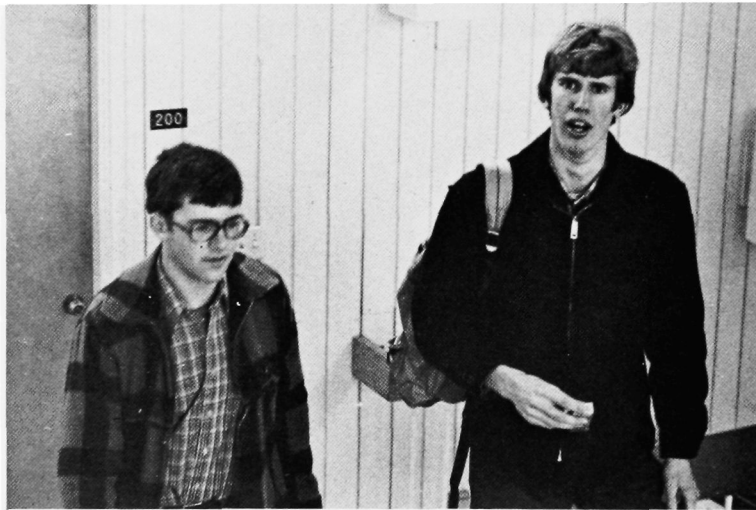
Mike Nickerson
 Al Marsocci
 Doug Rishton
 Mark Desjardins
 Paul Brin
 Dan Kibbie
 Steve Hardy



Sophomores



FRONT: Rhonda Fletcher, Karen Klavuhn, Tina Kryzna, Dan Sullivan, Sue Elias, Ron Ashley, Dave Maddocks, MIDDLE: Rich Vannozi, Elizabeth Braun, Kurt Fischer, Terri Smith, Dave Harvey, Roger Plourde, Scott Christensen, BACK: Dan Doherty, Paul Toole, Ken Brain, Kevin Hollenbeck, Kurt Pennell, Jeff Fribance, James Cofske



"Of course you can hold a level rod in one hand and an umbrella in the other." . . . "But if it's just a twig who cares what tree it's from?" . . . Contours can't go through buildings. . . . A 150 point lab quiz? . . . "Geology? . . . Uh, let me sleep on it." . . . "He covered how many species?" . . . "No, we subtract the 86 feet don't we?" . . . Square cows and square apples. . . . 'Make up' a surveying lab? . . . "Sure, I'll meet you in the Den." . . . "I didn't think the Great Pumpkin said 'Ho, ho, ho'." . . . "Take-home Final? . . . What's the catch?" . . . "Oh no, here comes Chris to bug us about those quotes again."