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WOMEN IN
NATURAL
RESOURCES

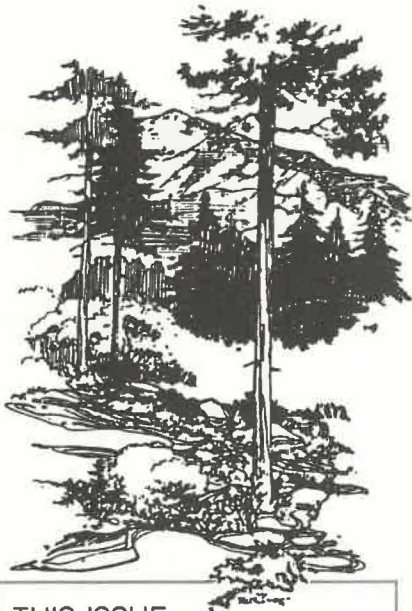
women in

FORESTRY

a journal for professionals in the natural and related cultural resource fields

VOLUME 8, NUMBER 1

SPRING 1986



THIS ISSUE:

Papers from the symposium:
Women in Natural Resources

- Transition Planning for Professionals
- Changing Social Relationships
- Legal Aspects
- From My Point of View
- The Future and a Philosophy to Live By



Anne LaBastille conferring at Gambel Island, Alaska, during a Lindblad Explorer Natural History Cruise.

Women in Forestry Goes to the Conference

The "Women in Natural Resources" Symposium, held in Dallas in December 1985, was an energizing event for the several hundred of us who attended. It wasn't the first of its kind, nor will it be the last, but it was an important statement of support for women by the Society of American Foresters who were the key sponsors. As the program was being planned, *Women in Forestry* agreed to publish edited versions of the delivered papers as a special edition of the journal. Each session convenor solicited the papers for his or her session and judged papers for appropriateness. We now bring those papers to you, including two summaries of panel presentations.

We have organized them somewhat differently from the order of presentation at the conference. Molly Stock, Margaret Shannon, and I deleted the "so glad to be here" comments, occasionally shortened and shaped papers, and pruned a bit on authors who have appeared in our pages recently. Instead of our usual practice of including the biographical information on the author at the end of the paper, we have moved and combined these biographies into the "People" section. This greatly expanded department also contains information on the conference steering committee, the panel presenters, moderators, and others. To make room for all of this material, we have deleted the departments of "Research in Progress" and "Book Reviews" but these will return in the next issue.

As I prepared the copy, I talked to dozens of attendees (some presenters, some committee members) about the impact of the symposium. Three said they had been so inspired that they went home, asked for, and received promotions. Some reported establishing new regional networks, while others organized local meetings and internal newsletters to disseminate information gathered in Dallas to their own agencies. We hope reading the papers here in the journal will start a similar resonance in your life.

It was wonderful to meet again there with the women who started *Women in Forestry*: who conceived of it as a needed network instrument, who babyed it through its growing pains, helped us steer through adolescence, and cheer us as we stride into maturity. Several of the papers in this issue refer to those early editors and writers (unpaid then as now!) with appreciation.



* * *

Our upcoming summer issue will focus on use of computers in natural and cultural resources. Lei Bammel has collected a number of articles from users across the country. The love/hate relationship with "the machine" seems to me to be smoothing out into a recognition of its usefulness. Those of us who were already mature when computers burst upon the scene were the most nonplussed, I suppose. Wary coexistence is the name of our game. But most of you have adapted to them as readily as you did to briefcases, rigs, or air photos: no problem, just tools of the trade.

As you scatter to utilize those and other tools in your summer work, take along your camera to take some good photos for our contest. The rules are listed on the back page of this issue. Let's swamp Berta Youtie with photographs we are proud to claim.

Have a happy summer.

Rita Ehrman

WOMEN IN FORESTRY

VOLUME 8 NUMBER 1

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LETTERS AND OPINIONS

CORRECTION: In the last issue of Women in Forestry (Winter '85-86) pages 10 and 11 were inadvertently switched.

► I used to cowboy for a ranch in western Nevada on Forest Service land. Would you be interested in an article about this? I could highlight the view from our side of relations with Forest Service representatives, several of whom were women, and one of whom went home from the gather with melted cowboy boots, no pants, and a horse with only three shoes.

Alternatively, I could make it more of an adventure-oriented piece, and believe me, we had plenty of adventures riding herd on cows 10,000 feet up in the mountains. Actually, my most gruesome adventure happened when I took a day to do some volunteer work for the Forest Service. It left me with a case of "Lightning Neck" that persists to this day.

Or, I could talk about the challenges particular to being female in this kind of a job--like being sent out by the ranch manager to buck 20 tons of hay. (I am not exactly muscle-bound.) I also have lots of pictures of the utterly spectacular place I worked in.

Lynn Huntsinger
College of Natural Resources
Department of Forestry and
Resource Management
University of California,
Berkeley

Eds. note: We are always looking for good manuscripts and the photo contest needs some spectacular entries (see back page for rules).

► I was delighted to receive the Winter 85-86 issue of Women in Forestry. I enjoyed seeing three of our range articles in this issue. I wish you the best of luck in the future.

Peter V. Jackson
Executive Vice President
Society for Range Management
Denver, Colorado

► I have received some encouraging correspondence from your readers who are anxious to receive my catalogue of women's work clothing. Thank you to everyone who wrote with ideas for light- and heavy-weight fitted work garb, hats, and gloves. Keep the letters coming. I'll do my best to provide the products that working women need. The readers of Women in Forestry have helped me evaluate the demand for such products. Keep your eyes peeled for a catalogue to be arriving in the mail!

Elaine S. Eisenbraun
P.O. Box 292
LaGrande, Oregon 97850

► I just recently began my subscription to your magazine and very much enjoyed the recent article by Karen Smith called "Driver Education". I remember seeing her previous article, "Another Look at Lunch" (Winter/Spring 1985) in a copy of Women in Forestry that was routed around the office last year. I was wondering if I could obtain a copy of this article from you as my new office does not have any back issues of your publication and I would like to re-read and re-appreciate Karen's entertaining article.

Barbara R. Boaz
Silver Lake, Oregon

Eds. note: We are always happy to send out reprints or back issues.

► The article on "Driver Education" in the Winter 85-86 edition of Women in Forestry is not only clever, but unique. Thanks for providing some entertaining and all-too-accurate reading in an already quality publication.

Pamela K. Dell
Selway Ranger District
USDA Forest Service
Kooskia, Idaho

► I enjoy Karen Smith's tongue-in-cheek articles very much. She has a delightful sense of humor, yet gets a message across. There are two things however, that I feel are of serious consideration in the article, "Driver Education," not in the article itself, but in the key illustration. The very lovely line-drawing by Kathleen Bescoby has two safety infractions. (1) The driver does not appear to be wearing a seat belt; (2) many agencies, my own included, do not allow pets in 'rigs'. For safety's sake and the professional posture of women in non-traditional occupations, please be more conscious of this sort of detail. Also, please continue to publish Smith's articles; I find her view of our world refreshing.



Drawing by Kathleen Bescoby for
Secretary, Planned Parenthood, Idaho.

Ann Johnson
Forest Technician I
Department of Natural
Resources
State of Washington

LETTERS AND OPINIONS

►We're delighted to learn of Women in Forestry. I've spent a pleasant hour reading through it before passing it on to colleagues who are especially interested in women and natural environmental issues. Your content somewhat parallels our own, with more emphasis on the professional, environment; we think it's a mix that works and its good to see that reinforced by your own approach.

I am checking with the University of Toronto Forestry Library to see that they subscribe.

With our best wishes and keep up the good work.

Judith Kjellberg
Editor, Women and Environments
Toronto, Canada

Eds. note: See a description of Women and Environments in the Publications Section, this issue.

►Your journal sounds very exciting; natural resources are of prime interest to women, and, along with peace and health topics, are a focus of feminist thinking.

Virginia Blankenship
Assistant Professor of
Psychology and Coordinator
of Women's Studies
Oakland University
Rochester, Michigan

►Enclosed is the call for papers I discussed with you on February 21. I was extremely sorry to hear that your Winter issue had already gone to press, as it would have allowed much more time for potential speakers to prepare abstracts. This is leading to an editorial suggestion--could you include in the "Information for Contributors" section a timetable specifying deadlines for receiving announcements? This regional meeting is a follow-up to the national "Women in Natural Resources" meeting last December, and we were really counting on Women in Forestry as one of our major vehicles for this call for papers. What I need to know now is your deadline for the upcoming issues as I will be sending a general meeting announcement also. I appreciate your help.

Elizabeth M. Wellbaum
Forester
Land Between The Lakes, TVA
Golden Pond, Kentucky

Eds. note: Our Summer issue deadline will be July 15 and Fall's deadline will be September 15. Feel free to call me (Dixie Ehrenreich) at 208-885-6754 if any of you have problems meeting these deadlines.

►I was laid off my Forest Technician job in the winter which has encouraged me to return to school. By reading WIF I feel like I can keep in touch with the field even though I feel so removed from it while attending college.

Sandra G. Skrien
Grand Marais, Minnesota

►I came across some information about your publication in a back issue of UNASYLVA and am writing to inquire about an overseas subscription. I work for Peace Corps Liberia as a forest manager and keeping current is a major undertaking.

If a subscription can be mailed overseas (at a higher rate?) please let me know. Having an idea of what is going on back home will help me with the occasional "career path decision."

Mary G. Parter
Peace Corps
Liberia

Eds. note: Women in Forestry is mailed now to subscribers in fifteen foreign countries. The cost is \$30 for a non-USA subscription.

►I work for the Commonwealth of Massachusetts and was privileged to have William Morse from the Wildlife Management Institute ride with me for a day as I checked fishermen and boaters. He then sent the Summer issue of Women in Forestry to me. I really enjoyed it.

I feel that women in natural resources need to see that they are not alone in their job experiences. There are still so few of us. I was especially interested in reading about the women in supervisory positions. I am always interested in the climb up the ladder and experiences with agency subordinates and upper-level employees.

Marion E. Larson
Environmental Police Officer
Leominster, Massachusetts

►I recently discovered copies of Women in Forestry in a library as I was researching a term paper. I was quite amazed to find a journal that talked about issues so close to home. As editor of a newsletter, I can also inform other students of your existence and expand the network.

Alison Munson
Faculty of Forestry
University of Toronto
Ontario, Canada

EXTRA ISSUES AVAILABLE

WOMEN IN FORESTRY extends this opportunity to order additional copies of issues at a cost of \$3.75 per copy. Return this completed coupon and your check or moneyorder payable to:

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S.A.F. Executive Vice President Christensen Welcomes the Symposium Members

Welcome and Introduction

Ronald R. Christensen
Executive Vice President
Society of American Foresters (SAF)

It was a great honor to welcome participants to the Society of American Forester's Women in Natural Resources: Challenges and Strategies Symposium in Dallas. And I welcome the readers of Women in Forestry who can now see for themselves the quality of the papers and the wide range of issues they covered. I am particularly proud of the work of the program committee in developing such an outstanding agenda and such an impressive selection of speakers.

Each of us brought to this meeting a unique background of experiences and expectations, and, while we could each paint a complex portrait of concerns, problems, and victories that we have experienced, I am confident that as we began to talk among ourselves and share these experiences, we came to see that none of us was alone and that our own hopes and uncertainties were shared by the others.

It is important to me that we assess the integration of women into the formerly male preserve of natural resources management and understand the profound personal and professional consequences of challenging traditional gender and work roles. The associated issues are numerous, complex, and deep. But regardless of which issues receive attention, this whole process of integration has altered our professions forever. And it will continue to affect our personal and professional lives.

According to SAF membership records, in 1977 2.2 percent of working foresters were women. Today, eight years later, it is 10 percent. Forestry school enrollment levels now include 25 percent women; 20 years ago it was almost zero. More women foresters are expected to be employed in this decade than have been employed in all previous years combined.

The papers presented do not dwell on what has happened in the past, but look at the causes and reasons for past events; they help us gain a better understanding of what is involved in the change



process; and, most importantly, move us to look ahead with a new confidence in our actions and our professions.

This leads to my second expectation, a vision of a new future. One that is shared by us all through our own personal commitment to action. I don't want to see what we had accomplished at Dallas fade into memory as we returned to the paper jungle on our desks. Personal and organizational change began there. It will continue through our efforts as we each explore and discuss the issues the papers introduced.

At the conference we had a vision where we each made a personal commitment to change and leadership. I feel we are each assuming the role of a change agent. A role with the responsibility for carrying forth the results of the meeting to our organizations, our local areas, and, hopefully, to our colleagues at work.

It will be up to each of us to shape a future; a future where a program of this type isn't needed. A future where gender distinctions are a thing of the past. And, a future where women and men work side by side as equal professionals, each aware and responsive to the other's concerns.

WHAT HAVE WE DONE?

Wendy M. Herrett
Legislative Affairs Staff
Forest Service, USDA
Washington, D.C.

A number of things were going on in the 1960s that were catalysts for change--the Vietnam War, the environmental movement, the feminist movement, the civil rights movement. The entrenched power sources did not decide to begin to share power because they thought it was right or that what they had been doing was wrong. Change was forced upon reluctant folks. Natural resource organizations that were used to respect and doing pretty much what they thought was right were caught in the demand for changes just like the rest of the nation.

Now if I learned nothing else from my semester at Harvard, I learned that organizations do not change until the people in the lower levels believe that the change will help in accomplishing the mission of the organization as they view it. The people throughout the Forest Service have great pride in what they do. It is very difficult for them to accept that what they are doing is not what others think that they should be doing. In the early 70s they were hit with the notion that they needed to change their way of doing business and include a broader array of resource disciplines. They needed to make inter-disciplinary decisions, to hire women in non-traditional fields, and hire minorities in greater numbers and in non-traditional fields. Other natural resource employers were hit with the same kinds of changes required by new laws. When they didn't think they were doing anything wrong, they did not feel they needed to change, so they did not set about changing. They felt women were being stuffed down their throats and that change wasn't necessary except for some stupid laws that were suspect--especially when applied to their very special type of business, natural resource management, where you have to be tough, endure the hardships of working outdoors in all kinds of weather. Women just wouldn't be able to do the work or fit in.

Fortunately, not everybody believed that women were not able or even anxious to do the natural resource jobs. Women were keenly aware of natural resources through the environmental movement, were keenly aware that they wanted real career choices through the women's movement, and went to school with that in mind. No longer is getting hired the primary barrier for women. Now the barriers are acceptance, respect as a professional, and career opportunities within the organization.

What I do believe is that in moving through the organizations we are in, we have had to confront aspects within ourselves in learning to be successful in our careers. I would like to discuss some of these that have special meaning and application to me and what I have observed in others.

When I was a child, I can remember playing in my backyard in Denver in what at one time had been a vegetable garden. This was just a big plot of dirt

(and indeed I called it dirt) that was behind the sweet peas in the back yard. I was having a wonderful time building a river and lake, some roads, a mountain and a town (I thought big when I was six or seven years old). A neighbor of ours (the pompous, condescending type) came by and said, "My, my, what have we done?" Well, I looked up, confused, because I was not sure whether or not this neighbor was pleased or displeased with what I was doing. It was very important to me to please people back then. I was also shy. Looking back, I would have hoped that I would have at least thought, "It's obvious, I'm building a river and lake, some roads, a town and a mountain, and what do you mean we?" Because I was into pleasing, no doubt I replied quite seriously instead.

I have an older sister. The difference between my older sister and me was that not only would she have thought of a more flippant (but honest) answer, but also she would have said it. She also wanted to please, however, and never could understand why nobody was pleased with her or very loving to her.

As adults we have both had to learn what problems are caused by constantly trying to please people. I've had to learn to think about what my feelings really are so I can express them clearly for other people to know what I am thinking. I confuse people by not giving them enough information to know what I think. My sister was miles ahead of me in knowing what she was thinking, but has had to pay the price in low self-confidence from rarely getting support from people she desperately wanted to please. She was very outspoken and had a keen sense of fairness and that just wasn't very acceptable when it was expressed the way it was by her. She has had to figure this out. We have both had to look at what this means to us as working women. My pleasing was infinitely easier on me growing up, and I maintained a fair amount of self-confidence. My sister was not particularly happy while growing up, but had already developed a skill she needed to succeed in business if she could only regain the confidence in herself that was lost during childhood.

Wanting to please gives someone else the power to control you. Natasha Josefowitz, in Paths to Power, says the following:

"Women need to care less about what others think. It's important to differentiate between what is thought of us as people and what is thought of one piece of work or one action. Besides, who is doing the evaluating? Is that person your judge? Have we attributed power to that person because we need approval? We must learn to listen to criticism and see if there is anything to be learned from it. If not, it should be discarded."

I do not see women making resources decisions to please someone. I have been accused of being too nice to permittees. Those are the same permittees whose cattle numbers we had just reduced on their grazing allotment. It was the correct resource decision, but we treated the permittees with consideration and respect which I believe is essential in dealing with people. Do not confuse treating human beings with respect with what I am referring to in wanting to please.

Another area that I have thought about is why women feel guilty when they are complimented on a job well done when they have worked very hard and

the compliment or selection is deserved. We put ourselves down or give someone else the credit. Susan Schenkel, in Giving Away Success, writes about this behavior. Josephowitz talks about it in terms of "entitlement, which is the belief that you have the right to be where you are, say what you say." After reading a little bit of Giving Away Success, several of us at work started watching how often we demonstrated this behavior. It is scary how often we were doing this very thing. There is a point where humility leaves off and absurdity takes over. This is one behavior pattern I think we all need to watch for.

Willingness to take risks is another area we are learning about. Without taking risks, we are not going to move very far through an organization. How much of the bottleneck at the GS-9/GS-11 level (where we now find a number of women in the Forest Service) is to a degree self-imposed and how much is outside controlled? No doubt there are some of both, but I am concentrating here on the actions we can take to make changes occur for ourselves. This has to do with self-confidence. Most of us were willing to take a degree of risk or we would not be in non-traditional fields. But I still see perfectly competent women who want to be perfect at a job before they move into it. I hear them say, "I'm not ready yet, don't push me." At the same time, I hear management say they think they are ready and capable of doing the job. Why go into a job if you already know all of it? Why not try the next step? How do I gain confidence in trying the next job? I look around at the people in the jobs I am interested in and realize that I can do the job as well as at least half of the people in them. Don't look too many steps ahead or you will probably not feel that confident.

Another lesson we are learning is the need to be flexible. Without flexibility we will miss opportunities and put tremendous stress on ourselves when things do not go as planned. With flexibility we can work with all different types of people, understand their points of view, and be better resource managers as a result. Resource management is not a one-point-of-view proposition any more.

On a personal level, those of you trying to balance career and family demands, including dual careers, single parenting, day-care needs, know what flexibility is all about. Our organizations are beginning to consider what these needs are and how they can better meet them for employees. These needs are not unique to women. Changes have occurred with men over the last 10 or 15 years as well, and they are also trying to balance their home and work roles better.

Another very important lesson we have learned is that we have to understand the organizations we are working in. We have to know ourselves well enough to know whether or not we want to buy into all of the game plan. That is our choice from a position of knowledge. When we do not understand the organization, we are not going to move up through it. When we do understand the organization, we have much greater control over what we do, where we go and what we can influence.



LESSONS LEARNED AS A WORKING WOMAN

Maureen J. Fleming, Ph.D.
Professor of Management
School of Business Administration
University of Montana
Missoula, Montana

I have to tell you the surprise I had recently. I suddenly realized that I have become old enough to become a role model. It was quite a shock. I had remembered what my mother said to me several weeks ago. She is 75 years old and she said, "You know, I feel like I'm 30. I'm in better physical condition because I exercise more." I, too, feel like I'm 30, but I don't exercise enough and now, to make it worse, I'm an old role model.

Last night, the person I sat next to at dinner asked me a question. And it was a question that made me pause. She said, "How are you affiliated with the Forest Service?" I thought about that, and I thought, I'm not. What that tells me is that each of us sees the other person in terms of their own eyes. Those from industry see me as an industry person--a person who knows all about the profit motive, corporate culture, and line-staff management. Others in the public sector see me as a strange person who only wants to rape and pillage the trees and other parts of our natural resources.



I exist to each of you in terms of your own eye--the eye of the beholder. That eye comes from your frame of reference which is your experience, your childhood, your working relationships, your current situation, your current frustrations. We must be aware as people--not only as women or men, but as people--of our own frame of reference and be wary because we stereotype others and we quickly make judgments based on first impressions.

I would like to tell you who I think I am--what my frame of reference is. I began my working career in 1971 by making a serious attempt at job suicide. I was hired by the University of Montana, School of Business, at the same time as a young man. I had completed my Ph.D. and had several years' experience. This delightful young man had not completed his Ph.D. nor had he had any experience, but I discovered that he was being paid \$13,000 a year. I was worth only \$10,500. Being a tenacious, willful person, I decided to take on this problem.

I found several other women, all new at the university, who had discovered similar things. We worked together and gathered some data. We found one tenured woman in the home economics department who went forward with us to the administration. We said, "Did you know about these differences?" The

president smiled and said, "Sarah (the home economist), I thought you were my friend. Don't you understand that if I pay you ladies more, I will have to pay my secretary more?"

Well! Needless to say, we marched forward. We next went to some male attorneys. I quickly discovered that I knew more about the Civil Rights Act of 1964 than any of them (but for \$100 an hour they would be glad to read the statutes to me). We, as a group, through the Women's Equity Action League, filed charges with the U.S. Department of Health, Education and Welfare.

I must tell you that this was one time in my life that I will credit my experience to sheer luck. Everything else I have done has been hard work, but this was luck. The University of Montana had made a habit of hiring athletes and paying them out of workstudy money. Athletes didn't do any work. All of the chief administrators at our university were under indictment by the federal government. When the Department of Health, Education, and Welfare arrived on our campus and saw that we had some data--and then the university saw that we had some data--the university said, "We are very sorry," and quickly gave us back pay. And that young man and I always had the same salary from then forward.

Several years later I was asked by Region 1 of the Forest Service if I would take some data that they had collected and analyze it. The data was about attitudes toward equal employment opportunity within the region. Again, being wonderfully naive and feeling that I had the answers, I did that analysis. I was invited to make a presentation to the regional forester. I walked into the room and the private meeting with the regional forester and his deputies was no longer a private meeting. Surrounding me were all of the forest supervisors and the regional forester. I gave my report and I'm proud to say that there were some changes in Region 1 in terms of affirmative action and equal employment opportunities. People gave me a good hearing, and I must be frank, some of my ideas were naive. But nobody told me that. They said, "Let's give it a try."

From there, I went on to become a member of the University of Montana School for Administrative Leadership. I was asked by the dean of the School of Forestry and the director of the School of Administrative Leadership (which provided training for folks in natural resources) to join them. It took a tremendous amount of courage and I've always thought that the courage was really much more on their part than my part. They had support from their wives and family who all believed that I was a colleague and nothing more. We traveled extensively together. They supported my skills and encouraged me.

I always thought my finest hour with them was the day we had a workshop for the Army Corps of Engineers, when an engineer informed all and sundry that no woman was going to tell him anything about management. He went home that day--he would not return for the seminar. His colleagues, after they heard me, talked with him. He came back and he became my biggest supporter, because he found out he could learn from a woman.

In 1976 I received a tremendous accolade from my colleagues in the Department of Management. They asked me to chair the department. Those of you who know much about academia and schools of business know that was a reasonably unusual experience.

In 1981 I made a decision to go back to teaching. I had learned a great deal about management and I had some things to tell people. I also became a consultant to large corporations. In the process of that, I have discovered that I am a change agent. That means that I am often the scapegoat for a lot of problems. I am invited to make recommendations for change and this antagonizes many people. Frequently, I am the messenger carrying bad news and, of course, many would like to kill me. That requires some emotional payment on my part. One day, two poison pen letters arrived. One indicated that I was a lesbian and the whole world knew it--while the other accused me of having an affair with several men at the same time! One of the things that I have learned is how to heal myself and how to teach other people to heal themselves.

What are some of the other skills that I try to use, that I try to teach, that hold me together?

- The first thing that I had to do is learn what rewards are important to me. Not what's important to somebody else, but what's important to me. It turns out the biggest reward that I have is feedback. Sometimes it comes within 20 minutes. Sometimes 5, 10, and now we're approaching 15 years later someone says, "You helped me and thank you!" Something I said was significant to that person. I've learned to not only listen to what people say, I try to hear them and respond to that. If I disagree with someone I discuss it, I don't walk away. Or, if I am so angry and I can't discuss it, I walk away but come back to conclude that discussion.
- I try to predict my impact on other people so I'm not surprised, although sometimes I am. For example, one of the things I have done recently is lecture in China at Nankai University. Getting out of China was a horrible experience. I had been travelling for three days with no sleep and no shower. I finally got on an airplane exhausted, knowing that the world would wonder under which bush I had been sleeping. A young woman next to me looked at me and said, "What business are you in?" She meant it as a compliment. She perceived me as a businesswoman and I perceived myself as a junky mess. I was surprised at the portable credibility that I had.
- When something happens to you, don't pretend it isn't personal. A lot of things happen to me. My goodness, they are personal. I accept it as being personal and I've also learned to accept the fact that not everyone likes me. The biggest surprise in my niece's life (she's a freshman at the University of Montana) occurred to her when she found out, then told me, "Aunt Maureen, you know that some people don't like you."
- You have to be confident in yourself. But, in that confidence, you have to seek support from other people to verify your impression. You can be wrong. I am often wrong. And I try to be willing to be criticized in a constructive way. I appreciate criticism that is well meant.
- I have learned to be kind and supportive of others. It has returned to me many, many fold. I also recognize that I can only be supportive of a certain number of other people on a certain number of issues. I know my limits. I cannot hold the whole world on my shoulders. I try to

be reflective. I think about what's happened to me and what will happen to me and I try to be creative in terms of that.

•The thing I worry most about is being flexible and that's my toughest assignment. I find that I prefer to be inflexible because it gives me control. I then make the decisions and nobody else has a choice.

•As we age and mature in our professions, one of the things we have to learn is to be willing to be dependent upon other people and to trust their judgment. For those of us who believe we are the Lone Ranger, it is very difficult. When I came back from China, the re-entry process went on for six days. I had no sleep, but immediately I was asked if I would consider being the acting dean in the School of Business. I was so jetlagged I barely knew my name. I picked up the phone and called my friend and asked, "Should I accept this assignment?" The friend said, "No." I said, "Thank you," hung up the phone, then I called the vice president and said, "No, I am not accepting that assignment." I trusted my friend's judgment. One week later, after I had some sleep and some time to think, I realized it was the best decision of my life. It would have been very foolish to want that particular situation.

•I've learned to be a tempered risk taker. I try not to commit job suicide for myself or others. I try to be realistic.

•I try to be honest, but tactful and direct and I try to be very careful not to allow other people to lose face. If I see someone losing face, I try to show them how to save face, because that's important to all of us and some day they may save face for me.

•I've learned to live with myself and my style. I don't try to be someone else anymore. I know I'm very pragmatic and I know I'm very realistic. If you ask me what I think I shall tell you. And I tell people--don't ask me if you don't want to know. I've learned that I have a trigger-happy response and apply a rule to myself in many situations that require decision making. I call it the 24-hour rule. I wait 24 hours to think through a situation before I leap. My mentors and friends are happy that I have learned to think before I leap.

•I try to be positive and use that old cliché to see problems as opportunities because usually they are opportunities.



JUGGLING THE DUAL CAREER: PARENTING AND PROFESSION

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According to the Working Woman Report (by the editors of *Working Woman* magazine), there are more than 32 million mothers in the work force today; more than 18 million of these have children under the age of six. Almost 60 percent of all mothers with children under 18 and 50 percent of those with children under six are working full time.

Children with working mothers not only survive, they appear to thrive. Clinical child psychologist Frances Fuchs Schachter compared children of employed mothers with toddlers of similar background whose mothers did not work outside of the home. She found no discernible difference between the two groups in language or emotional development. She also found that the group with working mothers was more peer-oriented and self-sufficient. Other studies have found that teenage offspring of working mothers feel better about themselves, are better adjusted socially, and get along better with their family and school friends.

Finally, in a study of working women, nonworking women, and working men, Yale researcher Faye Crosby found that married working women seem to enjoy work more than those who aren't wives and mothers. Family life appears to both enhance career satisfaction and put job problems into perspective. Those who love their jobs most are those who are also parents.

Clearly, then, according to these researchers, there is much to be said for parenting and a professional life. To me, being a mother is just one more facet of a full and happy life. Most of my comments will be in first person, so perhaps I should tell you a little about myself. I grew up as the second oldest in a family of eight kids. As a youngster, I always knew that I wanted to have a career. Being a wife someday, much less a mother, were the furthest things from my mind. When our daughter arrived, my husband and I had been married for about 10 years. She has become an integral part of our family and, I feel, any disruptive effect she has had on either of our careers has been non-catastrophic. My discussion will cover maternity leave, overtime and training, and my own survival tips. I will also relay some of the thoughts and concerns voiced by some of my office colleagues on these subjects.

Maternity leave: The question of leave must be addressed from the standpoint of both the employer and the employee. There is no national policy. Every organization is different. The Ford Foundation offers both mothers and fathers an eight-week paid leave of absence, followed by an 18-week unpaid leave after the child is born. Most organizations have a six-week maternity leave as a standard. However, there are many variations of this.

In the government, maternity leave is made up of a combination of sick leave and annual leave. Those who have accumulated a fair amount of this leave will have paid maternity leave; otherwise it is unpaid. I

think there are a few keys to making this leave as smooth a transition as possible.

A frank discussion with your doctor will do a great deal to help you know what to expect. Your doctor will be aware of your general health and can offer practical suggestions and advice regarding how much time you might want to take off if you plan to return to your regular job.

In addition, talk with other women in your work setting to find out what worked for them and what didn't work. This will give you a clue about management's attitude on maternity leave and how much flexibility you will have. Have others taken any sort of maternity leave in your organization? What were their options? What did they ask for? How did it work out for them? For the organization? How do people remember the occasion--was it smooth or disruptive?

Answers to these kinds of questions help you get a sense of your organization's attitudes and also reveal experiences from which you can benefit. Did someone successfully negotiate a long leave by combining some vacation leave with sick leave? Did part-time work become successful? Did someone's career and status in the workplace suffer?

Then talk with your supervisor and have a plan of action in mind. What projects will you want to wrap up before you leave? What projects will your boss want you to wrap up before you leave? Is there anyone who can sit in for you during your absence or who would be willing to share your responsibilities?

I kept a daily log of projects I was working on, their status, and where the pieces were so that someone else could pick up where I left off. We contacted a person from one of our field offices to "pinch hit" for me, someone who had an interest in my activities and wanted to gain the experience. He was "on call" to come in the week after I had my baby.

Have clearly in mind how much time you wish to take off, possible changes in scheduling, whether you could assume some work at home, and so on. I found that a great deal depended on the flexibility of the individual supervisor, and also the professional rapport between the supervisor and the employee.

Overtime, travel, training. Co-worker relationships can help or hinder the choices and options you have when juggling the demands of profession and family. I try to treat having a child as any other responsibility. If you know your co-workers well, you know that they all have other concerns and responsibilities than those at work--elderly parents, household emergencies, community responsibilities. When in a bind, these are the people who will understand and can help. One learns not to be shy when it comes to asking for help. Can someone else work overtime in your place? Can you trade responsibilities for travel or training?

People always ask how you manage to travel when leaving a child at home? My husband and I always check out calendars to ensure that we will not both be out of town at the same time. When this was not always possible, our daughter has stayed with neighbors or overnight with her regular sitter. It helps to have a grandma handy. I once sent airline tickets to my mother to join me in Tucson so she could care for my daughter while I attended a meeting. Mom had never been to the Southwest and they had a great time. A single parent I know found another single

parent in her neighborhood; they traded overnight child care arrangements to their mutual benefit. Again, the key is flexibility, and peace of mind is to have some options lined up in advance.

Attitude. In nearly any environment, you can hear positive and negative stories of how pregnancy and parenting affected the work environment. I firmly believe the employee's attitude has a great deal to do with this. Sometimes we take ourselves too seriously so that mountains are made from molehills. Often, if something is perceived as a barrier, it will be. If it is not perceived as a barrier, it won't be. Good humor can go a long way to overcome any hurdle. It also provides the framework needed to successfully juggle choices that need to be made.

The image we have of a family usually consists of two parents and children living together, the dad earning money to support the family, the mother staying home to take care of the house and children. Yet this may not be as universal as we think. In America, only 10 percent of families include women who stay home. Families in earlier rural America, and indeed much of the rest of the world today, consist of both parents gathering and/or growing food for the family. The children were actually rarely taken care of by the mother, but by grandparents, older children within the family, or other relatives. Mothers in such situations probably did not have a lot of time to spend with their individual children. Parents then had strict constraints on their time. Working parents in America today have much more choices than those in former typical American families. Remembering this helps put some of the demands on our time into perspective.

Survival tips. Do any of you really want to be a supermom? A superwoman? The word conjures up an image of a person always on the run, always looking her best, always too programmed. We all hear tales of the successful superwoman, who combines parenting, being a wife who entertains beautifully, and being a top-rate manager. There is a lot of pressure to believe this superwoman exists. Anyone who knows such a person also knows she pays a dear price of pressure and anxiety. Yet the image of supermom is one we all hear about. I decided early on to be realistic. Frankly, I found a great deal of survival value in lowering my expectations. I found that I don't need to get all the chores done every night after work. In many cases it doesn't really matter whether they get done or not. In the early 70s, I authored three little books. Friends and co-workers often ask me when I am going to do another. My usual reply is that I just don't seem to have the time for that sort of thing anymore. And that's true. They were all before Frances. But I find that I don't mind. It's important to put everything into perspective. We all have changing interests. Few of us have the same interests and activities at 30 years of age that we did when we were 20. That's normal and natural. Right now, the enjoyment of spending time with my daughter is much greater than the desire to do another book. I'm sure that when she gets older and more involved in her own things, my interest will change, too. And that's OK.

Other Concerns

Perception of family bias. Several people that I talked to about parenting and work expressed a concern that management perceived that family matters are more important to working mothers than they are to other workers. In several cases, employees strongly felt it was their right to make that choice. Sometimes a

temporary assignment away from home or unscheduled hours that came with a certain position were regarded "off-base" for a parent. Each employee parent strongly felt it was the employee's concern, not the management's, to make that choice. Only the employee could decide the pros and cons and know what alternatives were available. How can the bias be overcome? By being professional and seeking out such assignments, management will get the message that they are not a problem, and it will be harder for management to see them that way. Sometimes it takes some careful groundwork beforehand, but it will pay off.

Emergency care. Many mothers (and fathers too) assume a certain number of vacation days will be allocated to caring for a sick child. The problem, as everyone knows, is that children don't schedule sickness. It always comes at an inconvenient time. Again, flexibility and ability to reschedule and have back-ups are important. And I think it's also important to remember that most of your co-workers have been or are parents. They may understand more than you realize.

Children at the office. I personally think children should know what their parents do. I can recall being impressed by all the equipment at my father's workplace when visiting with him on weekends. I have friends who make a concerted effort to bring their kids to the office periodically. I think it would be neat to have a small-town business or a situation where the child would not seem out of place. But you need to weigh your child's "right" to see what you do with your ability to get something done. Every situation is different. I have been in situations where the setting was somewhat informal and I knew my co-workers well. A child is more accepted there for a visit. I have also been in a more formal setting where kids were rare. There are options. For instance, you can take your child to the office for a few hours on a day you had scheduled for vacation or on a day you know will be slow. The key is your motivation and the individual setting in which you work.

* * * *

I think the two most important items that came out of discussions regarding parenting were these. First, don't make barriers where there are none. Sometimes, perhaps, in our attempts to "leap tall buildings in a single bound," we invent barriers to leap over. We perceive situations that are problems--things that are not perceived as problems by co-workers. Maybe we should not take things so seriously and learn to put them into their proper perspective. Second, most successful people are also busy people. They are multi-faceted and have gotten that way because they have learned to juggle parenting and career demands--and maybe many other things as well. They've learned how to decide what's important and what they want to spend their time on. Parenting and a profession are both demanding careers. I think the whole key to meshing parenting and a professional life is flexibility. Be willing to juggle several schedules and enjoy the diversity they give you.



HURDLES WOMEN MUST HURTLE

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I picked up the dictionary to check the spelling of the title of my paper and was surprised to find that the definitions played right into the theme. My 1964 Merriam-Webster stated that a "hurdle" is "an artificial barrier over which men and horses leap in a race." I plan to show that men and horses aren't the only ones faced with hurdles today. To "hurtle" was defined as "to move with a rushing sound." I hope to inspire you to hurdle the obstacles you face in the workplace.



Hurdle No. 1. You Can't Possibly Want To . . .

These are the discouraging words a young girl starts to hear at an early age, usually as soon as she is old enough to say "I wanna be a fireman" or "I want a toy truck for Christmas." They are meant to let women know their place and future limitations. I first heard it when I said I wanted to be a veterinarian.

The family is the first line of defense against this hurdle; in fact the family is the original "network." I was fortunate because my father often did things black men weren't supposed to want to, or be able to, do. He succeeded in non-traditional roles, as an amateur tennis player, professional photographer, and carpenter. My mother was an equally strong role model. Minority women were liberated long before "women's lib"; they could not afford to be housewives and mommies. Not having a career was never an option in my home.

Later in life, spouses, lovers, and friends can provide the needed encouragement to keep bucking the odds.

Hurdle No. 2. There Must Be Some Mistake . . .

These words are whispered when they were expecting (or hoping for) someone else. During College Night in 1968, my mother and I were alone among many white males and their parents (lots of flannel shirts, if you know what I mean) in the room for Cornell University's College of Agriculture. The recruiter came over to us and whispered, "There must be some mistake. Maybe you have the wrong room." "Isn't this for the College of Agriculture?" I replied.

"Yes," he said with a puzzled expression. "Then maybe you've made a mistake. We're in the right room," I said. Never be embarrassed by such an incident; let the other party be embarrassed.

The recruiter didn't give up easily; he went on to construct the third hurdle . . .

Hurdle No. 3. But There Are No Women's Dorms . . .

This hurdle also includes "no women's lockers," "no women's bathrooms," and "no indoor facilities." It is used to discourage women from taking part in men's activities. At Cornell, there was supposed to be very limited space for women on campus. I was not convinced. There was plenty of space available in the women's dorms when I arrived in the fall of 1969. Cornell offered me a very good scholarship, and I enrolled in the pre-vet program (one of only 19 such programs at the time).

There are two interpretations and uses of the next hurdle . . .

Hurdle No. 4. We Have One . . .

First of all, it could mean stay out as in "We've met our quota," or "We don't want women taking over," and "If you get more than one woman in an office, there'll be trouble."

My college advisor used this at the start of my sophomore year. The Cornell Veterinary School only takes one woman a year, I was told, and that one in 1973 wouldn't be me because "black people only like to party and they don't study enough to get good grades." This was to be his last hour as my advisor.

But before I made him aware of this inevitability, he exposed me to the second use of this phrase. These words are used to encourage women, regardless of their interests, to travel a path which has been "okayed" for them by men. My advisor told me that I should switch my major to microbiology because, since his wife was in that field, it must be a safe profession for women.

I should have warned you that I am not a good example of careful career planning; I have always been an opportunist. After that conversation, I walked across the quad to the Conservation Building. I was studying the directory, when a professor asked if he could be of help. I told him I was looking for an advisor. He invited me in. My career as a wildlife biologist was launched. He didn't tell me then that there weren't many women in that field either.

Hurdle No. 5. We Don't Want Any . . .

This was a blatant but honest remark that was popular before 1975, died down in the late 1970s, but is making a come-back, like mini-skirts. In January 1973, like most seniors, I sent letters of inquiry to many federal and state agencies. Most didn't answer. The National Park Service replied that they didn't hire women in those professions. The Forest Service offered me a position in California--as a clerk-typist. BLM was the only one to offer me a technical position. They noted that I was the first woman they'd ever hired in a field natural resources position. I was surprised to find history being made with my first assignment as a wildlife biologist in the Las Vegas District in June 1973.

Hurdle No. 6. You Don't Need It . . .

This is a "compliment," sometimes used to discourage women from requesting new assignments, training, and promotions. My first supervisor didn't understand why after 18 months in grade, I was pressing him for a promotion from a GS-5 to GS-7. After all, I wasn't married and I didn't have a family to support. I brought in copies of my many bills (rent, utilities, gas, car payments) to demonstrate how much money I was losing by working there. Since this was 1974, before "negative cash flows" became popular, they were convinced and I was promoted.

Hurdle No. 7. You're Not Ready . . .

This is a euphemism for you're too young, black, Hispanic, and/or female. It is often followed by tales about how long it took the speaker to move up the ladder in the 1950s. I heard this often when I applied for promotions or even lateral transfers to similar positions in the West. Luckily enough, people during my career have had enough confidence to "take a chance" on me in jobs of ever-increasing responsibility and I haven't not been ready yet.

Hurdle No. 8. You'll Fit Right In Here . . .

You have to be cautious about this one. It is sometimes used to herd women and minorities into certain professions or offices. I heard it about both the Las Vegas District and the Eastern States Office, offices that were havens for easterners, city folk, young people, minorities, and other non-traditional Bureau employees. It was a blessing for me. Not only did I fit in, but I was able to acquire skills in communications, conflict resolution, and politics not available in some of the more traditional districts. You should try to salvage the most out of any position you have; succeed where others expected or hoped you would fail (or at least fade away).

Hurdle No. 9. We Had One . . .

This is a relatively new expression in the 1980s which is usually uttered with an exasperated sigh. It often means they had a woman in that position or office once, but it didn't work out. Therefore, you won't either. I heard this one this year during a job interview. This will be hard to overcome until women are thought of as individuals; we don't all look or act alike.

Hurdle No. 10. Nobody Will Work For A Woman . . .

This is a serious and painful accusation. It is serious because it is widely believed and repeated aloud. It is painful because it is perpetuated by women as well as men. It will take years of being exposed to women managers with various management styles before good women managers are thought of as the rule, rather than the exception.

* * * * *

I have four principles which I feel are keys to successful leadership.

1. No Woman Is An Island

You may succeed in spite of some people, but you do not succeed by yourself, no matter how skilled you are. Someone has to hire you, promote you, teach you new skills.

Many people have helped me during my career. There were the personnel people who did not throw away or misplace my letter of inquiry. There were the managers who were willing to put up with the peer flack they received for hiring a woman. There are the many, some of whom I may never know, who encouraged me, recommended me, made me aware of vacancies, and helped create my good reputation in the Bureau. You all have these allies; do not take them for granted or forget them.

2. Find And Become A Mentor

Mentors can be male or female, political appointees or career employees, members of government or private industry. Do not pre-judge or write off people. You never know who can help.

My first mentor was a 50+-year-old western white male range conservationist who went from having a private office to sharing one with a 21-year-old black Brooklyn-born woman right out of school. Who would have thought such a person would have been the one to save my career, and thus, my life?

He taught me how to drive a four-wheel drive truck (we didn't need off-road vehicles for field work in Ithaca), build a campfire, cool a can of beer in a stream, and how the Bureau ticked.

I, in turn, have tried to be a mentor and role model for others--women, minorities, biologists, young employees--throughout the Bureau.

3. Be Willing To Do Something Different

This can run the gamut from being willing to travel or move, to taking on extra jobs or special details in place; in general, taking risks.

My own examples include the district biologist job in Las Vegas (it had been vacant for two years), early jobs in environmental science and planning (no one wanted to push papers in the office), my first Eastern states job (no one wanted to move back East), and the special task forces for which I continue to volunteer. All these jobs have helped me learn new skills and get promotions.

It doesn't pay, however, to take on more than you can physically or emotionally handle. Today, early successes are both important to yourself and other women. Unfortunately, women aren't allowed to fail without long-range consequences.

4. Positive Visibility

Since you are going to be noticed; why not take advantage of the notoriety? Make a lasting, positive impression.

Dress for success, but in natural resources this can mean wearing jeans and boots, not a dress and heels, to the field. But in the office, do not be afraid to dress well. Women have added a touch of class to the natural resource agencies.

Attend meetings and conferences, local ones if your agency will not sponsor you to out-of-town ones. Do not restrict yourself to technical meetings; speech clubs and other groups (like Federally Employed Women) can build confidence and communication skills. Take your business cards--they help people remember you and contact you later. Participate on task forces,

committees, and special projects; they can help mold your reputation.

Finally, make yourself heard. Sit near the head of the table or in the front of the room and speak up. Many men feel that talking louder or interrupting makes their point more valid than yours. Do not get into yelling matches with these individuals. The story will circulate that he shouted, you shrieked, he became angry, you became emotional, and he was difficult, but you were a bitch. If you have important points to contribute and the respect of the group, others can become important allies, seconding your opinions and putting peer pressure on those who would ignore you or put you down.

* * * *

The ocean of talented women now trained and available (as opposed to the isolation I felt as a woman in the 1970s), fills me with pride and hope for the future of natural resources. Women can develop strong muscles hurtling hurdles; success is not only for men and horses. We women can win races too.



TRANSFORMERS: WOMEN IN NON-TRADITIONAL ROLES

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Less than 20 years ago, I was refused permission to major in forestry at one of the nation's top forestry colleges (a refusal that, I hasten to add, lasted less than an hour--just long enough to bypass the freshman advisor and get to an associate dean). I chose forestry precisely because there were so few women foresters, none practicing as far as I knew. Being a woman was, in my family, something you overcame to achieve something important.

I suggest to you that most of us are like this to some extent. We are drawn to nontraditional careers (forestry, wildlife biology, veterinary medicine, law) because we chafe at the confines of more traditionally female pursuits. In overcoming the barriers to these careers, we risk leaving behind the company of other women. If we do, we lose touch with an ancient and valuable part of ourselves. We risk becoming "queen bees" who cannot abide the presence of other competent women in our working circles; women who,

having gotten to the top, pull the ladder up after themselves; women who declare, "Who needs the women's movement? I got here on my own. So can other women."

If, instead, we are willing to connect or reconnect with that special thing that is distinctly female within ourselves, we become women together. For me and the women I have shared this aspect of the life experience with, this has meant a freedom to admit when we need help and when we feel unsure of ourselves, as well as a chance to try out some leadership skills without risking overstepping boundaries traditionally associated with gender. There is a special kind of joy in sharing our competence and in being on our own, proving we can do it and still honor our more traditional priorities, such as home and children.

Another striking accomplishment of women working together has been the ability to overcome a set of class or artificial boundaries that seem to prevail among men. Using forestry as a concrete example, I learned quickly that agency personnel have little in common with corporate foresters; that industrial forest land owners were different from small private land owners; that game biologists were the natural enemies of forest managers; and that loggers didn't talk to mill operators.

With very little practice and prompting, women working together are usually able to leave these "obvious" distinctions behind. I don't know whether this is because we are too new in the forestry field to have the ideas deeply entrenched, or whether we find our common interests more persuasive than our differences. What is important is that women working together with women seem able to transform a we/them tradition into a team effort.

Life Companions

Another transformation I have observed in my nearly 20 years in forestry is the way in which we find our mates. It was once supposed that women who found their path to practicing forestry blocked by the nature of their gender had only to marry foresters to find fulfillment. Women who did practice non-traditional professions have always been asked (and it is my experience that we still are) "Is your husband a forester/lawyer/doctor, too?" I am sure no one ever says to a man, "Is your wife an engineer, too?" or "Is your wife a nurse, too?"

When I was in forestry school, and again in law school, where I graduated just a year or two ahead of the big influx of women that brought class ratios to 1:2 or 1:1, dating within your major was risky business. It singled the guy out of the rest of the class. It could make professional association with him after a breakup positively stilted, if not a little funny. Conventional wisdom was that there was too much competition within common career marriages, competition that would kill the marriage or force the woman--always the woman--to hide her competence or change her career. And how, in heaven's name, could you expect to find two jobs in the same field in the same town?

I am not sure how much progress we have made with these issues. I do know that males and females are refusing to accept the limitations that the formulas imply, finding alternative solutions and shunning employers who are not flexible in helping to balance career and family priorities.

Career Development

While I was teaching undergraduates at the University of Washington, I began to be aware of a disturbing phenomenon. Young women who had graduated with professional degrees in forestry or in law were coming back to me complaining that the corporations, firms, and agencies for whom they worked were stifling their careers, that they could not get ahead fast enough, that they were being kept down. It seemed to be a common theme among women but not among men. I began to think about this problem and to check it out with some of the employers. I reached a conclusion that I admit is not based on scientific data: Many women do not believe, at a fundamental level, that they have as much time to develop their careers as do their male counterparts. We are in a rush because we believe we have only a limited amount of time to make it.

This is, perhaps, largely a product of the way most of us were raised. Please realize that the women's movement is very recent in our culture. Yes, the work has been going on for many decades, but I think it is fair to say that for most Americans, women's lib was not a reality any time prior to 1970. If you are over 30 (and I am), that means you spent at least 15 years accepting some very common cultural wisdom: You were probably taught that most women find a husband about the time they complete their educations whether that is high school or college; women generally leave the work force when they marry; women who do not leave the work force upon marriage certainly leave it when they have their first child; women who have children do not work outside the home until those children are in high school, at the earliest; most women who work for money do so because they do not have a choice--they do not have a husband able to support them. These "truths" may seem to you to be out of the Dark Ages, but I submit that even the youngest of you spent many of your formative years in a culture where they were universally accepted. My own mother worked through her pregnancies and returned to work shortly after the birth of each of her three children. In February she marked her 50th year of practicing law, yet I myself believed all of the things I have just told you, and I think that I believed them at some hidden level for years after I had consciously given them up.

If you examine these ideas, I think you will find something at least as persuasive as the well known biological clock theory to explain women's impatience with the traditional career development time frames. Fundamentally, we seemingly have believed we have a maximum of about five years after we enter the work force before we will be leaving that work force to raise our children at home, not to return to work for at least 15 years, if ever. Compare these five years with a career horizon of an entry-level male, age 22, who does not expect to retire until age 65. Women believe they have to do everything eight times as fast as their male counterparts. No wonder they feel impatient with traditional structures!

There is, of course, hope. Once we acknowledge and examine these outmoded beliefs about our career horizons, the pressure eases. We realize that our lives may encompass four project periods, each with a duration of 20 years or more: Education, establishment of family and parenting, career focus, and retirement or second career. This is an important realization for men as well as for women. It allows us to decide what is important and to focus our energies on different things at different times in our lives.

As we transform our cultural views of women in this regard, we free all people of confining roles. Men find that they, too, can take time to focus on the family, that second careers and mid-life career shifts are possible, and that rethinking their primary life roles is beneficial.

Balancing

So, I am saying we have infinite choices, options, ways to rearrange things so we can fit it all in. We have the ability to be foresters, lawyers, wildlife biologists, entrepreneurs as well as mothers, wives, daughters, as we have always been. If, along with giving you a lift, what I have been saying doesn't make you vaguely panic-stricken, you haven't been juggling all these roles very long. A well-phrased question from Erica Jong says, "If I am having it all, why then do I feel like a victim of terminal exhaustion?"

Many of us have become what a recent article in Women in Forestry identifies as a "Type E" woman. We are trying desperately to do it all and enjoying the fruits of our labor very little. We have seemingly traded one set of chains (limitation) for another (having to have it all). At some point many of us recoil in anger or in laughter, and realize that one must find balance.

At some point most of us conclude we will never have enough time or enough energy. We stop expecting so much of ourselves and our contemporaries. We find support systems. We stop trying to do it all. We prune away jobs and roles that no longer interest us or can wait until another era in our lives. We forgive ourselves for not being all things to all people. We learn to enjoy doing what we are doing at the moment, instead of anticipating the future and fretting about the past.

As we give up being "Type E" women, perhaps we can allow the men around us to give up being "Type A" personalities as well. If we can give up being all things to all people perhaps our brothers can give up the confines of such singular roles as breadwinner or family disciplinarian. If so, we will surely transform our society into a better one.



THE ECOLOGICAL SUCCESSION OF A PROFESSION

Michael D. Moore
Assistant State Forester
Michigan Department of Natural Resources

Women should not enter the field of conservation because the work is hard and arduous, requires travel and long hours in the woods. --This sounds like a statement from some turn of the century Forestry Commission notes. But it is not. A very similar statement was published in recruiting materials by my agency, the Michigan Department of Natural Resources (DNR) in 1964!



Fortunately, both my profession and my agency have come a long way in just twenty years. Indeed, the ecological succession of the profession of forestry, like ecological succession, is defined as the replacement of one kind of community by another kind. And that is exactly what is happening in the profession of forestry.

Before you condemn the Michigan DNR, however, a few notes on progress. In 1979, only five percent of our entire professional staff were females. Today, it is 20 percent. And our female technician component has doubled over the same period of time, from three percent to seven percent. Within the forest management division we haven't done as well, but we certainly are moving forward, particularly in our more recent round of hiring.

The people that we now work with within our state government in Michigan are even more representative of society than the forestry community. Some examples include the forestry liaison on the Governor's Cabinet Council on Jobs and Economic Development--a woman. And incidentally, forest industry is one of the governor's three major "target" industries in Michigan. The individual that handles forestry complaints at the Office of the Business Ombudsman in the Department of Commerce is a woman. The fiscal analyst with the Department of Management and Budget who oversees the entire Department of Natural Resources budget is a woman. The new fiscal agent that handles DNR matters for the Senate Fiscal Agency is a woman (and so is the director of that agency). Even the Sierra Club director in Michigan is a woman.

All those positions I just mentioned are civil service or appointed positions. What about our elected officials? Martha Griffins, our lieutenant governor, has taken an active role. The state senator from Northern Michigan who single-handedly preserved substantial increases in this year's budget for state forest timber sales is a woman. And the powerful five-member subcommittee on Natural Resources

Appropriations in the House of Representatives includes blacks and women. Incidentally, the most effective lobbyist in forestry affairs is the representative of the Michigan Association of Timbermen, a woman.

It is imperative that the ecological succession of the profession continue if we are to effectively communicate with other areas in state government.

To this end, we are working to ensure equity in our hiring practices. It is not as simple as it sounds and even the very system that is established to provide affirmative action capability occasionally proves to be counterproductive. Let me give you an excellent example of procedural and administrative difficulties we recently encountered.

Until recently there had never been a female forest fire officer employee in our agency. Aside from traditional bias (and perhaps a modicum of prejudice), the fact was that women simply could not qualify to take the entrance examination and be placed on the Michigan Civil Service register. There was both an internal and external reason. The internal reason was that the job specifications required two years experience as a member of a fire department and the external reason was that no fire departments were hiring women so they never would achieve the two year's experience to qualify. A classic case of Catch-22.

We developed a plan to overcome this difficulty and rewrote the job specifications to include an alternative to the two years of fire department experience. Possession of an associates degree in natural resources, fire technology (or a related field) was added as an alternative specification. Guiding this change through the labyrinth of civil service was more difficult than one could imagine, but it was approved. The jobs were posted, we recruited individuals to apply and we awaited a register from which to select interviewees.

In our state, candidates who take examinations are placed in "bands" by virtue of their examination scores; the highest scores in the highest bands. Although most examinations are of the question and answer type, this particular examination happened to be an evaluation of both experience and education. Finally, we received a register. All individuals who possessed an associates degree and two years of fire experience were in band one. No women of course! All individuals with two years of fire experience were in band two. Still no females! And those individuals with an associates degree and no fire experience were in band three--mostly females. I am not sure how this happened but I am sure of the results.

Fortunately, we have a process known as expanded certification that allows us to reach lower bands of candidates if the higher bands do not contain a representative grouping of society. In this case, we recently placed five female forest fire officers throughout northern Michigan, highly qualified individuals who excelled in the interview and selection process.

What other things have we done to improve our employee representation to more closely mirror that of society as a whole? We do have a substantial affirmative action plan that lists lots of good ideas--putting them into practice sometimes takes second place to getting the timber sales put up, planting the trees and keeping the campgrounds clean.

One excellent effort that has paid dividends was providing for female and other protected candidates to take entrance examinations at other than the annual scheduled date and to allow them to take the examination at out-of-state locations. Many of our Michigan female forestry graduates are working in the Western United States in temporary jobs while looking for permanent employment. It is impractical to request them to return to Michigan for one hour on a specific day to take the examination just to have their name put on the register. Our Civil Service Department cooperated in this effort. The net result was an expanded pool of candidates that more closely mirrored society. Fully one-half of the foresters hired this fall by our agency were female.

Where do we go now? As an administrator I'm facing serious questions about dual-career couples, long-term career commitments, romance in the work place, and sexual harassment. At the same time, I have limited government budgets, lack of society's confidence in public employees, and the establishment of unions within the public sector.

We are still recruiting--particularly at the middle and upper management level. We take time to explain to our employees, old and new alike, where we are going and why we are headed in this direction. (That doesn't always solve our problems, but it helps). We are ensuring that male and female employees participate in training programs on an equal basis whether it is the operation of a John Deere 450 tractor with a fire plow, a microcomputer package, or management training.

We recognize Affirmative Action as a remedy, temporary in nature, designed to eliminate systemic discrimination against minorities, women and handicapped persons. We are committed to implementing Affirmative Action goals.

In dealing with an ecological succession of a profession, we are replacing one kind of community with another kind--a stronger, more vigorous, more robust community . . . one that ensures equality for all of our employees and their full participation in everyday work and decision making.



JOB INFORMATION EXCHANGE

If you have a job to offer in natural or cultural resources, list it with WOMEN IN FORESTRY's Job Exchange. If you are searching for one, send a brief resumé of yourself and describe the position you seek. Send them to: Nancy Michaelson, 145 Elmwood Lane, Nekoosa, Wisconsin 54457. Nancy also has the names of several publications which list available jobs. Send a stamped, self-addressed envelope, and ask for the names of those publications.



PEOPLE



GENESIS AND MEANING OF THE CONFERENCE: A DREAM COMES ALIVE

MARY JO LAVIN,
Deputy Supervisor
Washington State Department of
Natural Resources
Olympia, Washington

I want to recall for you how the concept for having a symposium was first developed. In 1984, a group of women attending the International Forest Congress in Quebec introduced a resolution ". . . to incorporate women in policy making positions and in the leadership of the profession . . ." This resolution was moved by Janet Ades from Canada and seconded by Geraldine Larson from the United States. It was further seconded and supported by other women foresters.

The resolution was presented to Ron Christensen, Executive Vice-President of the Society of American Foresters (SAF), and given by him in turn for implementation to Richard Zabel, SAF Coordinator for Continuing Forestry Education. As an initial step, Richard chaired the first meeting of the Women in Forestry Steering Committee in January 1985.

This group included women and men representing various areas of resource management: industry, federal and state government, academic institutions, and consultants. We were all at different career stages, and we included regional as well as national perspectives.

In addition to Richard Zabel, who represented the Society, and myself from state government, the Symposium Steering Committee included:

MARY COCKERLINE
Information Systems Analyst
International Paper-Texas

ORVILLE DANIELS
Lolo National Forest Supervisor
USFS-Montana

SALLY FAIRFAX
Associate Professor of Agriculture
and Research Economics
University of California, Berkeley

RUTH MUIR
Forester
USFS-Washington

MARGARET SHANNON
Consultant
Resource Policy Analysis, LTD.
New York

ALBERT VOGT
Director, School of Forestry,
Fisheries & Wildlife
University of Missouri-Columbia

AL WEST
Associate Deputy Chief
Programs and Legislation
USFS-Washington

The original intent had been for this group to plan the first of a series of annual conferences for women in forestry. The group very quickly--and very definitely--decided that women had been isolated long enough. It was important to emphasize and ensure the full integration of women into the natural resource professions, as well as into the professional associations in general, and into the Society of American Foresters in particular. We decided that a symposium would provide the appropriate forum for the necessary discussion and action planning.

The title, "Women in Natural Resources: Challenges and Strategies", was not chosen lightly; it has a very clear message. We needed to look at the challenges we have all experienced and the challenges that will continue to face us as we move to become fully incorporated into the profession. We must also plan for success, and go forward from Dallas with strategies we have developed together.

You will have an opportunity in your life to meet some exciting professionals. These women--and men--will form an important network for action. We will build this network as we look at the problems facing women and men working together, as we examine the challenges that occur at different stages in our careers, as we come to an historical perspective and a current understanding of affirmative action, and as we consider ways to enhance our own leadership skills. It is important to understand that the key portion of the word "network" is "work." Networking is more than talking with others or making new friends. Networking is a creative solution to a problem and a creative response to a need.

We cannot spend our time only dreaming. We must spend some of it working for each of us and for all the women in natural resources that we represent -- working together to make the dream come alive.



MARY JO LAVIN is Deputy Supervisor--Services of the Washington State Department of Natural Resources, responsible for financial, engineering, management, and administrative services.

Lavin is vice-president of the Western Regional Environmental Education Council, a member of the National Planning and Advisory Council of Project Learning Tree, and vice-president of the Thurston Mason Community Mental Health Board. She is a member of the SAF's national 1986 and 1987 conferences program committee. Lavin is completing a three year term on the Executive Council of the American Society for Public Administration's Section on Natural Resources and Environmental Administration.

Lavin, who chaired the Interagency Committee on the Status of Women under Governors Ray and Spellman between 1980 and 1982, has been recognized as a Woman of the Year by the Washington State Federation of Business and Professional Women. She received her Ph.D. from the University of Colorado, Boulder, and is a graduate of Harvard's John F. Kennedy School of Government Executives Program.

PEOPLE



DONNA HEPP recently completed the Federal Women's Executive Leadership Program. This 15-month management and executive development program was the first of its kind and involved 64 women from 52 Federal agencies. Management training activities involved rotational assignments balanced with continuing job responsibilities.

Hepp is an Interdisciplinary Coordinator on the Resource Program and Assessment Staff for the Forest Service. Her Forest Service career has included positions in planning and recreation management at the District, Forest, and Washington office level over the last nine years. In addition to Ski Area and Forest Planning, she prepared the Oregon Roadless Area assessment while detailed to the Pacific Northwest Region. Prior to joining the Forest Service, Hepp was a land use planner for the State of Oregon for three years, including several years with the Department of Land Conservation and Development. Responsibilities included liaison with local governments and establishment of an estuarine sanctuary.

Hepp graduated from the University of Washington with a degree in Landscape Architecture.

ROSS S. WHALEY currently serves as President of the State University of New York College of Environmental Science and Forestry, a position he has held since April 1985. Prior to this, Whaley was Director of Forest Resource Economic Research with the U.S. Forest Service for six years. He has also been Dean of the College of Food and Natural Resources at the University of Massachusetts, Associate Dean of the College of Forestry and Natural Resources at Colorado State University, and Head of the Department of Forest Science at Utah State University. Whaley's education includes a Ph.D. in Natural Resource Economics from the University of Michigan, an M.S. in Forest Economics from Colorado State University, and a B.S. in Forestry, also from the University of Michigan.



ELAINE ENARSON earned her Doctorate in Sociology at the University of Oregon in 1981. Her dissertation research resulted in the book Woods-Working Women: Sexual Integration in the U.S. Forest Service, published by the University of Alabama. She has conducted research into sexual integration in Montana and does public speaking on women in forestry for the Forest Service. Currently, she teaches Sociology part-time in the Reno area and is also an Adjunct member of the Department of Sociology at the University of Nevada in Reno. Her research interests include comparable worth and family day care systems.



RUTH MUIR is a Forester with the USDA Forest Service, Idaho Panhandle National Forest, Priest Lake Ranger District. She began her Forest Service career through the Cooperative Education Program on the Colville National Forest, Newport Ranger District in 1980. In 1985 she transferred to her current position in Timber Sale Planning at Priest Lake.

Muir received her Bachelor's degree in Forest Management from Washington State University in 1982, and is currently taking correspondence courses in National Forest Recreation Management from Colorado State University. She is an active member of SAF and is presently a member of the National Committee on Women and Minorities. She will be married in May to another Forest Service employee and is looking towards the challenges of becoming a Dual Career couple.

ANN FOREST BURNS is an attorney specializing in Forestry Law. A partner in the Seattle firm of Lenihan, McAteer, Hanken, & Borgersen, she holds degrees in Forestry from the University of Washington and in Law from Willamette University. Prior to entering private law practice, she was employed by Georgia-Pacific and Burlington Northern. From 1978 - 1982, she was Associate Professor of Forest Policy and Law, University of Washington.

She has been active in the Society of American Foresters since 1973, serving in local and state Society offices. Burns is currently Chair of the National Committee on Ethics and is a founding member and currently president of Washington Women in Timber.

ELIZABETH ESTILL THACH is the Director of Land Between the Lakes, (LBL) Tennessee Valley Authority, in Golden Pond, Kentucky. She is responsible for the development of plans, policies, and programs. These enable LBL to be a national demonstration area as well as provide for routine operation of the 170,000 acre, \$80 million project with an annual budget of \$8 million. Seasonally, LBL is a fluctuating workplace of 120 to 350 employees. She has been a District Administrator, and a Program Analyst, Office of the Manager, TVA. Earlier, Thach was Project Leader, Division of Forestry, Fisheries, and Wildlife Development, and before that a Terrestrial Ecologist, Division of Forestry, Fisheries, and Wildlife Development for TVA. She attended Harvard University as a Loeb Fellow in Advanced Environmental Studies in 1978.

PEGGY FOX was born in Midland, Michigan, the oldest of five children. Her family moved to California in 1958 and made their home in Concord (a suburb of San Francisco). Fox went to the University of California in 1966 and eventually graduated in 1974 with a B.A. in Anthropology and an M.S. in Range Management. She was hired by the U.S. Forest Service as a Range Conservationist and started a long career with them. She has moved every two or three years, mostly in California. Her husband, Cliff, is also a Forest Service employee -- making them a dual career family. Fox is now District Ranger on the Yolla Bolla Ranger District.



PEOPLE



SALLY K. FAIRFAX has been teaching environmental and public lands policy since receiving a Ph.D. in Political Science and a Master's Degree in Forestry from Duke University. She moved to the University of California, Berkeley, in 1978, after four years at the School of Natural Resources, University of Michigan, Ann Arbor. She specializes in legal aspects of resource administration and federal-state relations. She publishes primarily in law journals and is the co-author of several books, including the 2nd edition of Samuel T. Dana's classic Forest and Range Policy (McGraw Hill, 1980) and a new volume with Carolyn Yale, on revenue - producing federal land management programs, soon to be published by Island Press. Her latest research project concerns state school and sovereign land management.

Fairfax has served on the Board of Agriculture and Natural Resources of the National Academy of Sciences (NAS), several NAS studies, including the Committee on Wild and Free Roaming Horses and Burros, and the Committee to Develop Strategies for Range Management. She also served as the Chair of the Society of American Foresters' Task Force on Below Cost Timber Sales, and on the SAF Task Force on Women.

Fairfax travels extensively to speak on diverse policy and women's issues confronting the profession.

JOYCE KELLY is currently the Associate Director, Federal Lands and Waters programs for the President's Commission on Americans Outdoors. The Commission is charged with assessing present outdoor recreation policies and programs in all sectors and with making recommendations by December 1986 for meeting future outdoor needs of the American public into the 21st century. In this capacity she also serves as the principal staff coordinator for the New Ideas Subcommittee. Kelly is on leave from the Office of Drinking Water, of the Environmental Protection Agency for the duration of the Commission.

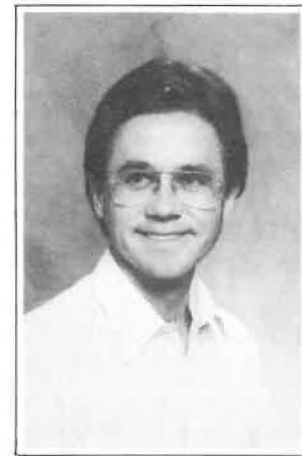
Previously, she was Chief, Division of Recreation, Cultural, and Wilderness Resources, Bureau of Land Management, Department of the Interior. While in this position Kelly instituted the BLM's first natural history policy, first cave management policy, paleontological policy, wilderness management policy and regulations, and put the recreation program on a cost-effective basis.

Other federal government experience includes staffing President Carter's water policy agenda while at the Department of the Interior, and preparing land use and environmental issue strategies for the President's Council on Environmental Quality.

CORINNE WARE is the founder of Interiors of Austin, a firm doing commercial and residential consultation. She is a graduate of Texas Christian University, Fort Worth, and has done additional studies with Baylor University's London Program. Ware writes for business and development publications, serves on the board of the Austin Mental Health Association, and is active in Austin's thriving business community.

Her business experience and public speaking career are a rich resource for groups seeking growth in their personal and work skills.

FAY L. SHON has had fifteen years of experience with the Federal Government in managing Integrated Pest Management Programs, including the use of pesticides. She has been a Natural Resource Specialist for the Bonneville Power Administration, responsible for developing standards and research for vegetation management on 175,000 acres of right-of-way in the Pacific Northwest, and has worked for the USDA Forest Service in Oregon and California as a pesticide use coordinator and entomologist. Shon received her B.S. and M.S. degrees in Entomology from the University of California, Berkeley, with special emphasis on Integrated Pest Management.



RICHARD A. ZABEL is the Coordinator for Continuing Forestry Education, Society of American Foresters, Bethesda, Maryland. He develops and coordinates activities for the national membership ranging from study tours to national conferences, to liaison to volunteer committees working on Society projects. Prior to this position, he was the Project Associate and Program Manager for Cooperative Extension in Pullman, Washington, where he also worked as a teaching assistant at Washington State University. Zabel received a B.S. in Forest Resource Management from the University of Minnesota, and an M.A. in Adult and Continuing Education from Washington State University.





MID-CAREER CHANGE: A PANEL PRESENTATION

Mid-career change challenges natural resource professionals as they reach this vital point in their careers. This panel focused on four aspects of mid-career change: career management, gaining experience for "moving up" to management, women in policy making positions, and managing dual careers.

MAUREN FLEMING from the University of Montana focused on personal responsibility for career management. Because careers represent a person's life in the work setting and often the major focus of our lives, the need to self-manage our careers was emphasized. Begin by making a good self-appraisal of your skills and abilities. Review all the information about your occupation and others that interest you and then visualize yourself in them. Set goals and a plan for achieving your goals. Find a confidant to help chart your path, and anticipate and take advantage of chance events (not just luck, but planned opportunity). Continually reassess progress toward your goals and the changes necessary to improve your career. Fleming stressed the necessity of being flexible and creative in managing your career.

Making the transition from specialist to manager requires some additional skills. DONNA HEPP, a Forest Service planner, discussed four things you need to do to move up: 1. Understand your organization and where you fit in it; 2. Master the skills you need (after you've identified goals and a career plan, analyze the skills needed and which are most critical); 3. Use the system--use your knowledge and

ability and state your goal; 4. Overcome self-imposed barriers (recognize your strengths and potential). There are many ways to develop management competencies. Communication skills, cross-training, temporary assignments, taskforces, and volunteer organizations provide good management training. Make sure that your personal and professional goals are being met.

MOLLIE BEATTIE, Commissioner for Vermont's Department of Forests, Parks, and Recreation, shared six skills she found especially valuable in her current policy-making position: 1. An understanding of how money flows through the organization; 2. Public speaking; 3. Efficient decision-making; 4. An understanding of the politics of the Department and State Government as a whole; 5. Interpersonal communication skills; 6. A clear knowledge of personal values, professional goals, and the relationship between the two.

Dual career couples have to develop flexibility, persistence, and maintain positive attitudes in balancing their needs. According to WENDY HERRET of the Forest Service Legislative Affairs staff, it takes good communication. You must consider career mobility, take risks, and not limit yourselves to one option. Pre-planning and consideration of all the options is the key. Even with a dual career policy that strongly encourages "losing" and "receiving" units to work together to make a dual placement work, it still takes involvement and the strong commitment of line officers/decision-makers. Knowledge of your needs, your options, and policy, as well as letting your superiors know about your needs and flexibility, are essential to both individual and dual career development.

SUSAN L. ODELL has been District Ranger, Big Bear Ranger District, San Bernardino National Forest, since March 1984. She is very active in management development activities and process facilitation throughout the Pacific Southwest Region and was part of the group that planned and executed the first Regional Conference for District Rangers in California.

OdeLL was also the District Ranger for the Mariposa Ranger District, Sierra National Forest for nearly four years during which she was very active facilitating such sessions as "Human Rights," "Changing Roles of Men and Women," and "Career Counseling" throughout the Pacific Southwest Region.

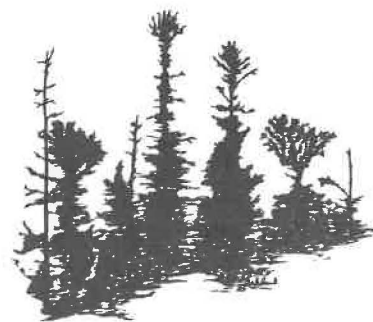
She was writer-editor in the planning organization of the Ochoco National Forest, Prineville, Oregon and served as the forest's Public Information Officer for one year as collateral duty. While there, she became involved in facilitating tri-forest sessions, such as "Human Rights" and "Changing Roles of Men and Women in the Forest Service."

During her stay on the Ochoco, Odell helped initiate Women in Forestry as a newsletter. She wrote several articles and book reviews for the publication.

JANE A. DIFLEY is the Regional Manager for the American Forest Institute (AFI) in Concord, New Hampshire. She has a Bachelor's Degree in English and a M.S. in Forest Management. She has worked as a field forester, on environmental studies, for the State and Federal government, for conservation organizations, for industry, and as a self-employed consultant. Difley is now AFI's New England representative--working with Tree Farm, Project Learning Tree, and related communications efforts.

GLORIA MANNING earned her B.A. at Florida A & M and her M.S. at Florida State University, both located in Tallahassee. She served in the Florida Governor's Office for five years as an Environmental Planner for the Department of Administration and has held planner positions for the USDA Forest Service in other locations including North and South Carolina, Georgia, and Washington, D.C. Manning is currently pursuing a Ph.D. at Michigan State University in East Lansing and is interested in travel, photography, and reading.

WENDY M. HERRETT is currently on the Legislative Affairs Staff of the U.S. Forest Service in Washington, D.C. Prior to coming to Washington she was District Ranger on the Blanco District of the White River National Forest in Colorado--the first woman to serve as District Ranger in the Forest Service. Additional assignments have been on the Black Hills in South Dakota, the Routt National Forest in Colorado, the Mt. Hood National Forest, and the Regional Office in Oregon. She was a Loeb Fellow at Harvard University in 1983.



Continued on page 29

Roles and Role Models For Women Professionals

Elaine Enarson
Department of Sociology
University of Nevada-Reno
Reno, Nevada

Woods-working women have much in common with women around the nation entering nontraditional occupations: learning to work shoulder-to-shoulder with men, developing new skills, discovering new ambitions. Women miners, truck drivers, millwrights and managers, police officers, priests, scientists, and judges face many common problems. Sexual integration of woods work profoundly challenges the traditional relationships between women and men which have so deeply and painfully limited our lives historically.



I want to address three broad issues. I will begin by discussing connections between changes at work and changing social relations of gender in the rest of our lives. How does social interaction between the sexes on the job reflect revolution and counter-revolution between women and men at home, around the kitchen table and in bed, on the streets, or in the nation's statehouses? Next, I will address the question of how women's new roles in the Forest Service and related agencies change the smallest details of the ways women and men interact in offices and pickups, along trails and hallways, and in local taverns and lunchrooms.

Finally, because I want to encourage you to think more deeply about models, I will argue that we all--women and men, technicians and professionals, dedicated careerists and transitional workers--search after clues, long for guideposts. How can we help each other to be both effective and creative as we work toward a more egalitarian future in the business of managing the natural and human resources we cherish?

* * *

The American sociologist, C. Wright Mills, defines sociology as the unravelling of the nexus between biography and history, between the private troubles of milieu and the public issues of social structure. When women foresters cry in their friends' arms or turn to a professional counselor for help in dealing with hostile male co-workers, when men throw down their tools in disgust or retreat to stony silence, or when supervisors puzzle over what to do with not just one, but whole truckloads of women workers--these are more than simply private troubles. On an institutional level, the issues of affirmative action in hiring, comparable worth, sexual harassment, dual-career families, and on-site child care are unique contemporary problems generated by structural shifts in the social relations of gender.

The changing roles of men and women represent historically specific socioeconomic and political transformations. These patterns of interaction--from how we dress or use our bodies to where and how we work, who changes diapers, how we plan for the future--are dynamic, constantly in flux. Gender roles then, are very much social products. We learn to feel masculine or feminine, and we learn to change how we feel about ourselves and one another.

As women moving into careers previously unavailable to half the citizens of our society, your lives represent a radical break with the past. But remember how unique you are. Keep in mind that more men today enter traditionally female jobs than women integrate male-dominated occupations, that 80 percent of all women employed today are still concentrated in just 20 of the Department of Labor's 427 job categories (no, forest technician isn't among the 20), and that 60 percent of wage-earning women today earn less than poverty-level wages for the work they do. In forging new ways of being workers, new ways of working with men, new ways of integrating work and family lives, you are truly pioneers. As we begin to examine the issues facing women in natural resources today, remember to think big, to put the immediate questions (Who should jump out of the rig to chain up? How to broach the question of paternity leave in organizations not yet keen on pregnant women workers? How to draw the line between banter and harassment?) in their largest context, as part of the historical dynamic interaction between men and women. By seeing our new work roles in this context we can begin to understand both the intensity of the resistance to change and the significance of the struggle.

Integration of forestry and related fields is complicated by several themes: changing sex ratios in work groups resulting in the dynamics of tokenism; newly emerging norms of interaction between the sexes; contradictions between work and family roles for women and, increasingly, for men; and the politics of affirmative action and of humanizing bureaucracy.

The movement of women into male-dominated occupations results in very real changes for sex ratios in the work groups you know best. The impact of changing sex ratios on previously all-male crews, teams, or lunchroom cliques helps explain why more than one man I have met in interviewing feels that the Forest Service now employs "plenty" of women--admitting perhaps, when pressed, to two or three on a crew of 10.

Sex ratio affects many dimensions of organizational structure and process. The token woman syndrome, described so perceptively by Rosabeth Moss Kanter in her work on gender in organizations, tells us a lot about the daily lives of women in forestry and related fields. Enormous performance pressures--if not to be the first up the hill, then never to be the last, to casually succeed under constant scrutiny--are grounded in the visibility and vulnerability of the solo woman. This pressure to perform helps account for the claim that woods-working women are defensive, perhaps even aggressively "out to make a point." As one woman explains it:

Definitely, definitely, I feel a woman has to do a much better job to even be acknowledged, much less to get anything extra. And I feel like every single day the women are struggling. They're not just there doing a job. They're there setting the standards for what it's going to be like for other women in the Forest Service. It's real

important how we conduct ourselves in everything, because people generalize. They'll say, 'OK, we had a woman do that once, and she couldn't do it.'

Learning to respond effectively to these performance pressures is your most important task as newcomers, more important in the long run than learning the lay of the land, the details of a new position, or the maintenance of unfamiliar tools.

Stereotyped "role traps" are also part of the token woman syndrome, as women newcomers negotiate informal models of accommodation as they seek to win acceptance--to "sidle right in there," as one woman expressed it. Familiar stereotyped roles are tempting to solo women or women in largely male groups as you build new relationships with co-workers, relative strangers at fire camp, distant male supervisors, and male managers--all of whom may well have different expectations of what a woman woods-worker should act, look, and talk like. These role traps range from the familiar pet or mascot, to the asexual iron maiden or maternal crew grandmother, to the sex object, "women's libber", and of course the "ladylike buddy" who takes pride in being "just one of the guys" and never really is. Many conflicts between women take root here, for while you each forge unique relationships with men, your daily lives, careers, and reputations are very interdependent as highly visible newcomers.

The sexualizing of interaction between women and men as they begin to work together is one response to token integration, and is a kind of closing of the wagon circle in the face of women's claims for acceptance as work partners in the natural resources. Here I remind you of the relentless jokes, the casual flirtation, the subtle and not-so-subtle workplace hustle, the harassment, and all the jealousies and rumors which so often attend new women workers. Women may find themselves identified as "the new blonde on the district" long before their first day of work, and some men still consider marital status and appearance when making crew or job assignments.

Routine obscenity becomes controversial when women work with men. It may be "toned down a bit" to the satisfaction of many individuals, male and female; but more likely it will take a turn for the worse when isolated women object, just as sexual harassment rarely is stopped by polite requests. The phenomenon of men in the woods not turning their backs to urinate can also be seen as an exaggeration of boundaries in defense of the status quo, and, of course, also simply as a violation of common courtesy and good sense.

A second major source of confusion and conflict muddying the waters for women and men learning to work together lies beyond sheer numbers, in the newly emerging norms of gender interaction in and beyond the workplace. Three examples are workplace chivalry, the protection racket, and supervisory relationships.

A misplaced sense of chivalry toward women workers may be a difficult impulse for some men to deny, but it is one which creates tremendous problems for women. Keeping women safe may mean keeping women away from fire (or from the hottest part of the fire), keeping keys away from women whose work should take them out alone, keeping an eye on "my girls" whatever they do--in essence, keeping women underemployed, underutilized, and perhaps

underskilled. I think of the saw crew boss who assured me he knew of good women sawyers, but whose feelings toward women keep the saw crew sex-segregated year after year. He explains:

I'm sure that there are some around that are fully capable of doing it. But what scares me so bad is, I don't want to see them cut up with that thing . . . I don't want to see anybody cut up with a chain saw...but if a lady got cut up, I'd have a little trouble with that. I could live with a guy getting cut up.

While it is certainly not always the case, many men share a need to protect and to help women, especially young women learning traditional male skills and working in unfamiliar social terrain. I have observed that many men prefer to be helpers to women they prefer to define as needy. Women are urged to (unobtrusively) demonstrate their ability--to show how many trees you can plant or pounds you can carry, how high in a tree you can fearlessly climb or how fast you can traverse a hillside--and at the same time are implicitly expected to accept help, if not to ask for it. This classic double-bind of the protection racket is risky for women newcomers who must challenge traditional male prerogatives and learn to gracefully refuse help, and occasionally how to gracefully accept it.

A highly respected and experienced field-worker told me the story of looking up as she and others crossed over a log-jammed creek to see the newest member of the crew ("a perfect gentleman") come bounding back to offer help with carrying her tools as she crossed. Others hounded her later for accepting:

'Why did you let that little punk carry your stuff? You can do it!--' I know I can do it, you guys know I can do it, but if this little ninny is going to come running to take my tools, I'm not going to stand here and be macho and say 'No, I'll take them myself.'

To her, the important point was to demonstrate tolerance and avoid a reputation as a "macho woman," an "Amazon type" or a woman "trying to be something she's not." Women who reject assistance and insist on their right to try, to learn--their right, in fact, to fail--are rarely popular additions to a crew. Male protectionism infinitely complicates the working lives of women new to woods work.

Another element in these emerging norms of daily interaction goes to the heart of the traditional social relations of gender. While authority and power in our culture tend to confirm masculinity, femininity by contrast is contradicted by power, status, and success. Those of you with ambition and a yen to try your hand at management still fight to have those goals recognized, to gain the opportunity to develop the elusive skills of good supervision. As women supervisors, you still meet men who literally refuse to work for you, who undercut your authority through flirtation, or appeal to distant male authority.

A third very important source of conflict during these years lies in what has not changed, and that is female responsibility for home and hearth. The division of labor at home has remained remarkably constant in the face of change. Women take on approximately 70 percent of all child care and household tasks, with husbands and children equally sharing the remaining 30 percent. When women take full or part-time jobs outside the home, the work loads

of children tend to increase while husbands' contributions change very little. These realities of everyday life are terribly familiar to woods-working women who share with all employed women the notorious "double day."

Women in natural resources and other fields may bring a different orientation to the future as they plan their personal and professional lives. The gender gap in career goals is grounded in the reality of women's domestic roles and the vast differences between the lives of women and men at home. While workers today may question traditional patterns of achievement, for women the question is more complex. Dual-earner couples raise fundamentally new questions about priorities, about personal needs and the nature of commitment. As you struggle for answers, many women wait in the wings, observing how this pioneering generation will confront the contradictions between family and work, and particularly the question of rearing families. Earlier generations of professional women had their hands forced: marriage or career? Working mothers in the professions were the rarest minority, and mothers forced into wage labor still faced criticism. These difficult questions were also not faced by the men who preceded you (and who surround you), the proverbial absent fathers who set the standards of occupational success in the natural resources and other professions.

Before moving on, I would like to touch briefly on a related theme, the issue of the organizational management of change. You ask a lot. Women work together in groups like the Federal Women's Program to identify and address the needs of women. You show training films on sexual harassment to male co-workers who long desperately for a retreat to the field. You create new networks, new journals, new associations, and you press for structural change. You write memos on sexism in language, ask managers about on-site child care, flextime, and even flexplace work, and you take dual-career families seriously, because they are your own. You are powerful and determined advocates for bureaucracy with a human face, for building bridges between the workplace and the family.

Women in natural resources continue to insist upon equal employment opportunities in an era of shrinking employment prospects and growing animosity to the principle of affirmative action. When others see women workers behind every tree, you press for more; when women are represented in nearly every aspect of work, you argue for inclusion everywhere. When jobs are scarce, you insist upon your right to compete; and you continue to develop avenues of access for women to gain a foothold when so many men feel shut out.

Studies of male co-worker hostility to integration in the skilled trades suggest that at least one-third of today's pioneering women can expect sustained and substantial harassment, perhaps including sexual harassment. The same percentage of women in the U.S. Department of Agriculture recently defined themselves as victims of verbal and/or physical sexual harassment. In the divided community, a vocal minority of men insist that you have it all wrong, that women are the privileged class today.

Women and minorities become lightning rods for male hostility to the principle and practice of affirmative action. You have more male allies than you know, but to generations of men who found the traditions of the past rewarding, you represent pressure for change toward an uncertain future. The personal is political, and we all brace against change.

By examining these structural sources of conflict, confusion, misunderstanding, and ambiguity, we understand why even those among you with 10 years experience are still pioneers in natural resources. The conflicts are not resolved simply by memo, or by the proverbial male mentor, or by a terrific woman role model, any more than sexism at work is addressed by assertiveness training or basic black with simple earrings. As role models to succeeding cohorts of women foresters, soil scientists, geologists, biologists, and engineers, you continue to break new ground--and yes, we do all expect you to do it perfectly, the first time.

I would like to conclude by suggesting that we think in very large terms about the tension between pressure to conform to long-standing patterns and the need for creative solutions. First, consider the need men have for models. The focus on conflict necessarily neglects another important story, that of the alliances and friendships some of you forge with your male co-workers and supervisors. And these male allies, confidants, and non-stop supporters share your isolation. They too lack models of egalitarian relations with women at work; they too feel vulnerable when they speak out on behalf of women, identify the needs of working fathers, or place their partners' careers before their own. And what helps men learn to resist the inclination to rely on the power of gender when they come face-to-face with women carrying organizational status and authority? How can men share the lessons they learn about bringing around a hostile crew reluctant to integrate the male fraternity?

Male supervisors and managers also struggle alone with the new problems of fairly and effectively supervising women. Does supervising an integrated crew or an aspiring woman professional demand any special skill or sensitivity? Should it? How can managers draw the line between nurturing women's ambition and pressuring young professional women inappropriately for advancement, at the risk of setting them up for failure? Who helps front-line male supervisors deal with blind rage, tears, and recriminations when conflict erupts miles from anywhere? What models do you as women turn to as you develop the networks of support which nourish women in their new roles? How can women in the workplace share the difficult lessons of support, mutual respect, and tolerance for diversity as you each carve out ways of relating to men in men's jobs? As women and men in natural resources move away from easy stereotyping, you lack models for integrating personal and professional lives. It is very exciting to document emerging non-sexual friendships between the sexes, to hear a long-time forest technician, for instance, describe a woman fire boss as "my best friend"--and mean it.

Ours is an era of possibility. Even in the face of great pressures to take the easy way out, to conform to prevailing norms, to "pay your dues," you are as creative and resourceful as you can be. You break the link between femininity and subservience, masculinity and authority. You want professional development without the enforced geographic mobility which wrecks havoc in so many families. You envision commitment without continuous employment, and family commitment without full-time mothering. You challenge the essence of the masculinized work culture every time you swing an axe, work yourself into exhaustion, face down a hostile contractor, or bring a baby to the office.

For some of you, it has been a very long haul.

You know women friends and acquaintances who didn't make it, and perhaps you wonder how you did--or even why you wanted to. Others among you have a different vantage point and enjoy the degrees of freedom possible when a critical mass of women enters the workplace of men. I recently met a young forester trainee who did not know that forestry is a male-dominated profession until she arrived upon the scene, whose first real job placed her under the supervision of a supportive and popular woman boss, whose first fire season experience was managed by a respected woman squad boss, and who is now employed on a district employing women professionals in nearly every aspect of natural resource management in the Forest Service. More recently, I heard of a woman district ranger who chose to wear a pink dress on her first day at the office--and won the great respect and admiration of the man who was her competitor for the position.

Whether you are a first- or second-generation pioneer, a woman who works in the woods, or one who only wishes she had more time in the field, you break new ground every day. I urge you all, as you ask the hard questions, worry over solutions, and generally muddle through each day, to ask as much of men as you ask of yourselves. You're an awfully determined bunch, and I wish you well.

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Women and Men Natural Resource Managers in Early Stages of Their Professional Forest Service Careers*

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The triumph and travail of eager, inexperienced, highly trained recruits adjusting to the "real world" of organizational worklife is an age-old drama. The processes of learning respected organizational values, identifying with appropriate role models, and adapting to the power structures are necessary, critical tasks for all entering professionals, be they men or women (Schein 1968, 1978). But the issues women confront in this organizational adaptation task--such as coping with family/child responsibilities, adapting to male-dominated cultures, finding or doing without women role models--differ from those of their male colleagues (Hennig and Jardim 1977, Enarson 1984).



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Early Career Development Of Natural Resource Professionals

The data for our paper came from two studies of natural resource managers in their early years of USDA-Forest Service (USFS) employment. The first study (Kennedy and Mincolla 1982) was a 50 percent sample (81 percent return-rate) of all foresters, range-conservationists, and wildlife/fisheries biologists hired in USFS Regions 4 and 6 between 1978-81. Region 4 (Intermountain) includes national forests in Nevada, Utah, eastern Wyoming and southern Idaho. Region 6 consists of Oregon and Washington.

We began the R4/R6 study expecting to find many differences between the women, who comprised half of the professional group, and the men. Although there were some important differences, more and greater differences occurred between professional types. It was usually the wildlife/fisheries biologists (regardless of sex) who differed from their forester and range-con colleagues in professional allegiance, acceptance of agency values, or anticipating a good USFS career for their specialty (Kennedy and Mincolla 1982, 1985b).

As a result of these findings, the USFS Wildlife/Fisheries Division, Washington, D.C., funded a service-wide study of all its wildlife/fisheries (WL/F) managers (Kennedy and Mincolla 1985c). This study, referred to as the WL/F-MGR study and described in a recent *Women in Forestry* issue (Kennedy and Mincolla 1985a), was a 43 percent sample (86 percent return rate) of entry-level WL/F-managers (1-6 years in USFS)--proportionately distributed among all regions. About 65 percent of entry-level wildlife managers and 13 percent of fisheries managers were women.

Becoming Qualified and Committed to a Natural Resource Profession

As with most relationships, initial involvement between a person and a career is often romantic and naive. Men and women in the R4/R6 study differed in their motivation for selecting their natural resource professions. The majority of men (62 percent), compared to 31 percent of women, gave geographic preference (e.g., want to live and work in Oregon). Twice as many women as men gave reasons in the "caring about" or "concern for conservation and/or preservation of resource values" category. Reality that confirmed or conflicted with these untested, romantic career expectations was experienced in college and, especially, in temporary jobs.

Women in the R4/R6 study were about 1.5 years younger and fewer (29 percent) had M.S. degrees than did men (36 percent). Women in the WL/F-MGR study were about 3 years younger (mean of 28.8 years) than their male colleagues. They also had less graduate education; 40 percent of women and 61 percent of men WL/F-managers had M.S. degrees. Entry women were also concentrated in the wildlife biologist classification (65 percent) compared to the fisheries biologist series (35 percent women).

Asked if they had made a long-term commitment to stay in their profession, the majority (about 80 percent) of entry-level natural resource managers checked "yes." Only 2 percent of these young people made a commitment to their profession in high school, but by college graduation 60 percent had decided to make a career of their major. For the remainder, it took 1-3 years of job experience before they were sure

the right professional choice had been made. This was one area where men and women in the R4/R6 study differed. Only 75 percent of the women, versus 92 percent of men, had decided on a long-term commitment to their profession. Recall that these women were younger and had less graduate training to help bond them to their profession than men. Women also stated more uncertain family plans or spouse relationships as major factors in their inability to form more definite professional career plans. In contrast, men-women differences in professional commitment (or strength of that commitment) occurred in the WL/F-MGR study, but these women were several years older, had more time in their profession, and twice the years (mean = 4 years) in permanent USFS employment.

Understanding and Adapting to USFS Organizational Culture

As strangers to USFS power structures, values, communication systems, and professional and friendship cliques, new professional recruits must first understand these systems, then successfully adapt to them (Schein 1978). Men and women in both our studies soon found USFS supervisors and peers to respect and depend upon. Peer relationships did vary somewhat by sex, but much more by professional type--the profession of people selected for peers being more important than their sex. For example, foresters in the R4/R6 study rarely named a USFS wildlife biologist (or range-con) as a peer, or vice versa. Although distance inhibited daily contact, all professional groups experienced similar high peer support and friendship bonds. Women in the R4/R6 study rated the support of their #1 peer "as a person and professional" much higher than did their male colleagues. Such strong women's peer relationships are consistent with Chodorow (1978) and Gilligan's (1982) studies.

Recruits in the R4/R6 study were also asked, "In your current position, whose praise, compliments, or criticism would have the greatest effect on you?" The majority of these "most influential" people were at the recruits' job location, but were their immediate supervisors only 25 percent of the time. Once again it was professional type, not rank or sex, that seemed to determine the strong influence this person had on the recruit. Foresters were most influenced by foresters, biologists by other biologists.

Along with the respect and support of peers and supervisors, professional recruits must understand and adapt to organizational value systems if they are to feel part of the USFS culture. In the R4/R6 study, professional recruits were asked to describe and rank the three values/attitudes most rewarded by the USFS. Their open-ended replies fit the categories of 1) being loyal to the agency, 2) having a work-ethic and being productive, and 3) getting along with people and in teams. Less than half (45 percent) believed that all three of these values should be so rewarded (19 percent disagreed with one, 18 percent with two, and 18 percent disagreed with all three). There were few men-women differences in disagreement with these three most rewarded USFS values, but wildlife biologists disagreed more with them than did their forester or range-con colleagues. For example, one-fourth of biologists reject all three rewarded USFS values, versus 12 percent of foresters, and 16 percent of range-cons.

Family/Personal-Life, Career, and the Agency

Men in the R4/R6 sample were much more representative of traditional young USFS professionals of the past than were women. Most entry-level men (64 percent) were married, all living with spouse, none ever divorced/widowed. In contrast, only 34 percent of their female colleagues were married (25 percent of these were living separately from husband), 10 percent widowed/divorced, and 56 percent (vs. 21 percent of the men) never married.

Spouses of married men and women in the R4/R6 study were well educated (74 percent with 4 years college). Most (58 percent) were employed in the same field (42 percent full-time, 16 percent part-time) and 20 percent in a different field (11 percent full-time, 9 percent part-time). Half of spouses' fields (51 percent) were in the natural resources management professions, and 37 percent of spouses were USFS-employed. Almost all of the R4/R6 study group (98 percent) judged their spouses highly supportive of their professions.

Women in the R4/R6 study were more likely (68 percent) than men (44 percent) to perceive the USFS as insensitive to dual-career problems. All married women in the sample had experienced dual-career conflicts, compared to half the men.

Developing a Long-term Commitment to the USFS

By the time our sample subjects accepted their first permanent USFS job, the majority were committed to their natural resource management profession. Although the USFS was the first or second choice of permanent employment for most (82 percent in the WL/F-MGR study), developing a similar long-term commitment to the agency would take time. About one-third of both samples had decided to stay in the USFS and about 20 percent had decided to leave. (Recall that 80-90 percent had decided to stay in their profession by this stage in their careers.)

Not surprisingly, the majority (about 55 percent) of professionals in both studies were still undecided/unsure if they want to make a career of the USFS. There were no differences between men and women in this USFS commitment, but WL/F-biologists were consistently less committed to a USFS career than their forester or range-con colleagues.

Satisfaction with USFS Job and Career

The impact of a first permanent job can change one's career for the better or the worse. The R4/R6 study focused on job satisfaction of this initial job, while the WL/F-MGR study monitored general job attitudes after a mean of 4 years and several assignments in the USFS.

Women in the R4/R6 study experienced less overall first permanent job satisfaction than their male colleagues. There was no large difference between men and women on the impact of that first job on "professionalism," but the impact of that job on women's "commitment to the USFS" was lower than it was on men. Further analysis (Mincolla and Kennedy 1985) confirmed that job supervisors on the first permanent USFS assignment had a much greater impact

on women than men. Early family and peer socialization patterns of young girls that reward establishing and sustaining relationships with others may help explain the importance of this first supervisor influence (Chodorow 1978, Gilligan 1982). More surprising was the low impact of first supervisor on the careers of R4/R6 men, found to be so important in previous studies (Schein 1964, Berlew and Hall 1966).

Other reasons for such men-women differences in first permanent job impact relate to differences in expectations. Women in the R4/R6 study consistently had higher expectations than men of job challenge, professional prestige, group morale, or opportunity to serve the public. Such optimism caused a greater disparity for women than men when encountering the reality of their first permanent USFS job--a phenomena that Hughes (1958) called "reality shock." There were two big differences between the greater women's expectations versus job experience than that of men--in "group morale" and in "opportunity to pursue my personal career goals." Women may have had less realistic USFS job and career expectations since many (45 percent) had no previous temporary USFS job experience (versus only 20 percent of men). Women were also less pre-committed to a USFS career while in college. Asked "if the possibility of future USFS employment was an important consideration in college, when deciding on their natural resource major," 44 percent of the women checked unimportant (vs. 28 percent of men), 36 percent of women important (vs. 62 percent of men) and 21 percent of women checked neutral (vs. 10 percent of men).

As with the previous R4/R6 study, men and women WL/F-managers were more similar in attitudes than different. For example, men and women did not differ in "liking their job," "knowing what's expected of them," having their "professional advice accepted" by the USFS, or being assisted with their "training/career development." But in important areas where men and women did differ, it was always women who were the more satisfied. For example, women WL/F-managers found their jobs more "challenging" and "interesting" than did their male colleagues. They felt the USFS treated them more as "valuable employees," and were also more satisfied with their "current rank" and future USFS "promotion prospects."

Submitted to analysis of variance tests, women's greater satisfaction with current GS-rank is significantly (at $p = .05$) associated with both their sex and their lesser graduate education. That is, women with B.S. degrees are the most satisfied with their current GS-rank, followed by women with M.S. or higher degrees. Women are more content with their current rank than male colleagues with B.S. degrees and much more so than those with M.S. degrees. In contrast, higher womens' satisfaction with their USFS promotion prospects is related to their sex (and not their lesser graduate education).

Career Counseling and Mentoring

The majority (80 percent) of entry-level natural resource managers in the R4/R6 study said career counseling was important to them. Yet half (51 percent) received no formal career counseling (where formal counseling is defined as scheduled and planned time to discuss career options). Most career counseling was obtained informally and from peers (only 7 percent received no informal counseling). Only 25 percent of the R4/R6 sample were satisfied

with the overall quality of career counseling received in their 2 years (average) in the USFS. Women were more unsatisfied than men.

The majority of the WL/F-MGR study (80 percent) also considered career counseling important, yet only 46 percent judged formal career counseling was available to them. Informal career counseling was much more available (to 77 percent). But women in the WL/F-MGR study differed from R4/R6 women by getting more and better formal career counseling than men. Almost half the men (49 percent) received no formal career counseling compared to 21 percent of women entry-level WL/F-managers.

Career counseling (and other career development assistance) can be provided in mentoring. After 2 years (average) in permanent USFS employment, 62 percent of R4/R6 natural resource managers had a mentor. There were no differences in the men or women sampled. The profession of a mentor seemed a bigger selection variable than the mentor's sex. Several years older, plus further along in their professional and USFS careers, a greater proportion of the WL/F-MGR study had mentors (80 percent) than the R4/R6 sample (62 percent). For both men and women entry WL/F-managers, most of their mentors (90+ percent) were male. Mentors were predominately wildlife/fisheries biologists (68 percent), most were USFS employees (60 percent), and 25 percent were college professors.

Table 1 presents two series of data on mentors. Nine possible mentor roles were given to entry WL/F-managers and they 1) rated from very great to very low if their mentor filled this role, and then 2) ranked from #1 (greatest) to #9 (least) the importance (or need) they had for mentors to fulfill each role. Table 1 lists these mentor roles, not in the order they appeared in the questionnaire, but as they were ranked in importance by entry managers.

The highest ranked roles that entry WL/F-managers need mentors to fill are #1) encouragement to achieve "professional and career potentials," #2) affect on "values/ethics," #3) as a "role model," #4) supporting/sponsoring "USFS advancement," and #5) teaching one how to "make it in the USFS." Ranks were determined by weighted means. Note that the mean ranks of rank #2, #3, and #4 vary by only 0.9 points (Table 1).

Mentors being "a friend" might be nice, but it ranked second to the bottom (#8). Although 60 percent of entry managers claim their mentor played a "great" or "very great" friend role, this was not an important need of their mentors. Friendship needs can probably be fulfilled elsewhere. What entry managers needed from their mentors was someone to encourage, direct, and sponsor their careers. Likewise, they do not need mentors to "teach them technical skills" (rank #7), as much as to fill the two related needs for role-models (#3) and ethics-models (#2). There are other less personal, more available sources of technical

Table 1. Importance of possible roles mentors play in entry WL/F-managers lives.*

Ordinal rank	Mean weights of rank*	Possible mentor roles: (quoted from questionnaire)	How well these roles were filled by your mentor:				
			very low	low	neutral	great	very great
1	3.2	" . . . to achieve my professional and career potentials."	1%	3	13	41	42
2	4.0	"Impact on . . . values/ethics."	0%	4	11	49	36
3	4.3	" . . . as a role model for me . . . "	0%	6	15	40	39
4	4.9	"Sponsoring or supporting my advancement in FS."	15%	6	11	42	26
5	5.0	"Teaching me how to make it in . . . FS."	10%	7	15	47	21
6	5.4	"As a career counselor."	7%	10	22	46	15
7	5.6	"Teacher of technical skills."	11%	11	22	31	25
8	6.1	"As a friend."	7%	7	26	47	13
9	6.4	" . . . how to get along with people."	3%	14	39	28	16

* For the 80 percent of those entry WL/F-managers (n=73) who have or have had a mentor.

** Weighted mean of scores. Potential range 1.0 to 9.0; actual range of ranks was 3.17 to 6.40.

knowledge entry managers can get from peers, books, or journals. Some things, such as inspiration, support, and a USFS guardian-angel, are more scarce and intimate--they seem to require a mentor.

Mentoring Differences Between Men and Women Entry Managers

Several important differences surfaced in the roles mentors filled in the lives of men and women entry managers, and it was the women who generally experienced the better mentor relationships in spite of 94 percent of womens' mentors being men. There were no significant differences between "friendship" or "role model" impacts that mentors had on the lives of men and women entry managers, but more women (81 percent) rated as great or very great the "teaching me how to make it in the FS" role their mentor played in their lives than did men (54 percent). Women entry managers also judged their mentors better at "supporting my advancement in the FS" than did men--results consistent with findings of Hennig and Jardim (1977). These better mentor relationships were associated with womens' sex more than with their lesser graduate education.

Such multiple influences of women's education and professional specialty in our studies may frustrate those searching for simple, explicit relationships between sex and career development. An unmarried woman and non-game wildlife biologist (M.S. from U.C. Berkeley) on her first permanent USFS assignment in Richfield, Utah, may associate much job/life dissatisfaction with her sex, even though her marital status, a non-game and wildlife specialty, M.S. education, and the religious-cultural variables of that isolated, conservative community provide all the handicaps any young woman (or man) should have to shoulder in their first, critical permanent assignment. This is not to suggest that such a starting women professional may not experience subtle and overt sexual prejudice in the agency and community. The USFS/Region 5 class action suit on agency sexual discrimination, Enarson's (1974) book, and many articles in Women in Forestry document sexual discrimination in the forestry profession and the USFS--as did some of the embarrassing Journal of Forestry letters to the editor in response to the moderate "My Chance Essay: Foresters Are You a Sexist?" (Burrus-Bammel and Bammel 1984). But in our WL/F-MGR study, most of the job frustration and prejudice women and men experienced were related to their wildlife/fisheries profession confronting traditional timber-range chauvinism. Compounding this was the frustration of young wildlife/fisheries specialists (ill-prepared in attitudes and skills to be organizational change-agents) that were thrust into the agency, experiencing the stress of rapid sexual and professional cultural change (Cutler 1982).

* * * * *

In the 1960s, many federal natural resource agencies like the USFS, Soil Conservation Service, or Corps of Engineers were proud, successful, high-morale organizations (Gulick 1951, Kaufman 1960). They were also sexual and professional monocultures. Some recall these as the "good old days"--and there was much strength, cohesion, and good in that culture. But the dark side of such organizational cultures includes their inability to accept criticism gracefully or to change quickly and voluntarily. Occasional suggestions at Congressional hearings or letters to the editor usually have little impact on such

organizations, so the stockholders of the USFS and other federal agencies rebelled and passed a lot of legislation in the 1970s.

Unlike the male foresters hired in the first part of this century, most of the USFS wildlife/fisheries managers and women we've studied were not hired because the agency thought it was a good idea. Most women and new specialists (e.g., WL/F-managers, archeologists, landscape architects) are USFS employees in the 1980s because society passed legislation in the 1970s that imposed them upon the agency. Laws like the National Environmental Policy Act (NEPA 1970) legislated that these specialists be included in environmental decision-making to inject new sensitivities, values, and skills into federal organizations dominated by one type of professional culture. New professionals like WL/F-managers were to be "change-agents" in such federal agencies.

Equal Employment Opportunity and Affirmative Action executive orders also recognized the need of employment equity for women. They too put women in change-agent roles in organizations like the USFS. It isn't easy for a proud, successful, cohesive agency to smoothly absorb change-agents and to quickly adjust its organizational personality and style. Changing an organizational culture requires time and patience--and usually blood, sweat, and tears.

Our two studies show how well the USFS generally accommodates the increased sexual and professional diversity thrust upon it in less than a decade. This is a critical and legislatively mandated task for the individual USFS professional and for the organization in changing the agency culture to accommodate the diversity of forest resource values in American society today. Such an evolution must allow diverse employees to have allegiance to their sexuality and their professions, as well as to the USFS organization. This will also require agency tolerance, and ultimately acceptance, of the norms and confrontations of change-agents (like women and men WL/F-managers) as a new and legitimate form of agency loyalty.

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PEOPLE



DOROTHY ANDERSON is a Research Social Scientist with the USDA Forest Service's North Central Forest Experiment Station in St. Paul, Minnesota. She received her Bachelor's and Master's degrees in Geography from the University of Minnesota and a Doctorate in Human Behavior from Colorado State University. Research interests include evaluating and redefining recreation resource management styles, describing and evaluating the information transfer process from research to management, and understanding changes in visitor behavior.

As a woman working for the Forest Service she has had a continuing interest in the changing role of women in the organization and the apparent opportunities that change brings. From 1980 to 1982 she served as Federal Women's Program Manager at North Central. In that capacity she worked to initiate and facilitate North Central's Women's Conference (1980) and the Women in Science Conference (1982). Currently, Anderson is working with the University of Minnesota's Continuing Education Program to produce a seminar series on special issues facing women scientists.

JAMES J. KENNEDY is an Associate Professor in the Forest Resources Department at the College of Natural Resources, Utah State University, in Logan. He received his B.S. in Forest Management and his M.S. in Forest Economics from Pennsylvania State University, and his Ph.D. in Natural Resource Economics from Virginia Polytechnic Institute and State University. Prior to his Associate Professorship, Kennedy served for one year as Acting Assistant Dean for the College of Natural Resources. He was a visiting Fulbright Professor for the Environmental Science Unit, Trinity College, Dublin, Ireland, and a Senior Research Fellow to the Forest Research Institute in Rotorua, New Zealand. Kennedy has also enjoyed other academic honors: among them, "Outstanding Educator in America" in 1975. He plans to work abroad and in Washington D.C. the rest of this year.

MOLLIE BEATTIE is the Commissioner, Department of Forests, Parks, and Recreation, Agency of Environmental Conservation for the State of Vermont. She earned an A.A. Liberal Arts degree and a B.A. in Philosophy from Marymount College, and received her M.S. in Forestry from the University of Vermont in 1979. Beattie has held previous positions with the Windham Foundation, Inc. in Grafton, Vermont as Program Director and Woodland Manager, and served as Project Forester for the University of Vermont Extension Service. She was appointed to the Governor's Forest Resource Advisory Council, and chaired the Board of Directors of the Vermont Natural Resources Council.

DENISE MERIDITH has extensive experience working within the Department of the Interior's Bureau of Land Management. She has total responsibility for managing numerous natural resources programs (lands, wildlife, wild horses, cultural resources, air/soil/water) within 21 states. She researches and prepares issue/policy papers, administers and implements agency policies, and insures adherence to all regulations. Meridith organizes and maintains budgets and is actively involved in writing and reviewing environmental impact statements. She has directed administrative functions for three branches: Planning, Energy+Minerals, and Renewable Resources. Her significant accomplishments include being responsible for recruiting and selecting a technical and professional staff totaling 60. She conducts employee performance reviews; establishes and implements comprehensive training programs; maintains the EEO program; is involved in conducting labor negotiations; and insures adherence to all organizational goals and objectives.

MAUREEN FLEMING, Professor of Management, University of Montana, is an expert in the areas of organizational behavior, human relations, and personnel psychology. She has provided her general management and supervisory expertise to large and small businesses in Montana and throughout the western United States. Since 1975, Fleming has trained over 300 supervisors through the highly regarded program, "Seminar for Women on Managerial Effectiveness." Fleming has published articles in the Journal of Small Business Management, the International Journal of Management, and the Montana Business Quarterly. She also completed an index of selective articles in management for the Wall Street Journal. She was named "Outstanding Teacher" by Beta Alpha Psi, an accounting fraternity. She also directs the University of Montana Business School Internship Program.

LINDA R. DONOGHUE is a Research Forester, U.S.D.A. Forest Service at the North Central Forest Experiment Station in East Lansing, Michigan. She received her B.S., M.S., and Ph.D. from Michigan State University. She conducts wildfire prevention research for the North Central Forest Experiment Station in East Lansing, Michigan. Donoghue has authored 20 papers on State and Federal wildfire reporting systems and the effects of law enforcement on human-caused wildfire occurrence. She was a member of the original Women in Forestry network founded in Portland, Oregon in 1979 and first editor of Women in Forestry, a newsletter.

NANCY W. COLLINS is currently Assistant to the President, Palo Alto Medical Foundation, Palo Alto, California, a position she has held since 1982. Prior to this, she was Assistant Director, Hoover Institution, Stanford University for four years. Collins has held various positions that enabled her to travel abroad extensively -- she was a Tour Director to the Orient, which took her to Tokyo, Hong Kong, Bangkok, and Singapore; and she worked for a time as a free-lance journalist in London, Paris, and Frankfurt. Collins has written and co-authored such books as Professional Women and Their Mentors, Mentorship: Its Role in Adult Development, and Women Leading--Is It Worth It?





PEOPLE

CAREER DEVELOPMENT: MOVING UP A PANEL PRESENTATION

JANE DIFLEY, New England Regional Manager for the American Forest Institute, Concord, New Hampshire, challenged some of the myths about career ladders and professional development. Over the past ten years, Difley has worked as a forestry consultant in several states, an extension forester, a researcher on a wood energy project, and a staff member for a non-profit organization. She credits her current job satisfaction and success to her breadth of experience and knowledge of New England forestry issues and people. Even without a conscious "five-year plan," her decisions about successive jobs have led to a logical career progression. Moreover, her skills in consulting and in successful job hunting give her more job security than large organizations offer many of us.

FAY SHON, Vegetation Management Specialist with the Bureau of Land Management in Vancouver, Washington, addressed factors to evaluate when contemplating a promotion. In the past, many organizations required that you move for every promotion, and many supervisors still expect their employees to operate under that system. However, a more progressive supervisor may recognize that turning down a geographic move may be a reasonable postponement within a range of possible career options, and that lifestyle satisfaction can affect managerial abilities. Shon claimed that women are not being promoted too soon, but often without the right management skills. It's important to negotiate right up front for the formal training, "apprentice" period, or adjusted performance elements in a new

position. Remember, too, that it is more acceptable to acknowledge the need for managerial skills at higher levels. For younger women, keep in mind that mid- and upper-level women managers had to work longer and harder for the opportunities that they now have. Shon advised: "Keep a sense of historical perspective, and don't expect too much of your role models or yourself."

ELIZABETH THACH, Director of Tennessee Valley Authority's Land Between the Lakes in Golden Pond, Kentucky, argued that competency is assumed at senior management levels, and that fitting in and getting along with people are the ultimate criteria for selecting upper level managers. She contrasted "strategic" vs. "ideological" performers. The strategic performer plays her hunches, picks her battles carefully, asks for what she wants, recognizes and plays to her strengths, and fits into the organization. Being efficient isn't enough; the successful manager is competent, relates well to the organization and coworkers, communicates effectively, manages a productive unit, and is original. Thach cautioned, "don't assume that the people who are in a position to promote you know you're good or know you're interested."

ANNE FEGE, Assistant Director for Planning and Applications for the Forest Service Northeastern Forest Experiment Station in Broomall, Pennsylvania, talked about employers' responsibilities toward young professionals. She called for supervisors to share their organizations' rules and culture, to provide informal training as well as formal courses, and to make an extra effort to bring women and minorities

into the "network" of contacts. At mid-career levels, employers need to help professionals with the transition from specialist to manager, provide growth and satisfaction for those who are at plateaus in their careers, and share with employees the responsibility for career development. A question from Vivian Gornick's book (1983), Women in Science, seems appropriate for our profession as well. Gornick asks whether we hear, "She's very good but lacks seasoning; let her go for a year and then we'll consider her. . . He's good; we'd better grab him before someone else does." Employers need to help professionals cope with the change that is occurring in all aspects of our profession and society, and also to recognize their own difficulty in responding to women and minorities and an increasingly pluralistic workforce.

LOUISE ODEGAARD, Public Affairs Specialist and former District Ranger for the Forest Service Southwestern Region in Albuquerque, New Mexico, captured other highlights as the session recorder. There are as many career paths as there are women. Find a challenge and then look beyond. Don't be worried about being promoted too soon. If you acquire a skill, look beyond that, and see what else there is. We have run into a generation gap in addition to the gender gap. Realize this, and take it into account when dealing with people. Learn how to cope with change. Remember--managers are struggling with how to deal with women of authority. Odegaard summed up the feelings of many women when she said, "What motivates us? We want to work. We have something to offer. We feel strongly about environmental issues. We are women and we want it all."

ALLAN WEST is the Forest Service's Associate Deputy Chief for Programs and Legislation, Washington, DC. West received a B.S. in Forestry from the University of California in 1956 and in 1957 earned an M.S. specializing in Watershed Management. West then worked for the Pacific Southwest Forest and Range Experiment Station and was responsible for snow research at the Central Sierra Snow Laboratory. After two years as Assistant

Ranger for the Inyo National Forest, he was appointed Ojai District Ranger on the Los Padres National Forest. In 1971, he transferred to the Sierra National Forest as Deputy Forest Supervisor, and returned to the Los Padres National Forest as Forest Supervisor in April 1976. In July 1979, he transferred to the Washington Office as Director of Data Management, responsible for national leadership in managing the Forest Service's information resources. In

August 1981, he became Director of Aviation and Fire Management. In 1982, the Chief appointed West to the position of Associate Deputy Chief for Programs and Legislation. In this position he was responsible for the Forest Service legislative, budget, renewable resources planning, environmental coordination, and policy analysis programs. In February 1986, the Chief appointed him to his current position, Deputy Chief for State and Private Forestry.



PEOPLE

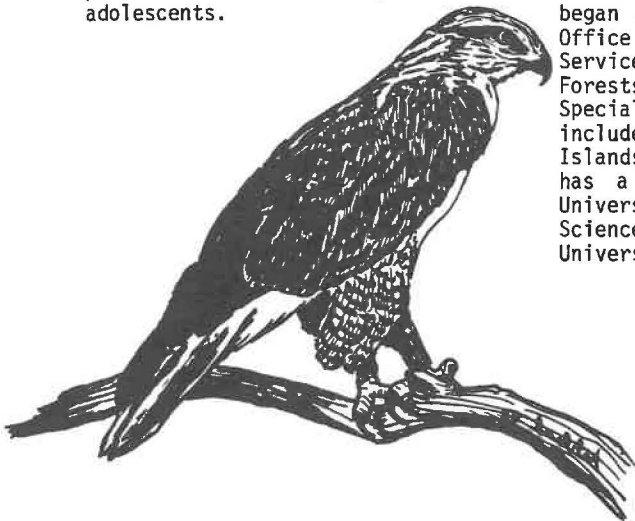


CAROLYN NYSETER has been a professional forester for five years. She is presently Production Planner for Scott Paper Company in Everett, Washington. Carolyn earned her Bachelor of Science in Forest Management from the University of Washington in 1980. She is currently pursuing a Master's in Business Administration in Organizational Leadership from City University in Bellevue, Washington.

Nysether's forestry interest was stimulated while working in the family business, F. R. Bradley Logging Company, Inc. Her forestry experiences include summers with the Washington State Department of Natural Resources, the Oregon State Department of Forestry, U.S. Forest Service, and Scott Paper Company, in which she held the position of Field Forester for several years.

SUSAN GORDON holds a Doctorate in Education and Psychology from North Texas State University. She also holds a M.A. degree in Education and Counseling and a B.A. in English from Southern Methodist University.

Gordon is vice-president of Management Training and Development, Inc., and serves as a consultant to government, business, and education. She is also affiliated with the University of Texas at Arlington Center for Professional Teacher Education and maintains a private practice for the parents of adolescents.



GERALDINE (GERI) B. LARSON received her B.S. in Forestry, and her M.A. in Botany from the University of California at Berkeley. In January 1985, she was promoted to Forest Supervisor of the Tahoe National Forest in Nevada City, California, where she had been Deputy Forest Supervisor for six years. Larson's previous employment history includes: Research Forester, Public Information Officer, and Regional Environmental Coordinator for the USDA Forest Service. In the latter position, she was responsible for developing policy and leading implementation for the National Environmental Policy Act for California National Forests. In 1975, she was detailed extensively to the Forest Service Washington Office and subsequently received a cash award and Certificate of Merit from the Chief of the Forest Service for personal contributions to the development of the first RPA Program. Larson continues to be involved in a number of professional activities and memberships including the Society of American Foresters for which she has chaired local and national committees.

ELIZABETH (BETH) HORN is a Natural Resources Specialist with the U.S. Forest Service in Washington, D.C. She began her professional career with natural resources during seasonal employment with the Indiana State Parks. While at Purdue University, Horn worked at Crater Lake National Park, and completed thesis research there. Her first assignment with the U.S. Forest Service was on the Waldport Ranger District of the Siuslaw National Forest in Oregon, where she directed operations at Cape Perpetua Visitor Center. After other assignments, she began work in the Portland Regional Office directing the Interpretive Services program for the 19 National Forests of Oregon and Washington. Special projects during this time included assignments to the Canary Islands of Spain and to Alaska. Horn has a B.A. in Biology, Valparaiso University, and an M.S. in Biological Sciences, Plant Ecology, from Purdue University.

RONALD R. CHRISTENSEN is the Executive Vice President of the Society of American Foresters, Bethesda, Maryland. He received his B.S., M.S. in Forest Management, and his J.D. law degree from the University of Minnesota. Prior to becoming Executive Vice President of the SAF in 1985, he served for six years as the Director of that Society's Science and Education division. Christensen has been a faculty research fellow and an associate for the University of Minnesota's Office of Admissions and Records, as well as a biometrician for the State of Minnesota's Department of Natural Resources.



ANNE S. FEGE is a tree physiologist on the Timber Management Research staff in Washington, D.C. Prior to this assignment (April 1986) she was Assistant Director for Planning and Applications at the Northeastern Station, responsible for long-range planning, Station budget development, guidance for technology transfer efforts, coordination of the Station's programs on the forest effects of air pollution and acid rain. Prior to joining the Northeastern Station in 1983, Fege conducted research at the University of Minnesota on the physiology of hybrid poplar propagation, carbohydrate utilization in young trees, and the evaluation of research programs. Her academic background includes a B.S. degree from Kalamazoo College in Michigan, a Master of Forest Science degree from Yale University, and a Ph.D. in plant physiology from the University of Minnesota.



PEOPLE



MICHAEL D. MOORE received his B.S. degree in Forestry from Michigan State University in 1961. In 1962, he entered the Peace Corps for a two year assignment in El Salvador and served as advisor to that country's Director of Natural Resources. Moore then served for a time in the U.S. Navy, followed by assignments of field positions in cooperative forestry, environmental control, and forest recreation. In 1976, he became Forest Recreation Supervisor in Lansing, Michigan, and eventually became Assistant State Forester in charge of forest operations. Moore is a member of the Society of American Foresters, the Michigan Association of Conservation Ecologists, and the Board of the Michigan Forest Association. He is presently a commander in the U.S. Naval Reserve and is a frequent lecturer at the University of Michigan and Michigan State University.

ANDREA U. WARNER is a Civil Rights Specialist and Manager of the Federal Women's Program for the Alaska Region of the Forest Service. Her 16-year Forest Service career has included positions at the Pacific Northwest Research Station headquarters in Portland, Oregon; the regional office of the Pacific Northwest Region in Portland; and the Supervisor's office of the Six Rivers National Forest in Eureka, California.

She has been involved in the "Changing Roles of Men and Women in the Forest Service" workshop from its beginning in the Pacific Northwest region in 1979, and has been a member of the team that has taken the workshop to other regions. Warner was one of the organizers and developers of the women's professional meeting held in Portland in 1981. She developed the Alaska region workshop for women in field-going positions held in 1984, and is one of the founders of a network in Juneau for women in natural resources.

MARGARET SHANNON was one of the first social scientists to enter the resource management field with an interest in policy, public administration, and the emerging role of law. She worked as a fire lookout for six summers in Idaho during the early 1970s. Her professional interests mirror the expansion of foresters' awareness of the effect of society, politics, and law on the practice of land management. Shannon worked as the Social Scientist on the Lolo National Forest during 1979 when they formulated the first forest plan as the lead forest in that effort. From 1979 to 1982 she was a Senior Fellow in the Natural Resources Law Institute, Lewis and Clark Law School, Portland, Oregon, and continued research on the national forest planning process. From there she moved to Buffalo, New York to continue research on the forest planning process. In 1983 and 1984-85 she was employed by the Forest Service to study and evaluate aspects of forest planning related to the increased role of public participation.

THE SEASON OF GREEN WITHIN ME

I'm sitting next to the fire, kerosene lamps lit, savoring a cup of tea, pondering my surroundings, my life. I awoke this morning to see fat, white flakes falling, covering the meadow, trees, and mountains which surround my small cabin in the woods. I have always thought the falling snow should be shared with someone you love and have felt remorseful when I've had to watch it alone. This morning there was no remorse, no loneliness. Could it be I knew that those I love were somewhere watching the flakes fall, too, and that our apartness in no way diminishes our bond?

I dragged my beflanneled body downstairs, stirred and fed the fire, and put some water on to boil (that's how I get hot water out here). Feed the cats, take my vitamins, bury my face in the warm denim of jeans hung by the woodstove through the night. They'll feel good to put on. Outside to bring in wood. Frozen fingers make it difficult to recall the heat of the day it was split. I look about me. There is no silence like that of isolation, of being miles from anyone. Inside, I am warm. Joy overwhelms me out here and I reel about in circles, soaking it all up, thankful for this wooded manse, for sister trees, for brother mountains, mother earth, and father sky. Thoreau comes to mind, "What beauty in the running brooks! What life! What society! The cold is merely superficial; it is summer still at the core, far, far within." I am surely the wealthiest woman in the world!

I used to resent people who would slow their vehicles as they drove by, wondering who in the world could possibly live way out here? "Go away! Leave me alone! I am running away." It has since occurred to me that we all have loved and lost, trusted and been betrayed, tested and failed, and more or less made damned fools of ourselves now and then. It is a hallmark of our sense of self-appreciation that we realize that these failures do not define us but rather mark our growth. My angry words and thoughts have given way to other, hopefully more positive, constructive ones. I know that, no matter how remote my home, I cannot run away. If I do, I have no quarter for complaint when the world doesn't work right, for I will have abandoned my brothers and sisters. Now, when I hear a rig on my road, I wonder who they are, where they're from. Will they come up my drive and knock on my door, come in, be warmed, sit and have coffee and a muffin? They rarely do unless they know me. But as I watch them drive by, probably to cut firewood or hunt, I know that many of them would give their transfer cases to be where I am, to trade their inconveniences for mine. Even those who find a margin of comfort and security in their urban homes, also find here, in my home, the renewal, the constant spring of the trees and mountains and river to which I wake each day. I know then that it is not mine to share, but that it all belongs to Another who generously allows me this place as a bandaid for a bruised heart, a wellspring for a growing soul. I am aware of thankfulness for so much: friends, loved ones, opportunities, my home, for the children I teach, who, in their innocence accept me as I am. It seems my heart will not contain it all. Yet, a funny thing about hearts, I've learned. When their walls burgeon with blessing or love, they don't burst. They merely expand to accommodate it all. It's said we use only a minute portion of our brain capacity. I am delighted to muse over how much more capacity there is in our hearts.

I am truly twice blessed, once to be able to be here, and again to appreciate it. This belief perpetuates the season of green within me.

...Bonnie Goodrich

Gaining Experience for Management and Executive Positions

Donna Hepp
Programs and Legislation
USDA Forest Service
Washington, D.C. 20013

Making the transition from specialist to management is a major step for men and women in any field. One thing that traditionally has made a big difference between the progress of men and women is that women often take longer to make long-range career plans. I read recently that it takes women as many as 10 years. In my case, it took about six years. Maybe I can help you speed up the process. Do you have a job or a career? I don't want to get into a discussion of how people "get stuck", or why women start off with some disadvantages in the work place. I want to focus on how to move up, some experiences I've had in a management training program and strategies you might use to gain management skills.

To move up to management and executive positions, you need to do four things:

1. Understand your organization and where you fit in it. Know the mission, the culture, and how "the system" works. If you know your organization, you'll be able to assess whether it is where you want to be and what they are looking for in managers.
2. Master the skills you need. This involves informed career planning and taking action. What's the logical progression of career moves and what are the skills you have or must obtain to get there? Work on filling in the critical gaps, such as communication skills.
3. Use "the system." Recognize that you do have the power to achieve your goals. The system is based on barter. Providing information or assistance means you can expect to get it in return. Being knowledgeable (expert) in your area is the first step. Next, you have to use that knowledge to develop your goals and be recognized within your organization.
4. Overcome your internal barriers. The myth is that hard work will be rewarded and all things come to those who wait. The reality is that "the system" isn't fair. Working hard doesn't help you move up unless you are also working smart. Learn to be more flexible and take risks. You were entitled to a seat at the "poker table" when you were hired, but from then on you're on your own. There is no guarantee you'll win every third hand. If you wait to be asked or don't expect a seat at the table you may not get one.

A friend of mine said recently you are either a part of the system or a victim of it. Use your common sense. How many times have you knocked your brains out on a project and then responded to a compliment with, "Well, it's really nothing", or "I was just lucky", or "It needs a lot of work?" Does that sound

like working smart? Don't discount yourself. The product you are marketing is you.

I recently completed a federal management development program.* I want to tell you about it because the best of it is transferable without a formal program. The program's objective was to assist professional women (grades GS-9-12) make the bridge from specialists to managers, recognizing that in spite of the strides made in the last 15 years, women and minorities are not well represented in the management and executive ranks. The premise was that management is a learned skill which needs to be developed.

The 64 women in the program represented 52 different federal agencies and were extremely diverse in age, background, and field of expertise. We had consumer safety information specialists and Russian intelligence analysts, Ph.D.'s in mathematics and homemakers who had returned to the work force and moved up from secretarial positions.

Our training program on six management competency areas and effectiveness characteristics was also used to evaluate the federal sector's senior executive service. These essential management and executive competencies are:

POLICY MANAGEMENT

1. Integration of internal and external program and policy issues. Awareness and understanding of key issues and priorities within your organization and those of outside agencies, interest groups and the public.
2. Organizational representation and liaison. Focuses on external communication; the ability to represent your unit.

PROGRAM MANAGEMENT

3. Direction and guidance of programs, projects, or policy development. Ability to establish work unit goals, objectives, priorities and standards and carry them out.
4. Review and implementation of results. Ability to evaluate and monitor programs and adjust them as necessary.

RESOURCE MANAGEMENT

5. Use of human resources.
6. Administration of money and material resources.

We evaluated our "next logical position" in relation to which competencies were most important and then compared our skills in relation to those which would be required. Evaluation of the position and the individual were also done by our supervisors. The gaps (between skills needed and possessed) were identified and individual training plans were tailored

*The Women's Executive Leadership Program was a pilot interagency management training program initiated in the Washington D.C. area by the Office of Personnel Management in 1984. The current program is titled the Interagency Executive Potential Program for Mid-Level Employees. Many federal agencies are using this model in developing their own mid-level management training programs.

around those gaps. There is no reason why anyone can't do this. Assess your goals and get feedback from others to make your career plans. Set specific objectives. I plan to be a wildlife program manager in three years in the west and travel to China in 1987. State the goal, identify the steps in between and tradeoffs involved, and then decide if this is right for you.

Once you've done that, the next step is to fill in the gaps between where you are and where you want to go. The "gaps" don't have to be filled by formal courses. We found that rotational assignments (of two-eight weeks) in budget development or personnel management provided invaluable knowledge in areas where, as specialists, we may have had no background. Generally, the best assignments were the longer ones where we had the ability to contribute by providing a product. Is this transferable? Yes! Temporary assignments, position swaps, cross-training and participation on task forces all provide excellent background. If you can't get the opportunities you need on the job, find another way to get the experience through a professional or volunteer organization or by taking classes. You need to put time and energy into your investment (your career), much as you would invest in a business if you were self-employed.

The Forest Service recently surveyed a cross-section of their people in key management positions, such as forest supervisors and district rangers, using the management effectiveness inventory. They found that the characteristics and skills those managers identified as most important for being effective in their positions were:

- Leadership
- Flexibility
- Action orientation
- Results focus
- Communication
- Interpersonal sensitivity
- Program evaluation
- Monitoring and evaluation
- Personnel management

This gives those aspiring to management positions in natural resources some information to consider. Is this the type of work I want to do? What are my strengths and weaknesses in these areas? How can I better prepare for these types of responsibilities? What risks or trade-offs are involved and am I willing to take them?

I've spoken about career plans, competencies, and ways of gaining experience. Another vital area for moving up is networking. There is a paradox operating here. No one makes your career for you; however, no one makes it in this world alone either. Seek out advice; look for role models, mentors and supporters; ask for feedback; and remember to return the support by helping others as you move up.

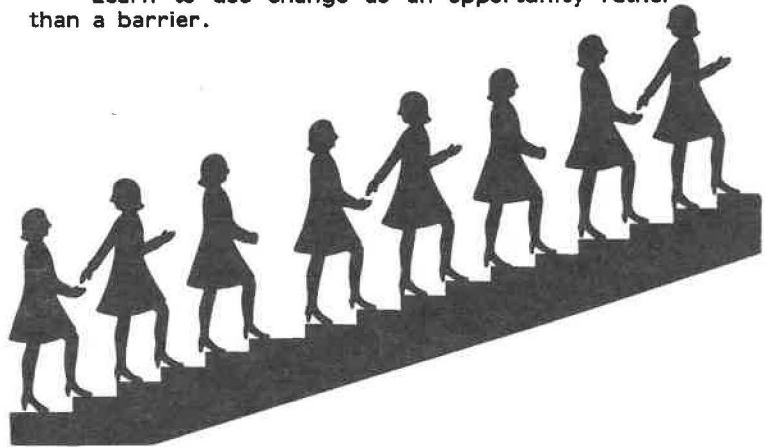
I found that I had a tremendous resource in people from my organization and those I met in the training program. Draw from the experiences of others; the energy and support you receive are just as important as the information gained. Get a group of people together and share your career goals, concerns, and plan of action. Talking it out helps, especially in avoiding getting stuck. Watch out for self-imposed barriers, they are often the most difficult to surmount.

Good management skills continue to become more vital to our organizations as we face a mega-trends future. Stereotypical, ultra-masculine or feminine behavior isn't appropriate. What's needed is the best of both. The natural resource field is changing. We find changes within ourselves as we move into management, but at the same time, we are changing our organizations also.

Remember the four skills for moving up:

- Understand your organization and how you fit in it
- Master the skills you need
- Use the system
- Overcome your internal barriers

Learn to use change as an opportunity rather than a barrier.



Networking and Women in Forestry

Susan L. Odell
District Ranger
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October 1979 was historically significant for women in forestry. Through the efforts of three women, Andrea Warner, Civil Rights Specialist/FWPM, Pacific Northwest Region, Linda Donaghue, Research Forester, North Central Region, and Mary Albertson, Civil Rights Specialist/FWPM, Pacific Northwest Region, a regional workshop was sponsored in Portland, Oregon, to address the issue of barriers to women in forestry careers. About 35 women in natural resources management careers in the Forest Service's Pacific Northwest Region (Region 6) attended.

The workshop was held in conjunction with a management conference (co-sponsored by the Institute for Professional and Managerial Women and Portland State University), which allowed workshop participants to attend several sessions and listen to a variety of speakers. As a result of the workshop, barriers were discussed, solutions (both personal and organizational) were developed, and a communication network was formed.

The network initiated a newsletter called Women in Forestry to "build a communication and support network" for all interested women. By the time the first issue was printed, 50 women were on the network list and the network has continued to grow ever since. The network now includes women and men in several

agencies and private businesses, people in several states and Canada, and people from many professions and backgrounds, regardless of education or experience.

Linda Donoghue, Women in Forestry's first volunteer editor, compiled information and articles submitted by network members, xeroxed and collated the material, mailed the newsletters, and kept track of network members. Originally, no subscription fee was charged. Network members were welcome and encouraged to submit material for the newsletter, but over time, submissions trailed off and the editing job grew beyond the abilities of a single person.

Rather than lose an important communication link to women in natural resource management careers, Molly Stock and Dixie Ehrenreich took on, in 1983, the task of publishing the newsletter as a quarterly journal, supported by the College of Forestry, Wildlife and Range Sciences and the Laboratory of Anthropology at the University of Idaho. The newsletter is now a journal with professional artwork, articles, and layout that speaks well for women in careers dealing with natural and human resources. This year, Lei Lane Burrus-Bammel, Forestry Division, West Virginia University, has stepped in to help continue the network effort.

DYNAMICS OF WOMEN IN FORESTRY

The original networking effort wouldn't have happened if women and men in Region 6 hadn't been ready to improve communications and support for women in natural resource careers. Although the original workshop was timely and needed by both management and women, if women hadn't been ready to reach out and begin a network, very little would have happened after the Portland meeting. This "readiness" is a function of issue awareness. As people move from being unaware of a particular issue to a state of being able to act on problems and reach out to others, many changes occur. Edie Seashore, a professional management consultant, developed a model to help explain the various levels of awareness people go through when they face difficult issues. Seashore's "ISM" Model (ageism, sexism, racism, etc.) can be applied to many issues since it represents stages of awareness rather than a particular issue such as sexual harassment. Two different processes handle the individual/group on each side of an issue. One awareness process deals with the individual/group with no power in the issue and the second awareness process deals with the individual/group with power in the issue. In the example shown here, consider the no power group to be women and the power group to be men. At any time, a new or different issue/situation can start the process all over again. Most of us are at different stages in the "ISM" Model, depending on the experiences we've had, the lessons we've learned, the groups we're a part of, what's happening in our personal lives or at work, and so on.

To be an effective member of a network, a person needs to be at the level of awareness where she/he can at least engage the support of other "no power" individuals. Enough women in Region 6 were at this level of awareness with regard to women's issues in 1979 to start and build an effective support network. Perhaps this level of awareness resulted from the total number of women in the region in non-traditional jobs. Perhaps it resulted from the dynamics of other training and workshops that started bringing women out of isolation; perhaps it was management's willingness to

give women some autonomy that set the groundwork for success. I've been involved in the initial stages of several developing networks since the workshop that led to the Women in Forestry network. Some of them have even been co-networks (support groups established by both women and men). My first experience of that kind was at a Career/Life Goal Planning session before the workshop in Portland. Without the support of the men and women in that group, I would have never found the inner strength to take on new experiences and to take bigger risks in my career. Their support was the catalyst, but I had to follow through.

The same can be said for the Women in Forestry network. The support found in the initial workshop was a catalyst, but individuals had to follow through. Any network is no better than the energy and commitment of its individual members. It helps to have some "hubs", some individuals that are known to many people, connecting and directing communications. However, each person must let others know what her needs are, what her goals are, who she trusts to expand the support, and so on. The method of networking doesn't even need to be as formal as a newsletter or journal. Telephones and computers are legitimate tools for keeping a network healthy. Some support groups meet on a fairly regular basis. Personal letters, cards, and notes of encouragement maintain the personal aspect of networking.

ISM Model

WOMEN (No Power)

- A. Unaware ("Don't know what the problem is; I've never seen any problem.")
- B. Anger ("It happened to me and I'm really upset.")
- C. Withdrawal ("What's the use? I give up trying to get anyone to understand.")
- D. Engagement of Women's Support ("I don't trust men, but some women understand me.")
- E. Engagement of Men's Support ("I'm ready to trust men as well as women.")
- F. Empowerment
- G. Awareness ("I understand now that men and women both have needs and are impacted by change.")
- H. Integration ("I can really act on my new understanding of people and values; my old and new personal values are changing and working together so I can act and grow as a whole person.")

MEN (Power)

- A. Unaware ("No one I know would ever be involved.")
- B. Active Denial (anger/withdrawal) ("I didn't do it; must be your fault; leave me alone.")
- C. Data Collection ("Tell me about your problem; are there books to read, films to see?")

- D. Accommodation ("Whatever you say, whatever it'll take to fix the problem.")
- E. Support ("Tell me how I can give support, information, etc.; let's work together.")

(No need for "F" since this group already has power.)
- G. Awareness ("I understand myself and other men and women; I am aware of needs and barriers.")
- H. Integration ("I understand that change is happening within me as well as around me; I am okay, my feelings and ideas are valid as I integrate new values into my personality.")

POWER CONCEPTS

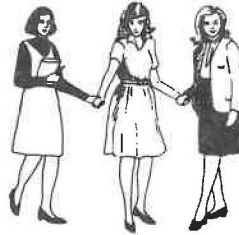
In the ISM Model, the different processes of awareness are based on traditional definitions of power. Through co-networks, through the examples of nontraditional role models, and through the opportunities that organizational change presents, I believe we can change the definition and use of power. Pauline Garner, a professional management consultant, has described the three definitions or types of power found in American culture today:

1. OLD Definition--Equates power with control and authority; control over most people and resources; and authority due to title/position. The person in power can say, "The 'right' way is my way." Power is seen as control over information and the "smart" person in the OLD power situation is the person most able to read the organization or its culture.
2. CURRENT Definition--Views power as very linear and very finite. Power is like a pie with a limited number of pieces. People with good verbal skills are seen as powerful and very little attention is paid to nonverbal communication skills. Power is associated with left-brained, rational thinking. This CURRENT power is seen as coercive and reward-based.
3. NEW or FUTURE Definition--Views power as a sense of mastery in what people do. People feel very autonomous since NEW power is multi-dimensional and anyone/everyone can feel powerful. Power is seen as the ability to implement (ideas, change, etc.) at whatever level in the organization/society the person exists. NEW power does not create win/lose situations. Power is infinite and can last forever. Information shared is power; the more you give, the more you get (networking, for example). The ability to know where resources are and how to get them is a valuable skill, as well as communication skills. NEW power requires the integration of "power" and "nurturing", since we can't assume others are ready to get or hear the information we have to offer. With this NEW power, we must look at personal feelings of power and powerlessness in order to extrapolate how we should treat others according to their individual needs.

How does this relate to networking? Networking is information as well as support (nurturing). Since information and power can be viewed in different ways, you should be prepared for people who will feel threatened by networking and your involvement in a network. Perhaps this discussion of power will better

equip you to deal with people who do not view networking in the same light as you. How you are perceived to use the information, as well as the processes you use to obtain information, can be very important to your personal success and growth.

In summary, I would like to quote from a poem by Natasha Josefowitz which describes networking for me!



SUPPORT SYSTEMS

My right hand is being held
By someone who knows more than I,
And I am learning.
My left hand is being held
By someone who knows less than I,
And I am teaching.
Both my hands need thus be held
For me--to be.

Women -- Agents of Change

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Women are at the crossroads of a changing work environment, one which is beginning to recognize the contributions they can and are making in various fields of endeavor, many of which were formerly all-male domains. Many of the entry level battles for equal opportunity have been fought and won, but sex discrimination begins to take on more subtle hues. The new battles will be fought at the management levels, at the entry to management positions, at opportunities for advancement, one where power politics moves front and center.

While I still decry much of the discrimination which I continue to see and experience, we have made changes in the work force and are a power to be reckoned with. But we are still a neglected resource. I believe we have untold opportunities in the years ahead because of what I consider our female strengths and sensitivities. As we move into and up the ranks, we are agents of change because of these strengths and sensitivities. We're not their sole possessors, but, as a group, we seem to exhibit them more often than our male counterparts. These strengths and sensitivities include three that come out of 10 years of research done by Carol Gilligan on the moral development of women which are discussed in her book, *In A Different Voice* (Gilligan 1982):

- A concern with relationships. Women bring a positive humanizing quality to the corporate environment (McCormack 1984).
- A pragmatic application of the rules. I call that special quality of insight a "woman's intuition."
- A capacity for nurturing values and consensus. This means, when you think about it, knowing how to listen, communicate, and mediate.

These are the special strengths women have which we should build upon and use to our advantage. We should build on these strengths as agents for change today and in the future. I would like to explore them

with you, get you to think about yourself differently and utilize your talents better. Let me start by summarizing Gilligan's findings.

Gilligan argues that there are two different concepts of morality, or two different paths of moral development, for men and women. Her research suggests that women bring to the life cycle a different point of view and that they order human experience in terms of different priorities.

In test after test, she found that male moral development is predicated on rights/rules, female morality on an understanding of responsibilities and relationships with others. Women's moral development rests on understanding, which gives rise to compassion and care.

Men describe themselves in terms of individual achievement, great ideas, or distinctive activity. Women's sense of self is organized around being able to make and then maintain affiliations and relationships resulting in a self that is assessed through particular activities of care. Women tend to have a more pragmatic attitude toward the rules; they are more willing to make exceptions and are more reconciled to innovation. They see a network of relationships on whose continuation everyone depends.

Women have a greater sense of interdependence and caring; they have a need to include other points of view in their judgments which are tied to feelings of empathy and compassion and are concerned with resolution of real as opposed to hypothetical dilemmas. It was this judgmental aspect of women's moral development that was deemed inferior by psychologists over the years.

What Gilligan says is not unusual or surprising. How often have you heard of the nurturing quality of women, most often as it relates to the home, but also in the marketplace and in all our interpersonal relations. Or a "woman's intuition," that unexplainable "gut" feeling to do something a certain way that just seems right, a way that prizes flexibility over rigid interpretation of the rules. What is critical about what she says is that those values (I'll call them strengths) contribute to a different perspective, one that is complementary and one that needs to be shared.

We are talking about self-awareness, building on natural abilities. The degree to which an individual knows and understands herself increases her effectiveness. Whatever your position in the workforce, your ability to work with and through other people will become the keystone of your success. This is particularly important for managers.

Keep in mind that the corollary to each strength is a potential weakness. We can control and manage our styles so that the strengths are enhanced and weaknesses are minimized. Weaknesses are simply a strength used to excess. For example, the concern with relationships' strength, when carried to excess, becomes self-sacrificing, an inability to focus on one's own goals, a fear or reluctance to seek leadership positions, role playing to excess. How often have you heard women accused of that, seen other women do it, or done it yourself? I know I have.

Whether an action or a behavior is a strength or a weakness often depends on how it is seen by other people. It is their perception and evaluation that makes it a strength or a weakness, but you can do much to influence that perception. How often have

you tried to be "one of the guys"--the "thug-ette" syndrome, as one of my very successful women friends calls it. Did it work? Probably not because, face it, you aren't one of them. You'll win more respect by being yourself. The truly successful women are those who adapted, who learned to cope, who ably used their own skills, but didn't mimic.

The down side of being overly pragmatic might be being unimaginative, being afraid of offering a suggestion for fear of being challenged or rebuffed because you don't have all the facts. You'll never have all the facts. The down side of nurturing values and consensus is being perceived as indecisive, passive, and submissive.

How can we use our strengths as agents of change? Out of Naisbitt's (1982) list of 10 megatrends, five relate directly to the strengths I've been discussing:

1. The change from an industrial society to an economy based on the creation and distribution of information. Knowing how to communicate and listen becomes a critical skill.
2. The movement to high touch in a high tech world. There is an increasing need for human relationships to reconnect with a value system.
3. The need to acknowledge that we are not an isolated, self-sufficient economic system, that we are part of the larger world community. This requires a more holistic, integrated approach to problem solving. The U.N.'s recent report on the relationship between disarmament and development stated: "There can no longer be the slightest doubt that resource scarcities and ecological stresses constitute real and imminent threats to the future well-being of all peoples and nations These challenges can only be addressed through voluntary and cooperative measures."
4. The ability to act innovatively and achieve results from the bottom up. Many of the movers and shakers in the grassroots environmental movement today are women. Melissa Smiddy, for example, fighting the environmental abuses of strip mining in Appalachia, believes her family is entitled to blast-free air, clean water, and the protection of the laws, and that these are more important than the coal industry's assaults on the land (McCarthy 1985).
5. The either/or to the multiple option. There are now fewer black or white solutions, more points of view, a greater need to mediate, seek consensus. Single issue thinking doesn't work anymore.

Too often natural resources management has been aimed at defensive measures--conflict, for example, over forest or range uses and values--with little room for negotiation and compromise, for understanding the user's problems. That's changing. Perhaps you can credit the changing environment to the advent of legislation like NEPA, which opened up the process to more of the participants, required listening to others, which made negotiation, compromise, and consensus the order of the day. Pragmatic approaches, where more people win than lose, become more appropriate, because there is a willingness to directly address values impacted by natural resource management (Hendee 1985).

Dealing with the resource requires a more holistic approach. You can't just look at a timber sale or the determination of the appropriate number of AUMs as isolated commodity issues anymore. The land management agencies are no longer limited to dealing with formulas on tending, marking, and harvesting. They are now required to deal with land management plans, environmental analyses, and intense public scrutiny complete with debate, active participation, and requests for justification for the proposed decisions. Hendee (1985) stated that we need managers whose style emphasizes communication. Hendee, now dean of the College of Forestry, Wildlife and Range Sciences at the University of Idaho, is one of those men who believe women are equipped to help bring about that change in style because they often are better communicators and because they value agreement over victory.

More and more, the resource is seen in its interrelationship with life, in understanding its limiting realities. For example, attitudes and behavior in dealing with the recreational resource are changing. Trout fishermen and women are now more concerned about the quality of the outdoor environment as it relates to the recreational experience because they recognize the relationship between the activity and the environment.

When I informally explored the Gilligan thesis with five Forest Service women who had been involved with wilderness management, I found that there was a concern that all too often the resource was manipulated as if it were a consumptive commodity, that there was a compelling drive by many managers to control, regulate, and somehow change the natural system. These women believed there was a need to take a more holistic view of the resource and the user, to be more understanding and sensitive to different values and attitudes. They felt their approach to problem solving was different. They tended to see rules as guidelines, to be adapted to a particular situation. They took longer to make decisions because they felt it was important to solicit different perspectives. If the solution involves anyone other than yourself, then other judgments are important.

To me, their response indicated a value system that is one key to better management, a style that recognizes improving communications with the user, encourages more involvement by all affected parties, that links responsibility with relationships. I believe women bring a perspective which can contribute to a better understanding of natural resources management, of solving the people problems we face in preserving natural resource values. It's a perspective which is not only critical to better management here in the U.S., but needs to be addressed in developing countries where women are tied to the natural resource base in ways that profoundly affect their lives.

Women understand the limiting realities of food, space, shelter, and money. They see the resource in its interrelationship with life and have long served as managers of fixed resources. Because of their unique relationship to the environment, they have important insights as to the cause of problems and possible solutions. They are becoming key actors at the grassroots level. They can provide early warnings to pollution problems or environmental deterioration, they can and often do serve as agents of change, as in the Chipko movement in the Himalayas.

"The potential for women's public action in areas such as reforestation and soil and water conservation

is especially high because they are the principal sufferers from environmental degradation. It is they who must walk farther for water, fuelwood, and fodder. It is they who must produce subsistence crops on increasingly degraded soils. It is they who often are both able and likely to organize the community for action" (Fortmann 1984). This means they must be involved in decisions about these resources, involved in technical assistance efforts where all too often they are ignored. The participation of women is essential to the resource problems of the Third World. It may require a change both in approach and in the nature of personnel. Perhaps that's where some of you will play a key role as communicators of technical assistance based on your ability to build on understanding and sensitivity to different values and attitudes.

Women everywhere can respond to these resource issues with compassion. They have a keen awareness of the interdependence of all living things. They can contribute that special quality of insight toward producing the future. You are in a position to combine gut level pragmatism with your brains to allow free rein to creative talents in resolving resource problems. Your greatest asset is your own self-confidence born of self-knowledge. The better you know your talents, gifts, and skills, the better your chances. Use those talents for communicating, mediating, and pragmatic problem solving. Betty Friedan (1985) said, "True equality is not possible unless those differences between men and women are affirmed and until values based on female sensitivities to life begin to be voiced in every discipline and profession, from architecture to economics, where, until recently, all concepts and standards were defined by men."

Seek out those men who also put these values and strengths first. They are there. Remember, you've got brains, guts, and most of all "a touch of class." Dare to be different, dare to be an agent of change.

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Mentors: The Critical Link To The Top*

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One of the first things I discovered when I began looking at patterns between working men and women is that a working woman's life is so complex, much more so than that of our male counterpart's. We are spread so thin. We have to be super-organized just to survive. To succeed we have to be willing to take risks, think bigger than we sometimes want to, and push ourselves really hard. And when we find success, it is not always comfortable. There is a big price to pay. There are enormous trade-offs necessary between one's personal time and energy. But sometimes success in one area spills over to another, and on occasion into areas for which you are not prepared, through a "rippling effect."



Women in the Work Force

There are 43 million women in the work force today; some 63 percent of all women work (compared with 88 percent of all men). But did you know that only six percent of the top level jobs in the U.S. are held by women? Why don't more of us succeed? We don't need our calculators to discover that the other 94 percent of top level jobs are held by men. Why is this so? We make the same grades in grammar school and in high school as do our male peers, and about an equal number of us are Phi Beta Kappa in college. Thus, logically, we should hold 50 percent of the top jobs--but we don't.

After finishing school, women often don't enter the labor market by the same channels as do their male peers. Even in the same organization, we often enter in-service jobs, dead end positions, lower paying and lower status jobs. Thus, it is hard to wind up in positions of power. What are positions of power? If I asked you individually, I would probably get a variety of answers and good definitions. In my view, power involves controlling large amounts of money and large numbers of people. Not many women end up doing either. Women with college educations make only what men with 8th grade educations make, and women in general make only 60¢ for every \$1.00 men make. Even in the highest paid professional fields, women physicians make 80 percent, and women lawyers, 70 percent of what men in these professions make. Of the Fortune 500 Boards (and that is real power!), there are a total of 16,000 board positions. Some 365 positions are filled by women, the actual number of women being less than 200 because some serve on more than one board.

*Excerpted from Professional Women and Their Mentors (Prentice Hall, 1983).

Mentors

How does all this background on working women tie in with mentors? About three years ago, I went to a conference in San Francisco called "Getting to the Top and Staying There." In discussing all ways women could achieve these higher levels, the speaker mentioned that having a good mentor to guide your career and coach you along the way was very, very important. Most high-ranking male CEO's (Chief Executive Officers) attribute their own rise to their mentors! For example, John Young of Hewlett Packard, Palo Alto, attributed his rise to the presidency to his mentor, Bill Hewlett, who groomed him for this role for several years.

Unfortunately, not much had been written about this important concept, as there were no books and very few articles. I started daydreaming, remembering my career, and drew up a list of all the people who had helped me significantly in achieving my career goals. Then I narrowed the list down from 13 to three, and for the first time in my life, I gave these helpful people the title of "mentor." Traditionally, of course, sponsorship and guidance by a mentor has been reserved for men only, so I decided to conduct research on my female peers on the subject of mentors. I designed a lengthy questionnaire which I first sent to my own network, a group of professional career women called Peninsula Women's Network. I then expanded my sample and mailed the survey to over 600 women of achievement throughout the United States. About 400 were returned; this constitutes one of the largest samples of women's relationships with their mentors. I followed up my questionnaire with interviews with 24 exceptional women. Through their answers, I discovered some very interesting facts:

- Mentors are absolutely essential for the motivated woman who wants to succeed and get ahead. Once you make the commitment to have a professional career, you need to seek an advocate who is your senior, who will counsel, support, and guide you in your climb upward.
- Women are not as sophisticated as men in selecting and working with a mentor, and knowing when to let go of the relationship.
- The mentor relationship is a very complex one, and it is not fully understood even today, but there are common threads that run throughout.
- The value of the relationship can go far beyond the work situation and the transmittal of new skills. It can reach into areas totally unconnected with the work place and can literally change your life.
- The more outstanding a woman is in her field, the more outstanding her mentor seems to have been.

Definition of Mentors

In surveying the literature, I discovered that each writer has his own definition of a mentor and that there was not much agreement. In Greek mythology, Mentor was an older man whom Ulysses asked to advise his son, Telemachus, when he went on his famous 10-year odyssey. Mentor acted as a surrogate father, and he took care of Telemachus and counseled and even loved the young boy like a son. According to Webster, a mentor is "a close, trusted and experienced counselor or guide."

In a professional sense, there are five criteria for a mentor. Ideally, all five are present, for men or women. (I will refer to mentors as he. Most mentors have been men, and writing he is easier than writing he or she.)

1. A mentor must be higher up on the organizational ladder. You can like or admire someone below you, however, he cannot assist you in your climb upward.
2. A mentor is a recognized authority in his field and is clearly established. He is almost always older. Certainly he is ahead in experience and knowledge.
3. A mentor is influential. He must be able to make an "impact," have a recognized voice in the organization, and be close to the power lines. If he goes to bat for someone or something, he must be able to carry it off.
4. A mentor must have a genuine interest in your growth and development. He really wants to see you develop to your potential. He must like and respect you as a person.
5. A mentor must be willing to commit time and emotion to the relationship. The interest and commitment are intense. The relationship is described like a love/adoration one; there is mutual trust and caring, a respect of confidences, and a willingness to develop and foster the relationship. It takes time to discuss fears and problems, as well as share victories and success.

What Do Mentors Do?

A mentor gives upward mobility to your career. Without this, there would be no tangible evidence that you have a mentor. They do this by speaking well of you, by giving you exposure throughout the organization, and by introducing you to people you would not ordinarily meet. This benefit is crucial as women enter certain positions in a formerly male-dominated work force.

A mentor introduces the organizational structure, politics, and players. Mentors can save valuable time with these introductions, and can teach you to speak the language of that particular organization. Each organization is different, even within the area of natural resources, as I am sure you know. Mentors let you know what is going on and they can comment on idiosyncracies of "players." Some organizations have "good" guys and "bad" guys and the mentors can help you distinguish between them. For example, sometimes certain men in the company have a difficult time working for or with women. Mentors share the philosophy and values of the company and those running it. They teach you to be part of the gang and how to speak their jargon. Many of the women in my survey said that their mentors not only were the first to invite them into the adult world, but they also helped them to fit in.

A mentor provides advice and counsel. This is a valuable function; it includes feedback and reality testing. Will your new ideas fly in this organization? Have your ideas been recently tried? If so, why did they fail, and is it time to try it again? This also includes moral support and advice in times of stress or a career crisis. Your mentor is someone to turn to, a "port in the storm." He can give you advice on

taking a new position; often women do not know what expertise is necessary for that next rung up because relatively few women appear on the top bars of the organization chart.

A mentor teaches by example. This is similar to serving as a role model except there is direct involvement. You can emulate his behavior. You can take special note of his conduct in meetings, see how his ideas are adopted and accepted by those formerly opposed. You can internalize his value systems, work habits, and even mannerisms. And you can set the same high standards for yourself.

A mentor gives feedback on progress. Mentors can sometimes be the one person we can trust to do this. He can give his perspective on how others see you, including superiors, peers, and even those under you. This is awkward for your boss to do as his career could be affected by your reactions, thus it is no wonder bosses are often reluctant to be completely open. However, your mentor has nothing to lose (as he should not be supervising you), and you should be able to have completely open communication.

A mentor promotes your dreams. Daniel J. Levinson (a researcher from Yale) wrote "The Seasons of a Man's Life." Levinson believes the most crucial function of a true mentor is to foster the young adult's development by "believing in him, sharing the youthful dream, giving it his blessing, and creating a space in which the young person can work on a reasonably satisfactory life structure that contains The Dream." Many women in my study had a mentor early in their career who shared their dreams. They said when their mentor believed their dreams and career goals were worthwhile and encouraged their realization, it made all the difference.

A mentor gives vision. I go a step beyond Levinson and believe mentors sometimes let you share their dreams. The mentor's dream can thus guide your own. Their insights can give you vision, teach you to "think big", and expand your horizons. Their own intellectual standards and curiosity can pique yours. Mentors share their goals, their intuition in life, and cause you to set your standards even higher. Once you "think big," you will never lose this perspective.

Mentors boost your self-esteem. They do this by believing in you. This will renew your own confidence. If someone you admire believes you can do a particular task, it will make you feel more like you can. Certainly you will do your best not to let your mentor down. Concurrently, if the belief of the mentor is spread around an organization, others will be influenced. The mentor provides the final "seal of approval." This enables the protégé to gain the respect of those she hardly knows, and this endorsement can provide invitations to meetings. It says, "you belong."

Using a mentor must not be confused or substituted for intelligence, hard work, or ability. But if you have these three attributes and are lucky enough to have found the right mentors, they can make the crucial difference in your rise to the top. As Louis Pasteur said, "Change favors only the prepared mind."

Selecting A Mentor

If you are convinced you want a mentor but don't know how to select one, what should you do? Women

often wait to be selected by a mentor and are not as aggressive in initiating the relationship. For these reasons women have a much harder time than men finding a mentor. However, you often have the choice of who at least has the potential to be your mentor. If you can get your CEO (Chief Executive Officer) to be your mentor, then you will probably have it made. However, not many of us can do this. What is second best? Select a mentor who is close to the power line. Does he have easy access to the CEO? In a large organization he should at least be close to those who do. In other words, he needs to be clearly established as a member of the "in group."

Here are some general rules to follow when you select your mentor:

Never, never select your boss. Most of us have conflict with our boss from time to time, and we need a senior person with whom we can discuss problems with our boss.

Do not have a mentor in your chain of command. Mentors should not be ones who gain or lose by your decisions or work performance or whether or not you move (either within the same company, get promoted, or transfer to another company). If you are a good employee, you will have other opportunities, and you will need to discuss these with someone you can trust. Mentors may not be open if you are a key employee and their career could be affected by your leaving.

Examine your feelings. Women are especially good at this! Select someone for whom you feel admiration, respect, trust, even love and adoration (in the broadest sense). These feelings should outweigh resentment, inferiority, envy, and intimidation, feelings which can sometimes emerge when you are outranked.

These are qualities to look for when you select, now what do mentors look for when they select you? Mentors are attracted by enthusiasm, intelligence, hard work, people who work well with others, who are willing to share information, and who catch on to the organizational politics and fit the image of both the mentor and the organization.

Mentors will select you if you:

- let be known that you are looking for extra help or coaching
- state you are willing to accept more responsibility
- say you are interested in moving ahead
- seek visibility
- volunteer to be part of a new project
- spot and examine new trends
- recommend a task force to look into what you consider a problem area
- take risks (men seem more comfortable with this)

But a word of warning is needed. If you are selected, take good care of the relationship. Be responsive. Let your mentor know he is helping you and that his ideas are working. If you don't take his counsel, tell him why, so you will be comfortable going to him for advice next time. In other words, pay close attention to the "care and feeding of your mentor."

Can or Should You Have More Than One Mentor?

More than one mentor at the same time? I personally do not believe that more than one is feasible at one time. The relationship is too intense and takes too much time. (It can, jokingly, be compared to having more than one husband at the same time.) However, at the same time you are working with your mentor, you can capitalize on other relationships--an encouraging boss, helpful peers, role models, supportive professional groups. Keep all contacts you might have to keep your career moving upward.

More than one mentor during your career? Most men have more than one mentor during their career and women should also be able to do this. Men typically have three to five mentors, while my research shows that women have from one to three. Most studies define mentors as "transitional figures." Mentor relationships are not designed to last for the life of your working career. Many factors contribute to their ending. While most of us are not fortunate enough to step into a new mentor relationship at the exact end of an old one, certainly you should have your eyes open for your next mentor.

Sex and the Mentor Relationship

I once heard that some men and women size each other up as potential bed partners within the first 10 minutes of meeting each other. Because of the close, caring nature of the mentor relationship, the topic of sex does need to be addressed. It would be extraordinary if some sexual tensions didn't exist when younger women so often see their mentor as brilliant, dynamic, and undoubtedly physically attractive.

I will not comment on the morals or ethics of such a sexual relationship. I will just look at it from the standpoint of a professional woman eager to get promoted. Does it help in your current job? Will it bring the next big promotion?

Only two questions in my questionnaire unified all 400 respondents. The first was, Do you think high-level men have had men or women mentors? All said MEN. The second was, Do you recommend having sex with your mentor? The response was an overwhelming NO! These results especially fascinated me when I discovered that about one-fifth of the women in my survey had experienced sex with their mentor. But they felt so strongly against it that they shared all their negative reasons. They wrote in the margins of their survey, all over the sides, and on the back, and they told me about their particular situation (quite often much more than I wanted to know!). I read stories like: "My mentor put himself and his desires ahead of my career. And without my knowledge, I was not recommended for the next big promotion when I truly should have received it." Another wrote, "For the sake of his career he kept my dependence on him far longer than was in my best interest." And still another commented, "When I wanted to end the relationship, he was so unhappy that he spread untrue rumors about my work around the organization. This literally ruined my career in that company."

Unfortunately, there is still the double standard. A sexual encounter does not have the negative effect on a man's career that it can sometimes have on a woman's. An office affair can make women appear less dedicated to their work, not to be taken as seriously as the men, and can result in a general loss of power and credibility. Thus, while few women said sex

might help in the current job for a short while, there was no evidence in the long run that it ever got anyone the next significant promotion.

Men and Their Mentors

I learned that men are trained from earliest boyhood as team players. They know from sports how important it is to have a good coach guide them. No wonder they move so easily into mentor relationships! Women, in contrast, felt more threatened when someone higher up first offered to guide them, criticize, or make suggestions regarding their work. They were unable to see these demands as opportunities.

Many women in my study felt insecure initially with the mentor process and were not as receptive as men to having their career coached. Women are not taught to be team players. They have a hard time working with those they do not like! It took them longer to realize you can dislike someone off the field or in the office, but it is important to work together to get the touchdown or to achieve the organizational goals.

•When men are asked what most valuable thing their mentor did for them they state that, "The mentor developed my ability to take risks, gave me direction, and counseled me into identifying leadership roles." Women, in contrast, say their mentor, "Gave me encouragement and support, instilled confidence, and opened doors for me." Thus, one can not help drawing the conclusion that women need more hand holding. Men seem more interested in learning more aggressive skills (risk-taking, leadership, the same skills needed for the top jobs).

•More men than women state they surpassed their mentors. This is not surprising when you realize more jobs at top levels are held by men, thus women don't have as great an opportunity.

•Men seldom have mentors past 40. At this time they turn to bringing up the talent under them. Women tend to carry the relationship slightly beyond this age.

•Men are more savvy in knowing when the relationship should end, regardless of age. Women are sometimes so pleased to have a mentor they continue the relationship long after it peaked in effectiveness. The major problem with this, of course, is that women then lose the opportunity to learn different skills from another mentor.

•The major cause of breakup of the male/mentor relationship is conflict. Younger males state they felt they were not given credit for their work and they begin to feel smothered. On the other hand, the older mentor begins to feel he is not appreciated and believes his advice is no longer taken. Suddenly, the protégé turns arrogant and disrespectful. Thus, the relationship often ends with hard feelings on both sides. Women, on the other hand, seldom end their mentor relationships with conflict. Surprisingly, a geographical move caused the breakup of a majority of the 400 women in my study.

•Lastly, men to date have been more willing to take the risk of sponsoring male protégés into positions of very senior management and power. They are still not as ready to support a woman, nor have men been as likely to recommend a

women protégé for outside boards or government committees.

When The Relationship Ends

By definition, the mentor relationship is a transitional one. By nature, it is designed to help you get from one point to another in your career. What are the signs that it is time for it to end and how do you terminate the relationship? There are three major ways the relationship ends:

1. You can pass your mentor, but as I wrote earlier, this happens more with men than women. Women are culturally trained to be dependent on men. It is sometimes necessary for the male mentor to encourage the end of the relationship, to determine that it is time for the apprenticeship to end, and to tell his protégé that it is "OK and proper" to fly up without guilt.
2. You can lose your mentor. This happens in a variety of ways. You can lose your mentor through a geographical move, a transfer, or death. Losing a mentor through death can be almost as emotionally devastating as loss of a parent or other loved one. Certainly there is the overwhelming feeling that no one can ever take that particular person's place, and no one will ever know you at that stage of your development as well as your mentor. When you lose your mentor, you can experience all the feelings of mourning: anguish, anger, and despair.
3. The relationship can become destructive. This can happen in the best of relationships, and certainly the mentor relationship, which is so complex, can be a cyclical one. There can be negative effects on your career as well as positive ones. In a moment of great stress, your mentor can suddenly let you down. Once this happens, many relationships will not sufficiently recover. Or maybe your mentor falls from grace with his higher-ups and no longer has the ability to successfully influence your career. There could also be a change in corporate politics or a change in the executives at the top. Perhaps your mentor feels you are no longer useful to him and he wants to be attached to someone younger and newer in the organization. If you begin to get these warning signs, protect yourself. Keep the relationship open, but begin to seek someone else who can help you on an even higher level.

But more men's than women's relationships end in conflict, so for most women, the conflict issue is not a major problem. And I discovered that for many, the mentor relationship never really ended. Many women still have a need for contact, to share career experiences, and for their mentor's approval. These feelings persist long after the work interaction has ended. Women are good at staying "in touch."

Becoming A Mentor

If you are fortunate enough to have had a good mentor, you will agree it is only fair you have your turn at being a mentor yourself. Women leaders should not wait to have a younger person initiate the relationship. Don't wait to be asked. You should actively seek out bright younger women and offer support and encourage them any way you can, especially when you attain higher, more influential positions. Try to be aggressive, recognize talent early, get them on committees, open doors for them,

and introduce them to the organizational politics of your company.

I believe women can be even better mentors than men, once they get to a certain level, because they understand some of the struggles women are going through to be promoted to the highest jobs in the organization, and then can identify problems of sometimes being the only woman on that level.

Advantages of Being a Mentor

While the advantages of being a protégé are clear, there are also many advantages of acting as mentor.

Being a mentor is good for your own career.

Mentoring is a two-way street, and senior women are just beginning to realize this. Having those "fast trackers", "fair-haired boys," that group who walks on water, the "young Turks", quote you, write about you, want to work in your division, want to be on your committee, and seek your advice is not all bad! Also, being selected by those younger "comers" can cause the higher-ups in the organization to see you in a different light. If younger people are gravitating to you, this shows your leadership, and can make a difference when you are being considered for a promotion to supervise even more people.

If you let younger workers know what is going on, they can challenge you and may even come up with new and better ways of doing things. Certainly your protégés will be honest with you. They can answer your own questions of how lower level workers are viewing certain problems. You will be plugged into their creative thinking and their new ways of solving old problems. Thus, there is also an opportunity for your professional growth. And if you get promoted or transfer to another company, you will have a loyal group of hard workers who will want to follow you. If they do, you will be able to count on them to produce for you in the new organization.

Mentoring develops your protégés and is good for the organization.

If you believe in your company and want its continued success, you mentor for the good of that organization. You select workers similar to yourself and other executives, and you mold them to become the next generation of leaders.

Every well-managed company tries constantly to identify and encourage high-potential prospects for supervisory and management responsibility. A mentor is a valuable adjunct to that process. Organizations do not see mentors as playing favorites; rather they are seen as helping potential managers to develop the skills of leadership, judgment, competence, and motivation that are essential to successful management.

Role of the Organization

How active should organizations be, such as the ones supporting Women in Natural Resources, in the involvement and promotion of the mentor relationship? And what role should the human resources or personnel department play? Is counseling this type of relationship an organizational responsibility? If so, what are reasonable limitations?

While I do not believe organizations can actually "assign" people to a mentoring relationship, I do believe that they can help set the stage. I strongly believe that organizations should educate their

employees about the enormous positive learning/teaching benefits that mentor/protégé relationships can bring. The organization must promote the kind of climate which will encourage and facilitate such relationships. It must sponsor programs and activities so that the bright and best younger executives will have an opportunity to meet and work with (if only on a temporary basis) more seasoned senior minds of the company. The two-way benefits can be substantial.

Some companies set aside one or two days a month when senior executives are encouraged to take younger executives to lunch in the company dining room to discuss mutual problems. Other companies set up committees with "cross-sections" of more seasoned executives paired with junior executives to "brainstorm" policies and set goals. A lot of cross-stimulation occurs when different working divisions have the opportunity to be exposed to good minds in areas they would not have a chance to meet otherwise.

Still other organizations have "junior boards" which meet regularly to discuss special problems and opportunities. Younger stars are rotated on and off at specified intervals just as are the more senior members. Training programs which allow younger people a specified length of time in different divisions are also helpful in establishing mentor-protégé relationships. Such "junior boards" can challenge younger people to think more creatively, to value their opinions even when they differ significantly from company policy, give them freedom to express ideas without fear, opportunities to gain broad experience from each other, to begin to think about things totally outside their own area and experience, and to begin to develop top management perspective.

Organizations should be aware of recent studies such as that of Hendrick and Struggles who found that:

- Top managers who have had mentors derive greater satisfaction from their career and work than those who have not had mentors.
- Executives with mentors earn more money at a younger age, have more rapid advancements, are more knowledgeable, are more likely to follow a definite career path, and sponsor more protégés themselves than executives who have not had a mentor.

One of the best known studies of male executives, reported in the Harvard Business Review several years ago, summed up the advantages of mentoring in its title, "Everyone Who Makes It Has a Mentor." And in her study of Business Week's top 100 women executives, Agnes Missirian concluded: "All the highest-ranking corporate women in the country have had a mentor." Knowing this, organizations need to encourage senior women to be mentors. Mentoring is a phenomenon that will grow in the 80s as women continue to climb higher up organizational ladders and assume positions of authority.

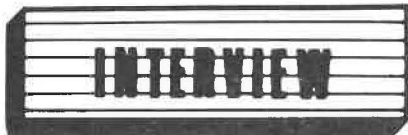
While younger women can benefit greatly from senior women, they may have a hard time meeting them. Most senior women are isolated from each other. Organizations can schedule seminars or informal meetings to discuss common problems of women executives. As women and minorities prove to be a resource more valuable each year, special attention should be given to make them feel more a part of the system.

ANN LABASTILLE:

INTERNATIONAL

AUTHOR - ECOLOGICAL CONSULTANT

"Things are changing and we had better fight for conservation of natural resources and wilderness before it's too late."



Working out of the log cabin and studio in the Adirondack Mountains of upstate New York that she described in *Woodswoman*, Anne LaBastille has matched her natural inclination with her solid scholarly training to become an independent ecological consultant. A Ph.D. from Cornell and winner of the 1974 International World Wildlife Fund Gold Medal for conservation, she was not content to be a laboratory scientist.

Her assignments have taken her to Guatemala to save an endangered species; to the Caribbean to stake out a national park; to Amazonia to photograph and document one of the oldest and most complex ecosystems on earth; and throughout her beloved Adirondack State Park (the largest park in the continental U.S.).

In her three books: *Woodswoman*, *Assignment: Wildlife*, and *Women and Wilderness*, soon to be joined by a fourth, her enthusiasm and love for wilderness and wildlife infuse her telling of how one determined person can affect the quality of life and the environment.

Anne LaBastille is also the author of articles for *National Geographic*, *Biological Conservation*, *Natural History* and many other magazines and journals. She is in her ninth year as a commissioner for the Adirondack Park Agency, is a Fellow of the Explorers Club, and a Director-at-Large of the National Wildlife Federation. She loves scuba diving, backpacking, canoeing, photography, and her two German shepherds, Condor and Chekika.

▲
Anne LaBastille instructing and working with Panamanian officials (D. Touar, former head of the National Park Service in Panama, and Javier Ortega, wildlife biologist) during an ecological survey of Volcano Barú National Park.

Anne LaBastille was interviewed by Jonalea Tonn, *WOMEN IN FORESTRY's* Interview Editor, and by Dixie L. Ehrenreich, Managing Editor. LaBastille was the keynote speaker at the Dallas Symposium, Women in Natural Resources, and talked to Tonn and Ehrenreich between sessions.

WIF: *Would you consider yourself a spokesperson for a particular world view?*

LA BASTILLE: Yes, I feel that I'm a citizen of the world and that the globe is my home even though I live in only one small part and will probably see only one small segment of the world in my lifetime. I think we all have to cultivate the idea that we're on this tiny planet together, using finite resources. We should help each other out. If we get too selfish about natural resources in first world countries, a lot of people will die in third world nations--as we have seen with desertification in north Africa and deforestation in the Amazon Basin.

WIF: *Do you have a tag line or organization for your world view?*

LA BASTILLE: No, I just feel like a world citizen. That implies a stewardship of natural resources and a parenting of illiterate, poor, native people who don't have any conception of the world. When I worked in Guatemala I used to say to the Indians, "I flew here in a plane and I came across an ocean," and they would just look blank because they had absolutely no concept of a continent. They had had four years of elementary school, if that, and had no reading material nor maps. If they had a little piece of paper and a pencil they were lucky. You can't expect people like that to have a world view. They're just going to be looking at their little tribe or their little village or their little ranch, trying to survive and feed their children.

WIF: *What did the Guatemalans think of you?*

LA BASTILLE: They used to call me the crazy, American bird-lady. That was tempered with respect because I always went barefoot, had pigtails, wore grungy field clothes, and drove an old boat. Obviously I wasn't a rich person putting on the dog. I was trying to be as much like them as I could without wearing their type of clothes. I would have looked ridiculous, because the women have tight wrap-around skirts and I couldn't have jumped in a boat or climbed a mountain very easily!

WIF: *What about the whole environmental movement? It seems to us that it has broadened out so that more people accept your world-citizen view.*

LA BASTILLE: I think it's very well accepted, and I think Reagan helped that by being so anti-environmental. Many splinter groups coalesced and began thinking and working together. There is still some fanaticism. I'm often called a radical environmentalist--which is far from the case, but people just think: well she's into ecology, she lives in the woods, she's a nut. So it's still possible to have that name tied to you by people who don't really understand what ecology is. It's similar to what we went through during McCarthy's time when everyone different was called a "communist." But I think we have fewer fanatics in the environmental movement than we used to. There is more awareness that it's a very complex web and you've got to be moderate--you have to compromise with industry, you have to sit down and talk things out. You can't just say, "we're going to save that park, to hell with the rest of you;" or "take your jet port and put it over there, but just don't put it over here." Instead, today, you would work to find a mutually acceptable location, taking into consideration people, wildlife, water, vegetation, soils, and traffic patterns.

WIF: *Of the women in your book, *Women and Wilderness*, and also those you highlighted during your speech at the Dallas symposium--are they all at the more liberal end of the spectrum? We think of Mardy Murie, author and well-known conservationist who lives in Wyoming.*

LA BASTILLE: She's definitely not a fanatic nor a women's libber.

WIF: *What about some of the other women?*

LA BASTILLE: I'd say they almost all hold the world view, seeing the complexity of ecology, of not ranting and raving and screaming.

WIF: *How are they letting people know what they are doing? The screamers seem to get all the attention.*

LA BASTILLE: Eugenie Clark is a good example of how thoughtful, effective, ecologists work. She believes in conserving sharks and creating marine parks. She's written five articles for *National Geographic* whose subscription rate is 11 million--it's read by 25 million by the time it goes through school libraries, dentist's, and doctor's offices. That's compelling, writing for 25 million people in a scientific, organized, yet picturesque way. It is far better than going out and marching up the street with a shark's jaw on her head! That wouldn't get her anywhere. The low-key, well-trained kind of people really start making waves, but little by little.

WIF: *How did you prepare for your writing career?*

- LA BASTILLE: I didn't prepare at all. My writing skill just comes naturally. I never took a writing course and didn't ever intend to write. But I just enjoy it and if I get excited about a project, or a cause, I try to research it and publish it in as many ways as possible. I really didn't plan it--it just snowballed.
- WIF: *But you have three degrees in ecology and conservation, including a Ph.D.?*
- LA BASTILLE: Right, but not in writing and photography.
- WIF: *Did any of your degree work prepare you for doing what you're doing?*
- LA BASTILLE: The first two didn't exactly, but the last one did. I lived and worked in Guatemala so that I could study the flightless grebes, and used that study for my Ph.D. dissertation. That really became a meaningful piece of learning for me, as well as, I hope, a case history of ecology and politics in action for others. It happened because I stumbled on the fact that this species of water bird was becoming extinct. It piqued my curiosity and I started asking why. I organized a census and collected field data. Then I went back to school because I figured I'd get a lot further with a doctoral degree. It would be my credit card for grants and an entree for meeting other scientists. So that's how I chose my dissertation. I took my professors to Guatemala to show them what I was trying to do. When they suggested I take Russian or German to meet the Ph.D. language requirement, I said, "bullshit, I want to take Spanish." It wouldn't help me to have Russian in Central American (at least then). That's where I wanted to work afterwards in trying to change the conservation picture.
- WIF: *What was your early family life like and how did it shape the person you are today?*
- LA BASTILLE: I was born in New York City. My father was a language professor, and my mother was a concert pianist. My parents always took a Sunday walk in a park or woods. I enjoyed going along to take advantage of the opportunity to explore. I belonged to Camp Fire Girls and through them I learned to camp and canoe. In college I developed an interest in natural resources. Three factors that influenced me more than any others were: (a) I was raised near a city, which I hated; (b) my college experience opened up new avenues; and (c) during college I worked part time for the National Audubon Society in Miami and went on their field trips.
- WIF: *What is your feeling about symposia such as the Society of American Foresters' Women in Natural Resources?*
- LA BASTILLE: Symposia like this are extremely important. I can remember when there was nothing offered for mutual support--young professionals just struggled in the dark. I'm sure the women who are here today are getting tremendous encouragement by knowing that there are others who share their feelings.
- WIF: *Would you recommend your role for other young women?*
- LA BASTILLE: Yes, I would definitely recommend that other young women become environmentalists, conservationists, and ecologists. The world needs them.
- WIF: *Do you see yourself as a mentor for anybody in this regard?*
- LA BASTILLE: Well, I think so. People who read Woodswoman (which sold 80,000 copies in eight years) often write to me or come up after lectures and say they want to study ecology, or build a cabin, or save wildlife. One half to one third of my mail is from total strangers who've either read my books or have come to a lecture. Also, I hear from a lot of divorced women who find there's inspiration in the fact that I got divorced and then went out, built my own cabin, and started my woods life. I want to help them. One thing I'm planning to do (and I have already written it into my will) is to establish a Woodswoman Scholarship Fund to help young, needy women at Cornell University. Also, I'll have a wildlife conservation research fund that will be for young researchers to do projects in third world countries. I'm just talking about a few hundred dollars in each scholarship, but that can help so much if you're a graduate student and need some equipment.
- WIF: *Were there times in your life when you recognized that "this is a turning point for me?" If so, how were you able to capitalize on those feelings?*
- LA BASTILLE: When I got divorced, I was completely on the rocks. I didn't know what to do with myself. I thought it would be a good time to go to Guatemala and study those rare birds. That was one critical time in my life.
- WIF: *Give us some reasons why ecological systems need to be protected today.*
- LA BASTILLE: We need to protect ecological systems so that we don't eliminate endangered plants which in turn might mean the elimination of a lot of medicines. Another resource which needs to be protected is the gene pool of food plants. And deforestation could lead to drastic climatic changes on a world wide scale.

- WIF: *What do you consider the most pressing ecological issues facing today's natural resources manager?*
- LA BASTILLE: Nuclear wastes, toxic wastes, and acid rain. We had a close call with the Adirondack Park, where I live and work, being number one on the list for a high level nuclear waste repository. If Barnwell, South Carolina, and Hanford, Washington, are closed in 1986 there are a list of six or seven other potential sites. The Adirondacks were an alternative because of the deep crystalline rock deposits. We finally got those mountains eliminated because they are in the largest state park in the United States. National parks were already excluded. My point is that no matter where you are--it could be some remote forest in Idaho--somebody might try to put nuclear wastes there. That necessitates a new highway system, huge parking and storage areas of cement, safety systems, patrol and law enforcement, not to mention the danger due to radiation.
- WIF: *Have you started doing anything about airspace? Several parks are attempting to limit overflights and charters.*
- LA BASTILLE: Yes. We had a near collision over the Adirondack Park, between two fighters and a seaplane. So our property owners' association, of which I'm the secretary, wrote a letter to the Commander of the Air Force base and we got our lake and the next lake over "hatched off" the map. Any citizen can fight these kinds of intrusions if they are rational about it.
- WIF: *Have you modified your view over the years about the "rightness" of your position?*
- LA BASTILLE: If anything I feel more strongly about it than I used to.
- WIF: *What worries you the most about women's role in natural resources?*
- LA BASTILLE: The old fogies who haven't caught up with the modern age and who are still trying (in clandestine ways) to keep women back by not giving them a chance.
- WIF: *What about the way women see themselves? For instance women who try to please too much. Isn't that hard to change?*
- LA BASTILLE: Very. They must work on themselves. I was a "nice little girl" until I was almost 40. Then I said, what difference does it make? I must learn to speak up and out about things that matter and to fight for what I believe in. One should follow the Golden Rule. If you're compassionate, a good human, and try to act in a decent way, then you can go fight for your causes as much as you want without ingratiating yourself.
- WIF: *Do you enjoy playing a world role?*
- LA BASTILLE: I'd rather be back at my cabin writing something than standing behind a podium.
- WIF: *Do you still live in your cabin?*
- LA BASTILLE: Oh yes. In fact I built another cabin this summer--a baby cabin to get away from my big one because I have too many visitors and interruptions. I describe it in my fourth book which is Woodswoman II. I built my retreat partly as a symbol. In Woodswoman II I discuss acid rain and the nuclear wastes issues, and describe what can happen because of the increasing number of engines, boats, people and pressures--that whole syndrome.
- WIF: *Of the books you have written, which is your favorite?*
- LA BASTILLE: Woodswoman. Yet when Woodswoman II comes out that will be my favorite.
- WIF: *Why was Woodswoman your favorite?*
- LA BASTILLE: Because it was my first, and because I got into such a creative rush doing it. Things were cooking in my mind subconsciously, and I'd sit down in the morning and this whole thing would write itself out--I had no idea what I was going to say nor the twists and turns that I would take. I think the creative feeling I had was so powerful and beautiful that I felt it came from somewhere besides my brain. The same thing happened with my sequel (Woodswoman II) this summer, but to a lesser degree because it wasn't as free spirited and romantic. It was more serious. I want to get the message across that things are changing and we had better fight for conservation of natural resources and wilderness before it's too late.
- WIF: *Do you support yourself completely from your work?*
- LA BASTILLE: Not from writing--its impossible. I can't even make half my income writing, even with four books published, five articles for National Geographic, and 100 other articles and papers. To make a living from writing one has to be Danielle Steele or Harold Robbins, Carl Sagan or Paul Ehrlich.

- WIF: *Those of us at Women in Forestry are very concerned that women do not write enough. Do you think the fact that you are a woman made it more difficult for you to begin your career of writing, or was it a plus factor?*
- LA BASTILLE: In the beginning there were times when it was difficult. I remember specifically in 1971 I did a story for one of the large outdoor magazines. At that time they wouldn't publish any woman author. So I had to make up a male name in order to get them to accept my article. I had an interesting article and it pissed me off that I had to have a male pseudonym to publish a perfectly straightforward article. Now they have changed, and probably a quarter to a third of their authors are women. On the other hand, in that same year (that's the year I started free-lancing), Camp Fire Girls asked me to be a consulting editor and do a monthly column for their magazine, Today's Girl. The fact that I was a woman was why they asked me to do it. So maybe the two balanced each other out. My feeling now, is that it's the quality of writing that counts. If you've got a good idea, and you present it well, most magazines don't care whether you are male or female.
- WIF: *The ratio of publications, however, is not keeping up with the percentages of women in the field. What are your thoughts on that?*
- LA BASTILLE: To write, you've got to have time and tranquility. You can't do it with crying babies, an eight-to-five job, and a demanding husband around. Another part of the problem is the competition. An excellent guide--the Writers Market--lists over 4000 publications (I'm talking about popular articles not scientific papers). An author should go through it over and over for the right publications. Then she should keep sending articles out. Every time requires a new letter and self-addressed envelope. It's tedious and expensive. I tell my photo-journalism classes to send their articles out twelve times and if they come back twelve times they have a bumner. Otherwise, somewhere along the line it should sell because so many magazines are different. Authors are generally not treated well by editors, so they should be prepared. We are the ones that keep them going; yet they treat us like some sort of slave labor. The best magazines I've written for--ones that treated me super-first-class are National Geographic and Reader's Digest. Furthermore, one has to publish a certain amount to be taken seriously. It's a Catch 22--how do you start? I tell students in my class to make a publication list so editors will see that they've published. Anything--even a mimeographed newsletter--counts. Just begin a publication list. I free-lanced for three years until I had one page I could send out. These lists show you are disciplined, you can produce on deadline, and your writing is good enough to be published.
- WIF: *You have proved yourself to be very competent. How has this affected your relationship with men and/or co-workers?*
- LA BASTILLE: It's my impression, after years of working, that men like to dominate; and lots of them do not like to be one-upped by women. You have to be very, very diplomatic or, if you don't have a patient streak, you're just going to have to bull your way through. Then probably you'll create some resentment. It's a delicate situation. I find I work best with Latins because they have an innate respect for women and they give you a chance to do your thing. With Americans and Canadians I find there's much more underlying aggression. There seems to be a kind of one up-manship underneath a polite exterior. I don't know what it would be like to work with Europeans or Africans. A team situation is best--every person has their assignment--say one is a photographer, one's a soil scientist, one's a forester, and you're doing wildlife--then I think it can work very well. You won't step on anybody's toes.
- WIF: *Many of the areas you visit in your international jaunts are poor and underdeveloped. Do you have difficulties persuading local folks to preservation points of view when they are willing to sacrifice their ecological heritage for the life-giving "mess of pottage?" Anthropologist Marilyn Hoskins told Women in Forestry during her interview, that Americans have to quit thinking of "production maximizing" and think of "disaster mitigation" when dealing with other cultures, particularly those of developing countries. In a sense, aren't you talking to them about production when they are thinking of the means to avoid hunger?*
- LA BASTILLE: That is a tough question. What I've tried to do, and this is brought out in my second book, Assignment Wildlife, is to try to devise a strategy that's going to give them benefits. You can't go into a foreign country and say, "Hey, we need a park because it's so beautiful" or "because there's a rare bird there." They don't care. You try to say that if you protect that piece of land and don't let anybody chop the trees down, your water is going to stay clear and pure and you'll have plenty all year around. Later you can also have firewood. So you bring out two critical needs--water and fuelwood. In addition, you point out that if they cut down all the trees they will muddy the water and they will run out of fuel for their cooking fires. I like to stress firewood, food, water, and tourism (money). If you can tie in tourism dollars from nature lovers, photographers, and bird watchers, and explain that the locals can earn money as guides or rangers--that brings it right down to them. If you don't do that, forget it. One can't appeal to native peoples on aesthetic or conservation arguments because they don't know or understand those words. They've got to be getting something tangible out of it.

WIF: *Sometimes it has to be an immediate tangible doesn't it?*

LA BASTILLE: Yes, it's important to give them jobs like putting in fence posts, making trails, or patrolling against poachers so they can see immediate benefits.

I also believe there are some places on earth where it just isn't worth trying to push conservation--like Salvador or Ethiopia. Would you dump any money into Salvador right now to try to make a park or refuge? With one of the densest populations in the world and guerrilla activity all over? The soil is a disaster.

WIF: *Is there any way to put a priority ranking on countries that could benefit from conservation efforts?*

LA BASTILLE: Unfortunately, you have to have a triage system and I think there are places too far gone to help. On the other hand, there are nations like Costa Rica or Chile with wonderful park systems. These places still have hope, they still have time, and they still have a small population. For example, New Zealand would be an ideal place to save more wilderness and endemic species. A conservationist must also realistically deal with people whose basic cultures can accept and absorb this.

WIF: *Is a lot of U.S. money now going into these kinds of efforts?*

LA BASTILLE: Yes, particularly to save primates in Brazil and Africa and to establish parks in Amazonian forests. I'd say there is some U.S. involvement, but not nearly enough.

WIF: *Who is doing the best job--is it the World Wildlife Fund?*

LA BASTILLE: Yes. They are the most conscious of where the dollar will buy the most. Also their sister organization, the International Union for Conservation of Nature (IUCN) in Switzerland is doing a good job.

WIF: *We heard you speak in 1981 at an International Conference for Women in Natural Resources held at the University of Idaho, and, at that time, you had a list of things that Americans could do if they felt as you did about issues. Would you care to give us that list or expand on it?*

LA BASTILLE: Avoid buying hamburgers from fast food chains because their beef often comes from third world nations at the expense of cutting tropical forests to make ranches. This usually saves the chain only five cents per pound so why not use American beef?

Avoid using black pepper--much comes from the Amazon Basin and involves clearcutting virgin tropical forests.

Conserve electricity--every time you flick on a light switch or turn on the TV you make acid rain drops. Avoid electrical gadgets.

Use less gas and fuel oil (at least until Clear Air Act Amendments are passed) because every time you drive a vehicle or turn up a home furnace you make acid snow flakes. Shop by phone or mail.

Write senators/congressmen/assemblymen, promoting conservation issues and acid rain control. Letters count in terms of volume, not individuals.

Give talks to local groups, clubs, organizations about conservation issues. Local education can grow into meaningful local actions.

Do not wear/use products from endangered species.

Conserve water by installing special water savers on shower heads, toilet tanks, and bath tubs; water lawn and garden at proper times of day.

Avoid foods from endangered and threatened species such as Atlantic salmon, octopii, lobster, shrimp, and other marine life, depending on area of country and state of species.

Support a bottle bill.

If building a house, remember, small is beautiful.

Give generously to conservation funds and to catastrophic relief projects in developing nations. At least one tenth of your income should go back out to help preserve earth's natural resources and native cultures. This will make you a true world citizen.

EVENTS

TENTH ANNUAL NORTH AMERICAN PRAIRIE CONFERENCE

22-26 June 1986
Denton, Texas

This conference entitled "The Prairie: Roots of Our Culture, Foundation of Our Economy," will be of interest to conservationists, scientists, anthropologists, landscape architects, and park managers. Special emphasis will be placed on the economic aspects of the modern prairie. For more information contact: Prairie Conference, Texas Women's University, Box 22675, Denton, Texas 76204 (214-644-0778).

INTERNATIONAL WINDBREAK SYMPOSIUM

23-27 June 1986

University of Nebraska
For program information contact James Brandle, Department of Forestry, Fisheries, and Wildlife, University of Nebraska, 101 Plant Industry, Lincoln, Nebraska 68583-0814.

CONSORTIUM FOR INTERNATIONAL FISHERIES AND AQUACULTURE DEVELOPMENT (CIFAD)

Summer 1986

Michigan State University
and
Oregon State University

Michigan State University will offer the first course entitled Water Quality and Aquatic Ecology, June 9-August 1, 1986 as a training program for beginning to junior level scientists. Oregon State University will offer two more advanced courses: Fisheries Data Management Using Microcomputers, July 21-August 22; and Fisheries Economics, August 25-September 26, for middle and upper-level administrators. Write CIFAD Training Programs, 443 Snell Hall, Oregon State University, Corvallis, Oregon 97331.

NATIONAL SYMPOSIUM ON URBAN WILDLIFE

3-6 November 1986

For information on papers and program contact Lowell W. Adams, National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, Maryland 21044.

POPLAR COUNCIL CONFERENCE MEETING

28-31 July 1986

Seattle, Washington
For information contact Continuing Education Manager, College of Forest Resources, AR-10, University of Washington, Seattle, Washington 98195 (206-543-8067).

SYMPOSIUM ON MANAGING NORTHERN HARDWOODS

23-25 June 1986

Syracuse, New York

For information contact Ralph D. Nyland, Marshall Hall, State University of New York, College of Environmental Science and Forestry, Syracuse, New York 13210 (315-470-6500).

MICROCOMPUTER APPLICATIONS:

AN INTRODUCTION FOR RESOURCE MANAGERS

24-25 June 1986

Corvallis, Oregon

Designed for those with little or no experience with microcomputers. For more information contact: Conference Assistant, College of Forestry, Oregon State University, Corvallis, Oregon 97331-5704 (503-754-2004).

MANAGEMENT OF SMALL STEM STANDS OF LODGEPOLE PINE

30 June - 2 July 1986

Hot Springs, Montana

Region 4N technical conference, CFE hours: 14, Category I. For more information contact Roland Barger, Intermountain Research Station, Forest Science Laboratory, P.O. Box 8089, Missoula, Montana 59807 (406-721-5694).

FOREST APPRAISALS:

A SHORT COURSE FOR FORESTERS

22-24 July 1986

Athens, Georgia

For information contact L.A. Hampton, Room 237, Georgia Center for Continuing Education, University of Georgia, Athens 30602 (404-542-3063).

SOCIETY FOR HUMAN ECOLOGY

17-19 October 1986

Call for papers

Bar Harbor, Maine

"Human Ecology: Research and Application" will be the conference theme with the deadline for abstracts (300 words, double-spaced) July 1, 1986. Program suggestions and inquiries can be directed to: Richard J. Borden, Vice President, Society for Human Ecology, College of the Atlantic, Bar Harbor, Maine 04609, (207-288-5015).

CURRENT TOPICS IN FORESTRY RESEARCH: EMPHASIS ON CONTRIBUTIONS BY

WOMEN SCIENTISTS

4-5 November 1986

Gainesville, Florida

This symposium, sponsored by the School of Forest Resources and Conservation and the Forest Service, will focus on papers by those doing research in natural resources. Individual sessions will include one of invited women speakers, another of contributed papers by both men and women, and a possible poster session. Contact: Sue Kossuth or Nancy Pywell, 1143 Fiefield Hall, University of Florida, Gainesville, Florida 32611 (904-371-4360).

NATIONAL WOMEN'S STUDIES

ASSOCIATION'S EIGHTH

ANNUAL CONVENTION

11-15 June 1986

University of Illinois

The theme is "Women Working for Change: Health, Cultures, and Societies." Contact Jeann Rice and Paula Gray, NSWA 86, University of Illinois at Urbana-Champaign, 304 Stiven House, 708 South Mathews, Urbana, Illinois 61801.

AMERICAN WATER RESOURCES ASSOCIATION

Call for papers

9-14 November 1986

Atlanta, Georgia

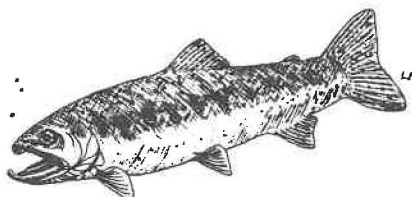
The national and international meeting has water and human health issues for the theme. For more information contact Joy A. Bartholomew, Deputy Secretary, Department of Environmental Quality, P.O. Box 44066, Baton Rouge, Louisiana 70804.

FEMINISM AND ECOLOGY COURSES

21 June - 2 August 1986

Rochester, Vermont

The Institute for Social Ecology will be offering courses concentrating on feminism and ecology this summer. The first course, "Feminism and Ecology" (June 21 - July 19) is an examination through anthropology, philosophy, women's health, and political studies, of the relationship between the domination of nature and the domination of women. "Advanced Concepts in Feminism and Ecology" (July 21 - August 2) will then explore the feminist perspective on issues of reproductive rights, peace and disarmament, and questions of domination and hierarchy in society. College credit is available. For more information write the Institute for Social Ecology, Box 384, Dept. WF, Rochester, Vermont 05767





EVENTS



**CENTRAL STATES MEETING ON
HUMAN RESOURCES**
Call for papers
2-5 December 1986

Land Between The Lakes, TVA
"Stumbling Blocks and Stepping
Stones: Developing Human Potential
in Natural Resources," is cosponsored
by the Society of American Foresters
and the Tennessee Valley Authority-
Land Between The Lakes. Papers are
solicited until 7 July 1986 under
three topics: Improving Human
Productivity in Natural Resources
Institutions; Changing Attitudes for
a Changing Workforce; and Developing
Professional Potential Through
Management Skills, Career Direction,
and Self-presentation. Contact
Elizabeth M. Weilbaum, TVA-LBL,
Golden Pond, Kentucky 42231
(502-924-5602). Final manuscripts
will be due by September 22, 1986.

**AMERICAN WATER RESOURCES ASSOCIATION
SYMPOSIUM**
22-25 July 1986
Fairbanks, Alaska

This theme will be "Cold Regions
Hydrology." For more information
contact Kenneth D. Reid, Executive
Director, American Water Resources
Association, 5410 Grosvenor Lane,
Bethesda, Maryland 20814
(301-493-8600).

SELLING SKILLS FOR FORESTERS
5-6 June 1986
Athens, Georgia

CFE hours: 12.5, Category I. For
more information contact L.A.
Hampton, Room 236, Georgia Center for
Continuing Education, University of
Georgia, Athens, Georgia 30612
(404-542-3063).

**PHYSIOLOGIC AND GENETIC BASIS
OF FOREST DECLINE**
15-18 June 1986

Stillwater, Oklahoma
Ninth North American Forest Biology
Workshop cosponsored by the Tree Phy-
siology, Tree Genetics, and Improve-
ment Working Groups of the Society of
American Foresters. For more
information contact Tom Hennessey,
Department of Forestry, Oklahoma
State University, Stillwater,
Oklahoma 74078 (405-624-5437).

**INTERNATIONAL SEMINAR ON OUTDOOR
EDUCATION**
1-7 September 1986
Israel

An International Seminar on Outdoor
Education, Recreation, and Sports
Tourism is to take place at the
Wingate Institute, Israel. For
information, contact Zvi Artizi,
Director, International Seminar,
Wingate Institute, Israel 42902.

**AMERICAN FISHERIES SOCIETY AND
INTERNATIONAL ASSOCIATION OF FISH AND
WILDLIFE AGENCIES**
14-18 September 1986
Providence, Rhode Island

The theme is "Basic Science and
Effective Fisheries Management:
Bridging the Gap." The keynote
speaker, William C. Leggett, of
McGill University, Montreal, will
explore how basic ecological
approaches can lead to advances in
understanding applied problems in
fishery science. For additional
information contact Roy A. Stein,
1986 Program Chairman, Department of
Zoology, Ohio State University, 1735
Neil Ave., Columbus, Ohio 43210
(614-422-7826).

**41ST ANNUAL MEETING
SOIL CONSERVATION SOCIETY OF AMERICA**
3-6 August 1986

Winston-Salem, North Carolina
The theme is "New Challenges for
Conservation Partners." For more
information contact: Bobby Birdwell,
Program Chairman, Soil Conservation
Society of America, 7515 NE Ankeny
Road, Ankeny, Iowa 50021.

**ANNUAL CONFERENCE OF THE
ASSOCIATION FOR CONSERVATION
INFORMATION**
22-27 July 1986

Safari Club International
Conservation Fund's
Granite Ranch
For more information contact: Con
Brown, Educational Director, SCICF,
5151 E. Broadway, Suite 1680, Tucson,
Arizona 85711 (602-747-0260).

ENVIRONMENTAL ETHICS CONFERENCE
10-12 July 1986

University of Georgia
The Fourth Annual Environmental
Ethics Curricula Development
Conference will assist colleges and
universities with the development of
a basic course on environmental
ethics. The workshop will be
conducted by the current Editor of
Environmental Ethics. For more
information, or for a reading list,
write to Eugene C. Hargrove,
Environmental Ethics, Department of
Philosophy, University of Georgia,
Athens, Georgia 30602 (404-542-6875).

**PARK AND RECREATION
COMPUTER APPLICATIONS**
26-28 August 1986
College Station, Texas

For information contact Bruce E.
Wicks, Extension, Recreation, and
Parks, Texas A&M University, College
Station, Texas 77843-2261
(409-845-5418).

**A CONFERENCE ON NORTHERN HARDWOOD
RESOURCE: MANAGEMENT AND POTENTIAL**
18-21 August 1986

Houghton, Michigan
For more information contact Glenn D.
Mroz, School of Forestry and Wood
Products, Michigan Technological
University, Houghton, Michigan 49931
(906-487-2452).

**SAF NATIONAL CONFERENCE: FORESTS,
THE WORLD, AND THE PROFESSION**
5-8 October 1986

Birmingham, Alabama
For information contact Richard
Zabel, Society of American Foresters,
5400 Grosvenor Lane, Bethesda,
Maryland 20814 (301-897-8720).

**FORESTS AND THE 49TH PARALLEL:
HISTORICAL AND COMPARATIVE
PERSPECTIVES ON
THE CANADIAN-AMERICAN FRONTIER**
9-10 October 1986

Vancouver, British Columbia
For information contact Harold K.
Steen, Forest History Society, 701
Vickers Avenue, Durham, North
Carolina 27701.

YOUTH CONSERVATION CAMP
15-20 June 1986

Windsor, New Hampshire
This camp is under the directorship
of Diana J. Reno who is Keene Program
Coordinator at the Harris Center for
Conservation Education in Hancock.
For more information contact Annette
Morrell at the Society for the
Protection of New Hampshire Forests,
54 Portsmouth St., Concord, New
Hampshire 03301.

Third National Urban Forestry Conference

Urban Forestry for Livable Cities
December 6-10, 1986

Sheraton Twin Towers Orlando, Florida

For program, exhibit, and registration infor-
mation, write the American Forestry Association,
1319 18th Street, N.W., Washington, D.C. 20036.

Co-sponsored by the
National Urban Forest
Council, the American
Forestry Association,
USDA-Forest Service,
and the Florida Division
of Forestry-Department
of Agriculture and Con-
sumers Services.



THE FUTURE OF WOMEN IN NATURAL RESOURCES: OPPORTUNITIES AND LIMITATIONS

R.S. Whaley
State University of New York
College of Environmental Science and Forestry
Syracuse, New York

If one were to rank the relative difficulty and accuracy in various types of forecasting, my experience suggests that demographic forecasts are the easiest to make and are the most likely of all forecasts to be accurate. Forecasts of economic and technological change are more difficult and less likely to be accurate. However, forecasting either value shifts or political behavior is extremely difficult to do with any accuracy at all. An examination of the huge gap between demographic forecasts made at the beginning of the 70s and demographic changes that actually occurred during that period readily demonstrates that even the type of forecasting that should be the easiest often falls short of the mark.



While the warning is essential, similar to that on a prescription bottle, it doesn't mean that we not take the medicine or avoid forecasting altogether. In this vein I have often quoted Joe Coates, a Washington D.C. futurist, who describes a good manager/planner as a person who believes that:

- 1) while you cannot forecast the future with any precision, you can know enough about it to be useful,
- 2) the future is ripe with opportunities, and
- 3) you can influence it.

Today, I would like to apply Joe Coates' philosophy to the topic at hand: first, while precise forecasts are difficult, there are apparent trends which will be useful in determining the role of women in natural resources employment; second, the future will be ripe with opportunities for women; and third, you can influence it.

Though you have already been warned of the frailty of forecasts of social value shifts, there are certainly some historical clues not to be ignored. To reverse a quote by Kierkegaard, life "must be lived forward"--but it "must be understood backwards." At the risk of over-simplification, examine the shift of the role of women related to the economic and technological change associated with the transition caused by the industrial revolution. When the principal economic

activity of our society was low-technology agriculture, the role of women was as a source of additional farm hands, caring and feeding for the primary factor of production--labor. Managing the household was a specialization of labor that not only made sense, but would make Adam Smith clap with glee as empirical evidence in support of his description of the efficiencies which came from the specialization of labor. The industrialization of society dramatically changed the role of the family and, of course, the role of women in it.

Children were no longer a factor of production in the family business--agriculture. In a purely economic sense, they became a liability rather than an asset. Increased mobility changed caring of the elderly from an expected family obligation to a logistical burden. Though denied by many twentieth century housewives, the mechanization of the laundry and kitchen decreased the time necessary for domestic chores. What we observed with the activism of the feminist movement was that social values of the work place had not kept pace with the changes in technology. And while social values were lagging behind the transition from an agricultural economy to an industrial economy, another transition (so aptly called the Third Wave by Alvin Toffler) to a service/information economy was well underway. So while women were forming parades, painting banners, and writing speeches (and that was right), sociologists were writing about the resistance of social values to change (and that was fact). Social values are particularly slow to change when one part of society benefits by the status quo. The benefits to men of a changing role for women were not only not obvious, but in some instances were not benefits at all. They were threats--threats to their perception of the comfortable home, threats to what was a "normal" social network at the job, and perhaps even threats to the job itself. It should be of little surprise that the transition has been less than smooth at times.

Before looking at the future I would like to draw one other conclusion (other than that values change slowly) from this brief look into the past. That is, that the role of men and women in the agricultural society was a complementary role. It was a role which capitalized on the biologically and culturally determined differences and abilities of men and women. The conclusion one will reach as to the role of women in natural resources will differ if you are trying to find those forces which will enable men and women to find and establish new complementary roles, or if you are trying to find to what extent men and women can be interchangeable parts on the machinery of the service and information society.

Four trends strike me as being particularly significant in determining the opportunities and limitations for women in natural resources professions:

1. There is increasing acceptability of a broader choice of individual roles and lifestyles. Stereotypes are being shattered daily. While the pendulum swings between conservatism (resistance to change) and liberalism (rejection of the past) with each swing, a piece of the extreme seems to chip off and be added to the pool of what is considered normal. Whether it is length of the hem, acceptability of a wide range of dress even in establishment circles, women astronauts, or alternative forms of cohabitation; what is acceptable today would have drawn smiles ten years ago, been shocking twenty-five years ago, and only dreamt about forty years ago. The impact of this "normalization" of a broader spectrum of roles is that there is unlikely to be resistance from society at large regarding women in

any particular work role. What resistance remains will come from individuals or the culture of particular firms or agencies. This is most likely to manifest itself in promotion policies and general accommodation of women than it is in hiring practices.

2. Changing roles of women in the home will give new freedom for careers. Or will it? Many marriages are now being launched with an understanding that it will be a two career family. This often involves a fairly good understanding between both husband and wife about sharing responsibilities at home, attitudes about children, and dealing with the expected choices. It usually involves little preparation for dealing with the unexpected.

By 1995, 80 percent of women age 25 to 44 will be working or looking for work. Today, one out of two married women work outside of the home and this proportion will continue to rise. This may be contrasted to one out of seven in 1940. About one-quarter of the women of childbearing years will not have children. All of these changes suggest an evolution of the family which reinforces the ease of women developing careers.

There are, however, some statistics which portend some difficulties. At current rates one-half of all marriages end in divorce. In nine out of ten cases the wife retains custody of the children. Women usually have a decline in income after a divorce; men do not. Three out of four divorcees will remarry. The divorce rate for remarriages is slightly higher than for first marriages. Aside from any judgments about the relative benefits or costs to society in general from this kind of flexibility, or aside from any moral or ethical ramifications, one can make some fairly straightforward conclusions about the impact on women's careers:

1. For men and women alike the emotional stress associated with divorce, whether amicable or contested, is well documented.
2. The time demands of a single parent household are overwhelming.
3. Men may have greater mobility geographically and, therefore, promotionally than women because of a reluctance to move school-aged children.

So while men and women may appear at time of entry into marriage to have a broadened view of the two career family, there is little evidence that the institution of marriage has changed to accommodate two careers. Quite the opposite.

3. Women may be particularly well suited to the changing role of the resource manager. Or will they? On this subject, I will probably get into hot water rather quickly by stressing differences in men and women. So let me ease into it with some safe observations, then venture forth from there. While my own experience with a resource agency is limited to the U.S. Forest Service, I think the experience there is representative. The job of the line manager has substantially changed. It has shifted from a preoccupation with the techniques of managing the resources, the how of resource management, to a preoccupation with balancing the demands on a limited resource, the what of resource management.

- * It is more a job of conflict resolution and less one of silviculture.
- * It is more a job of political accumen and less one of forest regulation.

- * It is more a job of long-term planning and less one of harvest scheduling.
- * It is more a job of people management and less one of things management.

In recognition of this change, if you were to survey current district rangers and supervisors as to the single most-needed skills which they are lacking, they would unanimously identify the ability to interact with people, whether the public at large, employees, customers, or unions.

There is no convincing empirical evidence to suggest that women are inherently better suited to the changing management needs in resource management than men. There is evidence, however, to suggest that whether by biology or culture, women tend to be "other brained" from men. (I will not dwell on this as most of you are as well informed as I about linear thinking vis-a-vis wholistic, objective vis-a-vis subjective, analytical vis-a-vis intuitive.) Nor do I want to suggest that intellectual differences in men and women are greater than the similarities. What I do want to suggest is that women may bring a different approach to management than men, and that this approach is particularly timely given emerging changes in management styles.

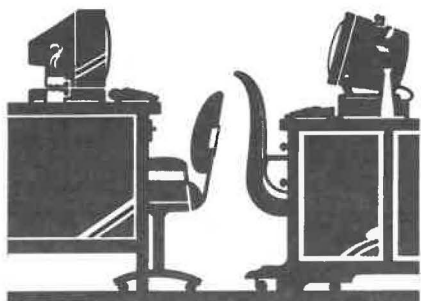
If this is true, however, then it suggests certain strategies on the part of women in influencing their own futures. The strategy is built on those differences which complement the talent of men rather than stressing the ability to outperform a man in a man's world. I don't mean to suggest that many of you might not outperform men, but be careful that you haven't refined a set of skills which have just become obsolete.

4. The economic prospects for renewable resources over the next decade while not exciting, are positive. Space does not allow a case to be made for the internationalization of renewable resource supply and demand, and what that means for the welfare of domestic resource firms and agencies. Nonetheless, one must mention this trend even if not adequately supported when speaking about future opportunities and limitations for women in natural resources. The relationship is simple and obvious. The acceptance of women in traditional men's jobs (or more accurately, male dominated organizations) will be positively influenced by a strong economy and negatively influenced by a weak economy.

This is easiest to illustrate by looking at the impacts of a weak economy on the opportunities for women in traditionally male organizations. First, in a time of decline or stability the addition of women to the work force poses the greatest threat. The threat is no longer simply to the customary way of doing business; it is a threat to existence. It is not stretching the analogy at all to look at the successes of the civil rights movement in good economic times as opposed to tough economic times. This is true of almost any social movement. Second, during times of relatively few professional job openings, the requirements for entry to the profession increase. We have all heard stories of technician positions being filled by candidates with master's degrees. If this is the case, then women at least currently will be playing a catchup ball game. Third, during hard economic times, special accommodations to women become too costly. Industry-offered day care centers, adequate maternity leave, for example, move from being socially responsible innovations to unmentioned and unaffordable costs.

It is thus important that the overall growth over the next decade of the renewable resource industries is positive. It is equally important that women realize that for good or evil, they too will become a part of the bottom line. Part of the responsibility for that line being positive must rest with women themselves. For example, they should be strong advocates of broader benefit packages which allow trade-offs between various leave configurations, insurance, retirement, and new benefits such as day care centers as meaningful alternatives.

The future that I see for women in natural resources employment is encouraging both for women who aspire to that as a career choice, and for the fields which will benefit and be enriched by women's participation. By 1995, there will be female deans, college presidents, and state foresters talking to you about progress and accomplishments for women in natural resources.



OUT HERE ON THE FRINGES

Mollie Beattie
Commissioner

Agency of Environmental Conservation
Department of Forests, Parks, and Recreation
State of Vermont

I do not intend to address those who have learned to fit comfortably into bureaucracies, who have a detailed job sequence and income expectation plan for the next decade, who have been successful at segmenting their personal and professional lives, and who know how to "dress for success."

I am here to talk to those of you who generally feel as if they are participating in a game for which everyone but them has a copy of the rules; who have resumés that would stump an audience of "What's My Line?"; who wonder why it's not respectable to bring personal values to professional life; and who believed Henry David Thoreau when he counseled to beware of all enterprises for which one must buy new clothes. But I am not here to help you out of this latter group and into the mainstream. I would rather keep you with me out on the fringes because together we can make some changes in the world.

First, I should tell you where I am coming from:

- From Vermont, an eccentric little state near the end of the earth which was an independent republic in the eighteenth century and never got over it. For example, in 1984, while national political trends were a radical contrast, Vermont elected a female Democrat as governor.
- From the Sixties, for those who achieved their spiritual maturity then, a magic time when we

knew we were responsible for each other and the earth. I should tell you that I still believe that work in natural resources management and policy is a calling, not a job.

- From a meandering career that includes journalism, bartending, mountaineering, instruction, and some protracted gaps for contemplation. My "career path" offers no hint of its next turn, but I feel it is directed and cogent, based on a set of values I have worked hard to define.

I thought it was important that my biases are set out in advance, but especially that I might begin to convince those of you whose paths are as funky as mine that we are in natural resources because of our unorthodoxy, not in spite of it.

We view the world differently. The evidence of our different perspective is our uneasiness about the destructiveness of the traditional attitudes about role, power, success and science; our choice of a field of study and work that requires an empathetic approach to nature and a patience with change and chaos; and the fact that, to us, it is eminently and simply reasonable that we should have access to fields of endeavor that fulfill our skills and interests regardless of traditional gender roles. If we are going to ensure our effectiveness and persistence in those fields, as well as the future of our organizations, our natural resources, and our earth itself, we must consciously conclude from that evidence the possibility of a new world view. We must then define it, embrace it, and affirm it by our actions, because where we now stand is on a critical watershed between the old world view and a potential transformation of our culture.

To convince you that this transformation is possible, I must first try to persuade you that, although it has permeated our culture to its foundation, the old world view is simply a human construct that had an historical beginning. A world view is a metaphor--a frame of reference that a culture uses to explain reality. Interestingly, the basic controlling imagery is always that of the natural world.

A metaphor is successful to the extent it goes unquestioned. What has gone largely unquestioned in our western culture are the following fundamental assumptions:

1. Science is context-free, value-free knowledge of the external world,
2. The "external" world is a calculable order that can be defined and manipulated through mathematics; and,
3. Therefore, the structure of the world is analogous to that of a machine.

The mechanistic world view that is driven by these assumptions is one that affirms stability of purpose, the necessity of external control, exploitation, and domination; and rational analysis of nature by mathematical measurement that is dependent on knowable and predictable cause and effect relationships. Its implications for organizational leadership and management are the overarching importance of structure and hierarchy within which role, power, and planning are fixed, authority resides with position, and activity is governed by rules and laws.

Exactly why the old world view took hold about 400 years ago must be a complex and speculative history, one beyond my ability to tell. As I would guess is true with all cultural metaphors, it is driven by values and goals which were then (and have since been) important for some social, economic, and intellectual reasons, and it in turn drives the cultural choice of assumptions and dominant scientific ideas. At any rate, the values and goals that underpin the old world view and its natural world metaphor were certainly related to the exploitation of natural resources permitted by social and technological changes in the 17th century. The scientific ideas that complemented the world view and thus dominated thought were those of Francis Bacon, who in 1620, designed the scientific method which postulated that the observer can be separated from the observed; Isaac Newton who produced a mathematical reduction of the universe by relying on the thesis that the universe was simply bodies of matter in motion; and Rene Descartes whose "logical positivism" enshrined empirical verification as the only route to knowledge. The fascination with dissection and measurement was contagious and spilled over into social affairs, resulting in such relic curiosities as the status of economics as a "science."

The integrity of the old world view has long been questioned. In the 1920s, it was scientifically discovered that science had its limits. In continuing the long tradition of scientific dissection, a physicist named Werner Heisenberg discovered that it is impossible to know the smallest subatomic particles because they sometimes behave as matter and sometimes as light, and furthermore, that their behavior is influenced by their observer, and their identification is a variable depending on a human frame of reference. The reverberation to the discovery was a realization that the mechanistic world view, at least from a scientific perspective, was an emperor with no clothes: that precise measurement by dividing matter into neat qualities is ultimately impossible; that an initial set of conditions does not lead by linear cause and effect to one predictable outcome and in fact, that every event is unique; and that "objective" analysis does not happen.

Because science has provided many of the facts and assumptions to support the old world view, it seems fitting to use Heisenberg's "Principle of Indeterminacy" as a landmark event in its demise. However, a myriad of other events have occurred to hasten its decay, among them the drastic environmental effects of seeing nature as an external commodity and our disillusionment since Viet Nam with the military "machine" once thought of as the ultimate extension of the hierarchical organization. Indicting the "modern scientific view," Mark Satin writes in New Age Politics:

It has encouraged us to lose touch with ourselves and our bodies; it has cut us off from other dimensions of reality besides the material; it has led to our worship of machines and of technique; it has led to a situation where the human scale is lost, and "progress" means mostly destruction; it has helped us forget that after all the "objective" facts are in, we still have to make moral choices and value judgments; it has led to a separation of means and ends in almost every human endeavor.

The old metaphor is very, very vulnerable and succession to a new emergent world view, which already pervades much of our work, is possible. The new view is of nature as an organism that is a self-regulating whole in which chaos and change are

acknowledged. Feedback loops and exogenous inputs mean that science is merely a methodology for predicting several possible future outcomes, so the view includes an emphasis on the future (rather than the past) an awareness of possibilities, and an acceptance of intuition as well as rational analysis as predictive tools. It admits that humans are not external to nature: that they are at once agents and objects of change, and that their observations are never truly "objective." It admits to a human union with nature and society that gives life its meaning.

For leadership and management, the new world view emphasizes process within structure and allows the mobility of role, power, and planning within an organization. Authority is a function of purpose, not just position; leaders occur everywhere and may or may not be an organization's designated managers. Leaders' power depends on the persuasiveness of their values and their ability to express them. Progress toward an organization's goals occur through creative interaction, not through rigid adherence to standard operating procedure. Occupational success is related to unpriced rewards and organizational mission, not measured only by the accumulation of money, a trajectory of hierarchical ascendancy, and the standard of prestige.

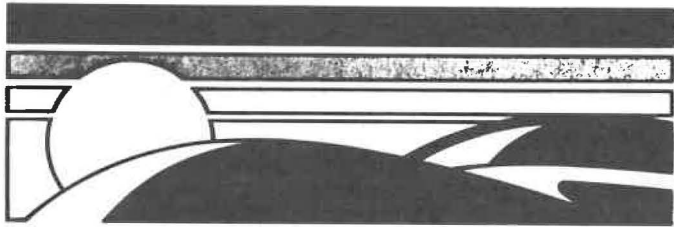
World views change only when people consciously redefine values, reformulate their lives to express them, and join together to make a change. Who leads in this effort? There are no leaders as probable or as apt as the people who read this paper. For one thing, we are paid to think about the natural world. (Remember that the controlling imagery for a world view is that of nature . . .) We are inclined to do so in terms of unpredictable systems--not linear relationships, because our basic science is ecology. We work with an unusually long temporal reference, for instance, the maturation age of a forest, so we are already turned squarely toward the future. Our empathy with natural systems cannot find much truth in a mechanical metaphor.

For another thing, we never really internalized the old world view; many of us have simply been excluded from its franchise. Others are in self-imposed exile having recognized the costs of competition, aggression, and domination. We hold alternative ways of being and thinking.

So, for those of you who can see from out here on the fringes the significance of our struggle, I would like to read a quotation. Several years ago I cut it out of an airline magazine article. I have long since forgotten the trip, the article topic, and the author. I read it everyday, and I would like to read it to you:

"It may seem odd to say so, but I feel both more optimistic and more pessimistic about the future than I was 10 years ago, perhaps because I now see many more reasons for both hope and despair. Then as now, when I look at the terrible dangers and baffling problems that humanity faces, I am tempted to conclude that we are experiencing the last years of human civilization. But when I consider the tremendous progress that the human race has accomplished, especially in recent years, I am filled with new certainty that we are participating in the birth of a new civilization so wondrous that we today cannot possibly imagine its nature. Most of all, I am convinced that we cannot tell whether civilization is dying or giving birth because the

question remains undecided. Whether the sounds that we hear are those of death throes or birth pangs remain for us to decide, and we are gradually making that decision by what we do--and not do--in our everyday lives."



JOB INFORMATION EXCHANGE

If you have a job to offer in natural or cultural resources, list it with **WOMEN IN FORESTRY's** Job Exchange. If you are searching for one, send a brief resumé of yourself and describe the position you seek. Send them to: Nancy Michaelson, 145 Elmwood Lane, Nekoosa, Wisconsin 54457. Nancy also has the names of several publications which list available jobs. Send a stamped, self-addressed envelope, and ask for the names of those publications.

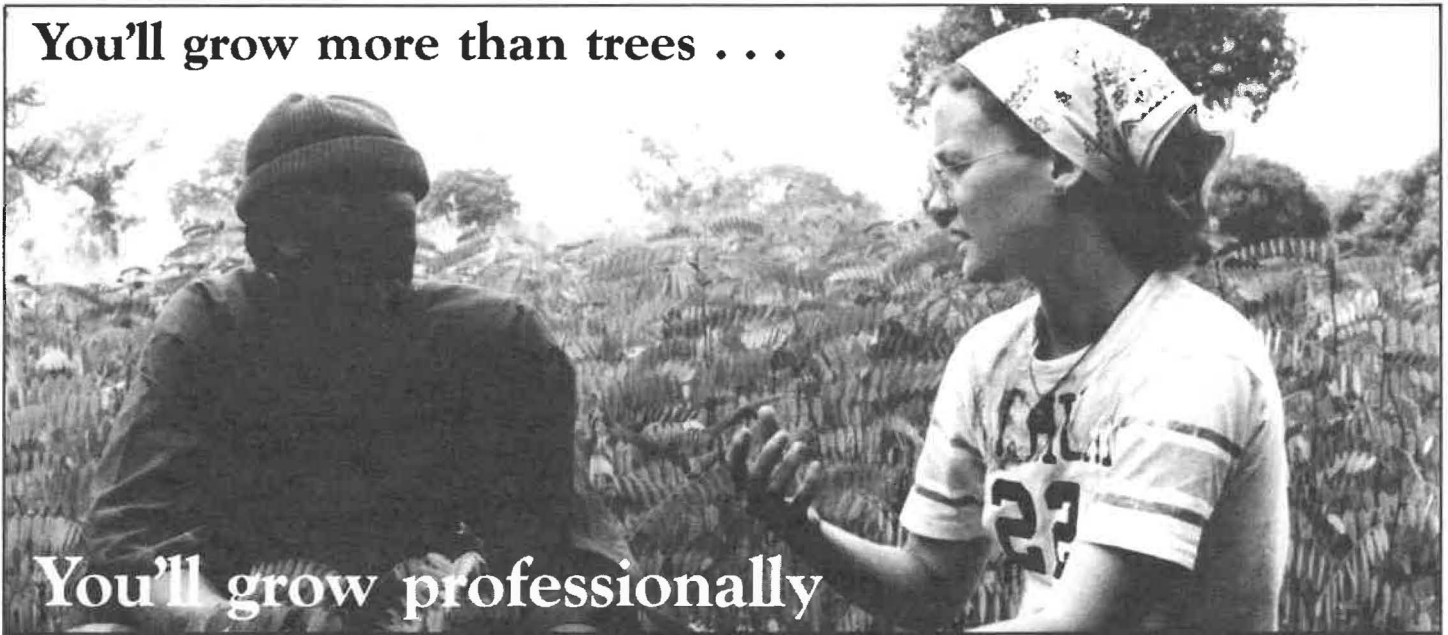
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Denise Ingram,
 Research Forester, U.S. Forest Service



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?

CAN YOU HELP

?

For the past year I have been working on a STUDY OF WOMEN IN THE NATIONAL PARK SERVICE. My perspective is historical, although I have interviewed about 250 contemporary women. I have heard of your journal and been unable to locate it. Do you know any place that subscribes to it here or do you have any idea of how I could review your back copies? If you have a set, perhaps I could convince the Schlesinger Library at Radcliffe to purchase it!

One article in particular I am interested in is "Opened Doors: Women Foresters and the U.S. Forest Service" in Fall 1984. Those who have information for me should write: Polly Kaufman, 14 Larchmont Lane, Lexington, Massachusetts 02173.

Eds. note: We are sending that issue to you. If one of our subscribers in the area could locate the other back issues, we will proceed directly to Radcliffe to correct their oversight. We would like to see your study when you finish!

For a preliminary report, readers should see Kaufman's "Women in the National Park Service" in Ranger: The Journal of the Association of National Park Rangers (Fall 1985).

At the Society of American Foresters Conference on "Women in Natural Resources: Challenges and Strategies," December 1985, in Dallas, Texas, the PACIFIC RIM PARTICIPANTS AGREED TO PUBLISH A DIRECTORY OF WOMEN WORKING IN NATURAL RESOURCE MANAGEMENT IN OUR REGION. This Directory will not be limited to those attending the Conference. As coordinators for the state of Washington, we would like to invite any women working in the Natural Resource field in Washington who would like to be listed in the Directory to send their names, addresses, employers, job titles and optional brief comments to either: Kenna Hoyser, Washington State Dept. of Natural Resources, P.O. Box 68, Enumclaw, Washington 98022, or Fay Shon, 13719 NE 258th St., Battle Ground, Washington 98604.

The National Education Association has established A FUND TO PROVIDE GRANTS FOR BOTH ASPIRING AND PRACTICING TEACHERS to enable them to explore their subject fields in innovative ways. Donations can be made to The Christa McAuliffe American Education Fund, American Security Bank, P.O. Box 0149, Washington, D.C. 20055.

We are now hiring tough men and women to PLANT TREES FOR THE SOUTHERN PLANTING SEASON -- November start. We are the largest and oldest tree planting company in existence. We feature: Highest Seasonal Earnings in the Industry; Guaranteed Wages and Bonuses; Incentive Pay System and Benefits; Steady Seasonal or Extended Work; Personalized, Experienced Crews. REQUIREMENTS: Physically fit persons 18 or older, must be independent and have truck with cap or tent or a van or a vehicle and trailer. For more complete information write: Superior Forestry Service, Rt 85 Box 286, Leslie, Arkansas 72645, (501-745-8393).

FACULTY POSITION IN FOREST TECHNOLOGY
This non-tenure track position is available mid-August 1986 at the Ranger School in Wanakena, New York and will run only for the academic year (to mid-June). Primary responsibilities will be to teach and update courses in either forest engineering and surveying or silviculture and forest management, and to administer the program's micro-computer systems (Apple IIe). B.S. required, but M.S. desired. Significant field forestry or surveying experience can be substituted for advanced degree. Salary will be commensurate with qualifications and experience. Before June 6th, call Richard Miller, Chairman, Forest Technology Program Search Committee, SUNY College of Environmental Science and Forestry, Ranger School, Wanakena, New York 13695 (315-848-2566).

A slide/tape set is now available which SUMMARIZES THE DALLAS WOMEN IN NATURAL RESOURCES SYMPOSIUM and provides highlights from most presentations. It is 35 minutes in length and requires the use of an audio tape synchronization unit since the audio tape cassette will automatically advance the slide projector. An exact duplicate of the slide show is also available on video cassette in 3/4 inch and VHS 1/2 inch formats. To schedule any of the shows, please contact Richard Zabel at 301-897-8720 or at the Society of American Foresters, 5400 Grosvenor Lane, Bethesda, Maryland 20814.

MASTER OF FORESTRY IN WILDLAND RECREATION MANAGEMENT (M.F.) WILDLAND RECREATION DEPARTMENT UNIVERSITY OF IDAHO: MOSCOW, IDAHO 83843 (208-885-7911)

The M.F. is a nonthesis degree intended primarily for individuals who have a baccalaureate degree and professional experience. The purpose of the M.F. is to update the student's knowledge of wildland recreation management if he/she has a B.S. in this field, or to broaden the professional abilities of those with B.S. degrees in forestry, wildlife, or other fields. A graduate paper and a comprehensive examination at the completion of the program are required. Students completing the M.F. in Wildland Recreation Management will possess the ability to integrate recreation resource management into an interdisciplinary analysis of natural resource problems.

NOTE: Students who plan to proceed toward the Ph.D., or who wish to specialize in research or a particular area of wildland recreation management, should consider the M.S. degree.



GRAND TETON NATIONAL PARK SUPERINTENDENT JACK STARK ANNOUNCED HE NEEDS VOLUNTEERS between July 14 and August 22 to assist a field crew of six people(from the National Park Service, the Midwest Archaeological Center, and the Department of Anthropology, University of Nebraska) on the Lawrence Site, Jackson Lake, a large prehistoric base camp.

Volunteers must be in good health; able to work outdoors; capable of walking three to four miles a day. Priority will be given to those volunteers with special skills (e.g., photography, surveying, or technical drawing). The National Park Service will not be providing housing, meals or transportation.

Applicants should send their resumes to: Melissa Conner, Midwest Archaeological Center, Federal Building, Room 474, 100 Centennial Mall North, Lincoln, Nebraska 68588-3873 or Marshall Gingery, Grand Teton National Park, P.O. Drawer 170, Moose, Wyoming 83012 (307-733-2880).

NEWS AND NOTES

WOMEN INVESTORS HOLD THEIR OWN

There is some evidence that women who have taken up investing seriously not only do as well, but better than the average man. For example, the National Association of Investors Clubs has found the all-female clubs do better than all-male clubs, and better than mixed clubs, where some women may be talked into taking the more traditional roles.

...USA

MEXICAN STATE GOING TO ALL-WOMEN TRAFFIC POLICE

The Morleos Cuernavaca, Mexico, state transit police force will replace all its patrolmen with women in a move officials say is intended to eliminate graft and corruption from male-dominated police ranks. The ranking officers' jobs, however, will still go to men. Gov. Ortega Martinez said that female transit police would be better because "with their proverbial honesty, they will eliminate the demands and bribes that have been inflicted on citizens."

...Lewiston Tribune

PREMENSTRUAL DISTRESS (PMS): A WORK ISSUE

Many women suffering from premenstrual syndrome are fearful that admitting to PMS will reinforce men's worst stereotypes of them and that it will be used against them, so they feel compelled to conceal their illness on the job. For an estimated 25 million American women, the physical and psychological problems caused by PMS can begin as many as 14 days before menstruation. It can attack a woman's self-esteem, leaving her anxious, paranoid or severely depressed. The precise cause of PMS is still not known. Explanations range from a hormone imbalance exacerbated by stress, to water retention, vitamin deficiencies, low blood sugar, or the shortage of endorphins (a brain substance that regulates the pain threshold).

Some women are concerned that PMS data about lower production and illness cost may hurt their chances for promotion. A number of companies have started PMS "awareness sessions" to familiarize managers and workers with the illness. Currently the trustee board members of the American Psychiatric Association are even debating whether to classify PMS as a mental disorder.

...Linda M. Watkins
The Wall Street Journal
(January 22, 1986)

MARRIAGE DENIED OR JUST DELAYED

Recently a number of mass media outlets like People magazine have reported results from an investigation at Yale and Harvard about age and marriage potential. The idea is that college-educated women pursuing careers are likely to postpone marriage. If they delay for too long, they may end up not getting married at all. Results from the study that examined marriage patterns of today's young women and related them to patterns of older women indicate that a white female college graduate not married by the age of 25 has a 50% chance of marrying. One not married by 30 has a 20% chance, one not married by 35 has a 5% chance, and one not married by 40 has a 1% chance of ever getting married.

Can these projected rates be taken seriously? The major issue of the study's validity centers around the assumption that future rates will resemble a variety of past rates. Marriage patterns from 1976, 1978, and 1982 (the baseline data) may not be representative of what happens in the future. Marriage delayed may not necessarily prove to be marriage denied.

...Ben Wattenberg
Dominion Post (April 6, 1986)

INCREASES IN POVERTY AMONG WOMEN AND CHILDREN

Total number of woman and children under 21 living in poverty:

1974	19.96 million
Blacks	6.54 million
Whites	13.05 million
1980	23.78 million
Blacks	7.29 million
Whites	15.72 million
1984	27.03 million
Blacks	8.04 million
Whites	18.02 million

Percentage increase in women and children under 21 living in poverty: since 1974 from 9.3% of the population to 11.4% in 1984.

...MS Magazine (April 1986)

BIRTHS IN U.S. AT FOURTEEN-YEAR HIGH

There were 3.7 million births in the United States last year, more than any other year since 1970, according to a recent Bureau of the Census report. The United States today is in the midst of another baby boom.

Three million, seven hundred thousand births is a striking number, both because it is a 14-year record and because it is 1.6 million more than the number of deaths last year and thus indicates the magnitude of U.S. population growth even without immigration.

In the mid 1950s, approximately 47 million women in their child-bearing years were having an average of 3.7 babies each. Thus the total fertility rate, or TFR, was 3.7. Now, in 1984, the TFR is only 1.8, but there are over 70 million women in their childbearing years.

...Jonathon Brinckman
The Other Side Environmental Fund

WOMEN LIKELY TO TAKE PAY CUT IN MOVE

A study conducted at Penn State's Population Issues Research Center, State College, Pennsylvania, found that working women generally take a "less satisfactory" job and a pay cut when they relocate with their husbands. Dave Litcher, the sociology professor who is principal investigator, reported that "the income of women whose families moved grew only about 60 percent of that of comparable women who did not move during the same period," and that "this negative impact was greatest for professional and highly educated women."

It appears then, that any cost-benefit analysis before relocation is primarily limited to husbands. The resulting pattern of husband-centered migration limits career advancement of women and fosters greater economic dependency. Litcher indicated, however, that if the female was the main consumer of family income, her economic well-being "may ultimately be improved despite short-term employment dislocations."

...Dominion Post (April 6, 1986)

Type	Calories Per Ounce	Fat(%)	Protein (%)	
Bitter (dark)	197	55	10	HEADS UP, ADDICTS: COMPOSITION OF CHOCOLATE PRODUCTS
Bittersweet	170	45	7	
Sweet	162	35	4	
Milk	150	30	5	
Cocoa (powder)	121	15	18	
...Wellness Letter University of California, Berkeley				

NEWS AND NOTES

STRATEGIC ASSESSMENTS OF THE NATION'S ESTUARIES: ACTIVITIES OF NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION OCEAN ASSESSMENTS DIVISION

Estuaries are semi-enclosed coastal bodies of water having a free connection with the open sea, where seawater is measurably diluted by freshwater from land drainage. The freshwater, nutrients, and habitat that estuaries provide to coastal areas are critically important to sustaining the health of most living marine resources in these areas, particularly during early life stages. In addition to their ecological importance, estuaries are valuable sources of food, recreation, and aesthetic pleasure. The coastal regions of the United States are among the nation's most intensely populated areas, with more than 75 percent of the country's population projected to live within 50 miles of the coastline by 1990 (President's Council on Environmental Quality, 1984).

Despite this, there are no federal programs dedicated to developing a comprehensive and consistent national policy on the use and management of estuaries. Although several federal laws--including the Clean Water Act, the Coastal Zone Management Act, and the Marine Protection, Research, and Sanctuaries Act,--have been enacted, they do not specifically affect the way estuaries are used. To provide decision makers and scientists with critical information on how to manage and maintain the health of the nation's estuaries, the Ocean Assessments Division has undertaken a series of efforts to develop a national estuarine assessment capability. Planning and data collection for the National Estuarine Inventory Data Atlas started in the summer of 1983. The first of two volumes of the inventory was recently completed and presents information on the most important physical and hydrological characteristics for 78 estuaries (and 14 major subsystems within them) deserving individual attention. This total of 92 estuaries accounts for approximately 90 percent of the estuarine water surface area and 90 percent of the fresh water inflow along each of our three coasts.

...Mark E. Monaco, et al
Renewable Resources Journal
(Winter 1986)

HOW TO SELECT A FORESTER: EACH STATE IS DIFFERENT

Although all states have forestry programs, many have had to eliminate or cut back on the services they provide to private landowners. However, most programs across the nation at the very least provide inexpensive seedlings from state nurseries and coordinate federal and/or state forestry incentive programs.

In Arkansas, for one example, state foresters prepare management plans and provide seedlings at cost, but will mark trees and market the timber only if the landowner cannot get a consultant. In staying away from production activities on private land, the state does not have a backlog in dealing with private woodlot owners. Indiana landowners may experience some delay in dealing with one of that state's 12 foresters, but they will probably be referred to a consulting forester instead. Although there is no cost-share program there, Indiana does provide seedlings below cost.

Washington's forestry program, in addition to managing 2.1 million acres of state forests, provides assistance to private woodlot owners. For timber sales, however, state foresters refer landowners to consultants or industrial cooperative forest management programs, such as Weyerhaeuser's Farm Family program.

Cooperative forestry assistance in Florida is divided into urban and rural needs, and the backlogs are termed "reasonable." A cost-share program is in effect in some counties, where landowners can split the cost of up to 60,000 seedlings per year with the state. All timber sales and any field work that will amount to more than three days of work per year are referred to consultants. Assistance from industrial foresters is on the decline in Florida, a reflection of decreased industrial forestry activities in the state. State foresters are assigned to counties and work under a contract that calls for the local government to contribute as much as \$3,000 in funds and often office space and administrative support as well.

...Arthur and Priscilla Woll
American Forests (March 1986)

RANCHERS HARNESS SUN TO PUMP WATER

Some ranches in Kansas have always had lots of sunshine but little water. By using the space-age technology of photovoltaics, however, several ranchers are now turning the sunshine into electricity and pumping water with it.

Two of the solar units have been installed and are functioning extremely well in the 1200-acre Triple Creek area northeast of Wakeeney. This is an area of dry grassland where pit ponds have been used to water cattle.

The solar panel is set up on a metal stand to keep it from being disturbed by cattle. It is capable of delivering a 12-volt, 2-ampere current. The pump, which is placed inside a casing below the solar panel, draws 1 ampere of current. It brings water up from the water table and pumps it through a pipe into a stockwater tank. When the tank is full, a float valve or float switch turns the pump off to conserve water. The same mechanism turns the pump back on when the water level in the tank gets low. A 12-volt battery can be added to store current for use on cloudy days.

The solar panel and pump cost from \$500 to \$1000, about one-third the cost of a new windmill and conventional well.

...Laurie Evans
Western Kansas World,
Wakeeney, Kansas, in Soil and Water
Conservation News (March 1986)

LAB ANIMAL WELFARE

New federal regulations concerning the welfare of animals used in laboratory experiments call for the presence of veterinarians on the committees that oversee such research.

According to a scientist who helped write those rules, there may not be enough qualified veterinarians to go around.

"Probably 500 people are qualified," said Steven P. Pakes, a professor and chairman of comparative medicine at the University of Texas Health Science Center at Dallas. "We probably need twice that many. Although many veterinarians know how to care for sick laboratory animals, they do not have the knowledge of how to set up an institutional program of the scope demanded by the Public Health Service."

...Chronicle of Higher Education

PUBLICATIONS

Riparian ecosystems are becoming more of a focus of attention for land managers as the demands for their resources increase. Not only do they offer livestock grazing, timber products, and agricultural and recreation opportunities, but they usually support more diverse plant and animal communities than surrounding ecosystems.

The Rocky Mountain Station, in conjunction with the Soil Conservation Service, Bureau of Land Management, Bureau of Reclamation, Fish and Wildlife Service, and the University of Arizona, sponsored the First North American Riparian Conference in Tucson, Arizona, April 16-18, 1985. Over 100 papers were presented, covering: the ecology, hydrology, and physical characteristics of riparian ecosystems; multiple-use planning and management; legal and institutional needs; riparian ecosystems in dryland zones of the world; and riparian resources, i.e. recreation, agriculture, wildlife, livestock use, fisheries, and amphibians and reptiles. Twelve symposium poster presentations are also reviewed.

When free copies of the 523-page General Technical Report RM-120 RIPARIAN ECOSYSTEMS AND THEIR MANAGEMENT: RECONCILING CONFLICTING USES run out, it will be available for \$40.95 (\$5.95 on microfiche) from National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161. Request number PB 86103967 -AS.

MANAGING YOUR WOODLAND is designed for private woodland owners (or potential owners) who are currently not using a formal recordkeeping system and whose primary source of income lies elsewhere. It's 79 pages contain guidelines for collecting information for tax purposes, keeping records on income and expenses involved in managing woodlands, maintaining a historical record of forest management activities, and assessing the overall operation. It includes tips on planning both revenue and non-revenue activities and lists local sources of additional information. Copies cost \$5 from the Delaware Forest Service, Delaware Department of Agriculture, Drawer D, Dover, Delaware 19903.



THE WOODLAND STEWARD -- A PRACTICAL GUIDE TO THE MANAGEMENT OF SMALL PRIVATE FORESTS is a new book by James R. Fazio that takes a unique approach to the old problem of trying to interest the owners of small, private woodlands in better management of their land. Fazio's approach combines a vast amount of introductory "how-to" information along with a philosophy that woodland ownership should be a source of enjoyment as well as profit. Line drawings by illustrator Kristin R. Aufdenberg are both beautiful and useful. Charts, tables, forms, and sample contracts add to the practical aspects of the book. Topics cover the entire range of woodland subjects including how to measure the volume of timber in a woodlot, where to get help and supplies of all kinds, planting and other methods of regeneration, growing and selling firewood, building roads, improving wildlife habitat, horse logging, protecting the forest from insects, disease and fire, growing Christmas trees, maple syrup production, aesthetic logging, holly culture and more. Copies cost \$14.95 plus \$1.95 for shipping and handling. Contact The Woodland Press, Box 3524 University Station, Moscow, Idaho 83843.

The National Institute for Urban Wildlife is announcing a series of eight WILDLIFE HABITAT CONSERVATION EDUCATION TEACHER'S PACKETS. Developed by the U.S. Fish & Wildlife Service, the subjects include: Urban Areas; Freshwater Marshes; Beaches, Dunes, and Barrier Islands; Wetland Conservation and Uses; Endangered Species; Migrating Birds; Hunting & Wildlife Management; and Wildlife Conflicts. Each packet contains a poster, teacher overview, lesson plans--featuring a hands-on activity approach--and student-centered pages designed to enhance enjoyment of environmental education. They are available for \$5.00 each plus \$3.00 postage and handling from the National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, Maryland 20144.

Whether a museum interpreter, a reenactor, a park interpreter, or an academic historian, THE LIVING HISTORY SOURCEBOOK by Jay Anderson could have the information needed for your program's success.

Stuffed with 360 entries and 180 full-page photographs in a unique six-inch format, it offers annotated selections of the best living history resources available today. Each chapter describes a specific source of information about living history: museums, events, magazines, books, articles, organizations, suppliers, sketchbooks, games, and films. An introductory note accompanies each chapter and each entry comes with complete addresses or bibliographies for gathering further information. Anderson evaluates the resources found in each entry.

THE SOURCEBOOK is available through mail order for \$19.95 hard and \$17.95 softbound, plus \$1.50 for postage and handling from American Association for State and Local History, 172 Second Avenue North, Suite 102, Nashville, Tennessee 37201.



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Make check payable to WOMEN IN FORESTRY	
Return this form with payment to:	
WOMEN IN FORESTRY	
Laboratory of Anthropology	
University of Idaho	
Moscow, Idaho 83843	

PUBLICATIONS

WESTERN WATER FLOWS TO THE CITIES was written by John A. Folk-Williams, Susan C. Fry, and Lucy Hilgendorf. This is the third and final volume in the WATER IN THE WEST series published by the Western Network, a nonprofit organization that provides information about natural resource conflicts in the Western States.

Urban growth in seven Western States has resulted in strong competition for control of water resources in the region. While urban residents are concerned about paying for water projects that affect rural areas, those with a stake in rural resources--including farmers, Indian tribes, and environmentalists--worry about the environmental and economic impacts. The book costs \$25 (plus \$2.50 shipping and handling) from Island Press, Order Department, Box 7, Covelo, California 95428.

The WOMEN'S MEDIA CAMPAIGN is a 200-page workbook that includes four sections: "Women Making News" gives the building blocks for a public relations campaign. "Covering the Issues" contains a series of fact sheets for reporters focusing on such issue areas as Equal Rights Amendments, Equal Education, Sexual Harassment, Pay Equity, Child Support Enforcement and more. "Improving Women's Images" outlines actions which focus on policy change. "Write and be Counted" is a complete guide to effective letter-writing campaigns. Included are the names and addresses of advertisers, television news stations, newspaper columnists, and magazine editors. Send \$25 to: Women's Media Project, NOW Legal Defense & Education Fund, 1776 K Street NW #900, Washington, D.C. 20006.

The National Wildlife Federation is offering a GARDENING WITH WILDLIFE kit designed to help create a backyard environment where birds, butterflies, small animals, trees, and flowers can thrive. Included in the kit's 33 items are a planting guide, a wildlife habitat log record for species visitation, a bird feeding preferences booklet, and patterns for building birdhouses and feeding stations. Send \$14.95 (plus \$1.55 shipping), to National Wildlife Federation, Dept. 170, 1412 16th St., N.W., Washington, D.C. 20036.



RECLAMATION PLANNING FOR COAL-MINED LANDS: A SELECTIVE BIBLIOGRAPHY was compiled by Rolfe D. Mandel and M. Elizabeth Hines. The Surface Mining Control and Reclamation Act, signed into law in August 1977, charged the coal industry with the responsibility to "restore the land affected to a condition capable of supporting the uses which it was capable of supporting prior to any mining, or higher or better uses. . . ." This bibliography focuses on the literature which describes "the existing and evolving reclamation technology for coal-mined lands." The 343 citations are comprehensively indexed by subject and keyword. Most of the entries were published between 1970 and 1984, with a few more recent articles cited. The BIBLIOGRAPHY is available for \$10 (plus \$4 for postage and handling) from the Council of Planning Librarians, 1313 East 60th Street, Chicago, Illinois 60637-2897.

WOMEN AND ENVIRONMENT is published jointly by the Center for Urban and Community Studies, University of Toronto, and the faculty of Environmental Studies, York University. It is issued three times a year and costs \$9 for individuals, \$15 for institutions, plus mailing charges for non-Canadian subscribers. The journal is celebrating its tenth year of publication. The Winter 1986 issue featured the following articles: Cabin Fever--Northern Women and Mental Health; Nairobi 1985--Women and Habitat; Women and the Canadian Co-op Experience; Birth Settings--A Perspective on Our Progress; and Women Plan Toronto. For information or subscriptions write to: Women and Environments, 455 Spadina Avenue, Toronto, Ontario M5S 2G8 Canada.

WOMEN OUTDOORS was incorporated in 1980 to provide a clearinghouse for women whose vocation or avocation lay in the outdoors. The journal's stated goals are to: build a network with women who share similar interests and values, create a supportive network which encourages women to expand their leadership and outdoor skills, encourage an ethic of stewardship of the earth. Members receive a quarterly magazine, access to local chapters (potluck suppers, trips, field days), and networks with regional and national focus. For more information on dues, write to Women Outdoors, Curtis Hall, 474 Boston Avenue, Medford, Massachusetts 02155.

In its report, COMPARABLE WORTH: AN ANALYSIS AND RECOMMENDATIONS, the Commission acknowledges the existence of a wage gap between men and women but that the gap results, "at least in significant part, from a variety of things having nothing to do with discrimination by employers." Innocent employers, the commission says, should not be held liable for "the effects of socialization in the home and the role women play in the family generally, which effects their choices of jobs, career expectations, and participation in the labor force." The report has been highly criticized by women's organizations and other groups.

The 81-page report is the third volume to come out of a two-day consultation on comparable worth held by the Commission in June 1984. It is available free from the U.S. Commission on Civil Rights, 1121 Vermont Ave., NW, Washington, DC 20425.

A series of ten pamphlets, FACTS ON U.S. WORKING WOMEN, has been published by the Women's Bureau of the U.S. Department of Labor. Each fact sheet is between two and four pages long and presents statistical information from a variety of sources. Topics include:

- * Trends in the Employment Status of Women During the United Nations Decade for Women, 1976-1985
- * Women Who Maintain Families
- * Working Age Disabled Women
- * Working Mothers and Their Children
- * Women Business Owners
- * Black Women in the Labor Force
- * Earnings Differences Between Women and Men Workers
- * The Retirement Equity Act of 1984
- * Advances for Women Through Federal Legislation During the United Nations Decade for Women, 1976-1985
- * Federal Job Training and Vocational Education Legislation That Benefits Women

The fact sheets are available free from the Women's Bureau, U.S. Department of Labor, 200 Constitution Ave., NW, Washington, DC 20210. Please enclose a self-addressed mailing label.

The 1985 MEMBERSHIP DIRECTORY AND CERTIFICATION REGISTRY OF THE WILDLIFE SOCIETY (TWS) has just been published and is now available. The directory is free for TWS members. Nonmembers should send \$2.50 per copy request to: The Wildlife Society, 5410 Grosvenor Lane, Bethesda, Maryland 20814 (301-897-9770).

WOMEN'S LABOR HISTORY

Ruth Colker
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My paper concentrates on the class and race differences among women. I discuss also the legal remedies that have developed to respond to sex discrimination in the labor market. I begin, therefore, with the history of women in the American labor force, and then turn to a legislative discussion.

Colonial Times

Women were in short supply during this period. They did work outside the home on a basis equivalent to that of men. However, much of the work they did was on an auxiliary basis. In addition, American women performed much physically demanding agriculture work at home that was unacceptable for women in Britain. Nevertheless, middle-class women were supposed to remain feminine while doing this work. For example, in 1710, William Byrd described an ideal middle-class woman of those times:

She is a very civil woman and shews nothing of ruggedness, or Immodesty in her carriage, yett she will carry a gunn in the woods and kill deer, turkey, &c, shoot down wild cattle, catch and tye hoggs, knock down beeves with an ax and perform the most manfull Exercises as well as most men in those parts.

By contrast, poor women and slave women were expected to perform arduous physical work with no concern for their femininity.

The interesting lesson from this period is that when the societal message permitted women to do physically demanding work, they performed that work readily.

1776-1880's

This was a period of egalitarian ideals. Nevertheless, these ideals didn't apply to women. A quote from Thomas Jefferson reflects this situation:

Were our state a pure democracy, there would still be excluded from our deliberations women who, to prevent depravation of morals and ambiguity of issues, should not mix promiscuously in gatherings of men.

Many people may recognize that women were disenfranchised during this period; however, few people probably recognize the relationship of this exclusion to a concern that women would "deprave" men's morals or cause "ambiguity."

This was also a period of industrialization. Factory jobs became available for poor women and free black women. At first, factory work provided prestige for the workers, but that soon ended. The race and sex segregation of the workforce also became entrenched during this period, with black women

performing the most menial tasks. The industrialization of society also gave middle-class women more leisure time, especially if they had slaves.

Physical activity became less acceptable for middle-class women during this period. Athletics began to develop for middle-class men as a way to counteract the "feminizing" of male culture. Athletics eventually developed for middle-class women as a leisure activity, with the rules being changed to make the activities less strenuous for women. But black women and poor women, who led physically demanding lives, were not given an opportunity to participate in athletics. These women were also not considered to be "real women," as is best exemplified by Sojourner Truth's famous statement "Ain't I a woman" in which she criticizes society for failing to recognize that black women are women despite their arduous physical tasks.

Professionalization also developed during this period, to women's detriment. For example, the medical profession instituted licensing requirements that excluded women (who had previously dominated that occupation) from midwifery. You often hear about women who became doctors at this time but you don't hear that they had to receive their training abroad and could not get licensed by county medical boards. Another example is that women could not become lawyers. The most famous example is that of Myra Bradwell, who wanted to be admitted to the Illinois bar in the 1870s. She was contributing to her profession by writing the legal magazine for the state bar. Nevertheless, she was denied admission because she was a woman. Although the Fourteenth Amendment to the United States Constitution, with its equal protection and privileges and immunities clauses, had been ratified in the 1860s, the United States Supreme Court upheld the Illinois decision. The Supreme Court justified its decision by reference to the frailty of women and their proper place:

Man is, or should be, women's protector and defender. The natural and proper timidity and delicacy which belongs to the female sex evidently unfits it for many of the occupations of civil life.

Two contrasting social developments were also occurring during this period. On the one hand, the first women's rights convention was held in Seneca Falls, New York in 1848. On the other hand, a "cult of true womanhood" was developing for middle-class women--telling them to stay in bed all day and be passively domestic. Both phenomena express the tension that existed over women's proper place.

But it wasn't only middle-class white women who were talking about their rights. Sojourner Truth, Frederick Douglass and others were speaking about the status of black women.

1890-1940

This was a period of the development of a protective labor movement as an outgrowth of the industrialization of society. In 1905, in the Lochner decision, the Supreme Court struck down protective labor legislation for all workers. As an alternative strategy to get protective labor legislation for some workers, lobbyists argued for protective labor legislation for women. They succeeded in getting such legislation and having it upheld in 1908 by the Supreme Court in Muller v. Oregon. The Court, however, had a difficult task because it needed to distinguish the previous decision. It did so by

emphasizing the physical differences between men and women. The Court stated:

That woman's physical structure and the performance of maternal functions place her at a disadvantage in the struggle for subsistence is obvious. This is especially true when the burdens of motherhood are upon her. Even when they are not, by abundant testimony of the medical fraternity, continuance for a long time on her feet at work, repeating this from day to day, tends to injurious effects upon the body, and as healthy mothers are essential to vigorous offspring, the physical well-being of women becomes an object of public interest and care in order to preserve the strength and vigor of the race.

(This concern about women's physical frailty is still alive today. You see it in court decisions about women's athletic opportunities or ability to serve in combat.)

It should be realized, however, that protection of female workers was not generated by solely egalitarian impulses. Some men favored limitations on women's hours so that men would have less competition from the cheap labor of women. It is important to recognize that protective measures often have a mixed history, even when they work out well.

The 1930s was the period of the Great Depression. It is always difficult to speak statistically about women's employment because census data on women's employment was not collected until 1860 and were rarely accurate. Nevertheless, the statistics that do exist suggest that because of the inflexibility of the labor market, white women did not fare as poorly during the Depression as white men. White women were more likely to hold service jobs that were needed even in a time of economic depression. This phenomenon contradicts the widely held belief that we live in a society with a free labor market. Nevertheless, black women were hit extremely hard by the Depression, because they usually held domestic jobs, which could be eliminated. They often were the single support of their family.

World War II

You have probably all heard about "Rosie the Riveter"--and other women who took factory jobs during a time of national crisis. This influx of women into traditionally male work especially benefitted black women who, for the first time, were offered decently paid, although extremely onerous, work.

One phenomenon that is often overlooked during this period is that women often migrated to take these jobs. Given the common stereotype that women aren't willing to move because of family responsibilities, it is interesting to note that women traveled to take these jobs although they were usually the sole caretakers of children while their husbands were serving in the armed forces.

During this period, the first equal pay directive for women was issued by the Secretary of Labor. Unfortunately, it was soon watered down so that it created few substantive rights. However, philosophically it created the first discussion on a national level of equal pay for equal work.

By the end of this period, however, the Courts still failed to recognize women's rights to equality

under the law. For example, in 1948, the Supreme Court in Goesaert v. Cleary upheld legislation that prohibited women from being bartenders who were not the wives or daughters of a bartender. Although this legislation was defended as protecting women, its real motive was to protect male bartenders from competition from women. The exclusions for wives and daughters of male bar owners was created so as not to hurt the interests of male bar owners who could take advantage of this cheap source of family labor. The Court found that the legislation constitutionally distinguished between women on the basis of whether they were wives or daughters of bar owners. In addition, the Court was clear that such legislation would be constitutional if it prohibited all women from being bartenders.

Post World War II

Three-fourths of the women who joined the job force during WWII stayed in the labor force; however, their occupations shifted to more traditionally female roles. This phenomenon speaks to the power of socialization. When society needed women to do physically demanding work during colonial times, untraditional work during World War II, and traditionally feminine work after World War II, it was successful in achieving that result. The source of this cultural message during the post war period was the "feminine mystique"--that women should find housework and raising children satisfying.

The 1960s was a period of increasing equality and visibility for women. Women who had worked in the black civil rights movement and developed useful skills in that movement, or who had become disenchanted with their role in that movement, began to work for women's rights. The first outgrowth of this work was passage of the 1963 Equal Pay Act. This Act was also an outgrowth of the directive previously administered by the Secretary of Labor, and was therefore administered by the Labor Department. (It was an amendment to the Fair Labor Standards Act.)

The next statute that was passed relating to women's rights was Title VII of the Civil Rights Act of 1964. This statute prohibited discrimination in hiring, promotion or working conditions on the basis of race, sex, color, national origin or religion. An interesting historical note, however, is that the prohibition against sex discrimination was added to the bill as an unfriendly amendment. (The opponents of the bill thought that adding "sex" would defeat the entire bill.) Nevertheless, the bill passed with this prohibition in it. This history makes it difficult to argue what Congress meant when it prohibited sex discrimination in employment--the sponsor of the bill meant nothing by it. Legislative history is often an important source of legal argumentation so this is an important problem. For example, does sex discrimination include sexual harassment, discrimination on the basis of women's marital status or child bearing capacity? So far, the courts have answered yes to these questions despite the paucity of available historical evidence.

When Title VII was originally passed, it did not include employees of state and local government. In 1972, Title VII was amended to cover state and local government employers. As a compromise, however, the enforcement authority for these employers went to the Justice Department rather than the Equal Employment Opportunity Commission, because Justice is a much more conservative institution than the EEOC. Hence, employees of state and local government who

want to bring suit under Title VII must first file with the EEOC and then wait for the EEOC to investigate and turn over the file to the Justice Department for further investigation and possible enforcement. It is a time-consuming and cumbersome process.

In 1972, Title IX of the Education Amendments was passed, making it unlawful to discriminate on the basis of sex in educational programs or activities that received federal financial assistance. Initially, this statute had a very significant impact on women's educational opportunities in vocational programs, in admission policies, and in athletic opportunities. Because of a recent Supreme Court decision, Grove City College v. Bell, holding that this statute only covers those programs within an institution that receives direct federal financial assistance, the usefulness of this statute has diminished considerably. For example, there is probably no athletic program in the country that receives federal financial assistance and would be covered by this statute. Hence, if an English department receives federal financial assistance but a physics department does not, then Title IX would not cover a student while she was working in the physics lab. An amendment to Title IX is now pending in Congress that would broaden its scope.

Despite the passage of these legislative remedies, many employment barriers exist to hiring women in non-traditional jobs, reflecting stereotypes about women's proper roles and biological abilities. For example, before 1972, women were usually explicitly excluded under state law from law enforcement positions or were permitted only to work in certain "women's" positions. For instance, the Los Angeles Police Department permitted women only to perform tasks relating to women and children, desk duty, and administration. While abolishing absolute prohibitions against hiring women around 1973, many police and fire departments instituted minimum height and weight requirements that had a disparate impact against women and certain racial minorities. For example, the city of Los Angeles instituted a minimum height requirement of five feet seven inches at the same time that it abolished sex-segregated job classifications. Many employers discontinued using these requirements about 1979 when the Supreme Court held in Dothard v. Rawlinson that the minimum height and weight requirements were unlawful.

In addition to instituting minimum height and weight requirements, many employers began to use physical performance examinations in the 1970s to select employees for firefighting and police positions. These examinations, e.g., climbing over a six foot wall, were rarely connected to actual job requirements. Some of these physical abilities tests have been successfully challenged; I persuasively argue in a forthcoming article that these exams are unlawful. Certainly it is appropriate to hire employees based on the actual needs of the job; however, it is not appropriate to hire employees on the basis of rank order selection devices that have no connection to actual job requirements. A six foot wall is as good a proxy for sex as a sign saying "Women need not apply." More subtle barriers have therefore often replaced the explicit bars that used to limit women's employment opportunities.

Remedies Available Today

I have already briefly mentioned some of the remedies that have developed to protect women against sex discrimination. I will now discuss them in more detail.

Equal Pay Act

This act provides that no employer covered by the statute shall discriminate, within any establishment in which employees are employed, between employees on the basis of sex by paying wages to employees in such establishments at a rate less than the rate at which he pays wages to employees of the opposite sex in such establishments for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions, except where such payment is made pursuant to (i) a seniority system, (ii) a merit system, (iii) a system which measures earnings by quantity or quality of production; or (iv) a differential based on any other factor other than sex.

The statute is quite narrow in requiring the jobs to be the same. The defenses are only available to the employer if he can show that the seniority system, merit system, quantity or quality system, or other differential is used systematically with all employees. It must be an employment policy to consider those non-sex-related factors.

The advantage to this act is that it provides treble (i.e., three-fold) damages. Title VII, by contrast, only permits compensatory damages.

Title VII

This statute makes it an unlawful employment practice for an employer to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to the individual's compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or to limit, segregate, or classify employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee because of such individual's race, color, religion, sex, or national origin.

It also makes it an unlawful employment practice for an unemployment agency to make referrals on the basis of race, sex, color, religion, or national origin. Finally, it prohibits labor organizations from discriminating on the basis of race, sex, color, religion, or national origin.

Title VII was amended in 1978 to prohibit discrimination on the basis of pregnancy because the Supreme Court had ruled in Gilbert that being pregnant wasn't a sex-based condition. The Court's rationale was that because non-pregnant persons include both men and women, pregnancy isn't a sex-based condition. In the 1978 amendment, Congress made clear that if an employer's health insurance plan covers all illnesses or disabilities, except pregnancy, the plan is unlawful under Title VII.

The enforcement mechanism under Title VII requires an individual to first file a charge of discrimination with a state or federal equal employment opportunity agency. The agency then investigates, attempts to conciliate and decides whether the EEOC should prosecute. If the EEOC decides not to prosecute, it sends the individual a letter providing the individual with the right to bring an action on her own behalf.

If there is a state statute against discrimination, and a state equal employment opportunity agency, then the individual must file the charge of discrimination within 300 days of the allegedly unlawful action. If there is no state agency, then the individual must file with the EEOC within 180 days of the action. This dual mechanism encourages people to use the state procedure.

The remedies available under Title VII are under attack. In the past, members of a protected group who have won class actions under Title VII have been able to obtain goals and timetables for increasing their participation in the workplace. Rarely have they won strict quotas. The Reagan Justice Department has taken the position that goals and timetables are unconstitutional based on the recent Stotts decision. Stotts, however, represented a very limited set of facts--the district court had modified a consent decree so that the last hired, blacks, would not be the first fired during layoffs. The court feared that normal layoff procedures would undermine the benefits attained under the affirmative action plan. Title VII, however, has an explicit requirement safeguarding bona fide seniority plans, based on longevity of service. The Supreme Court, therefore, held that the court had abused its discretion by modifying a bona fide seniority plan and that the modification was, therefore, unlawful under Title VII. On the basis of this limited decision, the Justice Department is now arguing that affirmative action is not available in any context, irrespective of the history of discrimination that may exist at a workplace and the ineffectiveness of other remedies. So far, every court of appeals that has heard this argument has rejected it. Nevertheless, many employers around the country are concerned that affirmative action may be unlawful. Moreover, more than fifty Fortune 500 companies have written a letter to the President stating that they have found affirmative action to be an effective way to improve the quality of their workforce and do not want the Justice Department to dismantle those programs.

Title IX of the Education Amendments of 1972

Title IX provides that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving federal financial assistance.

It covers any school--from the preschool level through graduate education--that receives federal funds. However, it has several important exemptions. It does not reach religious schools if a particular religion's tenets require the sex discrimination that the school practices. It also exempts military schools. It permits preschool, elementary and secondary schools, whether public or private, private undergraduate colleges, and public undergraduate colleges that have always been single-sex institutions to discriminate in admissions standards. The only institutions prohibited from using discriminatory admissions policies are public and private vocational schools at all levels, integrated public undergraduate colleges, and public and private graduate and professional schools. Finally, it permits living facilities to be segregated by sex.

The enforcement mechanism under the statute is that a person files a complaint with the Department of Education which must investigate and conduct a hearing to determine whether the school discriminates. A person may also file a private right of action to enforce the statute. One of the only available

remedies is a cutoff of federal funds to the discriminating program or activity.

As mentioned above, this statute has been greatly diluted with the Court's recent interpretation that it only applies to programs or activities that directly receive federal financial assistance. An amendment is presently pending in Congress to modify the statute to avoid that interpretation; however, its prospects aren't terribly promising.

Executive Order 11246 as amended by 11375

This executive order requires federal contractors and subcontractors to take affirmative action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, or national origin. Each contractor must file employment statistics with the Secretary of Labor and abide by the regulations of the Secretary of Labor. Goals and timetables have been required under these guidelines.

Remedies under this executive order are usually limited to a cutoff of federal funds, which unfortunately, often has as much impact on the employees as the employer.

The President has recently announced his intention to modify or eliminate this executive order; hence, it may soon no longer be an enforcement remedy.

State remedies

Because of the erosion of the federal remedies, and the appointment of very conservative judges to the federal bench, state remedies are often worth pursuing. These include unemployment compensation, worker's compensation, state human rights laws or tort remedies for intentional infliction of emotional distress. These remedies vary from state to state.

FOR FURTHER READING

- W. Chafe, *The American Woman: Her Changing Social, Economic and Political Roles, 1520-1970* (1972)
- N. Cott & E. Pleck, *A Heritage of Her Own: Toward a New Social History of American Women* (1979)
- M. Davies, *Woman's Place is at the Typewriter: Office Work and Office Workers, 1870-1930* (1982)
- S. Eisenstein, *Give Us Bread But Give Us Roses: Working Women's Consciousness in the United States, 1890 to the First World War* (1983)
- L. Howe, *Pink Collar Workers: Inside the World of Women's Work* (1977)
- H. Kay, *Sex-Based Discrimination: Text, Cases and Materials* (1981)
- R. Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality* (1977)
- S. Lebsack, *The Free Women of Petersburg: Status and Culture in a Southern Town, 1789-1860* (1984)
- S. Tentler, *Wage-Earning Women: Industrial Work and Family Life in the United States, 1900-1930* (1979)



HISTORY AND SUMMARY OF CONSENT DECREE: U.S. FOREST SERVICE

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HISTORY OF THIS LAWSUIT

In June 1973, a female employee of the United States Forest Service (Plaintiff Gene Bernardi), filed a class action lawsuit alleging sex discrimination in both the hiring and the promotional practices of the Forest Service. The lawsuit was filed in federal court in San Francisco, California, under Title VII of the Civil Rights Act of 1964 and was assigned to United States District Court Judge Samuel Conti. The court has conditionally approved this lawsuit as a class action. A class action is a legal device used when a large group of people (a class) is affected by a matter that is brought before a court. (That is, when there are so many that it would not be practical for all of them to participate directly in a court action.) A class action allows one or more members of the class of affected people to sue as "representatives" of the class without bringing every member of the class into court. In this case, the representative of the class is Gene Bernardi, a female former employee of the Forest Service who alleged that she was denied promotion because of her sex. Bernardi also alleged that discrimination on the basis of sex was a common practice in the Forest Service. Because of the facts that Bernardi has alleged, the parties (Gene Bernardi and the Forest Service), have agreed, and the court has conditionally approved, that the class consists of all women who, since November 2, 1972, have been or are employed in permanent General Schedule employment in Region Five and/or the Pacific Southwest Forest and Range Experiment Station (PSW) of the United States Forest Service.

From November 1973 until March 1979, attorneys for the parties engaged in "discovery" (investigation of facts that might prove the plaintiff's class' claims). This case has not gone to trial. Instead, the attorneys for the parties have attempted to settle the case through negotiation. In August 1979, the parties

agreed to a proposed settlement (a "consent decree"), which will become a final settlement of this lawsuit if it is approved by the Court.

In November 1979, the court ordered the Forest Service to send a notice describing the proposed settlement to members of the class and to invite class members to respond with comments or objections to the court and/or to attend a court hearing regarding final approval of the consent decree on January 18, 1980. Notices were sent on or about November 23, 1979, to approximately two thousand (2,000) class members. Out of those two thousand, thirty-one (31) chose to respond to the court with comments on the decree, and three (3) announced their attendance at the hearing.

At the January 18, 1980 hearing, the judge raised some questions about the decree, and said he needed additional information about the case and the terms of the settlement before he would finally approve it. Since then, the parties have gathered the information requested by the judge. Furthermore, the lawyers for Gene Bernardi and for the class, Equal Rights Advocates, Inc., (ERA) have met with some members of the class at their request to discuss the decree and answer questions. Three members of the class have agreed to talk to any member of the class who has questions about the settlement.

Since May 1980, several members of the class have written to the court to request that it approve the decree. In 1980, the court tentatively approved the settlement and, again, ordered the Forest Service to send a notice to class members inviting them to comment on the decree and/or to attend a hearing about its adequacy.

SUMMARY OF PROPOSED CONSENT DECREE

Essentially, the consent decree requires the Forest Service to document the underrepresentation of female employees in its employ in Region Five and PSW, and to formulate and enact an affirmative action plan to remedy that underrepresentation. It also provides controls, through the use of independent consultants, to insure a lack of bias in the formulation, implementation, and enforcement of the affirmative action plan. A more detailed summary of the decree follows.

I. Formulation of the Affirmative Action Plan

A. The Consent Decree provides for a "Decree Consultant." The decree consultant is the independent management consulting firm called Urban Management Consultants, which has the technical knowledge and necessary expertise to provide assistance to the Forest Service in the planning, designing, implementation and evaluation of the programs, projects, and systems designed to accomplish the goals of the decree. One of the reasons Urban Management Consultants was selected to be the decree consultant was its familiarity and experience with federal agencies and the Office of Personnel Management.

B. The decree provides that the Forest Service shall adopt, and strive during the five (5) year life of the decree to achieve to the greatest extent possible, a long-term goal of employing a sufficient number of women so that the sexual composition of the permanent work force in each General Schedule job series and each grade level is equal to the sexual composition of the civilian labor force. (Note: This decree does not require the Forest Service to hire or promote

unqualified persons.) Toward that goal, within four months of the decree date (the date upon which the settlement becomes final) the Forest Service, together with the decree consultant, must conduct a "needs assessment" in Region Five and PSW. The needs assessment will include: an up-to-date analysis of the causes, extent and means of eliminating underrepresentation of women in each job series and grade level in the Forest Service's labor force in Region Five and PSW; an assessment of grades or job categories and numbers in such categories expected to be filled in the current year and on a longer term basis; an assessment of the internal availability of women for higher job progressions; an assessment of past and present efforts of the Forest Service to eliminate the underrepresentation of women; and the identification of problems for which the assistance of the decree consultant is needed. The Forest Service and the decree consultant will set interim goals designed to aid the service in meeting the long-term goals outlined above. The service and the decree consultant must then develop and implement an affirmative action plan specifically designed to remedy any underrepresentation of women in the service and to achieve its short- and long-term goals. This affirmative action plan must include: (i) specific actions clearly related to the attainment of the long-term and interim goals; (ii) clear definition of who is responsible for each of the specific actions; and (iii) specific performance standards for service personnel who are responsible for each of the actions.

II. Implementation

A. The chief of the Forest Service will be accountable for the overall implementation of the decree, and the regional forester of Region Five of the Forest Service and the director of the Pacific Southwest Station shall be responsible for the day-to-day implementation of the decree through their representatives: respectively, the staff director, Civil Rights for Region Five, and the assistant director for Research Support Services at PSW. The decree consultant will work with Forest Service personnel to implement the terms of the decree, and the decree monitor will insure that the parties fulfill their responsibilities.

B. The Forest Service agrees to place both men and women on research evaluation panels that evaluate women employees and to make every reasonable effort to assure that at least one member of each such panel shall be in the same discipline as the individual being evaluated. Similarly, the service agrees to make every reasonable effort to include both men and women on non-research promotion evaluation panels that evaluate women, including considering women from other service regions or stations to sit on panels, if no eligible women are available in Region Five or at PSW.

C. The decree provides for an implementation fund in the amount of one million five hundred thousand dollars (\$1,500,000) to implement the terms of this decree and specifies that the existence of the fund shall not be used to justify a reduction of, nor be used in fact to reduce existing service expenditures for affirmative action and/or equal employment opportunity. The service does not intend unnecessarily to duplicate existing affirmative action or equal employment opportunity plans, and the decree consultant will assist the service in preventing duplication. The implementation fund will be used to cover the costs of the needs assessment, the programs provided for in the affirmative action plan, and the decree consultant. The service, in consultation with

the decree consultant, will design procedures for the administration of the fund, and the decree monitor will be responsible for reviewing the expenditures made from it.

D. The Forest Service's compliance with this decree will be overseen by a decree monitor. The decree monitor is another independent management consulting firm, Winokur/Freeman Associates, with the expertise and knowledge necessary to perform its duties under the decree. The decree monitor's duties include:

1. Issuing a report, every six (6) months, to all parties, the court, and the decree consultant, summarizing and evaluating the progress made by the Forest Service, specifically with respect to the affirmative action plan and goals of the decree;
2. Making on-site visits of the duty stations in Region Five and PSW, as necessary;
3. Interviewing management and non-management personnel, as necessary;
4. Notifying the service of any 5% deviation from the interim goals established by it and the decree consultant; and
5. Acting as a mediator in disputes between the parties or between a class member and the Forest Service.

E. The service will maintain specified records relating to implementation of the decree, compliance with the decree, and the achievement of the affirmative action goals of the decree, which will be available for review and inspection by the decree monitor. The Forest Service will also make available for inspection and copying, by the decree consultant records that are necessary to the performance of its duties under the decree.

III. Enforcement

A. The decree provides for the continuing input of the parties and the court into the formulation, monitoring and enforcement of the affirmative action plan at various stages. First, when interim goals are established by the service and decree consultant (Section I., above), they will be sent to the parties, care of their attorneys, for approval. If the parties agree to endorse the interim goals, they will be filed with the court for its review. If the parties disagree, they will notify the decree monitor according to a procedure similar to the enforcement mechanism set out in paragraph III.B., below. Second, no later than two months after the decree monitor issues each of its six month reports, the parties' representatives, the decree monitor, and the decree consultant will meet to discuss the progress being made toward implementing the affirmative action plan and the goal and how, if at all, the actions that have been taken should be modified.

B. The decree also provides an enforcement mechanism to insure the rights of the parties and class members under the decree. The decree and the affirmative action plan can be enforced by ERA, Inc., the decree monitor, or any member of the class. The policy of the decree is to favor informal resolution of any complaints and to avoid unnecessary adversary proceedings. Therefore, class members and ERA, Inc. will notify the decree monitor if they have reason to believe that any action taken by the service is in

violation of this decree. The decree monitor shall investigate the facts and attempt an informal resolution. Should that be unsatisfactory to the complaining party, the complaint will be heard and resolved by an independent hearing officer, who has expertise in employment discrimination law.

C. This enforcement procedure will not diminish nor do away with any rights that the parties or a class member may have under Title VII, including protection from reprisal because a class member exercises her legal rights. This procedure will exist as an alternative to any procedure now existing under Title VII of the Civil Rights Act of 1964. Therefore, a complaining class member will have the option of pursuing her complaint either through the hearing officer procedure outlined in paragraph III.B., above, or through existing Title VII procedures, but not both.

D. Notices explaining how a class member can file a complaint or make inquiries about the decree will be posted.

IV. Effect of the Settlement

A. The decree specifies that plaintiff Gene Bernardi is the prevailing party for purposes of entitlement to attorney's fees and costs (which have not yet been determined), pursuant to the Civil Rights Act of 1964, as amended. The parties will negotiate the amount of attorney's fees and costs to be paid to plaintiff Bernardi's attorneys - fees and costs will not be paid out of the implementation fund.

B. By entering into this settlement, the Forest Service has not admitted nor has the court made any determination that there is or has been any violation of Title VII of the Civil Rights Act of 1964, as amended, or any other equal employment law, ordinance, regulation or order. This is common practice when a lawsuit is settled.

C. The consent decree will remain in effect for a period of five years, during which time if class counsel (ERA, Inc.) or members of the class believe any action by the Forest Service is in violation of the decree, they will have the right to a hearing before a hearing officer to enforce the decree. The decree provides that the court will retain jurisdiction of the lawsuit for the purpose of assuring the parties fulfill their obligations and responsibilities under the decree.

D. If the consent decree is approved by the court, an order will be entered in the lawsuit entitling all members of the class to participate in the applicable benefits provided in the decree and rendering a judgment fully and finally discharging and releasing the defendant and all of its directors, officers, employees, and agents (and it and their predecessors and successors) from any further liability to class members for any claims of sex discrimination they may have as class members. That judgment will bind all class members, whether or not they join or intervene in the lawsuit. Thus, if you are a woman who has been employed as a permanent General Schedule employee in Region Five of the United States Forest Service or at Pacific Southwest Forest and Range Experiment Station at any time between November 2, 1972, and the decree date (the date on which the settlement becomes final), then you will be bound by the consent decree in this action, and you will not be able to file a lawsuit arising out of alleged sex discrimination you might have experienced in your Forest Service employment during that period of time. However, it is important that you know that this

settlement will not prevent you from filing any claim of sex discrimination that you might have that occurs after the decree date. Furthermore, the decree specifically provides that no woman who has a charge of sex discrimination pending with the Forest Service, Department of Agriculture, or the Equal Employment Opportunity Commission as of the decree date shall be prevented from filing or pursuing a lawsuit arising out of the discrimination complained of.

E. The decree provides for monetary compensation in the amount of twenty-one thousand two hundred and fifty dollars (\$21,250) to the named plaintiff Gene C. Bernardi as full and final settlement of her complaint No. C-73-1110-SC in which she charged a sex discriminatory denial of promotion and in her complaint No C-76-2016-SW, in which she charged unlawful retaliation.

TIMETABLE FOR COURT ACTION

The court has scheduled a second hearing to consider approval of the consent decree, after class members have had an opportunity to review this notice and make their views known to the court. You are invited to contact any of the following members of the class, who have offered to talk to other class members about the decree:

Ann Housel
El Dorado National Forest
100 Forni Road
Placerville, California 95667
(916) 622-5061 (work)

Dorothy Jones
Route 1, 228 Katherine
Quincy, California 95971
(916) 283-2134 (home)



FEDERAL GOVERNMENT PROGRAMS TO ACHIEVE EQUAL EMPLOYMENT OPPORTUNITY

Andrea U. Warner
Civil Rights Specialist
Federal Women's Program Manager
Alaska Region Forest Service

Since the passing of the Civil Rights Act of 1964, additional major laws and Executive Orders have been passed that are the basis for the establishment of many government Civil Rights programs. Executive Orders 11246, 11375, and 11478 as well as the Equal Employment Opportunity (EEO) Act of 1972 are particularly significant.

Executive Order 11246, issued by President Johnson in 1965, decreed a federal policy of equal opportunity in federal employment and prohibited discrimination based on race, creed, color, or national origin. Executive Order 11375, issued by President Johnson in 1967, amended order 11246 by adding "sex" as a category of prohibited discrimination. President Nixon issued Executive Order 11478 in 1969. This order made it clear that Equal Employment Opportunity (EEO) applied to, and had to be an integral part of every personnel policy of the federal government. It further required that each department and agency establish and maintain an affirmative program of equal employment opportunity. The Equal Employment Opportunity Act of 1972 brought federal employees and agencies under the equal employment opportunity provisions of the 1964 Civil Rights Act. These Acts and Executive Orders are the legal basis on which specific programs are established to achieve representation of women and minorities in the workforce. Special Emphasis Programs and Civil Rights Advisory Groups are some of these programs.

The Office of Personnel Management provides government-wide leadership for affirmative employment programs which include the Special Emphasis Programs. The Federal Women's Program (FWP) and the Hispanic Employment Program (HEP) are two programs that come under Special Emphasis Programs. All cabinet departments and independent agencies are designated to have full-time federal women program managers, and Hispanic program managers. These programs were established because of severe underrepresentation of its members throughout the workforce. Other programs may be designated by an agency if there is severe underrepresentation. For instance, in the Forest Service, we have an Alaska Native Program and a Native American Program. The level of development and sophistication of these programs varies depending on the impetus they are given by the managers of each department and agency.

Within the Forest Service these programs play an important part in our civil rights program efforts. In conjunction with Washington office and region and station civil rights staff, they have been the catalysts for initiating programs dealing with the broad category of equal employment.

The integration and retention of women and minorities has been a central issue for several years. By 1979, programs were being developed to look at these concerns in regard to women employees in

non-traditional jobs. That is what I will now focus on.

In a 1977 meeting of Forest Service-wide civil rights directors, the topic of the changes occurring within the Forest Service as more women were hired and/or promoted within the ranks was discussed; specifically, the impacts on women moving into positions which had traditionally been considered men's work.

From that discussion a pilot workshop was developed to address these changes. The workshop was held in June of 1979, in Tampa, Florida. The Southern Region (Region 8), Southeast Area and State and Private Forestry contracted with Edie Seashore of the National Training Lab to conduct the five-day course. Each Forest Service region, area, and research station was invited to send two participants (one female and one male) to evaluate the workshop and examine the potential for adapting it to their region or station. Two attendees from the Pacific Northwest Region (Region 6) modified the basic model, and with revision and restructure, a three-day "Changing Roles for Men and Women in the Forest Service" workshop emerged. In November, 1979, this pilot workshop designed for Region 6 and the Pacific Northwest Research Station was held in Eugene, Oregon. The objectives of that workshop were:

- To examine the impacts that changes of male and female roles are having on both our work lives and our family lives, and identify ways to cope with those changes in order to benefit both the organization and the individual.

- To heighten our awareness of the ways our own backgrounds and the traditional definitions of men's and women's roles can influence the decisions we make, and our expectations of others on the job.

- To identify ways to eliminate the barriers to full utilization of all human resources available in the Forest Service.

That workshop was an overwhelming success. Region 6 then endorsed the session as a method for coping with gender-related problems as well as the increasingly disturbing number of sexual harassment complaints. Since then, about 12 workshops have been held in Region 6. As other regions became aware of the workshop, they sent representatives to workshops in Oregon and Washington to evaluate the model and requested the Region 6 team to conduct sessions for them while simultaneously training local facilitators. As a result, changing roles workshops have been conducted in the Intermountain (Region 4), California (Region 5), Eastern (Region 9), Alaska (Region 10), and most recently the Rocky Mountain Region (Region 2). Overall there have been approximately 35 sessions Forest Service-wide.

The model is designed around the presentation of a subject or issue through films, speakers, and presentations through role-playing which then leads to discussions in small groups. One set of groups is made up of members of the same sex (two female groups and two male groups); then those groups are mixed to make up four groups composed of males and females; the last group, called a support group, is made up of attendees from the same work unit. This support group is responsible for developing an action plan to address identified barriers. These preliminary plans are then taken back to the unit, refined and finalized for implementation. Those of us involved in

the workshop over the years have found that this model is very successful in generating discussions that lead to accomplishing the workshop objectives.

Next I want to highlight meetings and workshops that federal women's program managers have initiated for women in non-traditional jobs. These meetings have been held in several regions, stations, and forests throughout the Forest Service. Though the formats and agendas differed from location to location, the objectives remained the same: identification of the barriers to women achieving their full potential; proposing solutions to the identified barriers; and developing strategies for the women to cope with those barriers that can't be eliminated.

The first such meeting was held in the Pacific Northwest Region in the Fall of 1980 for 109 Forest Service women professionals in natural resources. It was designed to identify barriers and develop recommended solutions for the regional forester and his management team. A second workshop followed in the Northern Region where attendees also identified issues and developed recommendations. During 1981, women on the Superior National Forest in the Eastern Region wrote a paper entitled, "Barriers Women Face on the Superior National Forest", followed by a forest action plan to respond to the identified barriers. The Chippewa Forest, also in the Eastern Region, followed with a workshop for women in non-traditional roles and also identified issues. The Southwest Region held a similar workshop for their women employees in natural resources, Spring 1983. Most recently, meetings have been held for women in administrative and professional positions by the Rocky Mountain Region, Spring, 1985, and the Intermountain Region, Fall, 1985.

In the Alaska Region, we took a little different approach in our workshop held a year ago. We focused on those issues that we knew existed and built a workshop around them for women in field-going positions. We provided skills on managing the dilemmas of working in field camps and isolated locations, and/or in groups where there was a lone woman; increased the knowledge and understanding of the dynamics associated with working within the Forest Service organizational structure; provided a forum of exchange for women with the same interests and concerns; and provided managers with information on the issues facing women in field-going positions in the Alaska Region. One result of this workshop was the forming of Women in Natural Resources (WINR) in Juneau. It is composed of about 35 women from federal, state and city government, and private industry who are working in, or interested in natural resources.

Many issues have been discussed during these workshops regardless of the format. Some have been identified as being truly individual barriers and ones that the organization really cannot address. Others, however, surfaced that attendees felt were subject to positive action by the organization. These organizational barriers or issues that were common throughout all of the meetings and workshops follow:

- Isolation
- Lack of Awareness of Changing Roles and Values in Society and the Forest Service
- Sexual Harassment
- Maternity Leave
- Dual-Career Families
- Parenting Needs
- Career Counseling/Development

- Resentment Towards Women Being Hired and Promoted
- Lack of Understanding of Affirmative Action

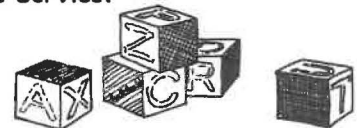
As recommendations were developed for these issues they were accepted and implemented in many different ways depending on the management style of a particular unit. Therefore, some units have been more aggressive than others in implementing these actions.

Here is a summary of activities and actions that have been taken:

- Changing Roles for Men and Women in the Forest Service workshops continue to be held.
- Sexual Harassment workshops are continually held. Managers have been responsive in taking steps to make it clear that sexual harassment will not be tolerated. There have been many cases of disciplinary actions taken against employees for sexual harassment practices.
- The Pacific Northwest Region developed a brochure entitled, "Leave for Maternity/Infant Care Purposes." It provides interpretation of established guidelines and offers general suggestions on dealing with maternity leave.
- Workshops that deal with organizational and informal political systems have been held in some regions and stations.
- The service-wide policy on dual-career couples has been revised to: "Upon request of the employee or spouse, management at the gaining and losing unit will provide employment assistance to the spouse of the employee being transferred". This expands the previous policy which spoke only to providing assistance for dual career couples when both spouses held permanent positions in the Forest Service.
- Civil Rights Training continues to be held to increase the understanding of affirmative action, and the legal basis for Forest Service programs.

In addition to the specific actions mentioned, there has been some progress in the movement of women into top decision making positions in a relatively short period of time. For instance, in 1980 there were no women line officers. There are now one woman forest supervisor and about 20 women district rangers. There are three women assistant directors, and five staff directors, as well as many group leaders throughout the regions.

Some recent changes that are occurring regarding parenting needs are: one ranger district in the Pacific Northwest Region has established a day-care center; one ranger district in the Northern Region has allowed a woman employee to bring her infant to work due to specific needs of that district; and many units are working out agreements that enable women who are on temporary leave for maternity to continue doing work at home. These are just a few examples of changes that are occurring service-wide. While some of them may be isolated, they become examples for other units to follow. I continue to be optimistic about further changes that will enable women to reach their full potential within the Forest Service.



Sexual Harassment: What Is It? How Can Employers and Individuals Deal With It?

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Sexual harassment in the work place is finally being acknowledged, and it is no longer just a "woman's" problem. Employers are clamping down on illegal behavior because they fear costly litigation and a decrease in employee productivity. Many agencies, organizations, and companies are setting up in-house training programs for managers and employees, and the prognosis is hopeful.

"Prevention is the best tool for the elimination of sexual harassment," state the EEOC Guidelines on Sexual Harassment (Nov. 1980). "An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned."

Sexual harassment, like rape and wife-beating, took a long time to come out of the closet, and it was only in the early 1970's that women managers and employees began to discuss it openly.

Ironically, harassment claims, like racist claims, no longer blaze across newspaper headlines, but not because the problem has died down. On the contrary, it is so commonplace that it no longer is newsworthy.

DEFINITIONS OF SEXUAL HARASSMENT

A. Some Definitions

What is sexual harassment?

Under Title VII of the 1964 Civil Rights Act, employers may not discriminate on the basis of sex, and sexual harassment is a form of sex discrimination. The Equal Employment Opportunities Commission (EEOC), the federal agency charged with enforcing Title VII, clarified its definition of sexual harassment in 1980. The agency adopted the following guidelines: "Unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature constitutes sex harassment when 1) submission to such conduct is made a term of condition of an individual's employment, 2) submission to or rejection of such conduct is used as a basis for employment decisions, and 3) such conduct unreasonably interferes with work performance, or creates an intimidating, hostile or offensive working environment."

Alliance Against Sexual Coercion (AASC), a collective that has been formed with the ultimate goal of ending sexual coercion in the workplace, defines sexual harassment as "Any sexually-oriented practice that endangers a woman's job--that undermines her job performance and threatens her economic livelihood."

B. Range of Behavior or Interpretations of the Definition

Sexual harassment is any unwanted sexual attention a woman or man experiences on the job, ranging from leering, pinching, patting, verbal comments, and subtle pressure for sexual activity, to attempted rape, and rape. The sexual harasser may be the person's employer, supervisor, co-worker, client, or customer. In addition to the anxiety caused by sexual demands made by bosses or others in a hire/fire position, there is the implicit message from the harasser that non-compliance will lead to reprisals. These reprisals can include exaltation of the harassment, poor work assignments, sabotaging of the person's work, sarcasm, unsatisfactory job evaluations, threatened demotions, transfers, denial of raises, benefits, and promotions, and in the final analysis, dismissal and a poor job reference. In no uncertain terms, it is made clear that the person must give in to the harasser's sexual demands, or suffer the employment-related consequences. In a society where jobs are scarce and racial and ethnic inequalities persist, the coercive nature of workplace sexual harassment intensifies, particularly for females in minority groups: Blacks, Hispanics, Chicanos, Latinos, and Native Americans.

Women working at the bottom of the economic scale (and this includes our temporary or volunteer workforce) are subject to the grosser expressions of sexual harassment. They often encounter crude, suggestive comments, and crass physical assaults, including the extreme, rape.

Professional and managerial women are treated with more subtlety, and instead of the outright physical abuse, they are subject to a high degree of psychological intimidation. They receive offers for after-work drinks, expensive lunches and dinners, and business trips, with the implicit message that sexual favors are expected. What this implies is that men up the ante for professional women. They are seen to have more economic independence, so men assume it must take more to impress them. It is part of the theory that every woman has her price.

Surveys of Sexual Harassment

Despite legal prohibitions, the problem of sexual harassment is widespread. Studies show that nearly half of all working women have been harassed at some point, with an overwhelming incidence of sexual harassment in formerly all-male workplaces such as construction companies and the armed forces. A 1982 study conducted by the U.S. Government to measure the success of affirmative action hiring policies at four government-financed construction projects, found that nearly all women respondents had been sexually harassed.

In 1976, Redbook magazine conducted a survey among its readers to solicit their views on sexual harassment. The editors of the magazine were astonished to discover the overwhelming response: nine thousand readers (9,000) took the trouble to reply; 88% of the respondents had experienced some form of sexual harassment; 92% considered the problem of sexual harassment serious. Redbook reported that out of their total respondent pool, only 25% thought that a harasser who was reported would be asked to stop "or else." Forty-eight percent of Redbook's respondents had themselves quit or been fired from a job due to harassment or knew someone who had; 75% reported being "embarrassed, demeaned, or intimidated" by

harassment; 81% felt angry; 50% were upset; 24% were frightened; and 21% felt guilty. There were also frequent complaints of powerlessness, self-consciousness, feelings of defeat, diminished ambition, decreased job satisfaction, impairment of job performance, and adverse physical symptoms such as headaches, nervousness, insomnia, and anxiety attacks.

All of the surveys indicate that sexual harassment may have serious adverse effects upon its victims and that in its milder, irritating forms, it is a widespread problem.

Studies also show that sexual harassment takes a financial toll on employers. According to a two-year study of federal employees conducted by the U.S. Merit Systems Protection Board (MSPB), 42% of the 694,000 women questioned, and 15% of the 1,168,000 men said they had been sexually harassed. The MSPB estimated that the costs to employers in terms of morale, productivity, lost time, and turnover was \$189 million.

PATTERNS OF RESPONSE TO SEXUAL HARASSMENT

What are the patterns of response to sexual harassment by its victims, women and men?

Women as Victims

Understanding the psychological effects of harassment is difficult because many women's reactions are masked or minimized. Women fear being blamed, ostracized, or fired, and this prevents open discussion of reactions to sexual harassment. This culture expects women to be nurturing caretakers whose primary job is to please others. Women, at home and at work, are encouraged to think about men's feelings first, and discouraged from recognizing their own. Furthermore, to deny vulnerability, women want to believe that only those who are emotionally unstable will be harassed.

Fear and a negative self-concept are very common responses to sexual harassment. Women fear they will be blamed, publicly shamed, rejected by peers, or lose income. Because so few women do speak up, victims of workplace harassment think they are alone, which reinforces feelings of self-blame. Victims of workplace harassment are constantly reminded of their own vulnerability through encountering another's power and aggression.

Why Women Are Silent

Women have had ample opportunity to observe what happens to those women who do publicly complain about sexual harassment in the workplace. They have repeatedly seen these women ridiculed, intimidated, and ignored. Most male supervisors treat it as a joke or as an indication that the woman is a "troublemaker", vindictive, unstable, or of questionable morals.

Since most women do not believe that they will be able to stop sexual harassment by speaking up, they will go to great lengths to signal their unavailability. They may dress down or in severely tailored clothes, wear wedding bands, invent boyfriends, gain weight, or behave in a very cool, reserved manner. All too often this behavior simply spurs the harasser to be more direct.

Why Do Men Sexually Harass

Sexual harassment is not an expression of sexual desire. It is a demonstration of power politics, an assertion of power that happens to be expressed in a physical manner.

The motivation behind sexual harassment becomes clearly apparent when one examines the problems of women who are working in non-traditional jobs. Women who are moving into occupations that have historically been all-male find that they, even more than other women, are targets of extreme and concerted forms of sexual harassment.

In our society, male sexuality is equated with power, virility, strength, and domination. In fact, men rarely suffer censure from aggressive sexual behavior. Their peers offer encouragement, admiration, and accolades for sexual conquest.

Precisely because male sexual advances are so inextricably intertwined with the image of the "male conqueror", a rejection is tantamount to a failure of manhood. The wounded male ego reacts by escalating the attack to the stage of sexual coercion.

MANAGEMENT RESPONSE

What are employers doing about sexual harassment?

More and more employers are realizing that harassment is not just a personal problem between two employees, it is a personnel problem that can affect the entire company. As I have shown, sexual harassment on the job significantly affects work productivity, it contributes to absenteeism, turnover, and loss of work motivation. As the Merit Systems Protection Board demonstrated, it costs agencies, organizations, and companies a great deal of money to ignore sexual harassment.

As this type of information surfaces repeatedly, many employers are taking positive action to tamp down on illegal behavior. Corporate managers are issuing guidelines and warnings to their employees. Several consulting firms have developed training sessions on sexual harassment awareness, including appropriate corrective action and supervisory responsibilities.

In a book entitled Sexual Harassment on the Job by Constance Buckhouse and Leah Cohen, a Ten-Point Plan for Management is offered that incorporates both the principles of prevention and positive intervention. The plan includes first,

1. Agency/Organization/Company Policy Statement ("Corporate Blue Letter")

The policy statement is the critical first step.

It must be a very strong management statement, clearly defining sexual harassment and stating that this behavior is unacceptable. The letter should be widely posted.

2. Management Training Sessions

Companies have been responding to alcoholism and drug addiction with educational programs. Sexual harassment is a problem of the same magnitude. The emphasis needs to be on awareness of the problem, explaining responsibilities and corrective

actions. If possible, employees need to participate in workshop exercises such as role-playing to encourage communication. It is difficult for men and women to discuss sexual harassment because we don't have the skills. We're not taught to be able to speak about it or hear about it in nondefensive ways. Men need to learn to hear "I don't like it when you do that" without it meaning "You're a bad person", or, "I don't like you". And women need to learn to be able to say it.

3. Local Meetings ("Branch Meetings")

To supplement the special training sessions to demonstrate the seriousness with which the company views acts of sexual harassment, special local meetings should be held to further clarify and invite dialogue.

4. Conduct an Employee Survey

Since sexual harassment is such a secretive and potentially explosive issue, consider conducting a survey among your employees. Promise employees anonymity and confidentiality. Be careful to word the survey in such a way that you cover the whole range of behavior and the consequences that flow from sexual harassment to the victim. The results of the survey should be posted and printed for distribution.

5. Orientation for New Employees

New employees should be advised of company policy on sexual harassment at their orientation session. They should also be made aware that their complaints will be treated seriously.

6. Establish an Investigative Procedure

The first step in dealing with a complaint of sexual harassment is to assure the victim that her job is not in jeopardy and that she is not on trial.

Advise the victim to document all incidents relating to the sexual harassment. Encourage her to enlist the support of witnesses, if she has any. Search for other victims, particularly if the harasser has a history of firing female subordinates or his female subordinates regularly resign or transfer.

The moment you approach the harasser, the victim is in greater jeopardy. So if you choose to proceed this way, warn the harasser that a complaint has been lodged and that he is under surveillance. Make it very clear that sexual harassment is coercive and deeply offensive to the victim, as well as constituting an invasion of her civil liberties.

7. Protect the Victim

Sexual harassment by its very nature does not lend itself to normal rules of investigative procedure. The victim, if left unprotected, is open to reprisals from her harasser. He is in a position to make her working environment intolerable. As a result, she may both become physically and psychologically ill.

Offer the woman the use of the organization's counseling facilities, assure her that her job is

secure, and determine if it is possible to move her harasser. If not, try to transfer her.

8. Set Out a Disciplinary Agenda

There is a range of disciplinary measures that management has at its disposal. Consideration should be given to whether or not this is the first complaint, to the seriousness of the offense, to the length of service, and to the job performance of the harasser. The following seven steps are progressively harsh, leading ultimately to the harasser's dismissal.

1. Issue a warning.
2. Insist on counseling for the harasser.
3. Transfer the harasser.
4. Withhold a promotion or work assignment.
5. Lower performance rating.
6. Put on probation.
7. Fire.

9. Utilize Outside Consultants

Try to avoid the pitfalls of conducting a sexist investigation where the victim is put on trial. Consider the use of outside consultants. Since sexual harassment is a hierarchical, power-based problem, the victim will feel more comfortable with an outside consultant who is not a part of the organizational structure. She will also be more confident that she will receive a fair hearing.

10. Deal with the Harasser in a Productive Fashion

When you issue your first warning to a perpetrator of sexual harassment, explain the implications of his behavior to him. By the time you approach him, be prepared to move either him or his victim. Try to isolate the man, if possible. Failing this, do not attempt to solve the problem by replacing the victim with another woman. Research indicates that the perpetrators of sexual harassment are exercising their power, not expressing desire.

If your warning fails and all subsequent deterrents fail, fire him. Not doing so leaves the organization open to lawsuits, public inquiries, and bad press.

EMPLOYEE TACTICS

There are several sources for guidelines for employees to follow if they feel they are being sexually harassed. Here are the suggestions from OPM:

1. Trust your instincts.
2. Recognize it for what it is and understand that it is not your fault. You have a right to complain and take action.
3. If possible, confront the offender directly if you think he or she can be reasoned with or scared off. Make it clear you are not interested and that this behavior is unacceptable.
4. Keep a written record of the incidents of harassment, and of your complaints and their results. If people are present during the harassment, say something like, "Did you see so-and-so do such-and-such...?" The observers

will be more likely to remember the incident. Get their names down in your documentation.

5. Talk to good friends, to co-workers, to relatives. It is important to have a strong support system at this time. If you keep feelings to yourself, you will most likely remain isolated and powerless. By speaking out and documenting the incidents and forms of sexual coercion, you help yourself as you contribute to defining sexual harassment as a social problem. A sense of being able to affect your own life replaces the sense of isolation.
6. To get information or advice about taking further action against the harasser, contact one or more of the following:

a. In every agency:

your supervisor or a supervisor above him
or her EEO counselor
personnel office
Federal Women's Program Coordinator
union representative
employee counseling services

b. In those agencies which have the service:

hotline number
ombudsman
Inspector General's Office

If you do not wish to speak to anyone in your agency, call:

U.S. Office of Personnel Management
Federal Employees Advisory Services
Robert Rodriguez or William S. Medley
202-632-6057

Equal Employment Opportunity Commission
Enforcement Division
202-634-1947

Choose among the suggested contacts on the basis of who is involved in the complaint and which persons you would be comfortable to talk with.

Working Woman magazine offered another suggestion that I like in their February '84 issue: the direct letter to the harasser. As stated in the article, according to Mary Rowe, Ph.D., a labor economist at the Massachusetts Institute of Technology who has worked on sexual harassment for the past 12 years, "This type of letter is the single most effective way to stop harassment." Adopt it to suit your own needs, and use the last paragraph to say what you want to happen.

"Dear _____,

On December 15, 1983, when I met you to discuss my marketing project, you asked me to come to your apartment that evening and said it would help the success of my project. Several times in the past few months when I talked to you in your office, you put your arm around me and rubbed my back. Once you tried to fondle my breast. Last week at an office party, you asked me to go to bed with you. I do not believe you can judge my job performance fairly under these circumstances.

I want our relationship to be purely professional from now on."

Sign the letter, make a copy for yourself, and give the original to the harasser in front of a witness.

Rowe reports: "The typical reaction from the harasser was no reaction. The harassment just stopped."

Several agencies and corporations have set up formal grievance procedures for their employees. These procedures are substantially quicker and cheaper for both parties than filing a lawsuit. The employer and employee can avoid unwanted publicity and the victim is more likely to stay in her job.

LITIGATION

Litigation and the preliminary EEOC complaint are the last resorts for many sexual harassment victims. One of the handouts describes the EEOC complaint process and time limits for filing grievances. It is very important that you understand the EEOC guidelines - and where the responsibilities lie. Generally speaking, the employer is liable. EEOC holds that an employer is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment, regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence. An employer may even be held responsible, i.e., liable, for the sexually harassing conduct of non-employee(s) (e.g., permittees, clients, etc.) if it has knowledge and some control over the non-employee(s) and it fails to take "immediate and appropriate corrective action." An employer may rebut liability by showing that it took "immediate and appropriate corrective action."

A few significant court cases illustrate the effect of the EEOC guidelines.

SOME COURT DECISIONS ON SEXUAL HARASSMENT

1976 - Williams v. Saxbe

"The supervisor created an artificial barrier to employment which was placed before one gender and not another." That discriminatory behavior is actionable under Title VII, 1964 Civil Rights Act.

1977 - Tomkins v. Public Service Electric Company

When an employer is informed that sexual harassment has occurred, the employer must take "immediate and appropriate corrective action" or its behavior is interpreted as condoning an illegal act.

1980 - Minnesota v. Continental Canning Company

An employer is liable for the sexually harassing behaviors of co-workers if it has, or can be construed to have, knowledge that those behaviors occurred.

1980 - Miller v. Bank of America

The court rejected the notion that a policy forbidding the sexual harassment of female subordinates by supervisors would be sufficient to immunize the employer for liability of that behavior even if it was unaware of that behavior.

1980 - Ford Motor Company
Mount Clemens, MI

A female who was fired 6 years earlier by her supervisor because she refused his sexual advances was awarded \$140,000, part of which was to be paid by her ex-supervisor.

1981 - Bundy v. Jackson

Allowed a female employee to sue to prevent sexual harassment without having to prove loss or denial of tangible job benefits and established that sexual harassment in and of itself is illegal behavior.

1980 - Culinary Union
Alameda, CA

A union executive who was demanding that two waitresses sleep with union officials in order to get job referrals was required to pay a total of \$25,000 compensatory and \$50,000 punitive damages. The union was also required to pay \$75,000 to each of the two waitresses.

1981 - Wright v. Methodist Youth Services

Established that homosexual sexual harassment is illegal and covered under Title VII's new guidelines.

1981 - Hubacher Cadillac
Sacramento, CA

Hubacher Cadillac paid \$8,000 to a former female employee as a result of a sex discrimination charge brought against them by the California State Fair Employment and Housing Commission.

There have been punitive damages awarded in some cases.

1980 - World Airways
Oakland, California

A jury awarded \$50,000 in punitive damages and \$2,500 in compensatory damages to a female employee who was sexually harassed in 1976.

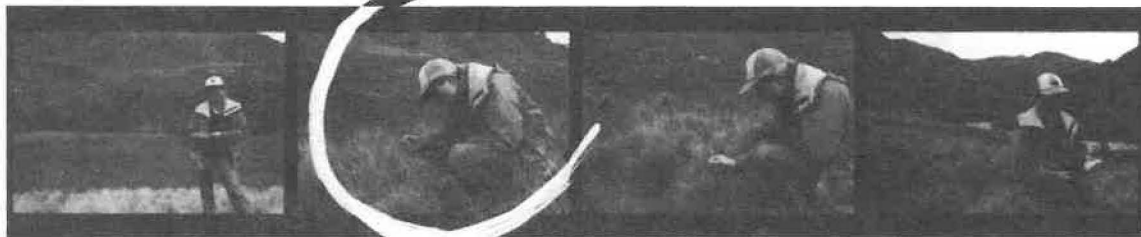
In summary, then, it is my hope that I have provided you with an understanding of what sexual harassment is, what it does to its victims, why it occurs, and how you might be able to prevent it, or if necessary, initiate corrective action.



ANNOUNCING THE 1986

WOMEN IN FORESTRY

PHOTOGRAPHY CONTEST



Time to take some new shots or send us your old favorites!

Categories

1. Women in Natural Resources—Women may be depicted working, recreating or relaxing in the field, office, etc.
2. The Natural World-Scenery—(landscape, waterscape) plant or animal photos may be submitted.
3. Humor in Nature—Be creative.
4. International—Photos taken outside the U.S. that communicate the exotic flavor of foreign places through the depiction of natural landscapes, people, flora and fauna found there.
5. Historical—In this category you need not be the original photographer, but you or your organization must own the picture and it should be at least 35 years old.

Prizes

Winning entries will be published in *Women in Forestry*. All prize winners will receive a one-year subscription to the Journal. Two grand prizes of \$75 & \$50 will also be awarded.

Submissions

Black-and-white prints of a maximum size 5"x7" are preferred. Color prints will be accepted, but entries will be published in B&W. Glossy paper preferred. No size limit on historical photos. Group or organization submissions are permitted. Negatives or slides will not be judged.

Deadline

All entries must be postmarked by Sept. 1, 1986. Winners will be notified by Oct. 15 and photographs will appear in the Winter '87 issue. Send entries to Berta Youtie, *Women in Forestry*, Laboratory of Anthropology, University of Idaho, Moscow, ID 83843. (208) 882-2096.

Judging

Three professional photographers will judge entries. Judging will be based on image sharpness, composition, imagination and artistic merit. Judges reserve the right not to select winners in a category if there are no entries that merit publication.

Contest Rules

Contestants may send as many as 10 entries. Please attach the category, photographer's name, address and phone number with each entry. All entries must be available for publication. If contestants would like prints returned, please specify and send a stamped, self-addressed envelope. You must know the name/address of each recognizable person in your photo and they must sign a release before it can be published (release forms will be sent to winners).

WOMEN IN FORESTRY

Information for Contributors

The journal *Women in Forestry* aims to provide information and ideas for, from, and about women on topics related to: the natural resource professions and associated social science fields; the use and conservation of natural and cultural resources; and issues of administration and personnel of special interest to women in natural resources. We want to serve as a source of ideas, contact, and support, to help women in the natural resources reach their professional goals.

We seek contributions that will effectively integrate the factual, the personal, and the philosophical aspects of our profession. There is a place to express insights or experiences as brief as a few lines or paragraphs, as well as for articles several pages long. We want *Women in Forestry* to provide interesting, thought-provoking reading, and not to be merely a repository for factual data buried in esoteric technical jargon and statistics.

Look through this issue to get ideas of where and how *you* can contribute. Contributions in the following categories are especially welcome:

- Letters and opinions
- Articles and reports
- Interviews or suggestions for people to interview
- Calendar events, conferences, meetings
- Book reviews and announcements of new publications
- News and notes
- Abstracts or clippings from other publications (please provide information on source)
- Announcements and awards
- Positions wanted and positions available
- Requests for specific types of information
- Summaries of research in progress
- Cartoons or other humor (original or clipped with source noted)
- Advertisements
- Photographs or drawings

As you can see from this issue, our format is flexible. For material acceptable for publication in *Women in Forestry*, we will provide, as needed, help with editing, illustrations, and layout. Authors of feature articles will be sent a photocopy of the final version of their article for proofing and approval. All letters must include author's name and address, but names will be withheld from publication upon request.

With all contributions, please include your name, job title or specialty, full address, and phone number(s) where you can be contacted most easily. For longer letters, opinions, or articles, please also include a brief biographical sketch (approximately one paragraph) giving both professional and relevant personal information about yourself and your article that might interest readers of *Women in Forestry*.

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