

focus on forestry

at Oregon State University

Spring 1989



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Student
Issue





Students practice logging skills for competition at McDonald Forest.
See story on p. 3

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College of Forestry
Oregon State
University

Carl Stoltenberg
Dean

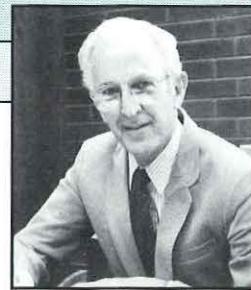
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cover art by Gretchen Bracher

from the Dean



Our future graduates will need to know more than their predecessors about how forestry practices affect forest benefits. The departments of Forest Management and Forest Recreation Resources were recently combined into a single Department of Forest Resources to reach that goal more effectively. Although the departments have been combined, both curricula have been retained. We expect closer interactions among these faculty and students will help our graduates achieve new insights and develop skills that will eventually result in even greater productivity of Northwest forests.

Students will experience a rich array of faculty talent in the curricula that Department Head Jack Walstad will be coordinating. They will learn how to manage our forests for many resources. They will also develop better written and oral communication skills and become more skilled in discussing forestry issues and opportunities with a broad spectrum of resource interests. With job placement opportunities growing faster than student enrollments, and with the numbers of retiring foresters exceeding those graduating, our students can expect more jobs with even greater responsibilities. Our Forest Resources, Engineering, and Products graduates will be prepared for them!

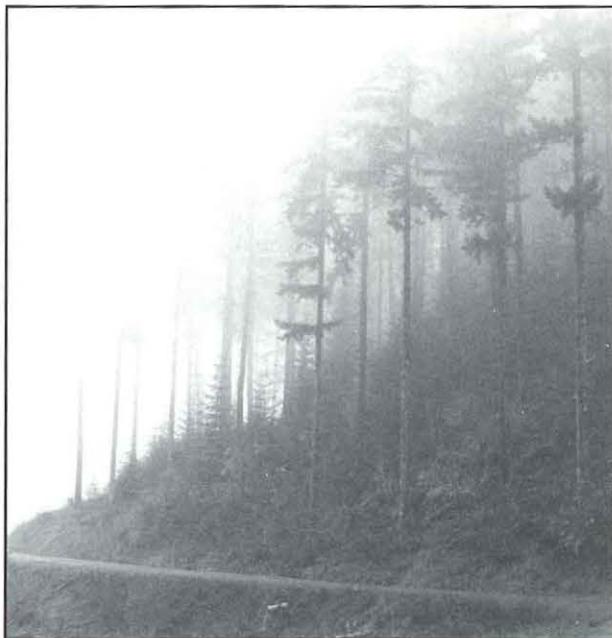
Curricular changes and the new department were the topics for discussion among alumni, students, and faculty at our annual Fernhopper Day meetings on campus Feb. 18. The curricular emphases on communications skills, improved understanding and communication among forestry majors, and continuation of the College's six-month work experience requirement all received enthusiastic support. To improve the quality of these work experiences, we are interested in developing more summer internships like those recently arranged with Bohemia Co. If you are interested in establishing one, give Perry Brown, Pam Henderson, or me a call at 754-2004.



Carl Stoltenberg
Dean, College of Forestry
Oregon State University

A hillside for a blackboard

Few forestry schools in the country can rightfully boast about an outdoor laboratory like the OSU College of Forestry. The 12,000-acre McDonald-Dunn forest, managed by the OSU College of Forestry, is devoted to forestry education and research.



Imagine studying Economics in college and having Wall Street in your backyard. That's the analogy for students in the College of Forestry for the McDonald-Dunn Forest which overlooks the OSU campus and serves as an outdoor classroom for forestry students. One of the largest forest properties owned by any forestry school in the country, the 12,000-acre McDonald-Dunn Forest northwest of campus serves as a

living laboratory for students to apply skills they learn in class, participate in research, see demonstrations, and attend college-sponsored recreational events. Some students earn money by working at the forest on weekends and during vacations.

Named after Mrs. Mary McDonald, who donated funds to purchase the property, and former Dean Paul Dunn who served from

The Oregon State University campus lies in the shadow of one of the largest forest properties owned by any forestry school in the country.

1942 to 1955, McDonald-Dunn Forest is used by students from over 40 OSU and community college classes ranging from Biology to Geography.

Students study ecology, soils, surveying and mapping, logging methods, forest road construction, plant and tree identification, tree diseases, wildlife, and many other biological sciences. Students also practice using logging equipment and forestry instruments, collect field specimens, take part in research projects, and write management plans for sections of the forest.

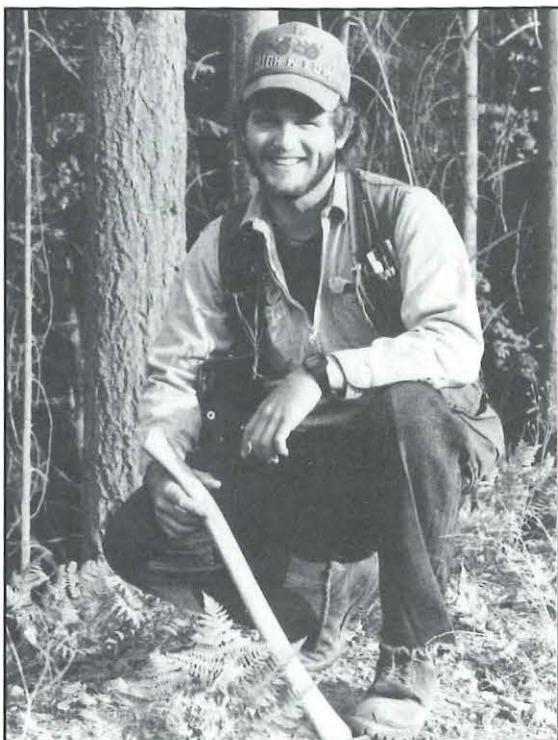
Each year, many students are employed part time by the College to conduct field work, both during the school year and in summer. Students plant trees, conduct forest inventories, construct trails, landscape, and harvest timber.

(continued on p. 12)



Over 40 OSU classes use McDonald-Dunn Forest as an outdoor laboratory throughout the school year

Paying for college offers opportunity for valuable experience



Forest Engineering senior Cole Mullis worked on an engineering crew for Willamette Industries last summer

Part-time forestry jobs

Forest Recreation senior Dave Anderson has worked part time on a number of College of Forestry research projects related to forest recreation. With specialized computer skills, Dave has been hired by several pro-

fessors to set up data management systems for forest recreation surveys. Working as much as 25 hours a week on top of a full class load, he says both the experience and the money have been extremely valuable to him.

"I wouldn't be able to survive financially without these jobs," he says. "But I'm also really lucky to have jobs that train me in what I really want to learn."

Many OSU students, including those in the College of Forestry, have found that paying for their education can be nearly as challenging and demanding as school itself. Costs for room, board and tuition have skyrocketed in past years, costing more than \$6,000 a year at OSU. Many students bear much or all of the financial burden themselves.

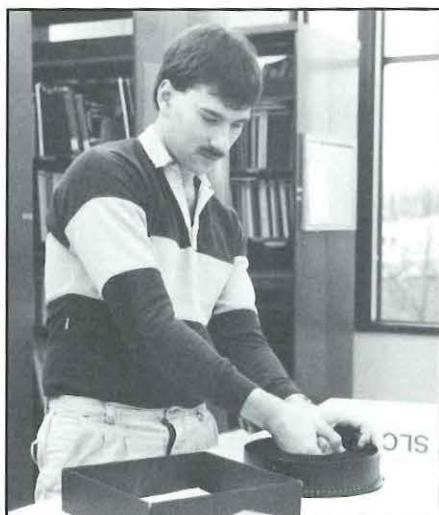
Although financing a college education can sometimes be stressful and time-consuming, some OSU College of Forestry students have transformed the task into an opportunity to get valuable experience.

Many student are employed by the College of Forestry. Grant Glessing works at the Student Learning Center.

Seasonal jobs

The College of Forestry requirement to have at least six months of forestry related work before graduation is incentive for students to get summer jobs that provide good experience as well as good pay. There are often more seasonal forestry job openings than there are students to fill them. Many forestry jobs have relatively high pay and provide excellent job skills. Some seasonal positions, such as forest fire team members, also have opportunity for over-time pay.

"One thing about the job is that you can really apply what you learned in class," says Cole Mullis, a Forest Engineering senior who worked on an engineering crew for Willamette Industries in Dallas, Oregon last summer. "It sure gives me incentive to listen in class because I know I will use the information on my job."



Cole's three-month job with the private forest products company allowed him flexibility to learn several aspects of forest engineering work. He surveyed property boundaries and laid out roads on the company's land in western Oregon. Cole was also hired for several weekends during the school year.

Molly Egan, a Forest Management senior, works seasonally for the USDA Forest Service in a special arrangement called the Cooperative Education Program. During her two summers on the Clackamas District of the Mt. Hood National Forest, she has had a broad array of jobs and became exposed to the Forest Service system. Molly says that the money earned on her summer jobs combined with scholarships from the College of Forestry and the University have made a tremendous difference to her financially.

Jobs during the year

Students are hired during the school year for various positions in the College of Forestry, such as teaching assistants, lab technicians, and desk attendants for the Student Learning Center. Many students work under the federal Work/Study program which provides funding for students to work on campus. Students also work for the College Research Forests at McDonald Forest north of Corvallis during the school year and vacations (See story on McDonald Forest, p. 3).



Forest Recreation seniors Dave Anderson (right) and Jay Goodwin (left) work part-time on research projects related to forest recreation

Scholarships

The OSU College of Forestry has one of the largest undergraduate scholarship programs in the country, says Perry Brown, associate dean for Instruction and International Programs. During 1988-89, 38 scholarships worth over \$79,000 were made available for undergraduate and graduate

students in the College of Forestry. Nearly 20 percent of the College's 226 students received scholarships ranging between \$250 and \$3,000. Scholarship winners are selected on the basis of academic performance, level of involvement in student activities and need.

Most of the scholarship money is made available from College of Forestry alumni and supporters. Many scholarships are given by alumni who want to repay the school for its role in their careers and lives. Other scholarships come as memorials from family members of College of Forestry alumni or friends.

"One of the real benefits of scholarships is that students don't have to pay them back or work extra hours to earn the money. They can put time and energy into their forestry education, and don't have to worry about paying for school," says Brown. ■



Forest Management senior Molly Egan worked seasonally for the USDA Forest Service near Estacada, Oregon



Forest Engineering professor Brian Kramer treats his senior sequence courses like the 'real world'

By the time most Forest Engineering students reach the end of their senior year, they know what it feels like to be a forest engineer. They have experienced the deadlines, the bad weather, the teamwork, and the rewards of participating in forest engineering projects. Like other seniors in the College of Forestry, they take a series of sequential courses which takes them through the ABCs of life on the job and gives them a practical, step-by-step look at the profession.

Forest Engineering students complete four sequential classes which occur in the last three terms before graduation. The topics begin with forest road construction and bridge design, and end with timber harvest planning. Forest Engineering Professor Brian Kramer says his goal is to teach practical forest engineering fundamentals so students can "hit the ground running" after graduation. He treats his classes like the "real world."

"I am the chief engineer and my students are engineers working for me," he says. "Just like in the working world, when they accept an assignment with a specific amount of time, they do it. Students agree at the beginning of the term to complete assignments or accept an 'incomplete' grade until work is completed," he explains.

The sequence begins with the basics of forest road location and surveying. Students design single-lane and two-lane road systems, considering cost, environmental impact including stream and soil protection and drainage, expected use, and alternatives. They use computer programs to help estimate costs of various options. They also learn how to design, construct, and inspect bridges and culverts to accommodate logging traffic.

Later, classes introduce students to harvesting system planning. Students begin by developing a preliminary timber plan, then later adjusting the plan to fit on-the-ground conditions. Like road system planning, students must consider costs, environmental impact, and alternatives. During the last term, students develop and present a final timber harvest plan which encompasses their knowledge of road, bridge, culvert and harvesting system design. The presentation is presented orally to classmates and faculty members at the end of Spring term.

"The courses are a lot of work, but they're worth it," Forest Engi-

Putting it all together

Seniors in several departments in the College of Forestry participate in rigorous comprehensive courses which require them to pull together knowledge and skills from their previous classes and experiences. The series serve as a learning tool to help students prepare for competitive, demanding forestry jobs.



neering senior Greg Johnson says without hesitation. "They really put the theory we have learned in other classes to work. It really drives it home."

Students also work on projects for local agencies such as the nearby Siuslaw National Forest. They perform bridge inspections, survey sites for bridge design, and collect data which the agencies use in road and harvesting plans. Two years ago, a crew from the class located, designed, and estimated cost for the road to the College of

Agriculture's new sheep experiment station on the university property. The road was later constructed using the students' plan.

"I came to OSU from the engineering profession and have a pretty good idea of what it takes to get a job done. In the real world, forest engineers often make presentations, work on teams, manage projects, pace their time, and take responsibilities. These classes are no different," says Kramer.

Students are assigned to a team at the beginning of each fall term, and work with that team throughout the year. They take turns being crew chief to get experience in supervision and management. Many say that the experience of working on a team is one of the most valuable aspects of the course.



"When you are crew boss and your crew forgets the tools, you really get a feeling for what it means to be the boss. The responsibility lies on you," says Johnson.

The Department of Forest Resources also has a comprehensive series for students in Resource Recreation and Forest Management. The Department of Forest Products is proposing to start a senior series by the fall of 1990. ■

"I am like the Chief Engineer and my students are like engineers working for me" —Forest Engineering Professor Brian Kramer

Left: Forest Engineering students develop a final timber harvesting plan for their senior comprehensive courses.

Above: Forest Engineering students on an Alaskan field trip in March



Jerry Davis

Jerry Davis, Forest Recreation, 1977, Parks Director

"My experience at OSU didn't give me any formulas for my work, but it prepared me to think on the job," says Resource Recreation alumnus Jerry Davis, Director of Fair and Parks for the Benton County Parks Department in Corvallis. The 1977 graduate is in charge of 350 acres of park lands as well as the 30-acre county fairgrounds west of Corvallis. As administrator, he often finds himself as "rapport-builder."

"One of my big jobs is to figure out what the people of this county want for their parks and devise long-term plans," he says. "There are a lot of trade-offs in decision-making. I have learned that getting along with groups and individuals is crucial in administration."

Raised in San Diego, the 40-year-old manager says that his courses and the faculty at OSU

Alums provide a window to the 'real' world of forestry careers

provided him important basics for his career. They helped him see that park administration was much more than what he thought when he started school.

"Like many others who start in this field, I didn't have a very clear idea of what type of work resource recreation majors did. My classes and the faculty helped me get an appreciation for real-world things like planning and policy that I face in my job now."

After graduation, Jerry began as maintenance technician for the Linn County Parks Department in Albany where he had worked one summer before. He became recreation supervisor then parks and recreation director for the city of Centralia, Washington in 1979. He supervised maintenance and development of eight parks and two cemeteries, and several sports facilities, as well as a recreation program with the Centralia School District. He moved to the Benton County job in 1986.

Jerry says he has always been attracted to local government. He enjoys being part of the Corvallis community and belongs to several local service clubs as well as professional organizations. He is secretary-treasurer of the Oregon Parks Association and a board

member of the Oregon Parks and Recreation Association. He is a kayaker with the Willamette Kayak and Canoe Club and is involved with several conservation associations. ■

Peter Bauer, Forest Management, 1986 Peace Corps volunteer

Two years ago, Peter Bauer stepped out of student life into the life of a Peace Corps volunteer.

Only three months after graduating in forest management, Peter left for a challenging assignment in Honduras where he was responsible for forest inventory and nursery management for a district in the northwest part of the country.

Like many Peace Corps volunteers around the world, Peter was given much more responsibility than he might have had in the U.S. for his level of experience and education. He was in charge of forest inventory of 26,000 acres and development of a new forest nursery. In addition to sizeable administrative and technical responsibilities, Peter had to learn a

new language, culture, political system, and forest ecosystem vastly different than the one with which he was familiar.

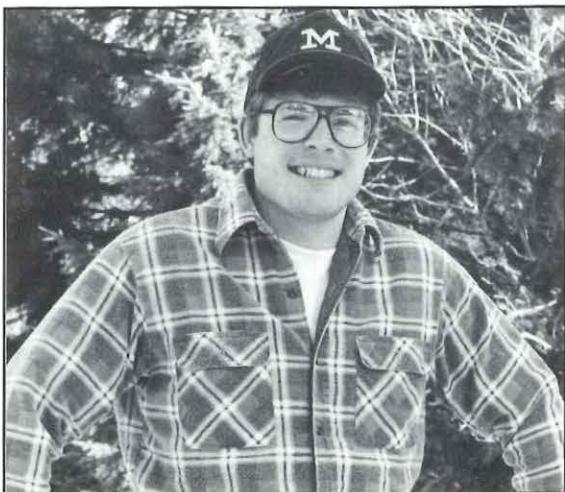
"Your greatest tool in the Peace Corps is your creativity. My training at OSU taught me basic concepts which carried over to Honduras. There's certainly different management systems and equipment in Honduras, but many of the concepts are the same."

Despite his confidence and knowledge, Peter never saw himself as a "teacher" of forestry in Honduras. "I never claimed to know the 'right way to do it', even though they kept saying 'this is your project.' My role was first as a learner, and as someone who could bring people together," he says.

Peter worked with a native counterpart who remained after his departure. He says that the goal of Peace Corps volunteers is to pass information on, not just provide a service.

"I tried to remind them that their ideas were important and valid," he says.

Armed with fluent Spanish and tropical forestry know-how, Peter would like to eventually



"It's clear now that the effects of human activity have really enormous repercussions on our

Alumnus Peter Bauer spent two years as a Peace Corps volunteer in Honduras

return to international work. For now, he says, he wants to apply his experience and skills from Honduras in a forestry job in the Pacific Northwest.



Alumnus Pam Matson works for NASA in California

planet—it's scientifically interesting—and almost frightening," she says.

Although she did not study global ecological issues at OSU, Matson credits her OSU work for paving the way for her job at NASA.

"I learned important basic information about how plants work and how they use resources such as light and nutrients," says Matson. "I wouldn't be able to do this kind of research at NASA without that groundwork from OSU," she says.

One of the most valuable aspects of her experience at OSU was contact with scientists in the Forest Science Department. "I chose OSU because of its reputation in forest ecology. I don't know of another school in the country that offers a program with as high quality forest ecologists. They also helped me make valuable contacts in the research community."

In addition to her research with NASA, Matson teaches a course called "Biology and Global Change" at Stanford University and frequently presents seminars on her research for academic and non-academic audiences.

A glimpse of student life in the College of Forestry

Students in the College of Forestry at Oregon State University come in all sizes, shapes, ages, and backgrounds. Some are recent high school graduates, some are parents in their 30s. Some have grown up around forestry, some have had little experience with forests before coming to OSU. What they have in common is an interest in forest resources and a desire to become part of the management and future of them.

The kind of life that forestry students experience while at OSU is as varied as the students themselves. For many, the OSU College of Forestry student life is a blend of classes and studying, relaxing, socializing with fellow students, and participating in College of Forestry activities.



Forest Recreation student Andrea Garcia on her summer job with the USDA Forest Service in eastern Oregon

A recent visit with four College of Forestry seniors shed some light on the life of a forestry student.

"When I graduated from high school I was like a little lost sheep- I didn't know what I wanted to do, except that I wanted to do something involving the environment. I came to OSU when I was thinking about forestry. Everyone was super friendly, and I got really good vibrations. It just felt good here."

—Paul Ederer, senior, Forest Management

"My initial impression of a forester was the guy who sits up in a cabin somewhere. Being at OSU has helped me see that that is not at all the only thing about forestry. Forestry is a lot of 'people' interaction. You gotta get yourself known and active in public involvement, because these days public issues affect a lot of foresters, especially in the Pacific Northwest." —Paul Ederer

"It's really important to get seasonal forestry jobs, and students don't have any trouble getting those jobs- there's more summer jobs than students to fill them. The key is to get practical experience." —Frank Butruille, Forest Engineering, Civil Engineering double major

"Here, if you want to see a prof, if they are free they will drop what they are doing to talk with you. You can call them at home- most give you their home phone numbers." —Paul Ederer

"If I could advise in-coming students, I would say to get involved in College activities early.





Outdoor labs are a way of life for most College of Forestry students

That is where you meet the people that are involved in doing stuff outside class and can give you advice about classes and help you out." —Frank Butruille

"My first year here the first thing I did was go to the Forestry Club meeting. I was a strange face, and they made me feel welcome, and kept me coming back." —Dan Menk.

"Students in the College of Forestry do a lot more outdoor labs than other students. A big selling point about this campus is that you have all these facilities at your fingertips, like McDonald Forest, the national forest and private land." —Paul Ederer

"Permanent jobs are out there, you just gotta go find them. You have to be flexible, versatile, and well-rounded. When I started in forestry, I really didn't worry about getting a job. There are so many different things in forestry

to specialize in. You don't have to work in the woods to be a forester." —Paul Ederer

"The thing about forestry is that you will come across your classmates later on the job. It's a small enough network in the Pacific Northwest." —Frank Butruille

"I will remember mostly the fun stuff about my time at OSU—the logging team sports, the group work, the weekend getaway, but also the hair-pulling about school work." —Andy Parker, senior, Forest Recreation Resources

Profile of foreign students in the College of Forestry

This year, about 15 percent of the College of Forestry's student population is international students, representing over 20 countries from all continents. The students offer a global perspective for the College, and contribute significantly to courses, activities, and research in the College of Forestry, according to Perry Brown, associate dean for Instruction and International Programs. Many foreign students are professionals in their home countries and have been given the opportunity to study at OSU by their employers or governments. Most are graduate students in fields such as wood science, forest economics and forest genetics. The College has six undergraduate foreign students studying recreation, forest management, and forest products.

China has the largest representation with 12 students, followed by India and Korea with six each. Other countries include West Germany, Mexico, Canada, Chile, Spain, New Zealand, Taiwan, Japan, Honduras, Iran, France, Malaysia, Pakistan, and several African countries. (Fall 1988).



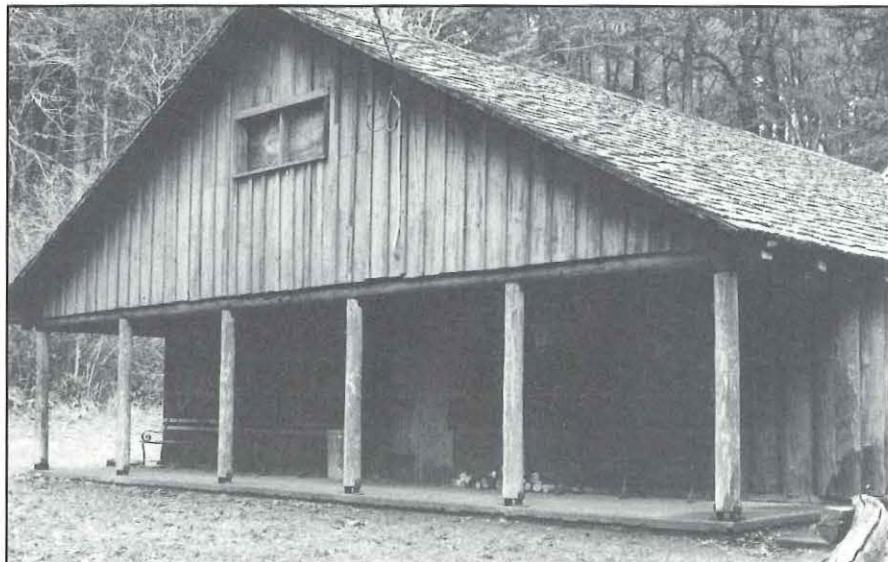
Myoung-Ku Lee, a PhD candidate in Forest Products, is one of 56 foreign students in the College of Forestry this year

(From page 3)

Thirty-eight acres of the forest is devoted to Peavy Arboretum, a collection of many species of trees and shrubs used for education. In the park-like arboretum is Peavy Lodge, used for seminars and workshops. Students and visitors can hike many nature trails with plants keyed to an interpretive brochure.

Many College of Forestry social functions are held at the Forestry Cabin in McDonald Forest. Built between 1949 and 1952 by forestry students and faculty, the cabin is the site for old-time country dances, B-B-ques, and other student functions. Twice each year, the OSU Forestry Club sponsors an old-time logging skills competition at Cronemiller Lake at McDonald Forest. Forestry Club members also chop wood at the forest to raise funds for club activities. Members of the student chapter of the Society of American Foresters also manage a Christmas tree farm at McDonald Forest and sell the trees each Christmas as a fund-raising event.

McDonald-Dunn Forest serves as a popular site for Corvallis residents who use it for hiking, jogging, horseback riding, and mountain biking and other recreational activities. ■



The Forestry Club cabin in McDonald Forest, was completed in 1952 and serves as the focus of many College of Forestry functions

McDonald-Dunn Forest facts:

Acres: 12,000

Location: 10 miles northwest of Corvallis

Elevation: Highest peak is 2,178 feet at McCulloch Peak

Uses: Field laboratory for classes, research areas for graduate students and faculty, recreation for OSU and Corvallis residents, forest management for College of Forestry

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