



## AN ABSTRACT OF THE THESIS OF

Tasha Livingstone for the degree of Master of Arts in Interdisciplinary Studies in Forest Ecosystems and Society, Speech Communication, and Speech Communication presented on April 28, 2015.

Title: Forestry & Communication: A Coos Bay Case Study

Abstract approved: \_\_\_\_\_

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This thesis combines elements of forestry, interpersonal communication, and rhetoric to describe where residents of Coos Bay and North Bend Oregon obtain information about forests and forest uses, and how they view the credibility of that information. As a qualitative exploratory study, grounded theory methodology was used to develop theme statements and an emerging proposition from empirical data. The major findings of this study have been woven into two overarching theme statements. The first theme statement is: Personal and work relationships in their communities, as well as the availability and convenience of forest information, influence Coos Bay and North Bend respondents' perceptions of forest uses such as recreation, tree cutting, water quality, fish and wildlife, and wood products. The second theme statement is: Coos Bay and North Bend respondents' perceptions of forest uses such as recreation, tree cutting, water quality, fish and wildlife, and wood products are influenced by the internet and the media, despite respondents' self-reported mistrust of those sources. These findings indicate that availability and convenience of forest related information seems to outweigh the accuracy of that information for respondents. Therefore, this study suggests that the internet should be the dominant communication channel for forest management agencies, industries, and non-governmental organizations to improve their sharing of forest use information with Coos Bay and North Bend citizens, and the accessibility and effectiveness of their official websites and internet presence should be reevaluated in that light.

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Forestry & Communication: A Coos Bay Case Study

by  
Tasha Livingstone

A THESIS

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I understand that my thesis will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my thesis to any reader upon request.

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Tasha Livingstone, Author

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This thesis is dedicated to Hal Salwasser. I miss you, and I know you'd be proud. Thank you for your patience and wisdom, and for reaching out to me when I wasn't sure where to go for graduate school.

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## Chapter 1

### Introduction

It's important to understand where people obtain information about forests and forest use, and how they determine the credibility of that information. Achieving this understanding will allow forestry professionals both to improve the ways that they share forest information with the public, and to better inform the public of forest management decisions. Considering the limited academic research on communication channels that are utilized by agencies, industry, and non-governmental organizations, the intent of this study is both to fill a knowledge gap in the perceived credibility and trustworthiness of forest information by the public, and to shed light on the role of communication in forestry for forest management organizations. Furthermore, I hope to make suggestions about what course of action agencies, industry, and non-governmental organizations might take in the future based on these findings.

Communication is vital to maintaining and enhancing the forestry sector's relationship with the public as well as various interest groups, and there is always room for improvement in their communication strategies. Therefore, this research combined elements of forestry, interpersonal communication, and rhetoric. Interpersonal and group communication focuses on communication between two or more people, which is arguably the backbone of information transference in this study. Rhetoric and social influence provide an understanding of the cultural and social elements, written or spoken, that persuade an audience. This document begins with a literature review, the methodology behind the research, and then guides the reader through the results and discussion. A second literature review is at the end of the thesis, and its purpose is to compare the results of this study to other studies.

#### *Coos Bay and North Bend*

Located on the Oregon coast are the rural communities of Coos Bay and North Bend, bordering one another around the bay. According to census data from 2012, Coos Bay's population is estimated at 16,060, making it the largest city on the coast of Oregon, and North Bend's population is estimated at 9,720 (City of Coos Bay, Oregon; North Bend City, Oregon). Historically, both cities had booming natural resource industries, which included timber, ocean

fisheries, coal mining, and farming. In the early 1900s, it was believed that Coos Bay would become the most important coastal city in Oregon, fueling American capitalism with its timber production (Robbins, 2013). The prospect of tying in railroads from the east, establishing mills and a college, and promoting capitalism brought timber buyers to the area in droves. However, over the last century, the state of local timber companies fluctuated, ranging from business failure and bankruptcy during the Great Depression followed by the second World War timber boom (Robbins, 2013). Ultimately, due to timber lawsuits in the 1980s and then changes in forest management policies by the federal and state governments in the 1990s, the timber industry never fully recovered (Charnley, 2006). In the state of Oregon, approximately 60% of its forests are federally owned, 35% are privately managed, 3% are owned by the state, 1% are tribal lands, and another 1% belong to additional public ownerships (Oregon Department of Forestry, 2015). Therefore, the majority of timberland in Coos Bay and North Bend are owned by the federal government. Current forest management policies combined with public perceptions of forestry have mainly limited employment opportunities to the service sector now (Robbins, 2013).

Although Coos County is predominantly Caucasian (92 percent), several federally recognized tribes live in this area as well, including the Coquille Indian Tribe, whose tribal status was regained in 1989 (Ivy *et al.*, 2002; Robbins, 2013). The tribally owned Coquille Forest consists of 5,410 acres in Coos County, based on the Coquille Forest Act that was enacted in 1996 (Coquille Indian Tribe, 2015). The Coquille Indian Tribe includes more than 1,000 members, and owns over 7,000 acres in Coos Bay (Coquille Indian Tribe, 2015). Not only are they the second largest employer in the area, but approximately 350 tribal members reside within the county limits, allowing many of them to participate in this study.

According to census data from 2010, approximately 6.3% of Coos Bay citizens are under the age of eighteen while 20.3% are over the age of sixty-five. In contrast, 21.9% of North Bend citizens are under the age of eighteen, which is nearly 15% higher than Coos Bay, while 17.6% are over the age of sixty-five. These statistics are similar to values for the state of Oregon. This is significant because the majority of the population is between the ages of eighteen to sixty-five, with relatively few young and elderly people, and, therefore, the researcher has a greater likelihood of interviewing middle-aged citizens. Education and poverty level statistics are

relatively equal in both communities. Approximately 88.5% of Coos Bay citizens who are over the age of twenty-five are high school graduates or higher, 21.9% have a bachelor's degree or higher, and 21.2% are below the poverty level. Similarly, approximately 93.2% of North Bend citizens who are over the age of twenty-five are high school graduates or higher, 21.1% have a bachelor's degree or higher, and 15.3% are below the poverty level. These values have no doubt influenced participants, and it is important to understand the context in which they responded. The percentage of citizens who are over the age of twenty-five and high school graduates is similar for the state of Oregon, but the number of citizens who have a bachelor's degree or higher is nearly 10% lower in Coos Bay and North Bend than in all of Oregon. The percentage of citizens who are below the poverty level in Coos Bay and North Bend is similar to the rest of Oregon.

### *Research Objectives*

The initial interest that drove this study was to understand: How do the citizens of Coos Bay and North Bend interact with and learn about different forest uses? The objectives of this research were: (1) an understanding of where interviewees attain forest use information; (2) an understanding of how respondents view the credibility and trustworthiness of forest information; and (3) to make suggestions about what course of action agencies, industry, and non-governmental organizations might take in the future based on these findings. Additional objectives based on the chosen methodology were: (1) to develop an overarching theme statement that succinctly encompassed the findings of the study; and (2) to develop an emerging theory, suggested by the data.

## Chapter 2

### Literature Review #1:

#### How Community Members Gather Information on Forests & Forest Uses

##### *How do People Learn about Forestry Activities/Practices*

Although it is important to understand whether the public deems forest management practices to be acceptable or unacceptable, it is equally important to know what resources the public used to develop their understanding of those practices in the first place. Public acceptance of forestry and natural resource management has been recognized as being important for many years, but there is only modest understanding about how public judgment is formed (Kakoyannis *et al.*, 2001). A lack of public support is often blamed on a lack of scientific understanding among the public when it comes to decision-making and forest policies, but research has indicated that a variety of other factors could be involved. For example, factors such as context, trust, esthetics, and personal history could influence public judgment and social acceptability (Stankey & Shindler, 2006). Unfortunately, there is even less information available on what resources and communication channels are used by the public to learn about forests and forest use, such as television, paper products, field trips, etc; therefore, literature on this subject is sparse, which is why this study is needed.

One study surveyed landowners and watershed council members in an Oregon watershed known as the South Santiam (Wright & Shindler, 2001). They found that many landowners weren't familiar with local information sources, and instead relied on personal experience for understanding watershed management. Overall, the most trusted information sources were Oregon State University's Extension Service, scientists within the university, Oregon Department of Fish and Wildlife (ODFW), and Oregon Department of Forestry (ODF), while the least trusted information sources were the mass media and environmental groups (Wright & Shindler, 2001). These results are valuable since many of the information sources will overlap in the grounded theory study described in this thesis, and one goal of the current study is to examine what sources the citizens of Coos Bay and North Bend view as credible.

*Communication within Communities*

Communication within communities must be built on trust, shared ideals, and the transfer of power and knowledge among stakeholders (Riley & Wakely, 2005). Trust and shared ideals, or perceived similarity, will be addressed in Literature Review #2 which is based on the findings of this grounded theory study, while power is discussed below.

The role of power and knowledge in communities lends itself to critical intercultural communication, which focuses on power, context, socio-economics, and history (Nakayama & Halualani, 2010). According to research conducted by Sorrells, (highlighted by Nakayama & Halualani, 2010), “Intercultural communication does not occur in a vacuum outside relationships of power” (173). Therefore, even if partnerships within communities are perceived to be trustworthy and have shared ideals, gaps in power dynamics among stakeholders could be problematic. For instance, the wealthy class, regardless of their nationalities, might have more in common with each other than with people who live in the same city (Nakayama & Halualani, 2010). And as mentioned in the Introduction to this study, approximately 21.2% of Coos Bay citizens and 15.3% of North Bend citizens live below the poverty level, much like the rest of Oregon. These values create a significant power differential within Coos Bay and North Bend as well as cities all across Oregon. Citizens who are in positions of power often prefer to remain that way, making it difficult to improve trust and bridge knowledge gaps among stakeholders in their communities. When using a grounded theory approach, I didn’t investigate the trust/power relationship, but I would be interested to see if it surfaced. It is imperative to be aware of these aspects of communication if we hope to improve the sharing of information in communities, and, in turn, inform the public of new forest management practices.

### Chapter 3

#### Methodology

Several theories exist to explain why people obtain certain information, and how they determine the credibility of that information, such as: (1) Diffusion of Innovations, which attempts to predict how people take in new information via innovation, communication channels, time, and a social system (Rogers, 2003); (2) Theory of Planned Behavior, which focuses on factors such as values, beliefs, attitudes, social norms, intentions and behavior, where trust and perceived similarity are important (Armitage & Christian, 2004); and (3) Communication campaign theory, which attempts to inform or influence audience behavior with communication activities and messages (Rice & Atkin, 2001). Instead of relying on a preexisting theory, grounded theory was used in this study because of its flexible strategies, and the opportunity to develop theory from empirical data.

Grounded theory is a qualitative research process that allows data to be collected and analyzed simultaneously by the researcher (Charmaz, 2004). Strategies differ among variants of grounded theory, but they often consist of developing emergent themes suggested by the data, discovering social processes, and constructing abstract categories or buckets for theory development (Charmaz, 2004; Charmaz, 2006). Unlike Diffusion of Innovations, Theory of Planned Behavior, or Communication campaign theory, the data were able to speak for themselves throughout the duration of this grounded theory research.

I chose two communities surrounding a bay on the Oregon coast known as Coos Bay and North Bend. Both cities were historically forestry communities until the timber industry collapsed around the same time as the 1990 listing of the northern spotted owl (VanLeeuwen, 1983). Interviewees were selected via convenience and snowball sampling (Babbie, 1995). A prominent community member from North Bend was initially solicited, and she suggested potential interviewees, which began the snowball sampling process. Current participants then recommended future participants, which could introduce biases if they suggested people with similar views to their own. Potential interviewees were contacted via email, and those who were interested in the research were invited to participate in the study (Appendix A). Verbal consent was obtained prior to involving participants in interview activities, followed by an eligibility

screening (Appendix B and C). There were no foreseeable risks in participation, and comprehension of consent was assessed with open-ended questions such as: What questions can I answer for you? The goal for selecting interviewees was to obtain diverse perspectives, ranging from citizens who have had minimal experience in Oregon's forests to those who work, or have worked, in a forestry related field. Therefore, criteria for participation were minimized as much as possible to try to capture diverse perspectives. The only criteria for participation were that interviewees must be citizens of Coos Bay and/or North Bend, and they must be over the age of eighteen. Anyone who reported that they lived within the city limits of Coos Bay or North Bend was considered a citizen. A maximum sample size of 50 participants was predetermined due to time constraints on the study with a personal goal of 40. Interviews were conducted until the diversity of responses reached saturation and no new themes emerged during simultaneous analysis. If saturation had not occurred within the first 50 interviews, then the researcher would have to request a larger sample size, and perhaps extend the timeline of the study.

Thirty six Coos Bay/North Bend respondents were interviewed in December of 2014. Several interview questions directed our conversation, otherwise known as a semi-structured interview process (Drever, 1995). The interview questions were based on a range of forest uses, which included: (1) recreation opportunities; (2) tree harvesting/cutting; (3) water quality, fish and wildlife; and (4) wood products for human use. Participants were asked about their experiences with each of these topics, and where they learned about that information (Appendix D). The second half of the interview covered trust in context to organizations and different communication channels—such as television, internet, print, etc—which provide information on Oregon's forests to Oregonians (Appendix D). Interviews lasted approximately one hour, and the majority of respondents seemed willing and at ease while answering questions. No one refused to answer questions, and everyone completed their interviews. The majority of respondents recommended additional potential interviewees to the researcher, which perpetuated the snowball sample.

Handwritten notes were taken during the interviews by the interviewer and then later transcribed, also by the interviewer (Appendix E). This transcription process likely introduced bias since the interviewer couldn't transcribe the data word for word. To minimize biases, the

interviewer transcribed immediately after each interview, and practiced outside of the research, comparing transcribed notes and audio recordings. Individual transcripts were then coded using comment box features in iPages based on key phrases and ideas shared by interviewees (Appendix E). Based on the textual codes, the researcher then began memo-writing and performed the meaning analysis by grouping related themes across all of the transcripts (Charmaz, 2006). Memo-writing is, literally, when the researcher writes memos that assist in analyzing the data and codes (Charmaz, 2006). It is an important intermediate step for the researcher to develop ideas and remain engaged with the data. This intermediate memo-writing step later developed into the results chapter. Major categories and reoccurring themes eventually emerged among subsequent interviews. Overall, the objectives of this research were: (1) an understanding of where interviewees attain forest use information; (2) an understanding of how respondents view the credibility and trustworthiness of forest information; (3) to develop an overarching theme statement that succinctly encompassed the findings of the study; (4) to develop an emerging proposition, suggested by the data; and (5) to make suggestions about what course of action agencies, industry, and non-governmental organizations might take in the future based on these findings.

## Chapter 4

### Results

Interviewee responses not only revealed where the interviewees obtained information about forests and forest use, and how they viewed the credibility of that information, but their answers also revealed deeper meanings and hidden themes. Therefore, the results have been split into two parts: (1) direct results and (2) deeper meanings. Direct results were responses that interviewees shared with the researcher, directly related to the interview questions. *Part 1: Direct Results* is therefore a summary of the data collected, followed by a theme statement. Deeper meanings were interviewee responses that sometimes had nothing to do with the interview questions, or weren't addressed by the majority of interviewees. *Part 2: Deeper Meanings* is a summary of how the researcher chose to interpret the data, followed by another theme statement.

Each abbreviated table in this chapter coincides with individual interview questions, and the variety of responses that were received. Full unabridged tables can be found in Appendix F while the interview questions themselves can be found in Appendix D. Interviewee responses in both the abbreviated and unabridged tables were combined as minimally as possible since participant responses could overlap in multiple categories, which would drastically and inaccurately alter the results if they were regrouped.

#### *Part 1: Direct Results*

#### **Research Question One**

*What do Oregon's forest mean to you?* This question was meant to serve as an icebreaker, easing respondents into the interview. Not only was it used as an icebreaker, but respondents provided insight into the way that they perceive Oregon's forests.

The majority of respondents think that Oregon's forests share an economic relationship with their communities (Table 1). The second highest response came from interviewees who reported that Oregon's forests provide an opportunity for recreation.

One interviewee, Savannah, said: Our economy. We depend on forests for it. Hobbies, jobs, and almost all activities.

Another interviewee, Sarah, said: It's a place for us to go camping . . . a place for

family things.

# 1. Table 1

*Abbreviated Responses to Question 1 from Coos Bay/North Bend interviews: “What do Oregon’s forests mean to you?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>Oregon forests:</b>	<b>Number of Interviewees</b>
share an economic relationship with our communities . . . . .	11
provide an opportunity for recreation . . . . .	9
have aesthetic value for Oregonians and visitors . . . . .	5
must be balanced for revenue, aesthetics, and ecological values . . . . .	4
are a multi-use resource . . . . .	4
are necessary for clean air and renewable energy . . . . .	4
are a sustainable resource . . . . .	4
are part of my childhood . . . . .	3
are a safe place for family and friendships . . . . .	3
feel like home . . . . .	3
have environmental importance (+habitat for wildlife) . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

## Research Question Two

*Can you tell me about a good experience that you’ve had (recently) in a forest?* Some of the easiest questions for interviewees to answer are related to their own experiences and memories, which made this question another icebreaker (Harrell *et al.*, 2009). Respondents were able to build momentum answering questions while relaying relevant information to the interviewer.

The majority of respondents indicated that good experiences in a forest were tied to recreation with their families (Table 2). This was followed closely by interviewees who reported good experiences that were related to recreation in general, whether on their own or with their families.

One interviewee, Toni, said: We'd go camping; mom and dad in the tent, and kids in the lean-to. We'd play games and stuff. Now we do the same and take our kids camping. It was a happy time . . . fond memories with family.

Another interviewee, Janis, said: For me, it'd be hiking, and being away from people . . . with nature, which is so cliché. [laughs] Oh, and cross country skiing.

## 2. Table 2

*Abbreviated Responses to Question 2a from Coos Bay/North Bend interviews: "Can you tell me about a good experience that you've had (recently) in a forest?" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.*<sup>a</sup>

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<b>Good Experiences in a Forest Involved:</b>	<b>Number of Interviewees</b>
recreation with family . . . . .	11
recreation (unspecified whether w/ family or alone) . . . . .	9
recreation on my own (majority tied to sanctuary) . . . . .	6
tree cutting with family . . . . .	3

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<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

*Can you tell me about a bad experience that you've had (recently) in a forest?*

Respondents were given the opportunity to share both good and bad events that they had experienced in a forest setting. Experience questions might not be representative of respondents' experiences in forest settings overall, but they still serve as excellent icebreakers because certain experiences easily come to mind for participants (Harrell *et al.*, 2009).

The majority of respondents indicated that bad experiences in a forest were tied to danger with their families, friends, or on their own (Table 3). However, the second highest response came from interviewees who could not recall having any bad experiences in a forest. Also, several respondents shared that bad experiences were humorous in retrospect.

One interviewee, Sam, said: Well, there was this one time when I fell down a cliff. I tried to take a shortcut, and ended up rolling down the hill. I didn't get hurt, but those who were with me thought it was funny.

Another interviewee, Lloyd, said: Me and the same brother were elk hunting near Gold Beach when I was young. We came across pot plants, and there were lots of

booby traps and snares. It was the first time I'd been exposed to this and it was really intense.

### 3. Table 3

*Abbreviated Responses to Question 2b from Coos Bay/North Bend interviews: "Can you tell me about a bad experience that you've had (recently) in a forest?" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

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<b>Bad Experiences in a Forest Involved:</b>	<b>Number of Interviewees</b>
danger with family, friends, or on my own . . . . .	11
n/a (no bad experiences) . . . . .	7
getting lost (tied to sense of uncertainty) . . . . .	5
work related disagreements in forestry . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

### Research Question Three

*What kinds of recreational activities have you done in a forest?* Knowledge questions like this, followed by the subsequent listing of recreational activities by interviewees, was not the primary interest of this study. However, it provided respondents with a foundation on which to answer subquestions about their recreational activities.

The majority of respondents reported that they participate in camping and hiking for recreational activities (Table 4). The second highest response came from interviewees who participate in hunting and fishing.

One interviewee, Ron, said: Hiking, camping, steelhead fishing . . . you can see the melding of estuaries in forests. I've done mushroom picking, and probably a boatload of stuff I can't think of. Oh, field trips, which is part of my job, and that leads you to a variety of places.

Another interviewee, Kathy, said: Fishing. I love to fish. And just recently I saw a bear. I should've been more scared of him than he was of me, but he turned tail and ran. I like bears, but only from a distance.

## 4. Table 4

*Abbreviated Responses to Question 3 from Coos Bay/North Bend interviews: “What kinds of recreational activities have you done in a forest?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>Recreational Activities Include:</b>	<b>Number of Interviewees</b>
hiking . . . . .	25
camping . . . . .	23
fishing . . . . .	15
hunting . . . . .	11
four-wheeling . . . . .	5
mushroom picking . . . . .	5
sightseeing . . . . .	4
biking . . . . .	3
tree cutting . . . . .	3
photography . . . . .	3
swimming . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

*Where did you learn and/or hear about these recreational opportunities?* Subquestions like this were considered the most valuable and eyeopening to the researcher. Regardless of the particular recreational activities that each respondent had done in a forest, where did they initially learn about those recreational opportunities? Would their information sources be the same across all forest uses (i.e., recreation, tree cutting, water quality, fish, and wildlife, and wood products)? Or would the sources vary by forest use, and/or specific recreation activities?

The majority of interviewees indicated that they learned about recreational opportunities from their friends and family (word of mouth), or from their childhood and growing up with these activities (Table 5).

One interviewee, Lynda, said: I've lived here most of my life, but my husband and father-in-law know about spots to visit off the beaten track. I'd go off and spent time outdoors . . . like the sand dunes, when I was young.

Another interviewee, Barb, said: My dad and grandfather. So family mostly. Growing up in a small town, we talked about it a lot. At school we took monthly field trips, though I don't think they do that anymore.

## 5. Table 5

*Abbreviated Responses to Question 3a from Coos Bay/North Bend interviews: "Where did you learn and/or hear about these recreational opportunities?" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>Learned about Recreational Opportunities from:</b>	<b>Number of Interviewees</b>
friends and family (word of mouth) . . . . .	20
my childhood and growing up with these activities . . . . .	19
internet . . . . .	4

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

## Research Question Four

*What kinds of tree harvesting practices are you aware of that influence your use of a forest?* This question integrated participants' self reported knowledge of tree harvesting practices with their own forest experiences. Knowledge questions run the risk of coming across as a test of interviewee intelligence rather than valuable research to participants, so respondents' experiences were included in the interview question in order to mitigate that possibility.

The majority of interviewees indicated that they were aware of clear-cutting and regeneration harvests, and approximately half of them shared that clear-cutting ruined the aesthetics of the forest (Table 6). The second highest responses came from interviewees who reported thinning as another tree cutting practice that they were familiar with, and others who felt that tree cutting didn't influence their use of a forest whatsoever.

One interviewee, Jennifer, said: I would not go somewhere to recreate with clear-cuts. When we're driving and see clear-cuts, we talk about how ugly it looks.

Another interviewee, Melissa, said: Active logging operations can prohibit use of a site, but that hasn't happened to me, personally. More often, forest fires prohibit my use of a forest.

Interviewee, Jay, said: Regen [regeneration] cuts and partial cutting are also important for many big game species and early seral stage species. Although I don't normally recreate in heavily harvested areas (other than when I'm looking for an open area for target practice), it's not something that is totally hidden on the landscape – even in many “remote” areas there can be evidence of earlier harvesting but I look at it as long as stands are being managed properly, watersheds not being over harvested and stands being replanted then I can overlook some temporary site disturbance.

#### 6. Table 6

*Abbreviated Responses to Question 4 from Coos Bay/North Bend interviews: “What kinds of tree harvesting practices are you aware of that influence your use of a forest?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

<b>Tree Cutting:</b>	<b>Number of Interviewees</b>
includes clear-cutting and regeneration harvests (majority w/ replanting) .	12
includes thinning stands . . . . .	6
ruins aesthetics (majority referred to clear-cutting) . . . . .	5
doesn't influence my use of a forest . . . . .	5
is important and necessary . . . . .	3
interferes with recreation . . . . .	3
is fine as long as the land is respected . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

*Where did you learn and/or hear about these practices?* Considering the contention surrounding tree cutting practices, particularly clear-cutting, this subquestion was of great interest to the researcher. Would interviewees use the same sources to learn about tree cutting as they did recreation, or water quality, fish, and wildlife?

The majority of interviewees reported that they learned about tree cutting practices from their family and friends (word of mouth). The second highest number of responses came from

interviewees with personal work experiences in forestry, or from those who grew up with these activities in their communities (Table 7).

One interviewee, Richard, said: Family again, and I grew up in it. Now you see road buffers on the main highways, where they leave strips of trees and clear-cuts beyond the trees. People don't seem to complain about that, but it still doesn't look very pretty.

Another interviewee, Tom, said: Being in the industry for the last forty years.

## 7. Table 7

*Abbreviated Responses to Question 4a from Coos Bay/North Bend interviews: "Where did you learn and/or hear about these practices?" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

<b>Learned about Tree Cutting from:</b>	<b>Number of Interviewees</b>
family and friends (word of mouth). . . . .	12
work experiences (BLM, Forest Service, mills, etc) . . . . .	8
childhood and growing up with these activities . . . . .	7
driving around and seeing it firsthand . . . . .	5
newspapers and newsletters. . . . .	4
classes . . . . .	4
friends, family, and acquaintances in the forest industry. . . . .	4
television . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

## Research Question Five

*What kinds of laws, rules, or regulations related to water quality, fish and wildlife are you aware of that affect your perceptions of forestry and/or use of a forest?* Not only was this question the longest, but it was also the broadest because it encompassed water quality, fish, and wildlife. Harrell *et al.* (2009) caution the use of double-barreled questions in semi-structured interviews, or questions with multiple parts, since interviewees might not answer all of the parts. However, this was another question concerned with knowledge in the study, and interviewees'

knowledge of water quality, fish, and wildlife wasn't as integral to the researcher as the information sources they used to learn about these forest uses. The researcher, therefore, determined that respondents could pick and choose what parts of question five they wanted to answer. Some respondents only addressed water quality and fish, others discussed all three, and so on.

The majority of respondents were familiar with buffer strip regulations surrounding water sources, like rivers and streams (Table 8). The second highest responses came from interviewees with knowledge concerning fishing and hunting licenses.

One Interviewee, Janis, said: I know about fish and wildlife protection regulations, and I'm more concerned with that than getting the cut.

Another interviewee, Tom, said: Regulation-wise, there are buffer strips. The size depends on what you're protecting. Some areas don't need them. Though, you have to watch the siltation in the creeks . . . it's all from logging.

#### 8. Table 8

*Abbreviated Responses to Question 5 from Coos Bay/North Bend interviews: "What kinds of laws, rules, or regulations related to water quality, fish and wildlife are you aware of that affect your perceptions of forestry and/or use of a forest? Please discuss no more than three laws, rules, or regulations." Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.*<sup>a</sup>

<b>Water Quality, Fish, and Wildlife Laws, Rules, or Regulations Include:</b>	<b>Number of Interviewees</b>
the creation and maintenance of buffer strips . . . . .	11
licenses to fish and hunt . . . . .	6
concern for pollution and runoff . . . . .	4
clean water regulations . . . . .	4
putting logs back in the rivers . . . . .	3
operating under the Northwest Forest Plan . . . . .	3
dumping regulations . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

*Where did you learn and/or hear about these laws, rules, or regulations? Similar to*

previous subquestions, the purpose of this question was to understand where respondents learned about water quality, fish, and wildlife. Information sources were more valuable to the researcher than participants' knowledge of the laws, rules, or regulations.

The majority of interviewees learned about water quality, fish and wildlife laws, rules, or regulations from their family and friends (word of mouth). The second highest responses came from interviewees with firsthand work experiences related to water quality, fish and wildlife (Table 9).

One interviewee, Donald, said: From other people, like the Menasha guy from our artwork tour. And my friend who hunts and fishes.

Another interviewee, Jay, said: Have been dealing with these rules and regulations since 1988 when I started with the BLM.

#### 9. Table 9

*Abbreviated Responses to Question 5a from Coos Bay/North Bend interviews: "Where did you learn and/or hear about these laws, rules, or regulations?" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.*<sup>a</sup>

<b>Learned about Water Quality, Fish, and Wildlife (LRRs) from:</b>	<b>Number of Interviewees</b>
family and friends (word of mouth) . . . . .	14
firsthand work experience . . . . .	9
college/classes . . . . .	5
websites/internet . . . . .	5
work relations . . . . .	4
brochures and pamphlets . . . . .	4
the news . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

#### **Research Question Six**

*What kinds of wood products do you use or value most on a daily basis?* This was a difficult question to include in this study because some people are not aware of the wood

products that they use, or what constitutes wood byproducts. However, question six still reflects an important type of forest use, even if it sometimes overlooked by the public.

The majority of respondents used or valued paper most, followed by their houses and firewood. The second highest responses came from interviewees who valued their kitchens, toilet paper, and wooden furniture (Table 10). This particular interview question had a different purpose from the others in this study. I wouldn't argue that paper is more important than someone's house, or that a kitchen is more highly used and valued than toilet paper. Instead, these results give us a chance to explore what people perceive as wood products, or what initially comes to mind as a wood product.

One interviewee, Jim, said: We have wood stuff in the kitchen, furniture, the house, roof, firewood, paper, toilet paper and things they make from pulp . . . it would surprise you how much is made from pulp.

Another interviewee, Ron, said: My house is made of wood. Some people forget something like that. Toilet paper, napkins, though they can be cloth or paper, tissues . . . a lot more than people think of they use of a daily basis. Posters, exams, quizzes; I know I prefer to grade in hard copy rather than electronically. Newspapers and books too.

10. Table 10

*Abbreviated Responses to Question 6 from Coos Bay/North Bend interviews: "What kinds of wood products do you use or value most on a daily basis?" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

<b>Wood Products that I value most include:</b>	<b>Number of Interviewees</b>
paper . . . . .	19
my house . . . . .	13
firewood . . . . .	12
my kitchen . . . . .	8
toilet paper . . . . .	7
my wooden furniture . . . . .	7
materials to build something with . . . . .	6
newspapers . . . . .	3
pellet stoves/wood stoves . . . . .	3

pencils . . . . .	3
wood flooring . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

*Where did you learn and/or hear about these products?* This was the final subquestion concerning where respondents learned about forest uses.

The majority of interviewees learned about wood products from their childhood and growing up in this area followed by their family and friends (word of mouth). The second highest responses came from interviewees with personal work experiences in forestry, or from information that they had acquired in school (Table 11).

One interviewee, Sarah, said: I've always used these products. Oh, and the cutting board was from a piece of my sister's counter when they took it apart. So the wood was repurposed.

Another interviewee, Michelle, said: Living here, you learn about it. And my grandfather was a logger, so family as well.

#### 11. Table 11

*Abbreviated Responses to Question 6a from Coos Bay/North Bend interviews: "Where did you learn and/or hear about these products?" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.* <sup>a</sup>

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<b>Learned about wood products from:</b>	<b>Number of Interviewees</b>
childhood and growing up with these activities . . . . .	16
family and friends (word of mouth) . . . . .	11
my own work experience . . . . .	8
school . . . . .	6
cultural experience living in this area . . . . .	4
the forest industry . . . . .	2

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

#### **Research Question Seven**

*What kinds of sources of information are the most credible or trustworthy regarding Oregon's forests?* This question was the first of a series in the latter half of the interview, which addressed credibility and trustworthiness of forest information. It is important to understand where respondents learn about different forest uses, but also how they view the credibility of that information.

The majority of interviewees reported that federal and state agencies, including agency publications and websites, were the most trustworthy or credible sources of information regarding Oregon's forests (Table 12). The second highest responses came from interviewees who indicated universities as the most trustworthy or credible sources on Oregon's forests, followed by people they knew who were affiliated with forestry.

One interviewee, Kathy, said: The National Forest Service and the BLM. So agencies, those agencies are very trustworthy. I'd go to them for maps so I wouldn't get lost. [laughs]

Another interviewee, Courtney, said: Agencies, universities, and local organizations who partner with universities.

## 12. Table 12

*Abbreviated Responses to Question 7 from Coos Bay/North Bend interviews: "What kinds of sources of information are the most credible or trustworthy regarding Oregon's forests? (Prompt: agencies, universities, mass media, people you know, etc)" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.*<sup>a</sup>

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<b>The most reliable source(s) of information on Oregon's forests include:</b>	<b>Number of Interviewees</b>
agencies in general and their publications/websites . . . . .	9
universities . . . . .	6
people I know, especially those affiliated with forestry . . . . .	5
forest specialists . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

*Why did you choose those sources?* Arguably, this subquestion was the most pertinent to the research. It seeks to unravel the reason, or reasons, behind respondents' trust in a particular source of forest information.

The majority of interviewees selected sources as being ‘the most trustworthy or credible on Oregon’s forests’ because of the availability and convenience of information (Table 13). The second highest responses came from interviewees who chose those sources because they knew people personally and trusted them, or they hoped that a source would provide objective and unbiased facts.

One interviewee, Ron, said: It’s based on trust and availability of the information. It depends on who’s reporting it and if we know them.

Another interviewee, Richard, said: Based on trust and people I know. But everything I read in the news, you learn to take with a grain of salt. We’ve made friends in the community, so I can go ask someone directly. Or sometimes I use the internet, but again, you have to take everything with a grain of salt. Sometimes I’ll search for something in different ways to make sure it makes sense.

### 13. Table 13

*Abbreviated Responses to Question 7a from Coos Bay/North Bend interviews: “Why did you choose those sources?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

<b>I chose those/that source(s) because:</b>	<b>Number of Interviewees</b>
of the availability and convenience of information . . . . .	7
they’re people I know personally and trust . . . . .	5
I hope that they would provide objective and unbiased facts . . . . .	5
trustworthy information must come directly from the source . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

### Research Question Eight

*What sources, if any, are you currently using to learn about forests and different forest uses?* The main purpose of this question was to discover if respondents were currently using the sources that they indicated as credible or trustworthy in question seven. And if not, were they using completely different sources, or no sources at all?

The majority of interviewees were currently using the internet to learn about forests and

different forests uses. However, the second highest responses came from interviewees who are not actively seeking any information related to forests (Table 14).

One interviewee, Jesse, said: It's about reaching out to the broader community, and what's readily available. The internet is a way to reach out to other specialists, like wood carvers.

Another interviewee, Leann, said: Whatever I happen to come across, I really haven't been doing any research on it.

14. Table 14

*Abbreviated Responses to Question 8 from Coos Bay/North Bend interviews: "What sources, if any, are you currently using to learn about forests and different forest uses?" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

<b>To learn about forests and different forest uses, I'm currently using:</b>	<b>Number of Interviewees</b>
the internet . . . . .	9
n/a (not actively seeking forest related information) . . . . .	8
federal, state, and county agencies . . . . .	4
newspapers . . . . .	4
television . . . . .	3
books . . . . .	3
family and friends (word of mouth) . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

## **Research Question Nine**

*What sources would you prefer to learn about forests and different forest uses from?* This question gave respondents the opportunity to consider and explain their ideal source of forest information. Some responses coincided with sources that participants were already using while others did not.

The majority of interviewees preferred to learn about forests and different forest uses from the internet (Table 15). However, their reasons for preferring the internet varied among respondents.

One interviewee, Jennifer, said: The internet because it's so easy to use. I can gather the most information about the broadest range of topics in Oregon.

This would imply that availability and convenience are factors in this respondent's preference for using the internet to learn about forests, in addition to the broad range of forestry topics found on the internet.

Another interviewee, Robert, said: I would like to read about it online. You would have such a vast amount of documentation to choose from.

In this case, Robert prefers the internet because there is a variety of information available online, which is perhaps more important or a greater factor than the convenience of attaining that information.

#### 15. Table 15

*Abbreviated Responses to Question 9 from Coos Bay/North Bend interviews: "What sources would you prefer to learn about forests and different forest uses from? (Prompt: Ideally, if you could get your info from anywhere, where would it come from?)" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.*<sup>a</sup>

<b>I'd prefer to learn about forests and different forest uses from:</b>	<b>Number of Interviewees</b>
the internet . . . . .	11
agencies in general . . . . .	3
hands-on experience . . . . .	3
people who work with or live in the woods . . . . .	3

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

### **Research Question Ten**

*Is there anything else you want to say about Oregon's forests?* This question served as both an interview wrap-up and an opportunity for respondents to expand on any final thoughts regarding Oregon's forests. There were parallels between responses to this question and question one in the interview opening.

The majority of interviewees reported that aesthetics of forests are important to both Oregonians and visitors alike, and that we must also maintain our natural resources into the

future (Table 16). The second highest responses came from interviewees who felt that forest protection and forest use must be balanced.

One interviewee, Melissa, said: . . . so some people I've talked to from other states, they don't realize that Oregon is still green. I don't know if we do a good enough job getting our message out that we do cut trees, but it's sustainable. I wish we communicated our story better.

Another interviewee, Ron, said: The issue is finding a balance between endangered species and habitat for them, the economic piece, and maintaining larger trees into the future.

#### 16. Table 16

*Abbreviated Responses to Question 10 from Coos Bay/North Bend interviews: "Is there anything else you want to say about Oregon's forests?" Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.*<sup>a</sup>

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<b>I wanted to say:</b>	<b>Number of Interviewees</b>
the aesthetics of forests are important to both Oregonians and visitors alike . . .	5
we must maintain our natural resources into the future . . . . .	5
forest protection and use must be balanced . . . . .	4

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

Overall, both good and bad experiences in forests were tied to recreation. The majority of interviewees learned about recreation opportunities, tree cutting practices, water quality, fish and wildlife, and wood products from their friends and family (word of mouth) as well as their childhoods while growing up in their communities. In addition, with the exception of recreation, the majority of interviewees also learned about these different forest uses from firsthand work experiences. Considering that Coos Bay and North Bend are rural communities, perhaps it makes sense that many interviewees have worked, to some degree, outdoors, and would learn about forests uses from their work experiences.

The majority of interviewees reported federal and state agencies, universities, and people they know who are affiliated with forestry, as the most credible or trustworthy sources regarding Oregon's forests. Respondents selected these sources because of the perceived availability and

convenience of information; they knew people personally and trusted them; and they hoped that those sources would provide objective and unbiased facts.

Arguably, the most intriguing result from this study was that, although interviewees reported federal and state agencies, universities, and people they know in forestry as the most credible or trustworthy sources regarding Oregon's forests, the majority of respondents are not currently using these sources, nor do they prefer to use them. The majority of interviewees are currently using and prefer to learn about forests from the internet. Respondents could certainly use online federal and state agency websites, or university search engines, but it seemed as if their online inquiries took place on search engines such as Google or Yahoo, rather than specific websites.

One interviewee, Lynda, said: Newspapers and the internet. If I needed to know specifics, I could go there [the internet] and look. I check Daily News or Google something.

Another interviewee, Roni, said: Or an online directory of websites to county specific information. I just wouldn't know where to go looking on the internet on my own, unless I knew what sites to go to.

And Jennifer said: Oh, or the internet for some agencies. Or even maybe a site with lots of different peoples' input to compare their answers.

The major findings from all of the interview questions and subquestions were compared to see what, if anything, they all had in common. All of the findings included friends and family (word of mouth), and all but one mentioned work relations. Then the majority of interviewees reported availability and convenience of information for the latter half of the interview.

This leads to the following overarching theme statement for *Part 1: Direct Results* of this study: **Personal and work relationships in their communities, as well as the availability and convenience of forest information, influence Coos Bay and North Bend respondents' perceptions of recreation, tree cutting, water quality, fish and wildlife, and wood products.**

## *Part 2: Deeper Meanings*

Based on textual coding and memo-writing from *Part 1: Direct Results*, several themes emerged as an indirect result of the interview questions. The researcher assigned these deeper meanings, regardless of the number of interviewees who talked about them. These deeper meanings or hidden themes include: (1) worldwide, forests serve as a sanctuary for human visitors; (2) forests should be grown and harvested like corn; (3) use of the internet, even though it isn't trustworthy; (4) concern about management practices without having knowledge of current management practices; (5) poor management of government lands is due to political restrictions; (6) it is important to recognize biases in forest related information; and (7) the media is not a trustworthy source of forest information.

Several respondents equated forests to a sanctuary—a place with spiritual or religious significance. Merriam-Webster dictionary defines sanctuary as a safe place or shelter, which is often tied to religious buildings, particularly churches or temples. The connection between forests, especially old growth, and religious experiences have been studied (Spies, 2009; Omura, 2004).

One interviewee, Richard, said: I've also visited old growth. They're so peaceful, you know, there's a lack of activity. And then I've seen second growth forests, which I think are the best use of those resources. There is this almost religious sense of peacefulness in these [old growth and second growth] forests.

Similarly, another interviewee, Lloyd, said: That was our culture, you know, and it was cut off when I came back. Now you'd have to break the law to engage in your own culture. But laws are there for a reason and I won't break them. It's hard since the woods were my sanctuary.

Overall, this theme would read: Worldwide, forests serve as a sanctuary for human visitors. And although this theme is in direct contrast with comparing forests to corn, it would seem that some respondents valued both meanings as a dialectic, rather than a dichotomy (O'Leary, 2007).

A few respondents compared tree cutting to growing crops, and corn in particular.

One interviewee, Ron, said: It's important to maintain a balance there. We could think of it as 'big corn.' And although there's obvious differences with things like soil and it's not on a 40-year-cycle, it's still like big corn.

Another interviewee, Richard, said: I view forests as a crop like corn. You don't see anyone getting angry when we cut corn fields . . . and I feel the same way about forests, though they're different in their growth rate.

Likewise, interviewee, Trish, said: My relatives from Iowa visited and they kept talking about the forests, and how they had corn and pigs in Iowa. I told them it's the same as corn and pigs here with the trees.

There are parallels between the management of both trees and crops, but agriculture doesn't appear to be under the same level of scrutiny as forestry. Therefore, to some degree, this might explain the flexibility in crop regulations when compared to trees.

The next hidden theme that emerged came from interviewees who reported using the internet to learn about forests and forest uses, but not necessarily believing that the online information was trustworthy. And again, this "use of the internet" often didn't include government and agency websites, but rather search engines like Google.

One interviewee, Richard, said: . . . sometimes I use the internet, but again, you have to take everything with a grain of salt. Sometimes I'll search for something in different ways to make sure it makes sense.

Another interviewee, Tom, said: I use the internet a lot, but you have to be careful who posted it. I don't trust the news media, it's usually sided one way. They don't look at both sides.

And interviewee, Jay, said: The internet provides the quickest and easiest access to information but you take the good with the bad. My first choice to look up info would probably be the on the website of the land agency I'm dealing with – the particular Forest Service website where such and such a trail or campground is located.

These responses indicated that availability and convenience of information on the internet outweighed the accuracy of information related to forests and forest use, which supported the findings in Part 1 of this study. It would seem that interviewees preferred to use the internet, rather than printed information. If this is the case, then online campaigns and information distribution via the internet should be the dominant communication channel for forest agencies,

industries, and non-governmental organizations who want to share their information with the public.

Several interviewees reported a personal lack of knowledge on current management practices, and felt concerned about the management of natural resources, or assumed that changes need to be made.

One interviewee, Michelle, said: I know cutting exists, but I don't know anything about it. I see trucks go by with logs, but that's about it.

Another interviewee, Jennifer, said: So for farming, dumping, and harvesting, I don't know what the rules are specifically, but I don't think they're strong enough . . . and my knowledge is based on general talks and books.

Interviewee, Becky, said: I'm aware that there are some in place, but I don't know the specifics. I just know they're protected.

And, Robert, said: I'm not aware of cutting practices. I know it impacts how I hunt. It opens or closes an area for hunting, and I know they have to replant the trees.

That interviewees think that forest management needs to be updated or strengthened, despite a lack of knowledge on current regulations, demonstrates in my opinion, perhaps, that respondents suspect proper forest management is impeded by political agendas, inadequate scientific research, or historical errors in management. In other words, there could be many reasons why respondents perceived the management of forests to be poor, but I suspect that the most likely alternative is political agendas. Several respondents reported that poor forest management is caused by political restrictions, rather than forest managers themselves.

One interviewee, Jerry, said: 52% of Oregon's forests are owned by the government. As a general, blanket statement, they are not being well managed. Not because of bad employees, but because they are politically tied.

Another interviewee, Peter, had a similar sentiment: What I find interesting about tribal lands versus government lands, is that BLM and the Forest Service can't manage their lands anymore. And that's not because of them, but because of the politics tying their hands.

It's possible that citizens have a better understanding of management processes with the aid of technology and information access, and how management is implemented in tandem with politics.

Several respondents also reported that it is important to recognize biases when gathering forest related information, which might indicate that interviewees are not as quick to believe what they hear or read, and are more interested in knowing who presented the information and why.

One interviewee, Ron, said: . . . whereas I'm more aware of biases from people I know personally. I know them and their backgrounds enough to evaluate their statements.

Another interviewee, Trish, said: Not politicians or extremists, whether that's environmentalists or forestry people. It's good when news reports show both sides of the story.

Interviewee, Jay, said: Everyone has their bias, including me, but I try to keep an open mind and believe a combination of what is most believable to me.

The final deeper meaning or theme that emerged was that the media is not trustworthy for forest information.

One interviewee, Melissa, said: I don't pay much attention to media . . . forestry issues tend to be more complex than they represent it. They miss the nuance of why things are being done a certain way.

Another interviewee, Becky, said: Outside of the tribe, the media, but I don't know how trustworthy they are. You have to take what they say with a grain of salt.

And, Kelly, said: Media is not credible, but it's my primary source.

Similar to the use of online information, these responses would indicate that availability and convenience of forest related information from the media outweigh the accuracy of that information.

Overall, the overarching theme statement for *Part 2: Deeper Meanings* of this study is: **Coos Bay and North Bend respondents' perceptions of recreation, tree cutting, water quality, fish and wildlife, and wood products, as well as the management of forested landscapes, are influenced by the internet and the media, despite interviewees' self-reported mistrust of these sources.** This theme is directly related to the theme statement in Part 1, and they support one another.

## Chapter 5

### Discussion

This grounded theory study identified where some residents of Coos Bay and North Bend Oregon obtain information about forests and forest use, and how they view the credibility of that information. The major findings of this study were woven into two overarching theme statements. The theme statement that emerged from *Part 1: Direct Results* is: Personal and work relationships in their communities, as well as the availability and convenience of forest information, influence Coos Bay and North Bend respondents' perceptions of recreation, tree cutting, water quality, fish and wildlife, and wood products. The theme statement for *Part 2: Deeper Meanings* is: Coos Bay and North Bend respondents' perceptions of recreation, tree cutting, water quality, fish and wildlife, and wood products are influenced by the internet and the media, despite respondents' self-reported mistrust of those sources. These findings indicate that availability and convenience of forest related information outweigh the accuracy of that information for respondents. This statement does not mean that respondents prefer inaccurate information, but rather that the availability and convenience of forest information is important to them, and they are willing to forego some accuracy to achieve this end. This is understandable because, socially, many people desire instantaneous answers, and that's possible now with internet connectivity. No one has to wait for a response when they can have immediate online gratification.

The proposition that has emerged from these findings is: Trust and accuracy of information regarding Oregon's forests is outweighed by availability and convenience of information for this group of people.

### *Limitations*

These results could have been influenced by a variety of factors. Exploratory research and grounded theory studies can be highly subjective, so my own biases, personality, and knowledge have no doubt influenced the outcome of this research. My gender, age, education, and ethnicity may have contributed to interviewee responses during the in-person interviews and

email correspondence, as well as participants' willingness to be involved in the study to begin with.

The most prominent limitations were time and funding. This study was unfunded, so the researcher was responsible for research materials, lodging, and transportation to and from the study site. This meant that the bulk of the interviews were completed in one visit, during December of 2014. The downside of this interview structure was that multiple interviews were conducted per day, and scheduled in advance, which didn't allow for much theoretical sampling between interviews to develop the emerging proposition. Theoretical sampling is an ongoing process, where the researcher reevaluates whom to interview next and what to investigate based on the emerging proposition (Charmaz, 2006). It was difficult to reevaluate throughout the duration of the study when interviews were scheduled in advance with multiple interviews per day. Instead, time was mainly spent transcribing discussions directly after interviews, and coding the text until 36 interviews were completed.

In addition, grounded theory calls for the researcher to conduct interviews until a point of saturation when no new themes emerge. Truly reaching saturation was limited by time constraints and having to schedule interviews in advance. The maximum number of participants allowed in this study was predetermined as 50, however, theoretically, this number could have been far more or far less. And, ideally, there would be no maximum limitation on participants, or time and funding constraints. Even with these limitations, I suspect that I reached saturation since little to no new themes emerged toward the end of the interviews.

Due to disagreements over the meaning of saturation, and how to prove that the researcher has achieved it, this study also shares in a similar predicament as many other qualitative approaches: I believe that the categories and subsequent themes are saturated, but I can't prove it (Morse, 1995). But rather than proving saturation, I would argue that the data suggest these categories and subsequent themes (Dey, 1999).

### *Implications*

These findings suggest that forest management agencies, industries, and non-governmental organizations should improve their sharing of forest use information with the

public. Further, it suggests that the internet should be the primary communication channel, and despite mistrust among respondents of the internet and the media, participants still preferred to learn about forest information from the internet. Rather than forest management agencies, industries, and non-governmental organizations allocating part of their annual budgets on printed material for the public, they should reevaluate their websites and internet presence. For example, are their websites user friendly and well marketed to diverse audiences? What social media outlets are being utilized (e.g., Facebook, Twitter, Youtube, etc)? All of these factors should be considered.

The majority of interviewees reported federal and state agencies, universities, and people they know who are affiliated with forestry as the most credible or trustworthy sources regarding Oregon's forests. This would imply that respondents would prefer to learn about forests from these entities while on the internet. And if the public is not already using agency and university websites, perhaps the sites are not user-friendly, or the information is not perceived as readily available. There are a variety of possibilities as to why people wouldn't use agency and university websites, but those reasons are beyond the scope of this study.

For the scientific community, these findings provided insight into improved sharing of forest use information with the public, and an understanding of perceived credibility and trustworthiness of forest management entities by publics.

### *Recommendations for Future Research*

Considering the limited scope of this study, future research could replicate this study in other communities outside of Coos Bay and North Bend. It would be valuable to compare the results from multiple cities since these findings can't be generalized to a larger population on their own.

Although agencies and universities were reported as the most trustworthy sources regarding Oregon's forests, this study also didn't address why many respondents wouldn't necessarily use agency and university websites on the internet. This discrepancy could be investigated in future research.

The only personal information that was collected prior to conducting interviews were participants' names and whether they were residents of Coos Bay and/or North Bend. In hindsight, it would have been interesting to know if responses varied based on their age or cultural affiliation with a tribe, or other factors. For instance, would older interviewees trust environmental organizations more than younger generations, simply based on the culture that they experienced during the fall of the timber industry? There are a variety of factors that could influence an interviewee's response, which could be addressed in future research.

Lastly, it might be worthwhile to explore the potential reasons behind the lack of interest in attaining forest related information for some respondents. Were they disinterested in forestry information due to perceived unavailability or inconvenience of getting information; a lack of audience-specific information; no interest in local forests, or some other issue?

## Chapter 6

### Literature Review #2: Based on Findings of this Grounded Theory Study

Grounded theory advises that the researcher conduct a literature review at the end of the study, when their findings can be compared to existing literature (Charmaz, 2006). A review of the grounded theory technique can be found in Chapter Three: Methodology.

There was an overlap between elements used in existing theories and the theme statements developed in this study. Factors such as trust, perceived similarity, rhetorical strategy, and conflict and collaboration in interpersonal communication were prevalent in this grounded theory research. The emerging proposition that the data suggest is: Trust and accuracy of information regarding Oregon's forests is outweighed by the availability and convenience of information.

#### *Trust in Forestry and Natural Resources*

Trust is defined as, "...a psychological state comprising of the intention to accept vulnerability based upon positive expectations of the intentions or behaviors of another" (Rousseau, Sitkin, Burt, & Camerer, 1998). Trust is often conceptualized as a trait, an emergent state, or a process, and the key components include: (1) a willingness to be vulnerable; (2) one's belief that their interests will be protected and promoted; and (3) evaluation of another person's "intentions, sincerity, motivations, character, reliability, and integrity" (Burke, Sims, Lazzara, & Salas, 2007). Gill *et al.* (2005) discovered that the personal disposition of the trustee also predicted their intention to trust. I take this to mean that if a person's inherent qualities of mind and character are already open and receptive to receiving information, then that person will innately be more trusting.

In regards to this grounded theory study, respondents reported federal and state agencies, universities, and people they know who are affiliated with forestry as the most credible or trustworthy sources regarding Oregon's forests. Therefore, respondents were willing to be vulnerable, believed that their interests would be protected and promoted by agencies and universities, and evaluated the "intentions, sincerity, motivations, character, reliability, and integrity" of those sources (Burke, Sims, Lazzara, & Salas, 2007).

**Although respondents didn't necessarily trust the internet or the media, their mistrust was outweighed by the availability and convenience of those sources.**

### *Perceived Value Similarity in Forestry and Natural Resources*

An important component of trust is value similarity, which is a surrogate of trust (Needham & Vaske, 2004; Siegrist *et al.*, 2000; Vaske *et al.*, 2007). Most of the variance in trust and skepticism can be attributed to perceived similarity between the truster and trustee (Poortinga & Pidgeon, 2006). Therefore, participants were more likely to trust forest related information if the provider of that information was perceived as being similar to the respondent.

In this grounded theory study, the majority of respondents reported currently using and preferring to use the internet, which involves trust in technology—both the delivery mechanism and the online content itself. There is much debate about the relationship between people and trust in technology, but social trust is an important predictive factor of the perceived risks and benefits of technology (Siegrist *et al.*, 2000). Trust is influenced by shared goals, values, and opinions; therefore, social trust is based on perceived similarity (Needham & Vaske, 2004). This means that relationships among social groups influence peoples' perceived risks and benefits of technology. Participants reported that they learned about recreation, tree cutting, water quality, fish and wildlife, and wood products from their friends and family (word of mouth) as well as from their childhoods while growing up in their communities. Therefore, these social groups not only influence participants' understanding of forest uses, but also their trust, or lack thereof, in the internet.

### *Rhetoric*

Rhetoric is defined by Merriam-Webster as, "The art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people." Sometimes information that is shared by a particular source is accepted by the audience, and other times it is not. This discrepancy, perhaps, lies in each author or speaker's distinct rhetorical strategy (Ceccarelli, 2001).

An example of a distinct rhetorical strategy is when two disciplines or supporting groups, such as preservationists and utilitarians, are able to read the same document and find messages that appeal to them, or if a particular passage can be interpreted in multiple ways by members of each discipline (Ceccarelli, 2001). This means that the audiences' reactions to the writing must be examined as well as the text itself, and it is plausible that agencies and universities were perceived as credible sources by respondents due to their rhetorical strategy as well as their ability to provide science based information. In addition, successful rhetorical strategies should call for collaboration, rather than attacking individual disciplines or groups (Ceccarelli, 2001).

Part of what constitutes a "scientific paradigm" is the practitioner's ethos, so the perceived credibility and attitude of the practitioner influences the audience, not merely the literal message (Harris, 1997). This is critical in science communication, especially forestry; if the ethos of the writer or speaker is poor, then the message, regardless of its accuracy, won't be well-received. Admittedly, however, this statement might not apply to the internet.

Harris defines rhetoric of science as: A branch of inquiry that has its goal 'to find out in each case the existing means of persuasion,' its proper task being the reconstruction of the means by which scientists convince themselves and others that their claims are true of the world.

Researchers have gained rhetorical authority in a variety of ways, including: (1) an appeal to the interests and beliefs of their audiences; (2) the idea that scientific explanation is desirable in-and-of-itself; (3) enumerating what is optimistic in one's findings; and (4) using analogies and metaphors (Harris, 1997). This means that a forester's scientific discourse must be based on fact or logos until the discipline's ethos has been mended.

In this grounded theory study, the majority of interviewees reported that we must maintain our natural resources into the future. There was substantial concern for the irreparability of our forests, and what that may mean for future generations. The concept of "the irreparable" in rhetoric has played on the fears of humans and motivated calls to action for years, such as the irreparability of extinction and individual human deaths (Waddell, 1998). Many people believe that the extinction of wildlife species is an irreparable outcome of our own misuse of the planet. In this context, time influences our future success as a species; if we don't manage our lives with

the future in mind, then we potentially risk irreparable losses. In addition, the majority of interviewees also reported that aesthetics of forests are important to both Oregonians and visitors alike. This relates to rhetorical arguments for pragmatic versus aesthetic values, which affected respondents' perceptions of use (pragmatic) versus protection of local forests (aesthetic).

One type of rhetoric that should not be used by forest management agencies, industries, or non-governmental organizations is coercive rhetoric. Unlike persuasive rhetoric, coercive rhetoric does not give its audience a choice; the “wrong” solution is distorted negatively by the rhetor (Waddell, 1998). Entities who rely on coercive rhetoric are not only shunned by major industrial companies and environmental groups, but they're often labeled as extremists (Waddell, 1998). Several respondents made a point of mentioning forest organizations that they believed held extremist views, and were therefore not trustworthy regarding forest information. It is plausible that these organizations use, or have used, coercive rhetoric, which alienated members of the public who might have listened to them otherwise.

### *Conflict & Collaboration in Interpersonal Communication*

Wilmot and Hocker (2007) define conflict as, “. . . a struggle over values and claims to scarce status, power, and resources in which the aims of opponents are to neutralize, injure, or eliminate the rivals.” Historically, conflict theory focused on human behavior and choices, but now interaction, cognition, and situation are studied as well (Daniels & Walker, 2001).

The number of conflicts a person experiences are not conducive to poor health and wellbeing; instead, one's health depends on whether the conflicts are perceived as resolvable or manageable (Wilmot & Hocker, 2007; Daniels & Walker, 2001). Therefore, conflict is part of collaboration, and it should be goal oriented as opposed to people oriented. This implies that conclusions are then generated by participants (Daniels & Walker, 2001).

Some people want to perpetuate destructive conflict in order to give themselves a sense of power. Power is a product of a communication relationship rather than an individual, which suggests that stakeholders assume that their rivals have more power than they do (Wilmot & Hocker, 2007).

Wilmot and Hocker (2007) advise the following: You do not know what other people are thinking unless you enter into honest dialogue. You don't know their intention without dialogue. You can't read minds. Conversation is the best approach.

Daniels and Walker (2001) also claim that, “. . . adults are motivated to learn by more internal than external factors.” Therefore, interviewees might be motivated to seek new information about forest uses when their current sources are perceived as untrustworthy, and they would be more likely to feel motivated by internal factors—e.g., personal lack of knowledge—than external factors like pressure from the community.

### *Internet & Media in Interpersonal Communication*

This grounded theory study indicated that respondents preferred to learn about forests from technology like the internet, despite their mistrust of it. On the internet, the public has access to documents, podcasts, film, and more. Film is an excellent motivation medium, but not an educational one (Olson, 2009). This means that perceived trust in natural resource entities could stem from motivational pleas rather than scientific data. In addition, broad audiences prefer style over substance in film (Olson 2009). Many natural resource organizations provide the public with educational films on different forest uses and management practices, but if their editing style is not appealing, then viewers might not appreciate the substance of those films.

The media faces shrinking timelines, fewer specialists, and more space (Baron, 2010). More space is available for journalists in the form of internet media brands, but their timeline for sharing new information has shrunk, and specialists have dwindled. This is a slippery slope in terms of improving the accuracy or trustworthiness of the media, which several interviewees in this grounded theory study were hopeful of seeing in the future.

### *A Similar Study*

Kuipers *et al.* (2013) investigated the use of communication materials and preferences among Michigan's private-forest landowners, and they discovered that the ways in which forest information was distributed to the public should be tailored to the specific objectives of a landowner group. In other words, forest landowners won't be interested in forestry information

that doesn't pertain to them. The success of outreach programs depended on: the audience, the audience's objectives, and their needs.

Kuipers *et al.* (2013) used a mail survey design with 1600 randomly selected nonindustrial private forest landowners, and they had an overall response rate of 39%. The mail surveys asked landowners: (1) what communication methods they had used in the past; (2) reasons for nonuse if a method wasn't utilized; and (3) perceptions pertaining to the usefulness of those methods. The results indicated that 51% were not interested in getting any forestry-related information, 30% were unaware of the information's whereabouts, and 15% believed that the information was difficult to acquire. The most popular forms of communication by landowners were, "publications such as a book or a newsletter (34%), a newspaper or magazine article (33%), field tours (23%), and Internet/web information (22%)."

These results contrast the grounded theory study since printed material was preferred over the internet, but this discrepancy could be due to a variety of reasons. In addition, an intriguing similarity between both studies was that landowners were uninterested or unaware of the ways in which they could get forestry information.

As Kuipers *et al.* (2013) pose at the end of their study, why is there such a low interest in forestry information among publics? Although their public (nonindustrial private forest landowners in Michigan) is very different from the public in this grounded theory study (Coos Bay and North Bend citizens), Kuipers *et al.* (2013) inquiries still apply to both studies.

## Chapter 7

### Conclusion

This grounded theory study identified where some Coos Bay and North Bend residents obtain information about forests and forest use, and how they view the credibility of that information. Two overarching theme statements emerged from *Part 1: Direct Results* and *Part 2: Deeper Meanings*: (1) personal and work relationships in their communities, as well as the availability and convenience of forest information, influence Coos Bay and North Bend respondents' perceptions of recreation, tree cutting, water quality, fish and wildlife, and wood products; and (2) Coos Bay and North Bend respondents' perceptions of recreation, tree cutting, water quality, fish and wildlife, and wood products, as well as the management of forested landscapes, are influenced by the internet and the media, despite interviewees' self-reported mistrust of these sources. Overall, the proposition that emerged from these findings was: Trust and accuracy of information regarding Oregon's forests is outweighed by availability and convenience of information. Due to the limited scope of this study, these findings can't be generalized to a broader audience, and only apply to the 36 interviewees who participated in this research from Coos Bay and North Bend.

Gaining insight into this topic will allow forestry professionals to improve the ways we share forest information with publics. Communication plays a pivotal role in forestry, and this study sought to lay a groundwork for forest management agencies, industries, and non-governmental organizations to improve communication with the citizens of Coos Bay and North Bend. By enhancing websites and an online presence rather than printed materials, forest management organizations might connect with more Coos Bay and North Bend citizens in the future.

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## Appendices

Appendix A  
Recruitment Email to Potential Participants

Dear Coos Bay Resident,

As an Oregon State University Master's degree student, I'm seeking current Coos Bay and North Bend residents who are at least 18 years old to participate in a research study. Your email was identified because of your interest in local forestry and natural resource management (or you were recommended by another resident). The purpose of this study is to understand where people obtain information on forests and forest use, and how they determine the credibility of acquired information.

Participation in this study involves:

- A time commitment of approximately 1 hour
- Meeting at a predetermined location for the interview

For more information about this study, please contact the principal investigator, Dr. Edward Jensen, by phone at 541-737-2519 or email at [ed.jensen@oregonstate.edu](mailto:ed.jensen@oregonstate.edu).

Thank you,

Tasha Livingstone  
MAIS Student

Study Title: Forestry & Communication: A Coos Bay Case Study

Appendix B  
Verbal Consent Card

<b>Elements of Verbal Consent</b>	<b>Elements of Verbal Consent</b>
social, behavioral, and education based studies	social, behavioral, and education based studies
<p><b>Ensure that potential participants understand each of the elements below</b></p> <p><b>Purpose.</b> I'm conducting this study to understand where Coos Bay residents obtain information about forests and forest use, and how they determine the credibility of that information.</p> <p><b>Activities.</b> We will meet at a predetermined location in Coos Bay/North Bend for an interview. I will collect your name and any information that you share during our interview. This information will be used in my thesis.</p> <p><b>Time.</b> Approximately 1 hour.</p> <p><b>Risks.</b> There are no foreseeable risks.</p> <p><b>Benefits.</b> A potential benefit of this study is the improved sharing of forest use information with you and other members of the public.</p> <p><b>Payment.</b> You will not be paid for participation.</p> <p><b>Confidentiality.</b> I will know your identity since this study will be conducted in person via interview. There is no expectation of confidentiality, unless you request that I keep your name confidential.</p> <p><b>Voluntariness.</b> Participation in this study is voluntary, and there is no penalty for choosing not to participate or for leaving the study at any time. I'm asking for your permission to use the information you share during this study in my thesis. You can request that any identifying information be destroyed, and you are free</p>	<p><b>Ensure that potential participants understand each of the elements below</b></p> <p><b>Purpose.</b> I'm conducting this study to understand where Coos Bay residents obtain information about forests and forest use, and how they determine the credibility of that information.</p> <p><b>Activities.</b> We will meet at a predetermined location in Coos Bay/North Bend for an interview. I will collect your name and any information that you share during our interview. This information will be used in my thesis.</p> <p><b>Time.</b> Approximately 1 hour.</p> <p><b>Risks.</b> There are no foreseeable risks.</p> <p><b>Benefits.</b> A potential benefit of this study is the improved sharing of forest use information with you and other members of the public.</p> <p><b>Payment.</b> You will not be paid for participation.</p> <p><b>Confidentiality.</b> I will know your identity since this study will be conducted in person via interview. There is no expectation of confidentiality, unless you request that I keep your name confidential.</p> <p><b>Voluntariness.</b> Participation in this study is voluntary, and there is no penalty for choosing not to participate or for leaving the study at any time. I'm asking for your permission to use the information you share during this study in my thesis. You can request that any identifying</p>

Appendix C  
Eligibility Screening

**Name** (first name or pseudo-name):

**18 years of age or older:** (Y/N)

**Coos Bay/North Bend Resident:** (Y/N)

Appendix D  
Interview Questions

**Q1:** What do Oregon's forests mean to you?

**Q2:** Oregon Forest Experiences

**Q2a:** Can you tell me about a good experience that you've had recently in a forest?

**Q2b:** Can you tell me about a bad experience that you've had recently in a forest?

There are different types of forest uses, which we're going to discuss individually:

1. recreational opportunities
2. tree harvesting/tree cutting
3. water quality, fish and wildlife
4. wood products for human use

**Q3:** What kinds of recreational activities have you done in a forest?

**Q3a:** Where did you learn and/or hear about these recreational opportunities?

**Q4:** What kinds of tree harvesting practices are you aware of that influence your use of a forest?

**Q4a:** Where did you learn and/or hear about these practices?

**Q5:** What kinds of laws, rules, or regulations related to water quality, fish and wildlife are you aware of that affect your perceptions of forestry and/or use of a forest? Please discuss no more than three laws, rules, or regulations.

**Q5a:** Where did you learn and/or hear about these laws, rules, or regulations?

**Q6:** What kinds of wood products do you use or value most on a daily basis?

**Q6a:** Where did you learn and/or hear about these products?

**Q7:** What kinds of sources of information are the most credible or trustworthy regarding Oregon's forests? (Examples: agencies, universities, mass media, people you know, etc)

**Q7a:** Why did you choose those sources?

**Q8:** What sources, if any, are you currently using to learn about forests and different forest uses?

**Q9:** What sources would you prefer to learn about forests and different forest uses from?

**Q10:** Is there anything else you want to say about Oregon's forests?

**Q11:** Is there anybody you think I should talk to?

## Appendix E Transcribed Interviews & Coding

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Forest should be used for  
recreation

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Importance of aesthetics

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Connection to the outdoors  
during youth.

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Old growth is desired due to  
the lack of human activity and  
peacefulness.

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Second growth forests are  
preferable to old growth due to  
activity. Counterintuitive to  
previous statement.

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Peacefulness tied to religion

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INTERVIEW #1

Name: Richard

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/11 at 8:50am.

Q1: Forests are used for recreation, though I haven't recreated recently. They're also beautiful.

Q2a: I used to be a boy scout, so I spent a lot of time in forests when I was younger. I've also visited old growth. They're so peaceful, you know, there's a lack of activity. And then I've seen second growth forests, which I think are the best use of those resources. There is this almost religious sense of peacefulness in these forests.

Q2b: I got lost in a forest once as a child. My friend and I just kept walking downhill to try to get out.

Q3: A lot of camping and hiking in the past. Sightseeing in rural areas nowadays.

Q3a: I grew up in the Willamette in a rural environment. We cleared brush, hiked and biked most days. That was just how we lived.

Q4: I don't mind tree harvesting as long as I have access to roads to drive and hike on. In fact, I like clear-cutting. I view forests as a crop like corn. You don't see anyone getting angry when we cut corn fields . . . and I feel the same way about forests, though they're different in their growth rate.

Q4a: Family again, and I grew up in it. Now you see road buffers on the main highways, where they leave strips of trees and clear-cuts beyond the trees. People don't seem to complain about that, but it still doesn't look very pretty.

Q5: I don't know what exactly they're called, but I know about those logging buffers around streams and water sources. Now we pay more attention to things like water turbidity and temperature. When I was young, everything was stripped until there was nothing left around rivers and streams.

Q5a: It's been a gradual process, first with public meetings. Then newspapers and personal experiences. My father used to work in a lumber mill, so we depended on those resources. I heard about all of the issues, things like the spotted owl and wildlife preservation.

Q6: Nearly everything we use is made of wood products. Paper, pencils, even my desk. And this office is build of lumber. We've had this place thirty years, and I have desire to leave. I don't

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Learned about wood products from family.

All wood products should be used, and nothing wasted.

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Most trustworthy sources include news media related to wood products, and ties to forest specialists.

Importance of trust.

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Importance of trust and developing relationships.

Information is trustworthy when it comes directly from the source.

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Not all information is trustworthy. Importance of healthy skepticism.

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Internet is convenient, but not always trustworthy.

Multiple searches increases trustworthiness.

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even want to travel much anymore, I love it here. When we first bought this building, we had to tear everything down and rebuild with lumber.

Q6a: Grew up with it, especially since my dad was in a mill. Some of the wood in this building was made from a wood product, made of wood chips and glue. There was this lamination plant that was purchased when I was younger; it was used to make laminate beams. There would be so much smoke, but now all of the wood is used up in mills.

Q7: I mainly rely on the news media, media about wood products. Or if I want to discuss slash and burn practices around here, I'll go talk to some slash and burn folks I know. People I trust in forest specialties.

Q7a: Based on trust and people I know. But everything I read in the news, you learn to take with a grain of salt. We've made friends in the community, so I can go ask someone directly. Or sometimes I use the internet, but again, you have to take everything with a grain of salt. Sometimes I'll search for something in different ways to make sure it makes sense.

Q8: Same as the last question, honestly.

Q9: Ideally, I'd like to talk to forest specialists in agencies, you know, like the BLM and Forest Service. Or specialists in universities. It's just hard when agencies are blamed for being too close to the government, or persuaded by environmentalists to change their management. That kind of thing.

Q10: Forests are an asset that we need to protect as well as use. Locally, we have the Eliot State Forest and the Coos Country forests, but they should be better managed to generate income for the county. The legal process needs to be finite. When a company bids on a forest, there should be no tie-ups for months in courts. There should be certainty in the process of purchasing timber sales. And people who live in another state, like Michigan or somewhere, shouldn't be able to hold up our sales here. We wouldn't manage our forests poorly, we depend on them for tourism and like the way the look . . . if it was barren, we wouldn't live here. Like you can find deer walking through our parking lot every month; a mom and babies, where else does that happen?

Q11: You could try contacting [name withdrawn for privacy] or [name withdrawn for privacy], [explains occupations]. She might have an interesting perspective.

INTERVIEW #2

Name: Roni  
18 years of age or older: Yes  
Resident: Yes  
Gave Verbal Consent 12/11 at 12pm.

Q1: My family has always been interested in 4H, which connects us to the outdoors. It means the freedom to be outside, be healthy and unplugged.

Q2a: Horse camping and backpacking trips with the family come to mind. One trip had about twenty dogs and fifteen extra kids!

Q2b: There were some teens, or actually they were older . . . probably in their twenties, and they thought it would be funny to fire bottle rockets at our horses in a national park. The horse trails are separated from hiking trails, so there shouldn't have been any issue. The bottle rockets spooked the horses, and they ran back to camp, which was a safety hazard to our kids waiting at the camp. We're lucky they didn't run over anyone.

Q3: Horse camping, rafting, inner-tubing . . . my husband likes to camp during the winter, which isn't my favorite. Oh, and archery too.

Q3a: My family has always done these activities. I've used pamphlets from horse camps too, the ones from . . . what are they called? Agency offices like the national parks. My husband also gets veterans passes, which have opportunities for recreation.

Q4: Firewood use permits affect our use. We've learned about the permits, and the safety regulations to make sure that we don't start fires.

Q4a: Again, I'd say my family. I grew up learning about this stuff.

Q5: Rules surrounding watersheds affect our use. We have to manage the horse manure on our property to make sure it doesn't get in the water. OSU's extension office explained everything to us. We learned about draining pastures, where to dig; who to ask for permission; installing culverts and septic tanks. Oh, and we have small fish as well, so managing the fish drainages on our land.

Q5a: OSU extension office again, and the internet to make sure that everything is managed correctly, if we're not sure.

Q6: Firewood and building materials, like we built a shed on our property.

Q6a: I've always lived rurally, so my family taught me.

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Ties to family and the outdoors.

Importance of freedom and health.

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Activities with family include horse camping and backpacking.

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Safety hazard from other humans.

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Separated trails to minimize user conflicts.

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Recreation activities included horse camping, rafting, inner-tubing, and archery.

Ties to family.

Sources include pamphlets, federal agencies, and veterans passes.

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Most trustworthy sources of  
information are OSU extension  
service and universities.  
Currently using OSU extension.

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Trust is built by exposure.

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Importance of connection to  
local companies.

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Importance of providing county  
specific information for locals.

Printed information is  
convenient, or an online  
directory.

Would like to learn from online  
directory.

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Importance of aesthetics.

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Q7: OSU extension service, I think. They have information on camps, science-based and forest-based activities for the kids, and they have scholarships as well.

Q7a: I probably chose extension since I've had the most exposure with them through my 4H connections. For example, water testing is really hard to find information on, or get help to do. There's lots available on soil testing though for some reason. So the extension service helped us get in touch with a company in Roseburg for water testing.

Q8: OSU extension service again.

Q9: County specific information would be great. We're not really tech-y people . . . well, my daughter is, but not my husband and I, so printed information would be good. Or an online directory of websites to county specific information. I just wouldn't know where to go looking on the internet my own, unless I knew what sites to go to.

Q10: They're really beautiful and important. People who visit Coos Bay say it's so green and beautiful. I visited Chicago and immediately wanted to come home. Everything was so . . . ugly. [laughs] I think that recreation and the sharing of resources here is special. You have so many different options.

Q11: I'll contact one of my friends, I'm sure she'd participate.

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Balancing revenue, aesthetics,  
and ecological values.

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Importance of forests for  
recreation.

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Value of comfort in recreation.

Importance of sightseeing.

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Recreation activities include  
hiking, camping, and  
sightseeing.

Sources include pamphlets,  
maps, guidebooks, and  
friends in the logging  
business.

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Connection to loggers as  
information sources.

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### INTERVIEW #3

Name: Anne

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/11 at 1:50pm.

Q1: Forests are a source of revenue for the county. On the other hand, trees are beautiful, and regulate carbon dioxide and watersheds.

Q2a: Walking through the redwoods, and visiting redwood parks. I went hiking on the trails, which is related to recreation.

Q2b: Nothing comes to mind.

Q3: Hiking and camping, though I don't really like camping. I want to be able to walk trails and end the day at a hotel. I enjoy sightseeing, wildlife and scenery.

Q3a: We'd use pamphlets, maps, guidebooks, and friends in the logging business. They'd work on a sight and then let us know if there were nice places to hike.

Q4: Influence my use? Well, old growth cuts affect sightseeing; clear-cutting ruins the beauty of a forest.

Q4a: I've read articles in the newspaper about it, newsletters, commissioner's public meetings, and TV commercials . . . you know, those ones about tree planting after harvesting. You can also watch news about protesters, and I've taken classes in the past. There was one class where the students attended just so that they could protest tree cutting later. Most of what I rely on now are newsletters and TV.

Q5: I know about buffers to protect fish, and I've always been concerned about water quality and water shortages. I think water shortages will be a huge issue going forward, even in this area. There are also landslides caused by clear-cuts, and I'm not sure about the regulations surrounding clear-cuts to stop landslides. Like, are there regulations to take into account soil stability? Do they consider the geology of the area, and are the management rules strong enough? I'm also not clear on spraying, and how that affects water sources like wells.

Q5a: Mainly TV and newspapers.

Q6: I like fine wood furniture, and I use paper and newspapers. We heat our house with electricity, so no wood is used. But we go buy wood products for the house. Older wood is usually prettier while the smaller wood becomes chips.

Q6a: Industry for paper, and then friends whose families worked in the forest industry, though there's been a loss of jobs in the community.

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Interest groups on opposite  
ends of the spectrum have  
slanted views.

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Hope remains that media could  
be neutral in the future.

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Doesn't seek out forest  
information, but reads about it  
when convenient.

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Currently using federal, state,  
and county agencies for  
information.

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The League of Woman Voters  
due to variety of information.

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Wish for news media to be  
credible.

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Q7: Well, it depends. Many people rely on the OSU extension service here for growing trees. Or if there's an article about clear-cutting and it's only written by environmentalists, they might slant the facts. So it depends who is giving the information on a particular topic. My hope would be that the media would present both sides of the story.

Q7a: Part of my job requires that I use a variety of sources to learn about different issues, and many of them I'm interested in. I might not seek out forest issues, but I read them when I come across them.

Q8: The US Forest Service, the Department of Forestry, the Coos County Forester, and government agencies. Also, if I wanted more information, I would ask the League of Woman Voters. They always seem to have a variety of information.

Q9: I'd say that same as questions eight, with the addition of news media.

Q10: They're pretty important; natural resources are important.

Q11: It would be interesting to talk to city council members who don't have a tie to forestry. [explains burdens to comply] Or the planning commission.

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Forests are a source of pride.

Importance of aesthetics.

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Unique forest types on the west  
coast.

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Good memory includes hiking  
with family.

Alone with nature provides  
good experiences.

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Bad memory in a forest  
includes danger or uncertainty.

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Bad memories are humorous.

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Recreation activities include  
hiking, camping, and four-  
wheeling.

#### INTERVIEW #4

Name: Sam

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/12 at 1pm.

Q1: They're a sense of pride and beauty. Although forests are not unique to the Pacific Northwest, the types of forests we have are unique to the west coast. They are something to be proud of and an important resource. You know, you can't think of Oregon without its trees.

Q2a: I've done a lot of hiking with my husband. You can be silent with someone and still have a wonderful experience.

Q2b: Well, there was this one time when I fell down a cliff. I tried to take a shortcut, and ended up rolling down the hill. I didn't get hurt, but those who were with me thought it was funny.

Q3: I've gone hiking, camping . . . I don't like hunting or fishing, so I don't do that. Four-wheeling on trails too.

Q3a: From friends and family, places they've visited since they were kids.

Q4: I've seen harvesting, like the one where they use lines to pull the trees. I've seen the limbing and cleaning of trees as well, but nothing that influence my use, personally.

Q4a: I'd hear about a lot of it from school, and growing up I learned about slash and burns. I also remember when they used to float logs down the river. I know it's not good for the environment, but I've often thought it would be neat a float, like once a year, as a tie to our history.

Q5: There has been an increase in regulations to protect watersheds. I've taken classes where we had to measure water quality, and people are more conscience about protecting watersheds. Many of the people around here who harvest are also invested for other reasons like salmon fishing. So I think it's important to recognize that many people tie-in what they do for a living with their hobbies. Not just because the state says to do it.

Q5: Classes again, and I have friends in the Coos County Watershed Association, South Slough Estuaries, and I've read articles in the paper. Though, you generally only see articles when there's been a change in management or someone is angry about something. Plus, local workshops.

Q6: Paper products, and one of the most important ones for me are building products since I'm an architect. Engineers need wood products like [explains different products]. You hear about

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Most reliable sources are the  
BLM website and rotary club.

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Trustworthy information must  
come directly from the source  
of the information.

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Currently uses new articles,  
television, and economic  
forums.

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Would like to learn from news  
articles via print or websites.  
Any source that everyone has  
access to.

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Importance of passing on  
experiences to the next  
generation.

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ways to improve building techniques, and I've heard stories about multistory buildings . . . the lumber aspect is what interest me most.

Q6a: School, and I worked for Roseburg lumber for awhile. Chip mill work as well, where you learn about quality and exporting while they try to keep the economy stable. School also emphasized the connection of wood products to the community, like what a tree could become in a diagram. [tells story about use of concrete and bricks in the east]. I think our use of lumber for building material is tied to a combination of the economy and culture here.

Q7: Well, I've used the BLM website before. Rotary provides good information too; forestry guys will come and give presentations, like you know those pellets or new ideas . . . bio-thermals and burning slash, you can get lots of information on that.

Q7a: Because they are directly from the source. If I read a news article, I'll go back to the source and learn about the topic directly.

Q8: News articles and television. Oh, and economic forums seem to be reliable.

Q9: News articles since they reach a larger audience, whether its in papers, websites . . . any mainstream sources so that everyone has access to the information. That's what's most important.

Q10: Like I mentioned earlier, it's hard to think of Oregon without thinking of the trees. Forests are an important resource to use and enjoy. That way we can pass on those experiences to our kids.

Q11: [name withdrawn for privacy] does a lot of our presentations, so he might be good to talk to.

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Monetary value of forests.

Forests are a multi-use resource: old growth, tree cutting, and finding a balance.

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A good experience involved visiting a friend's tree farm; this included recreation and fish/wildlife.

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Clear-cutting is often viewed as a negative forest use.

Forests could be managed like corn.

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Recreation activities include hiking, mushroom picking, fishing, field trips, and things you don't think of.

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Learned about recreation from childhood experiences, work, and culture. Colleagues, friends, newspapers, books, and geology authors.

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#### INTERVIEW #5

Name: Ron

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/15 at 11am.

Q1: In education, there is an economic relationship with forests. We have O&C lands, the Elliot . . . they're just a resource on so many levels. There's old growth, or rather older growth and different levels of age here, and maintaining that as a significant resource. There's cutting of lumber and balancing that for multiple uses.

Q2a: When I spend time at my friends' tree farm, like we'll go there for New Years Eve and walk the property, and we were able to see their coho breeding stream and watch the salmon spawn.

Q2b: Not really. I mean, I've been here twenty years, and when I was flying here for an interview you could see patch-cuts with clear-cutting, which is something controversial. It's important to maintain a balance there. We could think of it as "big corn." And although there's obvious differences with things like soil and it's not on a 40-year-cycle, it's still like big corn.

Q3: Hiking, camping, steelhead fishing . . . you can see the melding of estuaries in forests. I've done mushroom picking, and probably a boatload of stuff I can't think of. Oh, field trips, which is part of my job, and that leads you to a variety of places.

Q3a: Well, it's always been this way, I grew up camping and hiking. And then geology is an outdoor science. It's part of the culture here as well. Colleagues, friends, newspapers; Register guard does a really good job of listing intriguing trails. Books, geology authors, locally and statewide.

Q4: There's a bunch, I'm not sure of names though. Clear-cuts, or regeneration harvests, and thinning. It probably has impacts in ways I'm not aware of, like in mushroom and berry picking. Sometimes you can hear helicopter logging, though not often since it's so expensive . . . it's easier from the ground.

Q4a: Going out with industry friends, and getting spun around on their equipment. A friend was a top thinner locally, and cleared brush . . . he has to balance transitioning to something more valuable.

Q5: There are setbacks to drainages, though I have a different definition of drainages than some. Many intermittent drainages have issues. I have a friend who works with locals to put in culverts for salmon spawning, though they're able to do more than small landowner types. And speaking of the tree cuts we talked about before, replanting after harvests is very stringent for clear-cuts. It

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Learned about water quality,  
fish, and wildlife from friends,  
landowners, and NPR, though  
the trust level ranges.

More trust in landowners and  
BLM employees.

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Tasha Livingstone May 26,  
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Wood products include the  
house, toilet paper, napkins,  
tissues, posters, exams,  
quizzes, newspapers, and  
books.

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Tasha Livingstone May 26,  
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Learned about wood products  
from childhood and marketing.

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Trustworthy information comes  
from people you know,  
especially those affiliated with  
forestry; public meetings,  
though not all of the  
information is trustworthy.

Importance of funneling  
information from broad base.

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Based on trust, availability of  
information, and if informant is

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reminded me . . . I've been here long enough to notice, driving by Reedsport, you couldn't see years ago due to the tree buffers. That's a lot of board feet that's still left standing.

Q5a: I'm friends with loggers and landowners, so it's about balancing perspectives. Most of them are thoughtful conservatives, though we are politically different we can view forests similarly. NPR also talks about these things, and newspapers, but the trust level is different with landowners. I trust their opinions, and folks from BLM. I've interacted with them a lot as well. A dozen to two dozen casual conversations, sometimes work related and sometimes not.

Q6: My house is made of wood. Some people forget something like that. Toilet paper, napkins, though they can be cloth or paper, tissues . . . a lot more than people think of they use of a daily basis. Posters, exams, quizzes; I know I prefer to grade in hard copy rather than electronically. Newspapers and books too.

Q6a: I've grown up with them, and a lot of it's marketing. I have a 100+ year old house made of wood, so we have upkeep.

Q7: People we know to begin with, and there will always be some people you don't give as much credence to. I pay attention to folks who are affiliated with forestry for forest information. I also hear stuff at public meetings, but you have to sift through folks who might not provide quality information. Like I'll take Coos Watershed and BLM information, start with a broad base and then funnel what they say.

Q7a: It's based on trust and availability of the information. It depends on who's reporting it and if we know.

Q8: All of those sources I've mentioned are there, but I'm not actively using them to learn more unless they just come up. And traveling with landowners, I'd hear comments about something. They might bring up forestry stuff, like I'd bring up geology.

Q9: I think, personally knowing landowners and folks like BLM. Professionals who I know on a personal level. I could ask a variety of questions, and trust them more than media commentary, where I don't know people making comments . . . don't know their vested interests, whereas I'm more aware of biases from people I know personally. I know them and their backgrounds enough to evaluate their statements.

Q10: [laughs] They're a good thing. Seriously, though. The issue is finding a balance between endangered species and habitat for them, the economic piece, and maintaining larger trees into the future. I also want to say . . . we have Leadership Coos here and I've gone on tours. Old timers talk about the past, so you get a little early history and then see what they're doing now. So these are people of caliber who are well-respected, doing all of this stuff. They've been validated by others, which is part of trust that we talked about before.

Q11: Not that I can think of . . . [name withdrawn for privacy] is new to the area, but she teaches this subject. [name withdrawn for privacy] would be helpful as well.

If you need his contact information, I can email you this evening.

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Childhood spent in the forest.

Safe place tied to recreation  
and friendships.

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Tree cutting with family was a  
good experience.

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Danger became a bad  
experience in the forest.  
Danger ruined a recreation  
activity.

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Recreation activities include  
hiking and fishing.

Learned about recreation  
activities from family and  
friends.

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Family tied to forest industry.

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#### INTERVIEW #6

Name: Lloyd

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/15 at 12pm.

Q1: They mean a lot to me. I grew up in the woods. It was a safe place for me: hunting, fishing, recreating. All of my friends spent time in the forest when we were young as well.

Q2a: When I was a kid, my brother worked for Weyerhaeuser. My brother and I took a CAT and cleared an area over the summer before I had to go back to school.

Q2b: Me and the same brother were elk hunting near Gold Beach when I was young. We came across pot plants, and there were lots of booby traps and snares. It was the first time I'd been exposed to this and it was really intense.

Q3: Hiking, fishing, and as a kid we'd hike by trying to go up and down to the rivers locally.

Q3a: Family and friends.

Q4: My brother and uncle were tree fallers, my father worked in a mill, and my mother worked on the green chain. It was their livelihood . . . while they wanted me to go to college and get out of this town. Trade school. I came back after college because I love it here. Forests are a spiritual experience for me. My grandma was full-blooded Blackfeet, though my mom and dad were into the new way. But I embraced the old way.

Q4a: For tree cutting, it would be family.

Q5: My perception is . . . when we go up the Coos River, there are these little snail-like, oh, what are they called? I can't remember the correct name. But if they are in there, then the water is clean. If they aren't there, then something is wrong with the water. There are gated roads now with locks that we used to have access to. That was our culture, you know, and it was cut off when I came back. Now you'd have to break the law to engage in your own culture. But laws are there for a reason and I won't break them. It's hard since the woods were my sanctuary. For example, I was stationed in Germany and there was this big national . . . I guess the equivalent of what would be a forest sanctuary here, and I would walk around their forests. They probably couldn't figure out why an American was wandering through their forest on tours. [laughs]

Q5a: For water, fish, and wildlife it's first hand experience. Laws are passed and a regular person wouldn't know that they lost access to the area they once had. It's like a conspiracy theory, but they want us to pay for it, but not be able to use it. Trying to comply is difficult when you're cut off. [Methane wells story] They didn't present anything to prove who they were,

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Citizens must keep track of  
laws on their own.

Children are cut off from  
forests.

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Wood products include  
firewood, axes, and wood for  
cooking.

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Learned about wood products  
from family. Passed on  
knowledge to next generation.

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Most reliable sources come  
directly from specialists.

Internet is valuable due to  
accessibility.

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Direct information is more  
accurate than indirect  
information.

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which was strange. It was out of their authority. You have to remain very vigilant about what's allowed. And it's sad that my kids are cut off from what I just described to you.

Q6: Firewood is probably the most important to me. With tools like axes, I harvest my own handles. When I was young, if you couldn't identify a piece of wood, you'd get scolded. [laughs] Oh, and cooking is also part of our culture. So wood for cooking. [proper woods for food like BBQ chicken]

Q6a: Family again. I learned from my parents . . . how to ID edible plants. And I passed on my knowledge of mushrooms to my nephew.

Q7: For something like mushrooms, I would trust a biologist, or doctor for something else. So specialists. I knew a mushroom specialist who listed all of the species in the area. And then I took a class about mushrooms, and the teacher was incorrect about so many things. The information they knew about was stuff that was easy to look up online, you know, so they were paid to be wrong, basically. But with specialists, I like to get my information from the source. The internet is also awesome for people, though.

Q7a: Indirect information, like that one teacher made me want to talk to specialists. So you always have to do your homework and make sure that your sources are correct.

Q8: Internet and books, mostly. There's a lot of really good information available. We need to be stewards of the land, but we don't have a full understanding of the woods. I think the problem often stems from money rather than trusting ones' heritage, if that makes sense. This also relates to something that we talked about earlier . . . I've had lots of run-ins with brush pickers who are also packing. I've even had to disarm a few who were hunting illegally and just out there to make money.

Q9: Elders because that's where I've always received the most information from. I run into old timers who will share everything with you. They'll tell you how they're doing and then share history with you. It's up to you what you take away, if that makes sense.

Q10: You kids will need to get to work and make sure you don't lose it. Otherwise, they're going to turn it into a cash-crop, and there's a lot of propaganda. It's like I'm a threat to their dollar since I respect the woods. And I guess also understanding more about freedom, and what freedom is. Every time a bill comes through, it might be taking more away.

Q11: A friend of mine from Weyerhaeuser, he's an elder from California and he might give you a really different perspective from mine since the woods put a roof over his head.

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Aesthetic value of forests.

Oregon has less sprawl, so  
more forests.

Feeling at home around trees.

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Protecting forests was a good  
experience.

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Driving through the forest and  
exploring is peaceful.

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Recreation activities include  
hiking as a family.

Learned about recreation  
opportunities from BLM and  
Forest Service maps/signage.

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Logging operation can prohibit  
use of a forest; forest fires  
actually prohibit use personally.

Learned about logging  
practices from work in Idaho  
for the Forest Service and local  
groups.

#### INTERVIEW #7

Name: Melissa

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/17 at 1pm.

Q1: I've always thought that Oregon is far prettier than other states. Due to its forests, we don't have the sprawl of other states. I visited Arizona awhile ago, and when we came back . . . as soon as we hit the mountains, there were trees again. It felt like home.

Q2a: I did a lot of wildland firefighting during college. We'd drive sometimes for eight hours, just driving. And that was my favorite part. It was one of the most unencumbered times of my life. Finding new places, exploring places I've never been before.

Q2b: I'll have to think about that . . . well, when I was working in a forest in Idaho for firefighting, we heard a cougar scream. We never saw it or anything, but we all ran on instinct.

Q3: Primarily hiking . . . we go hiking as a family. A lot of trail use. I don't use dirt bikes or anything like that, though.

Q3: BLM or Forest Service. Both do a good job of providing trail maps and signage.

Q4: Active logging operations can prohibit use of a site, but that hasn't happened to me personally. More often, forest fires prohibit my use of a forest.

Q4a: I worked for the Forest Service in Idaho, and then I hear a lot from local groups like the Coos Forest Protective Association. [explains land trusts and how they work]

Q5: Hopefully this doesn't take us too off track, but we've been working on Tenmile Lakes recently, and foresters often argue that their lands shouldn't be included . . . that they aren't impacting the water quality. [explains setbacks] The water is disappearing and homeowners around Tenmile want it to go back to the way it used to be.

Q5a: Most of this I learned when I was working for the tribe and at the county level.

Q6: We have a fireplace, but it's mainly for aesthetics. Nothing is as aesthetically pleasing as a wood fire, but paper is probably what I use the most on a daily basis.

Q6a: I grew up using these things.

Q7: I receive lots of mail from ODF. They send out a publication every month or two, and it's very good. I get information from universities as well. I don't pay much attention to media . . . forestry issues tend to be more complex than they represent it. They miss the nuance of why things are being done a certain way.

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Currently uses internet, like  
ODF website and BLM  
employees.

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Would prefer to learn about  
forests from audio devices such  
as podcasts.

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Miscommunication about  
Oregon's forests across state  
boundaries is an issue.

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Q7a: Because it's the most credible, science-based information. And citations show you where they get their facts from, at least in presentation.

Q8: I use the internet some, though I usually end up at ODF. And I'll meet with BLM sometimes to go through stuff. There's lots of debates going on with O&C lands [discusses current bills]

Q9: I'm an audio learner, so podcasts would be valuable. I don't usually watch videos due to the time commitment. But I listen to audio books a lot now.

Q10: I don't know if we do a good enough job . . . so some people I've talked to from other states, they don't realize that Oregon is still green. I don't know if we do a good enough job getting our message out that we do cut trees, but it's sustainable. I wish we communicated our story better. [poplar plantation story] The poplars are viewed as an agricultural product rather than a tree. You should do a tour if you have a chance.

Q11: Yes, I'll send you a few names you can contact.

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Forests are the blueprints of Oregon.

Lack of tree diversity is a problem.

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A good experience was building forts with wood products and using trails.

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Trouble with the law was a bad experience.

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Recreation activities include hiking, off-roading, biking, nature walks, and dog walks.

Learned about recreation opportunities from growing up in community.

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Thinning operations, locked gates, and clear-cuts affect use of a forest. Clear-cuts appreciated on ridge lines.

Learned about tree cutting practices from work experiences.

#### INTERVIEW #8

Name: Jesse

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/17 at 3pm.

Q1: Oregon's forests are the blueprints of our state. Even though we've been heavily logged, we make sure that the trees grow back. Though, the lack of diversity in our forests is a problem. Commercialism outweighs the diversity of our forests.

Q2a: A good experience? Growing up in a forest. Having your own trails and building your own forts.

Q2b: I got my first MIP in the woods. So no broken bones or anything. I was smoking cigarettes in the woods when I was only twelve, and the policeman followed us. That was my only bad experience in the woods.

Q3: Hiking, off-roading, biking . . . both pedal and powered biking. Nature walks, dog walking . . . that's about it.

Q3a: I'd say growing up in this community. Coos Bay is a logging and fishing community. That's what everyone does here.

Q4: Thinning operations opens up forests for our use. Locked gates to privately owned land is not open to the public though . . . driving in the woods with log trucks doesn't scare me. Oh, and clear-cuts offer clear views on ridge lines, so I can appreciate them once in awhile.

Q4a: Due to my position in the tribe, and working with the tribe. We have our own forest managers here, so a lot of it is work experience.

Q5: Logging companies require tree buffers on rivers. It doesn't affect my use of a forest, but I know that it protects the fish and their habitat.

Q5a: Work, although it's not part of my job to learn, but I ask about it. Ask the right person the right questions.

Q6: Cedar because it has so many ties to the culture. It also smells wonderful. It's harder to find cedar trees; we need more cedars and less firs. The cedar bark can be made into skirts, canoes, weaving, and other cultural artifacts. Dry cedar berries can also be used for rattles. [explains history of cedars] That's why they say: Live your life like a cedar tree.

Q6a: Growing through cultural experience and cultural knowledge.

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Most reliable sources of  
information are cultural leaders  
and experts.

They are the most  
knowledgeable on tree species,  
shrubs, and cultural artifacts.

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Currently uses internet and  
anything that is readily  
available.

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Would like to learn about  
forests from cultural experts.

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Forest diversity needs to be a  
priority, especially with those  
who make their livelihood from  
forests.

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Q7: Cultural leaders in my own realm. These are the people who are looking for different tree species and shrubs. So cultural experts, they know the most in my opinion.

Q7a: Basically what I mentioned, plus we need those trees the most. I don't really care about fir. [laughs]

Q8: It's about reaching out to the broader community, and what's readily available. The internet is a way to reach out to other specialists, like wood carvers.

Q9: Cultural experts again.

Q10: Forests need to be diverse. There needs to be some real conversations with people who are concerned with money. We need to make sure that money is made for their livelihoods, but also promote diversity. I tribe had to go to British Columbia to find the size of cedar tree we needed. We just don't have them here.

Q11: [name withdrawn for privacy] is my cultural expert. It would be interesting to see where he gets his information from.

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Forests are a place for  
recreation and family.

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Good experience includes  
camping. Isolation from people  
is important.

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Injury during recreation was a  
bad experience.

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Recreation activities include  
camping and hiking.

Learned about recreation  
opportunities from Oregon  
camping books.

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No campfires during certain  
seasons, and it's illegal to fish  
at night for water quality, fish,  
and wildlife regulations.

Learned about water quality,  
fish and wildlife from signage  
and friends.

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#### INTERVIEW #9

Name: Sarah

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/19 at 12:10pm.

Q1: It's a place for us to go camping . . . a place for family things.

Q2a: Camping. [laughs] It's nice to go out and get away from people. So more isolated places, though we also go to county campgrounds.

Q2b: Let me think . . . I fell and nearly face-planted on a hike. Nothing other than that, though.

Q3: Just camping and hiking.

Q3a: When we moved to Oregon eleven years ago, we bought Oregon camping books, and they listed all of the campsites.

Q4: Absolutely none.

Q4a: N/A

Q5: There are certain places that you can't have campfires. And I know that it's illegal to fish at night, but that doesn't really influence us at all.

Q5a: When you go to certain sites, you learn about these things from signs. And I found out about the illegal fishing from a friend of my son's . . . a high school sophomore. His father works for fish and wildlife.

Q6: I use paper every day, and we have a basement full of firewood. And that's what's funny, we don't have a fireplace. My husband planned to use the firewood for camping, but there were campfire restrictions this summer. Oh, I also use wood cutting boards all the time. We live in an old house from 1911, so there's lots of wood there. Floors, bookshelves, the mantle . . .

Q6a: I've always used these products. Oh, and the cutting board was from a piece of my sister's counter when they took it apart. So the wood was repurposed.

Q7: The BLM website.

Q7a: I would expect and hope that it would be facts . . . so here are the best ways to use these resources, and here's what you can and can't do. I would not go to the site of someone who chains themselves to trees . . . I'd use an objective site for information.

Q8: Just camping books that we have for sites and hiking.

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Would like to learn about  
forests from the internet. It is  
more current than printed  
information.

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Doesn't think about forests  
unless camping.

Hope that the industry cuts  
responsibly.

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Q9: It's easiest to go online and find something. So depending on where I went, I would really hope that the information was more up-to-date than printed information.

Q10: I don't think of them a whole lot unless we're going camping. I mean, you see a lot of log trucks around here, so I wonder where they're getting them from and I hope they're cut responsibly.

Q11: [name withdrawn for privacy] He works for Fish and Wildlife, and he's more knowledgeable on this subject . . . so it might be interesting to see what he has to say.

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Importance of aesthetics, clean  
air, and renewable energy.

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A good experience involved  
camping.

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A bad experience involved risk  
and uncertainty.

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Recreation activities include  
camping, fishing, hunting, and  
hiking.

Learned about recreation  
opportunities from friends,  
newspaper, and radio.

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Tree cutting include thinning  
and clear-cuts. Clear-cuts ruin  
aesthetics.

Learned about tree cutting  
practices from driving around  
and firsthand experience.

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#### INTERVIEW #10

Name: Leann

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/19 at 2:50pm.

Q1: They're beautiful. They're a source of fresh air and renewable power.

Q2a: Going out camping. It's nice to be out in the trees and camp.

Q2b: I thought I was lost and it was very scary.

Q3: Camping, hunting, fishing, hunting, and hiking.

Q3a: Friends, newspaper, and the radio.

Q4: I know they do clear-cuts . . . I find it pretty ugly. There's also thinning, but that's about all I'm familiar with.

Q4a: Driving around I've seen them.

Q5: I know about the need to prevent runoff into the forest. I have to know what I'm using and where to dump . . . I want water quality to be good now and long-term.

Q5a: Different publications . . . some of them in the newspaper. Publications about hunting and fishing have quite a bit of information about it.

Q6: A lot of my furniture is made of wood . . . and then there's paper and pencils.

Q6a: I've always used them . . . yeah, firsthand experience.

Q7: Agencies . . . and publications that some of the agencies put out.

Q7: The less the industry is involved in it, the less likely the information is to be slanted or have an ulterior motive.

Q8: Whatever I happen to come across, I really haven't been doing any research on it.

Q9: A combination of public information and presentations in the community that are non-scholastic level. Film documentaries would be another really good way . . .

Q10: I'd like to see a lot of attention paid to how they're managed so they're available for my grandchildren and maybe their grandchildren. There also needs to be a balance to maintain and utilize the industry of forestry. [discusses history of Coos Bay] Talking to people who have lived

here forty years, things have really changed. The class size used to be a thousand; the area was busier, and now there's so much poverty. It's really sad.

Q11: Not that I can specifically think of. Maybe see if people are available through the casino.

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Forests are a sense of pride and represent life.

Forests are an opportunity for recreation and symbolize a connection with nature.

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A good experience involved hiking on a trail

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A bad experience involved danger with the family.

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Recreation activities include hiking and camping.

Learned about recreation opportunities from friends, social outings, signage, and the internet.

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Tasha Livingstone May 26,  
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Tree cutting includes clear-cuts. Avoids clear-cuts due to ruined aesthetics.

Learned about tree cutting practices while driving around and growing up in the area.

#### INTERVIEW #11

Name: Jennifer

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/20 at 10:15am.

Q1: Forests mean . . . a sense of pride and life. They mean an opportunity for recreation and a connection with nature.

Q2a: Hiking on the Rogue River Trail.

Q2b: When I was a child, we were wood cutting and my dad got trapped under a log. Or sometimes when I'm hiking, there's this vague sense that a cougar is going to eat me. [laughs] That's about it.

Q3: Hiking and camping.

Q3a: Talking with friends and people socially. Or if I see a sign about something, like signs on trailheads. I've also looked up hikes on the internet.

Q4: I would not go somewhere to recreate with clear-cuts. When we're driving and see clear-cuts, we talk about how ugly it looks.

Q4a: I see it while driving around. And part of it is growing up in this area. Driving around exposes you to cutting. Oh, also, I wouldn't go somewhere with one type of tree planted. I would look for a mixture, and seek that out.

Q5: There's harvesting and logging within an area near the river [and leaving trees]. . . I don't know the specific measurements, but I think it needs to be bigger. There are fishing laws about where you can and can't fish . . . and I feel that's okay because I'm afraid of overfishing. And for water quality, what people are allowed to dump. I don't have knowledge of the laws, but it seems like there's more than what should be in the waterways. And I'd include in that farming.

Q5a: I don't know the specifics, and I think that's the most important thing. For fishing, I did a ride-along with fish and wildlife. And I look it up online when I want to go fishing. So for farming, dumping, and harvesting, I don't know what the rules are specifically, but I don't think it's strong enough . . . and by knowledge is based on general talks and books.

Q6: Toilet paper, paper, and trim and furniture in my house.

Q6a: They're all cultural.

Q7: Agencies like Fish and Wildlife, universities . . . and I would not say the media. Some lay people, I would say, and some not. Like those who work or do a lot of recreation in the forest.

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Currently uses people you  
know, internet, agencies, and  
sites with multiple  
perspectives.

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Tasha Livingstone May 26,  
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Would prefer to learn about  
forests from the internet due to  
convenience and availability of  
information.

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Importance of natural growth  
and minimal management.

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Q7a: For agencies, it's their job. They seem like they'll receive the most detailed information. For universities, they would have a specific focus during the research process, and the intent is to be objective and thorough. For people I know, they're trustworthy and have a lot of experience. If I heard something in the media, I would look into it myself.

Q8: People I know who maybe go hike somewhere or know something. Oh, or the internet for some agencies. Or even maybe a site with lots of different peoples' input to compare their answers.

Q9: The internet because it's so easy to use. I can gather the most information about the broadest range of topics in Oregon.

Q10: I love them. [laughs] I want them to thrive as they should in a natural way with minimal management. Just some management.

Q11: People who do different types of recreation might be interesting. I have a few in mind. I'll get you their information.

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Importance of monetary gain.

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Youth spent in logging camp.

Good experience involved  
riding logging equipment.

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Bad experience involved danger  
from trees falling through a  
garage.

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Tasha Livingstone May 26,  
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Recreation activity included  
camping.

Learned about camping  
opportunity from family and  
childhood.

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No tree cutting practices affect  
personal use of a forest.

Learned about cutting practices  
from childhood in a logging  
camp and work experience.

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#### INTERVIEW #12

Name: Rita

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/21 at 6:00pm.

Q1: Coming from a logging family, it means a lot of money.

Q2a: As a kid, I spent a lot of time in logging areas and forests. Riding on things I wasn't supposed to. Riding high-leads like a zip-line. [laughs] It was so fun for me. My brother were a lot older than me, and we'd go zipping down through the canyon over the trees.

Q2b: I can't say it was a forest, but it involves trees. I remember trees falling through our garage. Completely destroyed it during a windstorm. My dad was a logger and worked in a camp.

Q3: Just camping.

Q3a: I grew up with it. My family all hunted, but I was the girl. [laughs] So no hunting.

Q4: None that I can think of.

Q4a: I grew up with them getting cut down. I also worked for the state department . . . I probably should've mentioned that earlier.

Q5: I just don't go out there anymore. I don't know much about the current regulations. I know about buffer strips and trees on the banks. I'd always be watching the logging.

Q5a: Again, because I worked for the state department . . . and through my husband.

Q6: We use a lot of lumber because we're always renovating the house. And we also use a lot of firewood.

Q6a: I grew up with these things in the logging camp. Mom cooked with wood. We heated our house with wood.

Q7: I'll read the headline of an article, but otherwise I don't really look up information anymore. Actually, I'd go to my husband for information, honestly.

Q7a: I trust his opinion in regards to forests and lumber. It's tough to make a decision about what to do with a forest.

Q8: None.

Q9: From my husband again. [laughs] That probably sounds bad, but I'd go to him and then we could look up more information together.

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Importance of aesthetics and  
use of renewable resources.

Importance of firsthand  
experience watching forests  
grow back.

Q10: I think they're beautiful . . . and how renewable they are. You know, it's hard to explain, but I've been able to see trees cut and then watch the forest grow back . . . you might not have had that experience. So I know they'll come back. Oregon is a beautiful, green state.

Q11: [name withdrawn for privacy] . . . she has a different perspective about . . . well, just about everything.

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Forests are a sustainable  
resource.

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Good experiences involve  
recreation activities.

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Bad experience involves danger  
from storms.

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Recreation activities include  
camping, hunting, fishing, and  
horseback riding.

Learned about these recreation  
opportunities from childhood  
experiences.

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Tasha Livingstone May 26,  
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Learned about tree cutting  
practices from work experience  
in the forest industry for 40  
years.

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#### INTERVIEW #13

Name: Tom

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/21 at 6:00pm.

Q1: A sustainable resource.

Q2a: I have hunted, fished, gone horseback riding, camped . . . all were good experiences.

Q2b: I remember the Columbus Day storm in 1962. There were downed trees and power lines across 10th Street. Mom and dad couldn't get to us. None of the houses were hit along here, but we couldn't get home.

Q3: Camping, hunting, fishing, and horseback riding.

Q3a: I grew up doing these things.

Q4: [jokes about Earth First]

Q4a: Being in the industry for the last forty years.

Q5: Buffer strips, riparian areas, and storm water runoff from logging.

Q5a: Publications, forest magazines, and newspapers mostly.

Q6: The Douglas-fir lumber that I've treated.

Q6a: I've been managing Douglas-fir products for forty years. I started working in the industry when I was eighteen . . . that was in 1968, and jobs were hard to come by.

Q7: Industry publications. If I wanted to know about regulations, I'd start with a forester and find out what resources they would use . . . and then maybe websites.

Q7a: We're in the industry, so we get the publications. I'd talk to foresters because they work in it day in and day out. If I go to a federal or state website, I would be reading the raw material. It's not someone else's interpretation.

Q8: Mostly publications, ones on forest management, forest business, sustainable forestry . . . I browse them.

Q9: Industry magazines.

Q10: I know that the forests are renewable and sustainable, and we need to take advantage of that resource. The O&C forests used to fund everything. We had plenty of money for schools . . . no

budget cuts, and then the spotted owl reared its head. We certainly can't cut like we used to, and we've learned that . . . we know that it wasn't sustainable.

Q11: [name withdrawn for privacy] He tracked bears during the summer, and teaches during the year. I think you'd be surprised by his answers.

INTERVIEW #14  
Name: Courtney  
18 years of age or older: Yes  
Resident: Yes  
Gave Verbal Consent 12/23 at 12:00pm.

Q1: They're an iconic symbol of Oregon. I grew up in eastern Oregon, but you always hear about how green and forested Oregon is. So it has a lot to do with imagery. On the south-coast, it's an important industry. There's also a cultural connection to the forest, tribal or non-tribal.

Q2a: My family has always made it a priority to go get a Christmas tree in the forest. And we're able to do that due to proximity and resource availability.

Q2b: Nothing comes to mind. Well, this has to do with forest policies, if that counts. I worked for a state representative the last three years, so there was lots of tension surrounding the Elliot forest. Timber versus recreation, that sort of thing.

Q3: Hiking, camping, Christmas tree harvesting. Friends and family members hunt, but I don't.

Q3a: Word of mouth from family and friends. I grew up in eastern Oregon, and did recreation and hiking once I moved here. We used to come to this area for the holidays, but I really didn't recreate until I moved here. I learned about different recreation activities from some AmeriCorps members who weren't actually from here . . . they lived out of state. But I found out about lots of recreation opportunities from them, and even joined them. Some of it I also learned from printed material like hiking books.

Q4: I don't know that any harvesting influences my use. I learned about most of the practices from work. My boss wanted all of her employees to know about local logging practices, so I saw a logging show because of her. From working, I know it's not black and white. Conversation versus harvesting . . . there's a lot more gray area. I believe forests can have multiple uses without compromising other uses.

Q4a: Work, a couple of friends whose families worked in the woods, Upward Bound projects and different organizations . . . I also took a tour of the Elliot and drove around talking about their management practices.

Q5: I talked a bit about the Elliot already, and that involved getting conservation plans approved for the spotted owl and marbled murrelet. That will be going on for a long time. There's also pesticides, arial spraying, and arial buffers and whether the Northwest Management plan is still affective. My own opinion is that they don't have the science to prove that pesticides will negatively affect my use of a forest. I'm not afraid to use a forest that has been sprayed.

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Forests are iconic for Oregon.

Greenery is significant imagery.

Forestry is an important  
industry in Oregon.

Forests are culturally  
significant.

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Good experience involved  
cutting a Christmas tree with  
family.

Able to retrieve tree due to  
proximity and resource  
availability.

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Bad experience involves tension  
over forest use in the Elliot  
forest.

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Recreation activities are hiking,  
camping, and Christmas tree  
harvesting.

Learned about recreational  
opportunities from family,  
friends, childhood in eastern  
Oregon, out-of-state  
AmeriCorps members, and  
printed material.

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Wood products include firewood, construction, and myrtlewood items with sentimental value related to sense of place.

Learned about wood products from boss, grandparents, and family friend.

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Most reliable sources of forest information are government agencies, lobbying organizations, and universities.

Picked those sources because of role in government.

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Currently doesn't use sources.

Wants to learn about local tribal lands.

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Would prefer to learn about forests from agencies, universities, and local organizations who partner with universities.

Importance of local-specific information and socio-economic data.

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Q5a: Industry, people I know, and at work we talked about legislation. My boss worked with the Agriculture and Natural Resource Committee as well as other organizations.

Q6: Firewood. [laughs] I just moved into a house with a fireplace, so I can use firewood. Also construction, which comes with having a house. For cultural identification, I also have myrtlewood items that have sentimental value for me. So sense of place, I guess.

Q6a: My boss, my grandparents . . . [story of giant myrtlewood bowl and family history]. I got my firewood from a family friend . . . through his work.

Q7: For the information I needed at work, I mainly used agencies like the Department of Agriculture. Different lobbying organizations . . . Small Woodland Owners Association. OSU is gaining more and more credibility all the time. ODFW.

Q7a: Because of my role in the government. If I were just a citizen, I might not end up in those places. More local information sources, and how this affects local production.

Q8: I'm not actively using any sources at the moment, but I would like to learn more about the local tribal lands. My sister is studying forestry for her Master's degree, so we were talking about tribal land management a few days ago . . . and I realized that I know very little about it.

Q9: Agencies, universities, and local organizations who partner with universities. It's important to me that the information is relevant on a local level. Also socio-economic data would be interesting to me, especially with the role of forestry in this part of the state. Much of it is available over the internet.

Q10: Well, you hear discussions about the role of O&C lands and federal forests right now. There are lots of questions related to Oregon's forests. We're maintaining and harvesting them to some extent. I've heard that many are tinder boxes from lack of management on federal lands. Management wasn't great in the 60s and 70s, but it's not good now either. We need to find middle ground between conservation and cutting, and perhaps we're almost there. There's also cultural battles . . . pursuing a higher education when years ago folks could go straight into the forest industry rather than more schooling. The historical economy built around forests is important here.

Q11: I have friends who grew up in the area, and other who moved here from Portland. It might be interesting to get different perspectives from them. I'll get you there emails.

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Oregon has more forests than  
most states.

Environmental and economic  
importance

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Good experience involved  
mushroom hunting at Shore  
Acres.

Aesthetic value of forests.

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Bad experience involved  
poaching in Oregon and  
dumping in California.

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Recreation activities include  
hiking and mushroom hunting  
with family.

Learned about recreation  
opportunities from father.

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Tree cutting was Christmas tree  
hunting and cedar picking  
locally.

Learned about harvesting  
practices from family, friends,  
and work.

# INTERVIEW #15

Name: Danelle

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/23 at 2:10pm.

Q1: They're very important. Oregon is one of the only states that has a large amount of forests, as far as I know. They're important environmentally and economically for the industry.

Q2a: I love Shore Acres, so we go mushroom hunting there. The forests are so beautiful.

Q2b: I can't think of anything bad in Oregon. When I lived in California, there was some dumping going on in the forests that caused issues, but nothing personal. Oh! And I just remembered . . . someone poached a long-haired cattle and left the remains in the forest. I was with my three-year-old daughter at the time, so that wasn't a good experience.

Q3: Hiking and mushroom hunting with my parents.

Q3a: My dad came out here first and a neighbor got him into it.

Q4: Tree cutting? We won something one time and were able to get our own Christmas tree from the forest. We went hiking and picked the tree ourselves. There's also cedar picking locally.

Q4a: I heard about harvesting practices from my family, friends, and work.

Q5: My dad fishes and hunts, so I know about baits for fishing, the limits on salmon, and what times of the year you're allowed to fish. I've also read about the affects of migration of fish due to environmental factors. Oh, and water quality related to mussels and where you can get them.

Q5a: My dad had a pamphlet for fishing and hunting. It said what to do, and what you could take and not take. Actually, my dad usually tells me. [laughs] But that's where he gets his information from. I uses ODFW on Facebook for the migration of fish, and Coos Emergency on Facebook for the mussels.

Q6: For use, I'd say paper. We have different kinds of dressers, maple and such. And we don't have a wood burning stove, so no wood products for something like that. I value the trees on my property, if that counts. [laughs]

Q6a: Paper, you already know about. For the other stuff, my dad was a retired fire chief and he knew a lot about forest products.

Q7: I usually do not read anything unless it comes directly from the source. Like research based literature from a school or something from agencies like ODFW . . . I don't read random stuff from social media.

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Currently uses National  
Geographic, university and  
state park articles, and Joshua  
Tree National Park website.

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Would prefer to learn about  
forests from hands-on  
experiences.

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Importance of replanting trees  
after harvests and recycling  
litter.

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Q7a: After being in college, I got used to seeking out sources with research-based evidence.

Q8: Not much currently. I watch National Geographic, and I read a few things in articles from colleges or state parks. I also use the Joshua Tree National Park website, but otherwise I'm not actively looking up information.

Q9: Shore Acres has a tour and we were able to see things and touch them in person. Ideally, I'm a hands-on learner, so I like to interact with forests in person.

Q10: I think it's great how they replant. Like in California, a lot of the trees weren't replanted. And the forests seem much cleaner in Oregon, and I'm not sure if that has to do with education or something . . . but I don't see much litter in our forests.

Q11: [name withdrawn for privacy] He's the forestry director.

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Oregon's forests are a  
renewable resource for multiple  
uses.

Recreation value and future  
use.

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Good experience is hiking,  
being alone with nature, and  
cross country skiing.

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Bad experience involved  
sensitive issues like user  
conflicts.

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Recreation activities include  
hiking, mountain biking,  
kayaking, skiing, and  
photography.

Learned about recreation  
opportunities from the internet  
and word of mouth.

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Tree cutting includes selective  
rather than clear cutting to  
promote diversity.

Learned about harvesting

# INTERVIEW #16

Name: Janis

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/28 at 1:50pm.

Q1: Oregon's forests mean to me . . . a renewable resource that provides an environment that is balanced. A place where you're able to recreate and save for future use.

Q2a: For me, it'd be hiking, and being away from people . . . with nature, which is so cliché. [laughs] Oh, and cross country skiing.

Q2b: I used to work for the Forest Service, and the sensitive issues were hard, like motorcyclists versus hikers in a limited resource area. I've experienced those conflicts myself as a hiker as well as on the job.

Q3: Hiking, mountain biking, kayaking, skiing, and photography.

Q3a: The internet. I love going on the internet and finding information that way. Also, word of mouth.

Q4: When I go to a forest, I want diversity. So I might pick a forest that has done more selective cutting, less clear cutting.

Q4a: College courses and through my career.

Q5: Land management plans . . . for state, or rather any government land. I know about fish and wildlife protection regulations, and I'm more concerned with that than getting the cut.

Q5a: Schooling, what I've read, and work experience.

Q6: Firewood [laughs] We have the coolest fireplace in the middle of our living room. And we own property, so we fall our own hazard trees for firewood. Also, paper and furniture.

Q6a: Education and career. My major was Natural Resource Management when I was in school. They didn't have Recreation Management at the time, or I would've done that instead.

Q7: Different websites, depending on the forest site. I'd go to different land management plans, though I have a little mistrust of them. A decision can be made before the actual NEPA is written. Write to justify the decision.

Q7a: Because of my knowledge level and the language . . . I worked for the government, so I understand the language more.

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Currently uses Facebook for friends' posts, and libraries.

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Would prefer to learn about forests from libraries and websites.

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Importance of aesthetics, yet there's a lack of diversity.

Tree cutting is too close to water sources, which causes too much runoff.

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Q8: It might sound funny, but Facebook . . . because I have lots of friends interested in different issues and news. Some might post something from High Country, or I'll read about a LNG pipeline, or a plan for the local coastal area. I also use libraries; you can find out when meetings will be head on their boards.

Q9: Library, websites, and . . . actually, those are the ones I would use.

Q10: It's such a beautiful state and the forest are incredible, but they do lack diversity. Cuts go clear down to the water-source and there's too much runoff.

Q11: [name withdrawn for privacy]

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Oregon's forests symbolize  
home, wildlife, nature,  
resources, and the land.

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Tasha Livingstone May 26,  
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A good experience involves  
hunting and cutting with  
family.

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A bad experience involved  
danger and skidding in mud.

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Tasha Livingstone May 26,  
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Recreation activities are  
hunting and four-wheeling.

Learned about recreational  
opportunities from childhood  
experiences.

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Tasha Livingstone May 26,  
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Tree cutting include husband's  
family harvesting cedars.

Learned about tree cutting  
practices from husband's  
family and firsthand  
experience.

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#### INTERVIEW #17

Name: Becky

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/29 at 8:50am.

Q1: It means . . . home, wildlife, nature, resources, and the land.

Q2a: I have a lot of good memories. My dad was a hunter, so we were always out in the woods . . . hunting, cutting with my uncles and cousins.

Q2b: Not really. My brother once crashed . . . well, he didn't crash, we just skid in the mud. He didn't get hurt or anything, but it wasn't a good experience when it happened, though it makes a good story now.

Q3: Hunting and four-wheeling.

Q3a: I grew up with it.

Q4: Well, this doesn't really influence my use, but my husband's family harvests cedars and does mushroom picking. It was their only source of source of income, at the time.

Q4a: From my husband's family, and from being invited out there. It's hard work!  
[laughs]

Q5: I'm aware that there some some in place, but I don't know the specifics. I just know they're protected.

Q5a: Growing up in the area, you hear about what's going on, you know? My parents would talk about it.

Q6: Paper [laughs] and coffee cups. It's hard to think of stuff.

Q6a: At the coffee shop, that's all you're offered.

Q7: Outside of the tribe, the media, but I don't know how trustworthy they are. You have to take what they say with a grain of salt. I trust the tribe the most.

Q7a: Well, the media because that's my only other option, and then the tribe because they have to inform their members what's happening. And I expect them to tell the truth.

Q8: None.

Q9: Social media . . . and something that's not a big, long article that takes forever to read. It's hard with certain issues, like the Elliott . . . there's so much information now that you don't know

what's truthful, or where to get it from. I don't pay much attention to it anymore, so I don't know what's going on.

Q10: No . . . I mean, they're beautiful and I hope they never go away. I hope they continue to prioritize and maintain them.

Q11: [name withdrawn for privacy] and [name withdrawn for privacy] . . . they would probably be willing to participate in your study.

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Tasha Livingstone May 26,  
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Importance of aesthetics and  
future use. Forests should be a  
priority and maintained.

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Importance of a green, clean  
environment.

Value to wildlife and humans

Solitary space in the forest  
away from people

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Tasha Livingstone May 26,  
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Good experience involved  
fishing and a bear sighting.

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Tasha Livingstone May 26,  
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Bad experience involved danger  
as a whistle blower on a  
logging site, and falling  
through a dam.

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Tasha Livingstone May 26,  
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Recreation activities include  
fishing, hiking, photography,  
and sightseeing.

Learned about recreation  
opportunities from childhood  
and father.

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Tasha Livingstone May 26,  
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Tree cutting protects wildlife,  
fish, watersheds, and protects  
the renewable resource.

Learned about harvesting  
opportunities from father.

#### INTERVIEW #18

Name: Kathy

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/29 at 11:30am.

Q1: They mean a **green** environment; a clean environment; a place for wildlife; and a nice place to live. More trees less people . . . though, that doesn't sound very nice when I say it like that. [laughs]

Q2a: **Fishing**. I love to fish. And just recently I saw a bear. I should've been more scared of him than he was of me, but he turned tail and ran. I like bears, but only from a distance.

Q2b: Yes, when I was going to college, I was a **whistle blower** for two days. And the fact that I only lasted two days with the loggers should tell you how it went. It was really dangerous. I'd blow the whistle for the chokers, and I saw so many people almost get hurt. Someone who is uncoordinated shouldn't be doing that. Oh, and I also fell through a dam one time. No one saw the hole, and I fell all the way through to my shoulder. I was like the boy in the dike, but I almost crippled myself.

Q3: **Fishing** . . . I've hiked, I've done photography, and we like to drive around and look for wildlife. I guess that's sightseeing. Sightseeing, birdwatching, we do all that stuff.

Q3a: I grew up here, so I probably learned mostly from my father. He was big into them.

Q4: I know they don't clear-cut like they used to. They leave habitat for wildlife and fish. They do a lot now **to protect** the forests . . . preserve watersheds, that sort of thing. Protect the renewable resource with the least harm to the environment.

Q4a: Mostly because I own forests in Washington state, so I manage them myself. And here working for the tribe, I learned about different kinds of pollution. Point source, non-point source, way more than I ever wanted to know.

Q5: The main thing I think about is **pollution and runoff** from logging and road building. How that affects little fish, and then the adult fish when they spawn. At one point they cleared the river of obstacles, which made it less favorable to fish. I was surprised when they started throwing logs back into the water since the fish needed them to spawn. [beaver story]

Q5a: Here at work from my forestry and environmental guys. Every once in awhile I pick their brains. [turtle girl story]

Q6: **Building** supplies. I worked in lumber mills when I was in college for accounting. So I made plywood and other products. [laughs] I love wood.

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Tasha Livingstone May 26,  
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Most reliable sources of forest  
information are Forest Service,  
BLM, and similar agencies.

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Picked those sources because  
of time spent working with  
resource; able to provide  
accurate information and are  
considered the experts.

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Tasha Livingstone May 26,  
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Currently uses the internet,  
newspapers, and the Oregon  
Field Guide on television.

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Tasha Livingstone May 26,  
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Would like to learn about  
forests from shows so that the  
viewer can see pictures.

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Importance of regulations and  
controls on public forests to  
maintain future resource

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Q6a: At home because my dad was in the lumber industry.

Q7: The National Forest Service and the BLM. So agencies, those agencies are very trustworthy. I'd go to them for maps so I wouldn't get lost. [laughs]

Q7a: I guess because they've been around forever. They are stewards of the land, and they have the resources to provide you with accurate information. The tribe has information about specific land parcels, but I think agencies are the experts.

Q8: I use the internet. I read the newspapers. I watch Oregon Field Guide . . . I actually watched them the other night. I like hearing about the Malheur National Forest. [Malheur National Forest story]

Q9: I would love to get it from a medium like a show. Sit and be able to see pictures of things. Like the forests in eastern Oregon, Deschutes, Blue Mountains . . . unless you go there now, you can't see these types of forests. Or if you're like me, you're a bear magnet and they find you. [story about the Bear film]

Q10: I know it's a pipe dream, but I like that there are public forests that are protected. There are regulations and controls to make sure we aren't ever going to be sitting with a bunch of stumps and no trees. The reservation regulations were different in Washington. That was years ago now . . . but there was no planting, no burning, and runoff problems. It was like a moonscape. I saw the land as an adult, fifteen years after it was cut and it looked terrible. They never replanted anything; it wasn't part of the regulations, though things have probably changed now.

Q11: [name withdrawn for privacy], he's an environmental specialist . . . and [name withdrawn for privacy].

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Tasha Livingstone May 26, 2015 2:55 PM  
Importance of aesthetics  
Many states and countries no longer have forested landscapes.  
Importance of replanting and presence of trees, regardless of size.

INTERVIEW #19  
Name: Jerry  
18 years of age or older: Yes  
Resident: Yes  
Gave Verbal Consent 12/29 at 3pm.

Q1: It is aesthetics. My wife and I, she passed away a few ago, we used to travel a lot. [lists countries] And let's use Croatia, for example, there's all these mountains without trees. And I was in the military when I visited San Diego, and there were not more trees in San Diego. The thing is, I don't care how big the trees are. Big trees, little trees . . . as long as they're there. I served on the Coos County Planning Commission and I really like seeing forested lands. I enjoy timber cruises too.

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Good experience involved working on the Elliott Management Team: driving and identifying plants, and timber land exchanges.  
Controversy surrounding Elliott is due to politics.

Q2a: I joined the Elliott Management team before it had any logging, this was in 1955, or roadbuilding. Every day was a joy, through areas untouched. Underdeveloped. No farming, no hunting. Traveling through and IDing, we were taking inventory, and every day was a new adventure. I spent time arranging timber land exchanges, which was my favorite. That's what makes me so sad about the Elliott today . . . it's a mess because of the politics. The ESA versus the Oregon constitution.

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Bad experience involves shutdown of exchange project and bad vibe with boss.

Q2b: One of my exchange projects, worth about three million dollars, had been approved by everyone. Agencies, both political parties, and then at the last minute, the timber company contacted the land title company to double check and they found a defect in the title. Those with the earlier title . . . they killed it. That sticks even thirty years later. I also had a bad vibe with a boss I had for three years. My boss wanted to only focus on fire protection. We didn't get along. [story of boss's transfer]

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Tasha Livingstone May 26, 2015 2:55 PM  
Recreation activities include camping with family.  
Learned about recreation opportunities from family/ childhood and high school recruiting assembly for the Forest Service.

Q3: Mostly camping. I don't hunt or fish. So camping, I've spent time with my family in an RV.  
Q3a: I grew up outside of Portland, and we would go out on a Sunday afternoon and drive around. Mount Hood or anywhere like that. He took us camping [relation to family history and becoming an author] He was a french timber faller. [explains wood purchasing during the war] We bought it from them. So my family cared about the outdoors, but what really got me going, and this was in 1942, was my high school. We had an all boys assembly, which wouldn't be allowed now, but the boys assembly recruited boys to work for the Forest Service. [summer story] My lookout actually burned on the Biscuit Fire. All of this taught me that I loved to work in the outdoors . . . for the fun and practical aspects.

Q4: On the Elliott, 99% was cable yarding. All clear-cutting . . . it was done for the Douglas-fir, of course. Thinning is fun too. But the bread and butter of our management was clear-cutting,

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Water quality, fish, and wildlife  
rules used to be non-existent:  
roads, yarding, and silt on  
rivers.

No attention to wildlife.

Now gone to opposite extreme.  
Importance of finding balance.

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Learned about water quality,  
fish, and wildlife rules from  
work experience.

Decisions based on feelings  
rather than facts. Should be  
both.

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Wood products include toilet  
paper, paper towels,  
newspapers, wooden house,  
and fireplace.

Learned about wood products  
from childhood.

Disconnect in cities with forests  
and forest products.

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Most reliable sources of forest  
information are SAF, Eugene  
Register Guard, professional  
journals, and networking.

Picked those sources because  
of biases, attempt to find  
balanced perspectives, and  
ability to recognize extremes

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and we'd burn sometimes, though it was expensive. And planting was done immediately afterward.

Q4a: By working on the Elliott Forest. There's classes you can take and learn about harvesting practices, but it's not the same as actually doing it.

Q5: I saw a lot of evolution of this subject. I began in 1955, and we were building roads across the cricks, yarding across cricks, and leaving silt behind in the cricks. We paid, basically, zero attention to other animals. We had the view that, if we disturbed critters, they could move somewhere else. We created good elk habitat with the clear-cuts. Weyerhaeuser began clear-cutting a few holes. But there's way too much emphasis now on wildlife. We've gone from one extreme to another. We need to find a balance somewhere between zero and one hundred percent.

Q5a: Through work experience. So size of riparian areas and creation of snags hadn't been conceived of at that time. Biologists said that, because wood absorbs oxygen and fish need oxygen, we needed to take out wood from streams. So we spent a lot of money doing that, and it's the opposite now . . . we spent money putting them back. I think it's the same with some wildlife species. We don't know everything about birds, we're still learning. Decisions now are based on feelings, not facts . . . when they should be made with a mix of both.

Q6: Toilet paper, paper towels, and as I mentioned before my wife passed away, so I've been maintaining the house. I read newspapers and I live in a wooden house, as most people do. [laughs] I build fires in my fireplace for ambiance.

Q6a: I grew up with these products. [ice breaker story] We also had a sawdust fireplace during my youth. There are more people in the cities now than rural communities, and they are not reutilizing forest products, or don't realize they are.

Q7: Being a professional forester, I get information from SAF. I was even elected to be a fellow, which was a great honor. And in 1985, this one really surprised me, I was elected as Outstanding Forester in Oregon. I read broadly: Eugene Register Guard, which is a left wing paper; professional journals; and networking via work.

Q7a: We develop, over time, perspectives on things. From then on we search for things that support our views. And that's the same for anything, even something like food. We eat the same sorts of things we know we like, and avoid stuff we don't. I'm biased, so I tend to place acceptance and value from our own writing like the Journal of Forestry, the local paper here which I believe is balanced, and especially the Roseburg paper, though it's more on the conservative side. We can usually recognize extremes in different sources we use. Reading broadly to understand different views is important, that's why I support education.

Q8: I read two newspapers everyday, The Week, and I watch FOX News . . . there's some value there.

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Prefers to use current sources.

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Government forests are not  
well managed.

Q9: I can't think of any source that I don't already use. I'll read anything I come across, but I don't feel deprived of anything. If Sierra Club posted anything, though, I probably wouldn't read it. [laughs]

Q10: 52% of Oregon's forests are owned by the government. As a general, blanket statement, they are not being well-managed. Not because of bad employees, but because they are politically tied. If you have a forestry degree . . . I can go and observe a forest, envision what it should look like. But the politics hinder them. But fifteen million acres of government forests are not well managed.

Q11: [name withdrawn for privacy], he's retired.

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Ties to ancestry.

Forests are a visual representative of the past.

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Good experience involved witnessing a change in management styles.

Demonstration of what management can be.

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Bad experience involved witnessing poor management and arguments among specialists.

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Recreation activities include hunting, hiking, camping and fishing.

Learned about recreation opportunities from childhood.

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Tree cutting includes yarding, cable logging, swing logs, mechanical harvesters, etc.

Learned about tree harvesting

## INTERVIEW #20

Name: Peter

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/30 at 8:15am.

Q1: Pretty broadly, they are what exists of my tribe's ancestral homelands. [explains specific range] Made up of trees, rivers, and lakes. It is a visual representation of what was there one thousand years ago.

Q2a: From a management perspective, watching what we did back at Grand Ronde, and seeing the transformation of management to a style that provided economic as well as other fun opportunities. It was a tremendous experience. It made me a believer of what management across a forest can be.

Q2b: Yeah, recently, Grand Ronde has different habitat types. Perennial to intermittent streams, but part of it used to be overgrown with salmonberry. Two years ago, they were behind with their timber management and asked if I would help. It was seriously a hell hole, and it made me wonder why we were even there. I could see the philosophy changing. There was brush left here and there, but then the biologists would get mad about something. That wasn't a great experience.

Q3: Hunting, hiking, camping, and fishing.

Q3a: I grew up doing it in Cottage Grove. Home of champions [laughs] We did all sorts of stuff like that. It was a great place to grow up.

Q4: From my exposure and practice, and cutting on steeper slopes . . . we've done yarding, cable, swing logs. [explains harvesting techniques] I always like watching mechanical harvesters. I've seen horse logging . . . it's interesting, but it's used more on farms and by hobbyists.

Q4a: At OSU and afterwards.

Q5: We are still subject to all of the federal and state guidelines for managing waterways. In the United States, tribes can write their own management plans, though some default to the federal and state plans. But we're actually the only tribe in the nation who has to operate under the Northwest Forest Plan . . . we can't write our own management plan. [story of politics]

Q5a: Exposure in college . . . you learn about the regulations that affect how you manage, but you truly don't understand their application until you're working.

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Wood products include wood  
buildings, house, and paper.

Learned about wood products  
from childhood in logging  
community, OSU, and work.

Q6: We live in a wood buildings, and I like living in a house . . . although, our house now has a metal frame. [laughs] So many things we use are made of wood . . . so many things you don't think about everyday. Paper, of course.

Q6a: Growing up in Cottage Grove, it was a logging community. I got exposure there and then going to OSU and Grand Ronde to work.

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Most reliable sources of forest  
information come from  
everywhere: scientific journals  
and even propaganda material  
from groups with differing  
views.

Importance of knowing who  
wrote it, why, and applicability.

Picked those sources to  
understand a broad range of  
perspectives.

Communicating science is  
sometimes effective, other  
times not.

Certain issues have been  
debated for too long.

We're managing forests too  
narrowly.

Q7: Trustworthy information comes from just about everywhere: scientific journals, propaganda [laughs] material from groups with differing views . . . all of them can have accurate information. I just want to know who is producing it and why. Does it sound like the science is applicable? What is the intent and who is the author?

Q7a: I like to know what the broad range of thoughts are. At times, we've been effective at communicating science, and other times I've wanted to beat my head against a wall. It's about trying to compel people to listen. There are certain issues that have been pounded over for decades, and then they jump on to something new. [Pacific Marten story and proposal for listing] It's the same with the spotted owl and barred owl. Protecting habitat doesn't guarantee the species will prosper; their numbers have continued to decline. We're managing too narrowly by focusing only on habitat.

Q8: I read documents from the inter-tribal timber council, the Journal of Forestry, and . . . primarily those two. On Fridays when my staff is gone, I'll turn on the computer and see what new issues come up across the board.

Q9: This is going to sound strange at the age of fifty-two, but I'd always wanted to retire at sixty-two, which isn't going to happen now [laughs]. . . and as I get older, I've become a fan of sabbaticals. I would love to take sabbatical leave and monitor graduate courses, or go to NIFSE and become involved in wildfire management. Or go back to DC to find out what's going on with politics. That would be a good way to learn and stay in touch with current practices. Just sitting in and observing a class for a semester.

Q10: I truly believe we have more than enough resources to meet the needs of . . . all things we think are important. Economy, wildlife . . . [lists resource aspects] What I find interesting about tribal lands versus government lands, is that BLM and the Forest Service can't manage their lands anymore. And that's not because of them, but because of the politics tying their hands. Many decisions now are based on emotions. Understanding the science is important, and we need to take that into consideration along with the emotions.

Q11: When you come back to town, talk to [name withdrawn for privacy]. He's just an impressive guy and would have a lot to tell you.

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Currently uses documents from  
inter-tribal council, Journal of  
Forestry, and articles online.

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Would prefer to learn about  
forests from firsthand  
experiences via sabbaticals

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Significance of sustainable  
yield.

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Good experience was career  
overall: people and places.

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Bad experience involved a few  
people at work.

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Recreation activities include  
hiking, camping, sightseeing,  
hunting, and fishing.

Learned about recreation  
opportunities from boy scouts  
and neighbor during childhood.

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Tree cutting that positively  
affects use of forest is clear-  
cutting: sustainable, important  
for wildlife and replanting is  
necessary.

Learned about tree harvesting  
from college.

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#### INTERVIEW #21

Name: Tom

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/30 at 12:40pm.

Q1: Sustainable yield.

Q2a: My whole career was spent in the forest, and it was a good experience overall. I enjoyed many aspects . . . from the people to the places that the government allowed me to go. I'd go to the mountains, and you could sit, watching the ocean. It's like . . . am I really getting paid for this?

Q2b: I had bad experiences with a few people I worked with over the years. A few bad lemons. [laughs]

Q3: Hiking, camping, sightseeing, hunting, and fishing.

Q3a: I started in the boy scouts. And then a neighbor worked for the BLM. So I always had an interest in forests.

Q4: Clear-cutting definitely helps. They're a good thing. They look ugly, but we have a sustainable system that brings that back in ten years. And some wildlife need it, like elk and deer. They browse clear-cuts. So logging is important, but you have to replant.

Q4a: Most of them in Lane Community College. Though, we learned about many practices that we don't use today . . . helicopter logging, balloon, horse, and [laughs] oxen. You know the Doerner Fir? All of the trees around it are dying due to their age, and to me I just see a waste of timber.

Q5: Regulation-wise, there are buffer strips. The size depends on what you're protecting. Some areas don't need them. Though, you have to watch the siltation in the creeks . . . it's all from logging.

Q5a: Lane Community College, but most of what I learned evolved over the years with BLM. Practices have changed from year to year. We started pulling out logs, and realized the salmon needed the gravel. There's one stream that comes to mind where I pulled out the logs. I wouldn't be surprised if it's just bedrock, even years later. I didn't know any better. I was just doing my job.

Q6: Mainly paper. I do a lot of wood-working and refinishing. I've also built planter boxes, which fill our yard. [explains buying lumber and selling product cheaper]

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Tasha Livingstone May 26,  
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Most reliable sources of  
information are the internet  
when you pay attention to  
author and agencies.

The news media is not  
trustworthy due to biased  
reports.

Picked those sources because  
of work experience with them,  
and internet depending on the  
writer.

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Currently uses agencies.

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Wouldn't prefer to get  
information from different  
sources. If there's something  
unavailable, agency employees  
will help.

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Foresters should be foresters,  
and remove political agendas.

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Q6a: I learned about it from my childhood. In junior high and high school I took wood shop classes. And within the last ten years, I got a wood shop of my own.

Q7: I use the internet a lot, but you have to be careful who posted it. I don't trust the news media, it's usually sided one way. They don't look at both sides. Agencies are trustworthy . . . they have information if you want to go out and do stuff.

Q7a: I'm a creature of habit. I've worked with them and trust them. With the internet, I pay more attention to who wrote the information.

Q8: I still use the BLM. I still work with them on a fire team.

Q9: Most everything I want to know, I can find. If there's something I can't find, I know people who will help me get the information.

Q10: We need to let foresters be foresters in the woods. We need to take the political agendas out of the woods. In the 80s, we were cutting, and then in the 90s, environmentalists stopped us from cutting. We've been like this ever since.

Q11: More guys at the office would probably participate.

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Forests are a sustainable,  
renewable resource.

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Good experiences involve  
camping with family.

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No bad experiences in the  
woods.

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Recreation activities include  
camping, fishing, river floating,  
hiking, picnics, and family  
activities.

Learned about recreation  
opportunities from family and  
childhood.

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Tree cutting doesn't affect use,  
but trees are harvested on  
family property.

Learned about harvesting  
practices from forestry workers  
and newspapers.

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## INTERVIEW #22

Name: Lynda

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 12/30 at 3pm.

Q1: They're sustainable, renewable resources. I'm definitely pro-forestry.

Q2a: I've had lots of good experiences. We go camping as a family . . . campgrounds on family property. My husband had keys that let us go camping in the middle of the forest.

Q2b: Nope, I can't think of any bad experiences.

Q3: Camping, fishing, river floats, hiking, picnics, and family activities.

Q3a: I've lived here most of my life, but my husband and father-in-law know about spots to visit off the beaten track. I'd go off and spent time outdoors . . . like the sand dunes, when I was young.

Q4: I don't think they really do affect my use. My family harvested the trees on their property, but it didn't affect our use.

Q4a: I talk to people who work in the woods and read the newspaper.

Q5: I don't know . . . quite a few years ago now, they put buffers on streams. Other than that, I don't know of much.

Q5a: I heard people talking about when the rules changed. I also know about it because of other peoples' forestry practices. My grandfather worked in forestry when the rules changed. They used to float logs down the rivers and store them there. You could drive and see logs stored on the way to Coquille.

Q6: Paper. I've worked in an office my whole life. And my husband uses lumber products. He built a bridge on the property. [story of storm washing away bridge]

Q6a: They're common . . . things I've always used. Everyone who builds would know where to go for lumber products. Oh, and my father-in-law used to do wood carvings.

Q7: I don't have any problems with newspapers. We talk to local forestry specialists . . . the prior Coos County Forester, the Coos County Commissioner, and the Coos County Forest Crew. My husband talks to a lot of people in his field. So I hear about it that way.

Q7a: Those are the only ones I know. I'm an avid reader, though not about forestry. So I just talk to folks.

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Tasha Livingstone May 26,  
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Currently uses newspaper and  
husband.

Q8: Just the newspaper and stuff my husband hears when he's out and about.

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Would prefer to learn about  
forests from newspapers and  
internet.

Q9: Newspapers and the internet. If I needed to know specifics, I could go there [the internet] and look. I check Daily News or Google something.

Q10: I think it's a state where we're very lucky of the resource we have. We can grow trees quickly. In general, we have good use of our forest lands. Regulations keep us from building in rural communities, whereas the larger cities can build more easily. So it's like cities can control what is built in the rural communities. This might be old regulations, though. I'm not sure how much has changed now.

Q11: [name withdrawn for privacy]

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Tasha Livingstone May 26,  
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Oregon is unique because of its  
forests.

Trees grow quickly and we have  
good use of forest lands.

Regulations control land use  
designations beyond forests.  
Cities have more control over  
land use than rural  
communities.

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Tasha Livingstone May 26,  
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Natural forests should be preserved. Harvesting diminishes wildlife habitat. Forest processes are connected.

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Tasha Livingstone May 26,  
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Good experience involved teaching kids about forests, animals, and fish.

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Tasha Livingstone May 26,  
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Bad experience involved realizing that nature is more powerful and you are small.

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Tasha Livingstone May 26,  
2015 2:55 PM

Recreation activities include camping, hiking, fishing, and desire to zipline.

Learned about recreation opportunities from childhood and growing up in area.

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Tasha Livingstone May 26,  
2015 2:55 PM

Tree cutting doesn't affect use, but clear cuts aren't aesthetically pleasing.

Learned about tree cutting from growing up in northwest. Part of life here.

#### INTERVIEW #23

Name: Kelly

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/26/15 at 2pm.

Q1: Forests are a natural habitat **to preserve**. For wildlife, if you harvest, then we lose habitat. Everything affects everything else.

Q2a: In high school, I taught grade school kids through a . . . like a high school program. [lists program names] Did you have any of them? The lab taught **kids** about trees, animals and fish. You learned more about forest stuff that way, by teaching it to the younger students.

Q2b: Well, any time you realize how powerful nature is. Like **cougars** [laughs] and respecting them [running into cougars]. I'd live on a mountain if I could . . . oh, and realizing how small I am to nature, though that's not a bad experience.

Q3: **Camping**, hiking, fishing, all the obvious ones. I want to zipline. [laughs]

Q3a: I've lived my whole live in North Bend. It's part of living here.

Q4: I don't think cutting affects my use, well, except **clear-cuts** since they don't look pretty. [laughs]

Q4a: Being in the northwest my whole live again.

Q5: Timber companies must cut within . . . what is it called? A certain area. **Buffer zones**. I don't have a problem with timber companies as long as there's a balance.

Q5a: Growing up in Oregon in a timber town, where the primary resources are fish and timber.

Q6: We use more wood products than we realize: wood **houses**, paper products, and we ship cardboard boxes. I know we need to cut. If we didn't cut any wood, we would live in a world of plastic.

Q6a: They're common sense things. Bookcases, napkins, everything.

Q7: Media is not credible, but it's my primary source. I enjoy hearing information through **universities** and that sort of thing. You have to pay attention to who is paying for the study. There's a big to-do about state lands now and people protesting.

Q7a: They're average, daily sources and newspaper outlets. If I want to follow up on something, then I use the internet. You just have to pay attention to who wrote it.

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Tasha Livingstone May 26,  
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Currently uses media and then  
internet.

Q8: Media first and then the internet to follow up.

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Tasha Livingstone May 26,  
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Would prefer to learn about  
forests from experts via  
lectures.

Q9: Lectures through experts, like professors doing a series. You can learn a plethora of information that way.

Q10: I hope in the future we can sustain the natural resources we have. I would hate to see society destroy valuable forests as they sit now . . . since Oregon is known for its beauty. Oceans are amazing as well, but one of the most beautiful things are natural forests with all the critters. [laughs]

Q11: Congressmen or senators. [names withdrawn for privacy]

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Tasha Livingstone May 26,  
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Long-term sustainability is  
important. Society shouldn't  
destroy natural resources.  
Oregon is known for its  
aesthetics. Importance of  
natural forests.

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Tasha Livingstone May 26,  
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Forests are part of the  
economy. Importance for jobs  
and hobbies.

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Tasha Livingstone May 26,  
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Good experience involved  
mushroom picking, building  
forts, camping, and hiking  
(recreation). Physical activity  
and adventure.

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Tasha Livingstone May 26,  
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Bad experience involved  
unpleasant distractions and  
danger.

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Tasha Livingstone May 26,  
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Recreation activities include  
falling trees, biking, hiking,  
camping, exploring with kids,  
and mushroom picking,  
hunting, and tree climbing.

Learned about recreation  
activities from childhood.

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Tasha Livingstone May 26,  
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Tree cutting includes  
regeneration harvest.  
Importance of jobs and wood  
products for human use. Bigger  
effect than people realize.  
Affects water use and land  
availability.

#### INTERVIEW #24

Name: Savannah

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/26/15 at 5:50pm.

Q1: Our **economy**. We depend on forests for it. Hobbies, jobs, and almost all activities.

Q2a: **Mushroom** picking, forts, camping, and hikes.

Q2b: Hmm, **cobwebs** in my mouth. [laughs] Trees falling and trees blocking my path.

Q3: We fall **trees** for peat, bike riding, hiking, camping, and we take the kids out to explore.  
Mushroom picking, walks with the kids to teach them about trees and berries, hunting, and tree climbing.

Q3a: I was raised with them.

Q4: **Regeneration harvest** influences my use in every way, shape and form. Jobs too . . . my dad is a logger. Materials, houses, economy, though that's related to jobs. I think it has a bigger effect than I think. Water use and land availability as well.

Q4a: Being raised with it, and from my father.

Q5: Hunting regulations with **fish**. I don't always tie them together though. Hmm, salmon is a big one . . . what to take and where. Boats too. Where to take them and commercial use.

Q5a: Websites, brochures, and my husband for fish information. For boats, I get my information from acquaintances.

Q6: Logs and wood, **housing**, furniture, and toilet paper.

Q6a: They're generic things that you use everyday.

Q7: **Internet**, newspapers, and media.

Q7a: Because that's how people seem to find information now.

Q8: **Websites** and the internet. I do general searches, unless I'm looking for something specific. Then I might an Oregon or county website, or a school site.

Q9: It's specific on what I want to know, so **a website** . . . based on convenience and availability. I wish they would include courses in schools for kids to learn about forests.

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Tasha Livingstone May 26,  
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Importance of education,  
especially for children. Tailor to  
specific area.

Q10: Being educated about these things is important. Like what kids can eat and what they shouldn't eat. They should learn what's specific to their area with education.

Q11: [name withdrawn for privacy] I think she would probably do it.

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Tasha Livingstone May 26,  
2015 2:55 PM

Forests are important for jobs,  
homes/habitat. Oregon known  
for its trees.

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Tasha Livingstone May 26,  
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Good experience involved  
camping, childhood home in a  
forest, and mushroom picking.

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Tasha Livingstone May 26,  
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Bad experience involved pain  
and danger.

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Tasha Livingstone May 26,  
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Recreation activities include  
camping, mushroom picking,  
and wood cutting.

Learned about recreation  
activities from dad,  
grandfather, family, childhood  
in small town, and school.

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Tasha Livingstone May 26,  
2015 2:55 PM

Tree cutting includes replanting  
after harvest. Old growth  
should be respected when it's  
cut.

Learned about tree cutting from  
family and school.

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## INTERVIEW #25

Name: Barb

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/27/15 at 4pm

Q1: Jobs, homes both for people and animals . . . Oregon forests are home. When you leave and come back to Oregon, you can tell when you're in the state.

Q2a: We go camping. And then my sister and I . . . our house was backed up against a forest. Mushroom picking too.

Q2b: To go along with camping, if you don't know about plants and shrubs like thistles and poison oak . . . [laughs]. You can get lost and turned around too. That's happened.

Q3: Camping, mushroom picking, wood cutting . . . for me personally, that's about it.

Q3a: My dad and grandfather. So family mostly. Growing up in a small town, we talked about it a lot. At school we took monthly field trips, though I don't think they do that anymore.

Q4: Those that harvest with the purpose of good use and plan to replant . . . that's important. I don't like the cutting of old growth when they're not respectful of it or waste it.

Q4a: Family, and I grew up with it. School also! They talked about it in classes.

Q5: I know that ODFW works with the forest department. Certain areas have to be left alone close to water . . . they have to leave things for fish.

Q5a: Family again. I had a grandfather who grew up here . . . so the information has passed to each generation.

Q6: Fireplace . . . wood fireplace and a pellet stove. My kitchen is solid oak. I baby those. [laughs] Otherwise, wood flooring and my house, of course. This might sound random, but when I shop for my daughter's school supplies, we pick wood products. I don't think we realize how much wood we use.

Q6a: Family . . . and for the pellets, my grandpa and Lumberman's for work. You learn which produce the most ash. Oh, and bonfires growing up and learning what burns.

Q7: People you know who work in it rather than the internet. People who study it and work with it on a daily basis.

Q7a: I trust my family because they grew up with it. For other people who work in or study it, such as yourself, it's because you've learned about it. And not just learned about it, but live in it. Once you're a teacher, you're a teacher [laughs].

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Tasha Livingstone May 26,  
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Currently uses family and  
friends.

Q8: Mostly my family and friends. I haven't looked up anything in awhile.

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Would prefer to learn about  
forests from people who work  
with and live in it as well as  
hands-on experience.

Q9: From people who work with it and live in it. As great as the internet is, I'd rather talk to people or get hands-on experience.

Q10: I don't think so, I think you got it covered. It's what makes Oregon, Oregon. It's one of the greenest states, isn't it? [California story and then military friend]

Q11: [name withdrawn for privacy], but she's out the door already.

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Tasha Livingstone May 26,  
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Forests make Oregon one of  
the greenest states.

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Forests provide jobs, food, and  
recreation.

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Tasha Livingstone May 26,  
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Good experience involved  
camping with family.

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Tasha Livingstone May 26,  
2015 2:55 PM

No bad experiences.

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Tasha Livingstone May 26,  
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Recreation activities include  
motorcycling, hunting, fishing,  
camping, swimming, hiking,  
picnics, blackberry picking, and  
cutting cascara buckthorn.

Learned about recreation  
activities from family, friends,  
and Weyerhaeuser.

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Tasha Livingstone May 26,  
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Tree cutting includes maximum  
clear-cut area (120 ac),  
replanting, and 40–50 year  
harvest rotations.

Learned about tree cutting from  
news, TV, and people we know.

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#### INTERVIEW #26

Name: Toni

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/27/15 at 6pm

Q1: Jobs, food, and recreation.

Q2a: My father was a logger. We'd go camping, mom and dad in the tent, and kids in the lean-to. We'd play games and stuff. Now we do the same and take our kids camping. It was a happy time . . . fond memories with family.

Q2b: Can't think of anything.

Q3: Motorcycling, hunting, fishing, camping, learned to swim, hiking at Gold and Silver falls, picnics like day picnics, blackberry picking, mushroom picking . . . though, I never found any mushrooms. Oh, and chittern cutting to make money as a kid.

Q3a: Family, friends, and Weyerhaeuser property maps.

Q4: They have certain sections for harvest, like a maximum area that they can cut. [story about watching a harvest] They have to replant in a certain length of time, and I see it happen every 40 to 50 years.

Q4a: News and TV mostly. I skip over newspapers. Or there are people we talk to about harvesting.

Q5: When they log, they can't log close to the streams. Or when trees fall from storms, they leave them in the streams. I've seen cattle grazing down to the streams and it smells terrible. I think they have to mix chemicals or something to clean it.

Q5a: News or I'll look it up online.

Q6: The house, paper I use at work and at home, my to-do list [laughs]. We recycle plastics, paper, and aluminum. Toilet paper.

Q6a: We were taught in school about what they make at mills. TV shows like "How they make that." They had an episode one time about paper and containers.

Q7: The Oregon State forestry department website for their publications. The hunter's synopsis and fishing synopsis, which are printed booklets with maps. Before the internet, I used the library. But now publications and the internet. I used to listen to my dad a lot too.

Q7a: The OSU website because this is the state of Oregon, and they should know what's going on.

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Tasha Livingstone May 26,  
2015 2:55 PM

Currently uses pamphlets,  
publications, internet and  
email.

Q8: Pamphlets and publications, and the internet and email like information from Weyerhaeuser.  
[story of scary roads]

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Tasha Livingstone May 26,  
2015 2:55 PM

Would prefer to learn about  
forests from email notices for  
convenience.

Q9: Notices via email since it's easier that way than going to agencies directly. Or email.

Q10: Someone told me in the 80s that Weyerhaeuser would eventually shut down their operations. That there were not enough trees to cut long-term. And he was right. It scared me that he was right when that started happening. I'm ashamed that I don't know more about it. My mom's grandfather worked on a steam donkey . . . she had pictures [story of journey around Oregon]. I thought it was fun and games, though my family worked in the woods.

Q11: [name withdrawn for privacy] would be a good one.

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Tasha Livingstone May 26,  
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Friend foresaw the plummet of  
harvesting operations in the  
80s.

Guilt associated with not  
knowing more about forestry  
due to family connection.

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Tasha Livingstone May 26,  
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Forests provide jobs, state  
income, and hunting  
opportunities.

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Tasha Livingstone May 26,  
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Good experience involved  
hunting and fishing.

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Tasha Livingstone May 26,  
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Bad experience involved injury  
and danger.

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Tasha Livingstone May 26,  
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Recreation activities include  
hunting, fishing, swimming,  
and driving/seeing the  
condition of roads and animals.

Learned about recreation  
activities from father.

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Tasha Livingstone May 26,  
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Tree cutting includes distance  
from water sources, clear-  
cutting, and spraying. Clear-  
cutting and spraying are  
negatives.

Learned about tree cutting from  
friends and firsthand  
experiences with BLM  
employees.

#### INTERVIEW #27

Name: Jim

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/27/15 at 6pm

Q1: **Jobs** and state income. Hunting and wanting to keep it in good shape.

Q2a: **Hunting** deer, elk, quail, and fishing in streams. [five-point elk story]

Q2b: I was hunting with my buddy and he moved for a car. There was this 1500 foot canyon and **he rolled** down there. There were these alders that crisscrossed in the canyon . . . that was probably the only thing that saved him. It was during a huge storm and we camped at the creek.

Q3: **Hunting**, fishing, camping, swimming, and just driving out there . . . and seeing the condition of the road and looking for animals.

Q3a: My dad took me to those places.

Q4: I watch how far they cut from the **creek**. Oh, and I hate clear cutting. It's fun for a burn, but it restricts access to sites and spraying causes problems. It kills little plants, and not as many elk and deer return. [Elliott State Forest story]

Q4a: My buddy goes to all this stuff and he talks about it. [spotted owl sighting story] You've gotta meet at 50/50, even when some people don't like it. We were camped at a creek by Reedsport, and birdwatchers were out there. BLM put a yellow gate because an eagle nest was out there. That nest had been empty for twenty years, and I told them. And if it was for the nest, why use it as a logging road for an operation on the other side. Oh, I also talk to [name withdrawn for privacy]; he has a degree from OSU in forestry.

Q5: When they log a lot, it affects the **water**. At Catching Slough, my buddy and I would go fishing, but there must've been dumping going on in the slough. They closed it up. Cattle and spraying are also problems. I think they're getting better about spraying, but it's still an issue. The deer left the areas that were sprayed. They'd clump in other places, which made hunting easy [hunting story]

Q5a: From my same buddy, and I hear about it on the news. Meetings for the public are not advertised enough. I'd rather see cards sent out to addresses; communication and follow up is so important. Otherwise, it causes frustration with the public. Oh, I also check information with my wife since she looks it up.

Q6: We have wood stuff in the **kitchen**, furniture, the house, roof, firewood, paper, toilet paper and things they make from pulp . . . it would surprise you how much is made from pulp.

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Tasha Livingstone May 26,  
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Most reliable sources of information are the union, company notifications, long-term residents, friends who work in forestry, and agencies.

Picked those sources because it is their property, and they should know about it.

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Tasha Livingstone May 26,  
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Currently uses email, ODFW pamphlets, and synopsis information.

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Tasha Livingstone May 26,  
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Would prefer to learn about forests from BLM and State Forestry offices, email notifications, and improved communication.

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Tasha Livingstone May 26,  
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Management of Oregon's forests is good, but spraying should be regulated better, and burns should be used more.

Chemicals in the forest is a problem.

Old growth should be cut before it rots.

Q6a: Where I work at the paper mill.

Q7: I get information through the union, where they send papers. It was part of my job, and they would notify people involved. [name withdrawn for privacy] have lived on the Smith River for five or six generations, so they have a lot of information. [name withdrawn for privacy] too, he's into forestry and he got an award for forest management. The private forester award or something. I talk to BLM a lot about gravel use on roads, and the Forest Service for maps.

Q7a: For agencies like BLM, it's their property. They know about their property.

Q8: Email, pamphlets, and synopsis information. The pamphlets are from ODFW. [story of park closing]

Q9: BLM and State Forestry, I'll go there and get the information. But internet notifications, maybe via email would be good, but I like to talk to them in person. I wish they would communicate new information better to the public.

Q10: I think they're doing good. I wish spraying was regulated more, and that burns were used more to help the soils. It's important to be aware of what's happening. Whenever I visit the agencies, they treat me good and they helped, but spraying has affected a lot of animals and fish. Chemicals used in the forests are a problem. They also wait too long with old growth. They should cut them before they start rotting. I've seen old growth cut, and most of it has rotted away by the time they get to it.

Q11: [name withdrawn for privacy], he works in forestry.

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Tasha Livingstone May 26,  
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Forests represent a way of life.

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Tasha Livingstone May 26,  
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Good experience involved  
learning to swim in a river with  
family.

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Tasha Livingstone May 26,  
2015 2:55 PM

No bad experiences.

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Tasha Livingstone May 26,  
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Recreation activities include  
fishing, camping, and hiking.  
Wouldn't live anywhere else.

Learned about recreation  
activities from family, tribal  
affiliation, and childhood.

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Tasha Livingstone May 26,  
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Tree cutting includes replanting  
and significance of connection  
to the land. Importance of  
respecting forests and  
preservation when needed.

Learned about tree cutting from  
family and tribal culture.

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## INTERVIEW #28

Name: Kara

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/28/15 at 12pm

Q1: They represent a lot. Our life. I was raised here, camping and fishing. It's a way of life.

Q2a: Learning to swim was a good experience. [laughs] They were teaching classes at the pool, but this lady kept pushing me under water. I didn't want to go to swimming class, so my mom took me up river to . . . what was it called? Delwood. It used to be open for camping, and there's this great splash dam. This might sound terrible, but my mom would say, "Keep the cigarettes dry!" So I'd carry her cigarettes above the water and swim across the river. I thought I couldn't do it, but she told me to look around . . . I was already halfway across the river! That's how I learned to swim.

Q2b: No, I don't think I've ever had one. I'm good with my surroundings. I'm never lost or anything.

Q3: Fishing, camping, hiking . . . we go all the time, even on weekends. We spend time out on the beach walking trails. [laughs] I can't move away from here. [story of moving to Florida]

Q3a: From family, and as a tribal member I grew up with this. My grandfather grew up here; it's just part of our family.

Q4: Within the tribal community, they used to gather the youth and we'd go plant trees. It connected with me as a tribal member. We'd use the trees for warmth and shelter. And I really like living here for the greenery. I respect it, and I know how to preserve it when I need to. [stove in the basement story] I had to learn how to start the fire, and I burned myself so many times. [raccoon and cats story]

Q4a: It was passed down from my family. Dad, mom, and our culture.

Q5: I have a strong opinion about this, actually. We're part of the federally recognized tribes, and I understand that we have to have a license, but this is our land. We should have to prove that we have a tribal card or something, but then let us use the land. It's hard to buy a fishing license, for me, knowing we're a federally recognized tribe. [story of different entrance costs] We go to Shore Acres a lot, but I don't want to pay to see it.

Q5a: Family for sure. Grandpa was a huge fisherman. And school too . . . I took a fish and wildlife class. We had to have a fish license for one of the field trips. This is our way of life, our culture. So why pay for it? I don't like hunting myself. [squirrel story]

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Tasha Livingstone May 26,  
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Wood products include  
transportation and housing.

Learned about wood products  
from TV, school, and growing  
up here.

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Tasha Livingstone May 26,  
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Most reliable sources of  
information are tribal  
publications and email  
notifications, and land  
management agencies.

Picked those sources because  
of convenience of information  
and availability.

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Tasha Livingstone May 26,  
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Currently uses tribal  
newsletters and council  
minutes.

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Tasha Livingstone May 26,  
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Would prefer to learn about  
forests from mailed letters. No  
phone calls or door to door  
information.

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Tasha Livingstone May 26,  
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Pride in Oregon's forests. Poor  
experiences with the outdoors  
in other states. Oregon's trees  
and greenery are home.

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Q6: I have mostly materialistic things. So what's most valuable to me . . . probably transportation and having a roof over my head, but everything else is not as important, like my cell phone.

Q6a: TV, school, everything . . . [growing up on the res story]

Q7: They had nine tribes up in Salem for a meeting, and they talked about forestry. BLM and other agencies . . . I follow them a little bit. But I get information and meeting minutes about what is happening in the tribe.

Q7a: Because they're . . . there. [laughs] Tidbits come to us, and it's all good to know.

Q8: Tribal newsletters and council minutes.

Q9: Some kind of letter form. If someone calls and I don't know the number, I won't answer. And I don't like door to door visits either. So a letter. [door to door story]

Q10: I'm very proud of Oregon and our forests. I moved to Florida and California, and I missed Oregon both times. I went to a river in California, and there was so much oil and trash in the water. It made me so sad. Whenever I return to Oregon, there are the big trees and greenery. And I'm home.

Q11: [name withdrawn for privacy]

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Forests sustain wildlife and  
jobs.

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Good experience involved  
aesthetics.

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No bad experience.

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Recreation activities include  
camping and four-wheeling.

Learned about recreation  
activities from living in this  
area (firsthand experience).

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Tasha Livingstone May 26,  
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Aware that tree cutting exists,  
and seen logging trucks.

Learned about tree cutting from  
firsthand experience and word  
of mouth.

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Tasha Livingstone May 26,  
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#### INTERVIEW #29

Name: Michelle

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/28/15 at 5pm

Q1: Wildlife, and jobs for tree planting and replanting.

Q2a: I'm actually not a forest person. We'll go hunting once a year, and I love the views though.

Q2b: I can't think of any.

Q3: Camping and four-wheeling.

Q3a: We're right in the middle of them. You can't help knowing about it.

Q4: I know cutting exists, but I don't know anything about it. I see trucks go by with logs, but that's about it.

Q4a: Firsthand experience and seeing it. And people talking about it. I hear loggers talk about why they can or can't work.

Q5: I don't know anything about that, honestly. I don't fish or anything.

Q5a: n/a

Q6: Wood in general since we have heat . . . so firewood. Paper and pencils too.

Q6a: Living here, you learn about it. And my grandfather was a logger, so family as well.

Q7: People who write the laws. Unfortunately, that probably means the government since they pay to produce the material and laws.

Q7a: Because I feel that they have spent time and money learning about the forests.

Q8: We have the fishing regulations somewhere in the house. And I have a pamphlet from Crater Lake . . . when you first enter the park, they give you the pamphlet.

Q9: I would like to use the internet, but I don't always trust it. Unless it comes from an agency website or direct source.

Q10: I wish the forests were cleaned up better. Cleaning out the trash from workers and hunters. Someone needs to be the litter bug queen and go out there to clean. [laughs]

Q11: Nope, not that I can think of.

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Tasha Livingstone May 26,  
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Importance of forests  
economically. Comparison of  
trees to corn and pigs.

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Good experience involved  
relationship building.

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Bad experience involved  
danger, fear of the unknown,  
and manual labor.

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Recreation activities include  
mushroom picking, hiking, field  
trips with family, and camping.

Learned about recreation  
activities from growing up and  
living in rural environment.

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Tree cutting is economically  
significant.

Learned about tree cutting from  
childhood and firsthand  
experience.

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# INTERVIEW #30

Name: Trish

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/28/15 at 6:30pm

Q1: I think of the forests as money. My relatives from Iowa visited and they kept talking about the forests, and how they had corn and pigs in Iowa. I told them it's the same as corn and pigs here with the trees.

Q2a: I got my first kiss in a forest. [laughs]

Q2b: I got lost once while mushroom hunting. I almost had a heart attack, I thought animals would eat me. [laughs] Oh, and one time my dad made me plant a forest. I carried the seedlings while he dug holes for the trees. It was terrible.

Q3: Mushroom picking, hiking, field trips with the kids, camping.

Q3a: Being in Oregon . . . I wasn't introduced to these things later, it's just part of living in it. Growing up, behind us was Weyerhaeuser.

Q4: I'm not bothered by tree cutting. It's money put into the economy.

Q4a: I grew up outside Longview, Washington with huge mills. Trucks came in with wood chips. We'd call it the smell of money. [laughs]

Q5: The Rogue River . . . there were fishing industry problems related to their regulations. I know they pulled trees into the rivers for salmon. And people with property were upset about new water regulations. Runoff is an issue too.

Q5a: I'd hear people complaining about their rights. And some rules about the county forest lands.

Q6: My house, flooring, tooth picks, my myrtlewood chopping board, wood bookmark, People magazine and four other magazines, reading products in general, books and toilet paper.

Q6a: I built my house and deck, so firsthand experience. And the chopping board was a wedding gift . . . it's twenty two years old.

Q7: Coos Watershed and South Slough. I might not agree with everything they do, but I believe they are knowledgeable enough. ODFW also. Friends in the industry; I don't believe the media. I don't trust FOX News. [laughs]

Q7a: I've worked with them, and I've come to believe in their knowledge. And their passion.

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Currently uses South Slough  
Reserve, Coos County  
Watershed, People magazine,  
The World newspaper, and CBS  
Morning News.

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Would prefer to learn about  
forests from sources that show  
both sides of the story  
(unbiased as possible).

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Forests are linked with the  
economy and sometimes  
people lose sight of that.

Preservation is important, but  
so are people.

Lack of opportunities prohibits  
young people from returning to  
the community.

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Q8: South Slough Reserve and Coos Watershed . . . when I meet with them. I'll read things in People magazine, The World, and the CBS Morning News.

Q9: Not politicians or extremists, whether that's environmentalists or forestry people. It's good when news reports show both sides of the story. Tom Brokaw does a good job.

Q10: Forests are a huge part of the economy, and sometimes people lose sight of that. It's important to protect the environment, but people are part of that too. My kids won't come back here because there are no opportunities.

Q11: [name withdrawn for privacy], you should definitely talk to him.

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Importance of economics,  
biosphere, and use of  
dwindling resource.

Need for timber versus  
preservation

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Good experience involved  
getting lost (unknown) in  
seemingly endless forests.

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Bad experience involved  
deforestation and loss of  
recreation experience.

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Tasha Livingstone May 26,  
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Recreation activities include  
ATV riding, hunting, exploring,  
and photography.

Learned about recreation  
activities from word of mouth,  
growing up here, and family.

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Tasha Livingstone May 26,  
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Tree cutting includes exploiting  
holes in the laws and  
deforestation.

Learned about tree cutting from  
firsthand experience in shake

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#### INTERVIEW #31

Name: Optimus Prime

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/28/15 at 6:30pm

Q1: Forests were the foundation for economic development for the state historically. It's changed a lot in the last twenty years. It's geared now toward the biosphere and viable use of a dwindling resource. The need for timber is growing. The need for houses. And that need versus preservation will clash.

Q2a: I was lost in a forest one time. It was a good experience because there was so much to get lost in. The sheer size of a forest can be bigger than a city.

Q2b: In eastern Oregon, deforestation allows predators to overrun the indigenous wildlife. That's a negative when you go hunting. There's no cover for the deer, and their numbers have shrunk.

Q3: ATV riding, hunting, exploring . . . pick a county or state road. And photography.

Q3a: Word of mouth, growing up in it, and family.

Q4: I used to work for a shake mill. The ease to exploit holes in the laws and deforest land was a problem.

Q4a: Firsthand experience and working in the timber industry. The owners were more concerned about making money. They did minimum replanting.

Q5: Wildlife, fish, and timber are interrelated. Fish can affect the timber industry, timber affect wildlife, and so on. They're entwined politically too. One department can get more money than another, and the rules can lax for one department. That sort of thing.

Q5a: News and at work. Court cases for land use and water use. They compete over limited resources.

Q6: Housing. We don't use wood for heating. We like smoking: apple, cherry, alder. And my testing materials are wood.

Q6a: Growing up with it.

Q7: Work . . . and there are politicians who talk about land use.

Q7a: It's most readily available.

Q8: Same sources.

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Would prefer to learn about  
forests from sources from  
unbiased source, no extremes.

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Natural resources have  
monetary value and should be  
treated as an asset. Resources  
are fragile and should be  
managed with care.

Q9: Just trying to sort through the extremes. Anyone can say anything now.

Q10: Trees, water, and wildlife are another form of money. Another type of asset, and should be treated like a 401K plan. It would only take a few people to cause an irreversible shift in the resource. You must be vigilant.

Q11: [name withdrawn for privacy], here's his number.

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Tasha Livingstone May 26,  
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Forests are home. Sustainable management is important. Skeptical of proper management.

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Good experience involved huge trees, which are an incredible, religious experience.

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Bad experience involved fear of the unknown.

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Recreation activity includes camping.

Learned about recreation activity from state park system, books, and word of mouth.

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Hope that tree cutting practices are sustainable. Seen buffers of trees along the highway.

Learned about tree cutting from television, word of mouth, and the newspaper. Skeptical of accuracy.

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# INTERVIEW #32

Name: Daisy

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/29/15 at 10am

Q1: It means . . . **home** to me. Management is supposed to be sustainable, but is it? I don't know. I've seen the biggest logs on log trucks here sometimes, and I wonder where they get them from.

Q2a: The sequoias are amazing. We used to have one on our property, and it's like . . . **a religious** experience. It's incredible to walk through something like that.

Q2b: I get lost **easily**. You have to watch where you're going. I don't think I could ever go mushroom picking . . . I'd be staring at the ground too much.

Q3: **Camping**.

Q3a: The state park system probably, and I have books about camping and different forest areas. Word of mouth also.

Q4: I just hope their practices are **sustainable**. I don't know much about it though. You can see logging happen, even with the strips of trees along the highway.

Q4a: Television, word of mouth, and the newspaper . . . but I always wonder if it's true.

Q5: Out at Knowles Creek, they've been restoring the creek for **fish** habitat. So I know they do that. It's distressing to see logging down to rivers. That's not good for fish. It can also cause slide areas.

Q5a: TV

Q6: Our wood stove, the studio, and flooring.

Q6a: Just living in it.

Q7: National **Geographic**, Discovery, Nova, and PBS in general.

Q7a: I think they're telling me the truth and are hopefully accurate.

Q8: **PBS** again.

Q9: **Public** broadcasting again, and I hope the information is truthful.

Q10: It's important to keep the **land growing** and healthy for generations, so that your children will have that resource.

Q11: The gentleman who restored Knowles Creek . . . I think he would be interesting for you, though I don't know his name.

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Importance of sustainability  
without over-harvesting.

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Good experience involved  
hunting and being alone with  
nature.

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Bad experience involved finding  
a poaching camp.

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Recreation activities include  
hunting and fishing.

Learned about recreation  
activities from Boy Scouts.  
Disconnect now between nature  
and humans.

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Tasha Livingstone May 26,  
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Tree cutting includes clear-  
cutting and selective logging.  
Clear-cutting ruins aesthetics,  
and selective logging is  
preferable.

Learned about tree cutting from  
firsthand experience. Industry  
needs to improve relationship  
with the public.

#### INTERVIEW #33

Name: Donald Duck

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/29/15 at 10am

Q1: I did a poster one time with an egret standing on the last tree, and the ships were all leaving with wood. I wish they'd practice sustainable yield without cutting everything. It bothers me to see over-harvesting.

Q2a: Going hunting in the wood, and being alone out there. It's amazing, hearing the sound of water in streams and wind through the trees. Though, it was bad when I came across a poaching camp one time.

Q2b: Finding the poaching camp.

Q3: Hunting and fishing.

Q3a: Boy Scouts, especially when we were at Eagle Creek off Mount Hood. It's strange now to see RVs and trailers in the woods, hooked up to televisions so people can watch football. It's sad that they don't get to just experience the forest.

Q4: Clear-cutting bothers me. There was this lodgepole, ponderosa area we used for hunting, and they used selective logging . . . I liked it better. And I know it depends on the landscape and cost, but I don't like the way clear-cutting looks.

Q4a: Actually seeing it in the woods. It's interesting, though the industry so has so many issues with the public.

Q5: Fish need shade, which trees provide. I was watched TV one time, and they were talking about the "Alps of Oregon" and how early farmers cut down to the creek. That caused the streams to straighten, so now they're trying to make them curve again and the farmers are trying to help. They know the water is running too fast.

Q5a: From other people, like the Menasha guy from our artwork tour. And my friend who hunts and fishes. TV too. [snowy plover story]

Q6: Wood pellets. I'd rather live in a wood house than a manufactured home, even though manufactured homes are made of wood fibers. A wood house is more solid.

Q6a: We live in it. We live in a forest and a lumber town. Ship building used to be heavy here, historically.

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Most reliable sources of  
information are people who  
work in forestry and public  
broadcasting.

Q7: Talking to people who work in forestry. Like the Menasha guy; he told us about the forty year old trees and marbled murrelets. He was a good source of information. Oh, public broadcasting as well.

Q7a: I thought they were telling the truth. I trust PBS more than regular networks. They tried to tell both sides of the story.

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Picked those sources because  
they are unbiased.

Q8: PBS and seeing ships go out or log trucks with old growth. The world shrinks at this age though, so watching television is easier.

Q9: Museums, PBS, local historians, and people who work in the woods . . . though we don't talk to many these days. [providing painting to donor story] He didn't like the look of clear-cutting, so he bought of the property around him to stop them from cutting . . . even though he owned a logging company.

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Currently uses PBS and  
firsthand experience (seeing  
ships with logs).

Q10: We need lumber and we can't stop cutting, but I'd prefer selective logging to clear-cutting everything. When tree huggers argue that we need to stop cutting completely, I ask them, "What do you think you're living in?" [laughs]

Q11: [name withdrawn for privacy], I went camping with him and I think he'd enjoy participating.

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Would prefer to learn about  
forests from museums, PBS,  
local historians, and people  
who work in forestry.

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Tasha Livingstone May 26,  
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Wood cutting is necessary, but  
selective logging is preferable  
to clear-cutting.

Hypocritical to live in wood  
house and use wood products  
if you want tree cutting to stop  
completely.

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Tasha Livingstone May 26,  
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Oregon's forests are available  
for the public and are managed  
for multiple uses.

Protection of old growth and  
old growth species.

Importance of providing timber.

Importance of providing  
recreation opportunities.

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Good experience involved  
hiking.

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No bad experiences. Being  
outdoors is never a bad  
experience.

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Tasha Livingstone May 26,  
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Recreation activities include  
skiing, hiking, backpacking,  
fishing, snowshoeing, target  
shooting.

Learned about recreation  
activities childhood and  
growing up with them, internet,  
and friends with outdoor  
experience.

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Tasha Livingstone May 26,  
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#### INTERVIEW #34

Name: Jay

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/30/15 at 8:45am

Q1: Public forests open to all and being managed on the multiple-use concept ... combinations of protected old-growth and protection of old-growth dependent species, stands managed for timber production, and areas set aside for recreational pursuits.

Q2a: Went hiking a couple weeks ago up near sisters – beautiful area!

Q2b: Not really - A day in the woods pretty much is always a good day!

Q3: Skiing, hiking, backpacking, fishing, snowshoeing, target shooting.

Q3a: Been involved in these types of activities all my life – hard to say, I think they are in my genes. BUT, when I hear about a challenging hike or beautiful lake I will research it on the internet or ask other friends with similar interests. My circle of friends has quite a bit of outdoor experience and has been to a lot of beautiful locations.

Q4: Most of the activities I pursue aren't in close proximity to recent harvest operations. However, clearcutting or regen cuts, overstory removal, patch cutting, shelterwoods, seed tree harvest, etc. all have their place in forest management. Thinning is also important to reduce fire intensities as well as reduce competition and create a healthier stand more resistant to bug infestations (such as those ravaging parts of Eastern Oregon and Region 2 forests). Regen cuts and partial cutting are also important for many big game species and early seral stage species. Although I don't normally recreate in heavily harvested areas (other than when I'm looking for an open area for target practice), it's not something that is totally hidden on the landscape – even in many “remote” areas there can be evidence of earlier harvesting but I look at it as long as stands are being managed properly, watersheds not being over harvested and stands being replanted then I can overlook some temporary site disturbance.

Q4a: Employed for nearly 32 years with the Forest Service and the Bureau of Land Management.

Q5: Oregon & California (O&C) Act – guides the concept of sustained yield forestry in the O&C counties of western Oregon – also gives back 50% of the timber receipts back to the counties to help pay for numerous public services. Oregon Forest Practices Act which primarily applies to private lands and deals with reforestation, water and riparian protection, chemical application and several other facets of timber harvest and road construction – all rules and regulations are designed to protect soils, fish and wildlife habitat and water quality. The BLM

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Wood products include building a shed, firewood, and paper products.

Learned about wood products from years of home repair experience and trips to hardware stores.

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Most reliable sources of information are government agencies, universities, periodicals, and people who have spent their lives working in the woods.

Everyone has their biases.

No one source is completely trusted.

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Picked those sources because learning from a variety of sources is important, and no one source has all of the answers.

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Currently doesn't use sources.

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Would love to learn about

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also has it's decadal planning document which we are currently in the process of developing ... The Coos Bay Resource Management Plan provides the management direction that we will follow to manage our timber resources (as well as other district natural resources) over the next 10 year period.

Q5a: Have been dealing with these rules and regulations since 1988 when I started with the BLM.

Q6: I am always building on something in the garage or in the back yard – this summer it was a 10'x8' garden shed. We also get about 50 % of our home heating from firewood. I also of course use a lot of products derived from pulp such as paper towels, writing paper, cardboard boxes, etc.

Q6a: Basically from years of home repair and many trips to the local hardware.

Q7: There is no one source I completely trust, I probably put a higher trust factor on some of the govt agencies research as well as the research papers being put out by the universities but a lot of the good information comes from periodicals and from the folks who have spent their life working in the woods. Everyone has their bias, including me, but I try to keep an open mind and believe a combination of what is most believable to me.

Q7a: I don't believe that any one person, agency, university, special interest group has all the answers so I shop around.

Q8: Too busy at work and keeping two homes maintained to worry about it much these days.

Q9: GOD! Hmmm ... I'm not sure it matters – I would just be happy with knowing what I'm reading is correct. The internet provides the quickest and easiest access to information but you take the good with the bad. My first choice to look up info would probably be the on the website of the land agency I'm dealing with – the particular Forest Service website where such and such a trail or campground is located.

Q10: n/a

Q11: Try and maybe get the perspective from a loggers point of view or someone who has spent their life working in the woods. These people often notice things and changes that the rest of us have no concept of. Trying to learn everything from a book or research paper can only take you so far. Try learning heart surgery from a medical journal. People who spend their lives in the woods have a better feel for what's going on than what people give them credit for. :)

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Forests are an escape.  
Importance of recreation and  
getting away from people.  
Sense of familiarity with forests  
from growing up here.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26,  
2015 2:55 PM

Good experience involved  
exploring new places near  
home.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26,  
2015 2:55 PM

Bad experience involved getting  
lost in a forest while recreating.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26,  
2015 2:55 PM

Recreation activities include  
hunting, hiking, camping, and  
driving in a forest.

Learned about recreation  
activities from wife and friends.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26,  
2015 2:55 PM

Unaware of specific tree cutting  
practices, but understands that  
cutting impacts hunting. Tree  
cutting regulations when an  
area is open for visitors and  
replanting is required. Avoids  
areas that have been harvested  
for hunting and camping.

Learned about tree cutting

122

#### INTERVIEW #35

Name: Robert

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 1/30/15 at 10:50am

Q1: I've lived here all of my life. It's a kind of escape. We've done lots of hiking and hunting, and we go all year round. It lets us get away from people.

Q2a: We live up the South Coos area, and one time we used google maps and went walking through the forest. There were places we'd never seen before.

Q2b: I've been lost in the woods. I went hunting in an area that I hadn't been in before; I lost my radio and had to find my way out.

Q3: Hunting, hiking, camping, and just driving in a forest.

Q3a: I give credit to my wife for most of it . . . and friends.

Q4: I'm not aware aware of cutting practices. I know it impacts how I hunt. It opens or closes an area for hunting, and I know they have to replant the trees. I don't hunt in areas that have been harvested, or go camping.

Q4a: By exposure, if we go to an area.

Q5: I don't know the exact rules, but strips of trees are left by water sources. They use helicopters sometimes to avoid harming the streams too. And I know about leaving trees in rivers from our own practices.

Q5a: Seeing it . . . and hearing about it from loggers.

Q6: Firewood for heat, paper for reports and citations . . . so documentation for my job. Yeah, mainly paper at work. It seems like everything is done on the computer now.

Q6a: I guess in school.

Q7: Not the media. People I know, and friends who work in the forest industry. There are scientists who do research in forestry, but I don't know any scientists or people like that personally.

Q7a: It's not really that I picked them . . . that's just who I'm exposed to.

Q8: Friends, if the subject comes up. No one in my family works in the forest industry. Although, for awhile my son was trying to get a job as a logger. [job search and car trouble story] He probably would've been good for this survey.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26,  
2015 2:55 PM

Would prefer to learn about  
forests from the internet due to  
variety of sources to choose  
from.

Q9: I would like to read about it online. You would have such a vast amount of documentation to choose from.

Q10: It's amazing how fast the hybrid trees grow. I'd like to find out how they are so genetically strong . . . or are they using fertilizer or something? How does a tree grow that fast? The reprod and reseedling laws are amazing; I like that, within ten years, you can't see through the new trees. Some companies buy land and then restrict public access to it. [hunting story]

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26,  
2015 2:55 PM

Interest in the growth rate of  
hybrid trees. Importance of  
reprod and reseedling laws in  
Oregon.

Q11: [name withdrawn for privacy] would be interesting to talk to. You can find him in the phonebook.

Values growth rate of new  
trees, and how quickly you can  
no longer see through a stand.

Restricting public access to  
forests is a concern.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26, 2015 2:55 PM

Importance of forests for recreation and quality time outdoors as well as income. Husband works in timber industry.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26, 2015 2:55 PM

Good experience involved fishing and hiking.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26, 2015 2:55 PM

Bad experiences involve littered areas. Clean up other people's garbage if necessary.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26, 2015 2:55 PM

Recreation activities include hiking, swimming, fishing, and camping.

Learned about recreation activities from word of mouth and internet. Ease of access to knowledge and information when you've lived in a particular area for a long time.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26, 2015 2:55 PM

Tree cutting includes logging sales, forest rehab projects, thinning, and slash burns.

Learned about tree cutting from

124

#### INTERVIEW #36

Name: Cristina

18 years of age or older: Yes

Resident: Yes

Gave Verbal Consent 2/2/15 at 3:30pm

Q1: The forest has multiple meanings to my family. It is a place we go for recreation and to enjoy quality time outdoors, and it is also a source of income because my husband is a timber faller.

Q2a: We went fishing and hiking locally and had a nice time.

Q2b: I haven't really had a bad experience, but I do get frustrated coming across peoples garbage. We usually bring extra bags, and gloves so we can pick it up and dispose of things properly.

Q3: We typically hike, swim, fish, and camp depending on our schedule.

Q3a: Word of mouth from friends, or trying to find locations online, it can be challenging sometimes. We grew up in Central Oregon and are much more familiar with the area. I am not clear where things are on the west side.

Q4: Logging sales, forest rehab projects, thinning, slash burns...

Q4a: My husband who is more connected to rules and regulations, forest service.

Q5: Not falling trees in creek/rivers, regulations on campfires, areas where recreational vehicles are permitted.

Q5a: I usually look into the area we are going online to see if there is anything I need to know ahead of time.

Q6: Our firewood :) We use it daily.

Q6a: My husband is allowed a certain amount from the private timber company he works for.

Q7: I usually look on the web for Parks guides and make sure it is government/state agency related.

Q7a: It's the easiest and I have no clue where the local Forest Service office is.

Q8: Not really looking into it.

Q9: The forest service office, or online.

5/26/15 2:39 PM

May 26, 2015 2:55 PM

Tasha Livingstone May 26,  
2015 2:55 PM

Wish that public areas were  
labelled better. Difficulty in  
separating public from private  
lands.

Q10: I wish public areas were labeled better. It is challenging distinguishing public from private land.

Q11: n/a

## Appendix F

## List of Tables

## 17. Table 17

*Responses to Question 1 from Coos Bay/North Bend interviews: “What do Oregon’s forests mean to you?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>Oregon forests:</b>	<b>Number of Interviewees</b>
share an economic relationship with our communities . . . . .	11
provide an opportunity for recreation . . . . .	9
have aesthetic value for Oregonians and visitors . . . . .	5
are a multi-use resource . . . . .	4
must be balanced for revenue, aesthetics, and ecological values . . . . .	4
are a sustainable resource . . . . .	4
are necessary for clean air and renewable energy . . . . .	4
have environmental importance (+habitat for wildlife) . . . . .	3
are part of my childhood . . . . .	3
are a safe place for family and friendships . . . . .	3
feel like home . . . . .	3
are a source of pride . . . . .	2
symbolize a connection with nature . . . . .	2
are iconic . . . . .	2
are culturally significant . . . . .	2
provide the freedom to be outside and be healthy . . . . .	2
have value to both wildlife and humans . . . . .	2
provide a solitary space away from people . . . . .	2
are more plentiful than forests in other states . . . . .	1
and the forest industry are important to Oregon . . . . .	1
must be maintained for future use . . . . .	1
are the blueprints of Oregon . . . . .	1
lack diversity . . . . .	1
are important because most states/countries no longer have forested landscapes .	1
are vast since Oregon has less residential/industrial sprawl . . . . .	1
must be replanted after tree harvesting . . . . .	1
are a visual representation of the past . . . . .	1

should be preserved . . . . .	1
represent a way of life . . . . .	1
are a dwindling resource . . . . .	1
must be managed properly . . . . .	1
are a unique forest type on the west coast . . . . .	1
must be cut sustainably without over-harvesting . . . . .	1
are available for the public . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

18. Table 18

*Responses to Question 2a from Coos Bay/North Bend interviews: “Can you tell me about a good experience that you’ve had (recently) in a forest?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>Good Experiences in a Forest Involved:</b>	<b>Number of Interviewees</b>
using forests as a sanctuary	
recreation with family . . . . .	11
recreation (unspecified whether w/ family or alone) . . . . .	9
recreation on my own (majority tied to sanctuary) . . . . .	6
tree cutting with family . . . . .	3
seeing the beauty of a forest and value of aesthetics . . . . .	2
visiting a friend’s tree farm . . . . .	1
protecting forests . . . . .	1
riding on logging equipment . . . . .	1
working with a forest management team . . . . .	1
witnessing a change in forest management styles over time . . . . .	1
a career in forestry overall . . . . .	1
teaching children about forests, wildlife, and fish . . . . .	1
building relationships with other people in a forest setting . . . . .	1
getting lost (tied to sense of uncertainty) . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

19. Table 19

*Responses to Question 2b from Coos Bay/North Bend interviews: “Can you tell me about a bad experience that you’ve had (recently) in a forest?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

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<b>Bad Experiences in a Forest Involved:</b>	<b>Number of Interviewees</b>
danger with family, friends, or on my own . . . . .	11
n/a (no bad experiences) . . . . .	7
getting lost (tied to sense of uncertainty) . . . . .	5
work related disagreements in forestry . . . . .	3
finding poached wildlife . . . . .	2
getting spooked by wildlife . . . . .	2
trouble with the law . . . . .	1
injuries while recreating . . . . .	1
tension and disputes over forest uses . . . . .	1
safety hazards cause by other people . . . . .	1
user conflicts . . . . .	1
the shutdown of forest projects . . . . .	1
poor forest management practices . . . . .	1
manual labor . . . . .	1
deforestation and the loss of recreational opportunities . . . . .	1
finding litter and garbage . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

20. Table 20

*Responses to Question 3 from Coos Bay/North Bend interviews: “What kinds of recreational activities have you done in a forest?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

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<b>Recreational Activities Include:</b>	<b>Number of Interviewees</b>
hiking . . . . .	25
camping . . . . .	23
fishing . . . . .	15
hunting . . . . .	11
four-wheeling . . . . .	5
mushroom picking . . . . .	5
sightseeing . . . . .	4
tree cutting . . . . .	3
biking . . . . .	3
photography . . . . .	3
swimming . . . . .	3
skiing . . . . .	2
horse camping and riding . . . . .	2
field trips . . . . .	2
picnics . . . . .	2
exploring (w/ kids or family) . . . . .	2
driving on forest roads . . . . .	2
river floating . . . . .	1
tree climbing . . . . .	1
motorcycling . . . . .	1
kayaking . . . . .	1
blackberry picking . . . . .	1
cutting cascara buckthorn . . . . .	1
rafting . . . . .	1

nature walks . . . . .	1
dog walks . . . . .	1
inner-tubing . . . . .	1
archery . . . . .	1
backpacking . . . . .	1
snowshoeing . . . . .	1
target shooting . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

21. Table 21

*Responses to Question 3a from Coos Bay/North Bend interviews: “Where did you learn and/or hear about these recreational opportunities?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>Learned about Recreational Opportunities from:</b>	<b>Number of Interviewees</b>
friends and family (word of mouth) . . . . .	20
my childhood and growing up with these activities . . . . .	19
internet . . . . .	4
pamphlets . . . . .	2
boy scouts . . . . .	2
work and colleagues . . . . .	2
newspapers . . . . .	2
books . . . . .	2
the Forest Service . . . . .	2
the Bureau of Land Management . . . . .	1
Oregon camping books . . . . .	1
cultural activities . . . . .	1
the radio . . . . .	1
social outings . . . . .	1
signage . . . . .	1
federal agencies in general . . . . .	1
veterans passes . . . . .	1
maps . . . . .	1
guidebooks . . . . .	1
friends in the logging business . . . . .	1
out-of-state AmeriCorps members . . . . .	1
printed material in general . . . . .	1
school . . . . .	1
Weyerhaeuser . . . . .	1

my tribal affiliation . . . . .	1
living in this rural community . . . . .	1
the state park system . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

22. Table 22

*Responses to Question 4 from Coos Bay/North Bend interviews: “What kinds of tree harvesting practices are you aware of that influence your use of a forest?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>Tree Cutting:</b>	<b>Number of Interviewees</b>
includes clear-cutting and regeneration harvests (majority w/ replanting)	12
includes thinning stands . . . . .	6
doesn’t influence my use of a forest . . . . .	5
ruins aesthetics (majority referred to clear-cuts) . . . . .	5
is important and necessary . . . . .	3
interferes with recreation . . . . .	3
is fine as long as the land is respected . . . . .	3
interferes with public use and access . . . . .	2
is culturally valuable for cedar picking . . . . .	2
includes selective logging to promote diversity . . . . .	2
nowadays protects wildlife, fish, watersheds, and renewable resources . .	2
includes cable logging . . . . .	2
is important for jobs and wood products for human use (economics) . . . .	2
should be treated and managed like crops (corn comparison) . . . . .	1
practices include firewood regulations . . . . .	1
has been part of family’s livelihood . . . . .	1
can result in locked gates (related to public use and access) . . . . .	1
allows us to get Christmas trees . . . . .	1
includes yarding, swing logs, and mechanical harvesters . . . . .	1
takes place with my family on my property . . . . .	1
includes a maximum clear-cutting area of 120 acres . . . . .	1
happens on a 40 to 50 year harvest rotation . . . . .	1
must be a required distance from water sources . . . . .	1
includes spraying . . . . .	1

includes exploiting holes in the laws and deforestation . . . . .	1
is hopefully sustainable nowadays . . . . .	1
includes tree buffers along the highway . . . . .	1
includes overstory removal, patch cuts, shelterwoods, and seed trees . . . . .	1
includes forest rehabilitation projects . . . . .	1
includes slash burns . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

23. Table 23

*Responses to Question 4a from Coos Bay/North Bend interviews: “Where did you learn and/or hear about these practices?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

---

<b>Learned about Tree Cutting from:</b>	<b>Number of Interviewees</b>
family and friends (word of mouth). . . . .	12
work experiences (BLM, Forest Service, mills, etc) . . . . .	8
childhood and growing up with these activities . . . . .	7
driving around and seeing it firsthand . . . . .	5
newspapers and newsletters. . . . .	4
classes . . . . .	4
friends, family, and acquaintances in the forest industry. . . . .	4
television . . . . .	3
firsthand experience harvesting trees . . . . .	2
public meetings . . . . .	1
Oregon Forest Resources Institute (OFRI) commercials . . . . .	1
Forest Service . . . . .	1
Local Organizations . . . . .	1
Oregon State University . . . . .	1
tribal culture . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

24. Table 24

*Responses to Question 5 from Coos Bay/North Bend interviews: “What kinds of laws, rules, or regulations related to water quality, fish and wildlife are you aware of that affect your perceptions of forestry and/or use of a forest? Please discuss no more than three laws, rules, or regulations.” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>Water Quality, Fish, and Wildlife Laws, Rules, or Regulations Include:</b>	<b>Number of Interviewees</b>
the creation and maintenance of buffer strips . . . . .	11
licenses to fish and hunt . . . . .	6
clean water regulations . . . . .	4
concern for pollution and runoff . . . . .	4
putting logs back in the rivers . . . . .	3
dumping regulations . . . . .	3
operating under the Northwest Forest Plan . . . . .	3
campfire regulations . . . . .	2
n/a (no knowledge of laws, rules, or regulations) . . . . .	2
extreme laws, rules, and regulations where they were once non-existent . . . . .	2
cattle grazing regulations . . . . .	2
habitat restoration . . . . .	2
minimizing siltation . . . . .	1
boat use regulations . . . . .	1
collaboration between agencies . . . . .	1
leave trees . . . . .	1
the same federal and state guidelines for Coquille tribal land . . . . .	1
political and physical entwinement . . . . .	1
lack of stream buffers . . . . .	1
poor management and slides from erosion . . . . .	1
restoring streams to natural curvy state . . . . .	1
Oregon & California O&C Act . . . . .	1
Oregon Forest Practices Act . . . . .	1

The Coos Bay Resource Management Plan . . . . .	1
helicopter logging to avoid damaging streams . . . . .	1
not falling trees in rivers . . . . .	1
use limitations for recreational vehicles . . . . .	1
culverts and managing fish . . . . .	1
using wildlife indicators to gauge the health of the water . . . . .	1
restricted access to public lands . . . . .	1
farming regulations . . . . .	1
conservation plans for northern spotted owl and marbled murrelet . . . . .	1
managing pesticides and arial spraying . . . . .	1
general fish and wildlife regulations . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

25. Table 25

*Responses to Question 5a from Coos Bay/North Bend interviews: “Where did you learn and/or hear about these laws, rules, or regulations?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>Learned about Water Quality, Fish, and Wildlife (LRRs) from:</b>	<b>Number of Interviewees</b>
family and friends (word of mouth) . . . . .	14
firsthand work experience . . . . .	9
college/classes . . . . .	5
websites/internet . . . . .	5
work relations . . . . .	4
brochures and pamphlets . . . . .	4
the news . . . . .	3
childhood and growing up with these activities . . . . .	2
newspapers and magazines . . . . .	2
books . . . . .	2
public meetings . . . . .	2
tribal affiliation . . . . .	2
county rules . . . . .	2
television . . . . .	2
loggers . . . . .	1
OSU extension . . . . .	1
landowners . . . . .	1
National Public Radio (NPR) . . . . .	1
firsthand experience in a forest . . . . .	1
signage in forests . . . . .	1
ODFW and Coos Emergency on Facebook . . . . .	1
forestry articles . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

26. Table 26

*Responses to Question 6 from Coos Bay/North Bend interviews: “What kinds of wood products do you use or value most on a daily basis?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

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<b>Wood Products that I value most include:</b>	<b>Number of Interviewees</b>
paper . . . . .	19
my house . . . . .	13
firewood . . . . .	12
my kitchen . . . . .	8
my wooden furniture . . . . .	7
toilet paper . . . . .	7
materials to build something with . . . . .	6
pencils . . . . .	3
newspapers . . . . .	3
pellet stoves/wood stoves . . . . .	3
wood flooring . . . . .	3
my office . . . . .	2
the shed that I built . . . . .	2
books . . . . .	2
wood cutting boards . . . . .	2
myrtlewood items that have sentimental value . . . . .	2
napkins and tissues . . . . .	1
posters . . . . .	1
exams and quizzes . . . . .	1
desks . . . . .	1
axes . . . . .	1
wood for cooking . . . . .	1
cedar due to its tribal significance . . . . .	1
my house trim . . . . .	1
Douglas-fir lumber that I’ve treated . . . . .	1
the live trees on my property . . . . .	1
coffee cups . . . . .	1
paper towels . . . . .	1

wood buildings . . . . .	1
my planter boxes . . . . .	1
cardboard boxes for shipping . . . . .	1
school supplies . . . . .	1
my roof . . . . .	1
things made from pulp . . . . .	1
transportation . . . . .	1
tooth picks . . . . .	1
my wood bookmark . . . . .	1
magazines . . . . .	1
wood for smoking rather than heating . . . . .	1
testing materials . . . . .	1
my studio . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

27. Table 27

*Responses to Question 6a from Coos Bay/North Bend interviews: “Where did you learn and/or hear about these products?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

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<b>Learned about wood products from:</b>	<b>Number of Interviewees</b>
childhood and growing up with these activities . . . . .	16
family and friends (word of mouth) . . . . .	11
my own work experience . . . . .	8
school . . . . .	6
cultural experience living in this area . . . . .	4
the forest industry . . . . .	2
every day use (common sense) . . . . .	2
television . . . . .	2
firsthand experience building something . . . . .	2
marketing . . . . .	1
the coffee shop . . . . .	1
Oregon State University . . . . .	1
wedding gifts that I was given . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

28. Table 28

*Responses to Question 7 from Coos Bay/North Bend interviews: “What kinds of sources of information are the most credible or trustworthy regarding Oregon’s forests? (Prompt: agencies, universities, mass media, people you know, etc)” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

---

<b>The most reliable source(s) of information on Oregon’s forests include:</b>	<b>Number of Interviewees</b>
agencies in general and their publications/websites . . . . .	9
universities . . . . .	6
people I know, especially those affiliated with forestry . . . . .	5
forest specialists . . . . .	3
Oregon State University Extension Service . . . . .	2
Bureau of Land Management (+website) . . . . .	2
people who work and/or recreate in forests . . . . .	2
my husband . . . . .	2
different websites . . . . .	2
my tribe and their publications . . . . .	2
the media as long as you fact check their information . . . . .	2
Public Broadcasting Station (ie, National Geographic, Discovery, Nova, etc) .	2
the internet when you pay attention to the author . . . . .	2
newspapers . . . . .	2
Rotary Club . . . . .	1
the news media related to wood products . . . . .	1
public meetings when they provide info from a variety of sources . . . . .	1
Oregon Department of Forestry publications . . . . .	1
cultural leaders and experts . . . . .	1
industry publications . . . . .	1
foresters . . . . .	1
lobbying organizations . . . . .	1
any information that comes directly from the source . . . . .	1
land management plans . . . . .	1
the Forest Service . . . . .	1
the Society of American Foresters . . . . .	1
Eugene Register Guard . . . . .	1

professional journals . . . . .	1
anything as long as you know who wrote it, why, and its applicability . . . . .	1
Oregon State University's forestry department website . . . . .	1
hunting and fishing publications . . . . .	1
the union . . . . .	1
company notifications . . . . .	1
long-term residents . . . . .	1
people who have actually written the laws . . . . .	1
the Coos Watershed and the South Slough Reserve . . . . .	1
my workplace . . . . .	1
periodicals . . . . .	1
people who have spent their lives working in the woods . . . . .	1
scientists . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

29. Table 29

*Responses to Question 7a from Coos Bay/North Bend interviews: “Why did you choose those sources?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>I chose those/that source(s) because:</b>	<b>Number of Interviewees</b>
of the availability and convenience of information . . . . .	7
they’re people I know personally and trust . . . . .	5
I hope that they would provide objective and unbiased facts . . . . .	5
trustworthy information must come directly from the source . . . . .	3
that’s who I’ve had the most exposure to . . . . .	2
they are science based and readers can check the citations . . . . .	2
of their relevance and/or work experience . . . . .	2
they’ve been around for years and have worked with those resources . . . . .	2
I assume that they are accurate . . . . .	2
I attempt to find balanced perspectives and recognize extremes . . . . .	2
they should know what’s going on in their own state or on their own property . .	2
my job requires that I use a variety of sources to learn about forests . . . . .	1
they are the most knowledgeable on tree species, shrubs, and cultural artifacts . .	1
of my role in the government . . . . .	1
of my knowledge level and familiarity with the language . . . . .	1
my membership . . . . .	1
I have an expectation of truthful information from them . . . . .	1
they are considered experts . . . . .	1
of my own biases . . . . .	1
they’re part of my daily routine . . . . .	1
they studied forests and/or lived in them . . . . .	1
it is important to learn from a variety of sources . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

30. Table 30

*Responses to Question 8 from Coos Bay/North Bend interviews: “What sources, if any, are you currently using to learn about forests and different forest uses?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

<b>To learn about forests and different forest uses, I’m currently using:</b>	<b>Number of Interviewees</b>
the internet . . . . .	9
n/a (not actively seeking forest related information) . . . . .	8
federal, state, and county agencies . . . . .	4
newspapers . . . . .	4
television . . . . .	3
books . . . . .	3
family and friends (word of mouth) . . . . .	3
forest publications on management, business, and sustainability . . . . .	2
Public Broadcasting Station . . . . .	2
news media related to wood products . . . . .	1
forest specialists . . . . .	1
Oregon State University Extension . . . . .	1
The League of Women Voters . . . . .	1
news articles . . . . .	1
economic forums . . . . .	1
landowners . . . . .	1
Bureau of Land Management employees . . . . .	1
anything that is readily available . . . . .	1
people I know . . . . .	1
websites with input from multiple perspectives . . . . .	1
National Geographic . . . . .	1
university and state park articles . . . . .	1
Joshua Tree National Park website . . . . .	1
Facebook . . . . .	1
libraries . . . . .	1
FOX News on television . . . . .	1
documents from inter-tribal council . . . . .	1
the Journal of Forestry . . . . .	1

the media . . . . .	1
Oregon or county websites . . . . .	1
universities . . . . .	1
general synopsis information . . . . .	1
tribal newsletters and council minutes . . . . .	1
fishing regulations and Crater Lake pamphlets . . . . .	1
South Slough Reserve . . . . .	1
Coos County Watershed . . . . .	1
People magazine . . . . .	1
my workplace . . . . .	1
firsthand experience . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

31. Table 31

*Responses to Question 9 from Coos Bay/North Bend interviews: “What sources would you prefer to learn about forests and different forest uses from? (Prompt: Ideally, if you could get your info from anywhere, where would it come from?)” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers. <sup>a</sup>*

<b>I’d prefer to learn about forests and different forest uses from:</b>	<b>Number of Interviewees</b>
the internet . . . . .	11
agencies in general . . . . .	3
hands-on experience . . . . .	3
people who work with or live in the woods . . . . .	3
newspapers . . . . .	2
Public Broadcasting Station . . . . .	2
forest specialists in agencies and universities . . . . .	1
county specific information for locals or an online directory . . . . .	1
media if it were credible . . . . .	1
news articles via print or websites . . . . .	1
any mainstream source that everyone could have access to . . . . .	1
landowners . . . . .	1
Bureau of Land Management employees . . . . .	1
professionals whom I know on a personal level . . . . .	1
tribal elders . . . . .	1
audio devices such as podcasts . . . . .	1
cultural experts . . . . .	1
public information and non-scholastic presentations in the community . . . . .	1
film documentaries . . . . .	1
my husband . . . . .	1
forest industry magazines . . . . .	1
universities . . . . .	1
local organization who partner with universities . . . . .	1
libraries . . . . .	1
social media . . . . .	1
short articles . . . . .	1
television so that the viewer can see the images . . . . .	1

FOX News on television . . . . .	1
experts via lectures . . . . .	1
mailed letters (no phone calls or door to door information) . . . . .	1
unbiased news reports . . . . .	1
any unbiased source . . . . .	1
museums and local historians . . . . .	1
any source that is accurate (source doesn't matter) . . . . .	1
visiting the Forest Service office in person . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*

32. Table 32

*Responses to Question 10 from Coos Bay/North Bend interviews: “Is there anything else you want to say about Oregon’s forests?” Numbers indicate number of respondents identifying a particular response. Each interviewee could indicate multiple answers.<sup>a</sup>*

<b>I wanted to say:</b>	<b>Number of Interviewees</b>
the aesthetics of forests are important to both Oregonians and visitors alike . . .	5
we must maintain our natural resources into the future . . . . .	5
forest protection and use must be balanced . . . . .	4
the legal process surrounding forestry is too convoluted . . . . .	2
natural resources are a source of pride in Oregon . . . . .	2
Oregon’s natural resources are an important commodity . . . . .	2
forest diversity needs to be a priority . . . . .	2
our community deteriorated when the forest industry tanked . . . . .	2
natural growth with minimal management is important . . . . .	2
government forests are not well managed due to political ties . . . . .	2
timber sales are necessary for county income . . . . .	1
bottom-up management of forests would be more beneficial than top-down . . .	1
Oregon’s recreation and ability to share resources is special . . . . .	1
passing on forest related experiences to the next generation is important . . . . .	1
we need to respect the knowledge of old timers and current forest management	1
future generations must be prepared to manage forests . . . . .	1
we must be vigilant of new laws that are passed that affect our forests . . . . .	1
miscommunication about Oregon’s forests across state boundaries is an issue .	1
I don’t really think about forests unless I’m recreating in them . . . . .	1
I hope that the forest industry cuts timber responsibly . . . . .	1
I’ve seen forests grow back firsthand and it’s sustainable . . . . .	1
timber harvests on O&C lands could fund schools . . . . .	1
awareness of past logging practices will lead to healthy logging in the future . .	1
we must use our renewable resources . . . . .	1
we must replant after tree harvests and recycle litter . . . . .	1
tree cutting is too close to water sources, which causes too much runoff . . . . .	1
we have enough forests to function in a multi-use system . . . . .	1
forest management decisions should be based on both science and emotion . . . .	1

trees grow quickly and we have good use of forest lands . . . . .	1
regulations control land use designations beyond forests . . . . .	1
cities have more control over land use than rural communities . . . . .	1
society shouldn't destroy natural resources . . . . .	1
forests make Oregon one of the greenest states . . . . .	1
I feel guilty for not knowing more about forestry due to family ties to the industry	1
management of Oregon's forests is good, but spraying should be regulated better	1
burns should be used more as a management tool . . . . .	1
old growth should be cut before it rots . . . . .	1
I know I'm home because of Oregon's trees and greenery . . . . .	1
forests should be cleaner . . . . .	1
forests are linked with the economy and sometimes people lose sight of that . . .	1
preservation is important, but so are people . . . . .	1
the lack of opportunities prohibits young people from returning to the community	1
natural resources have monetary value and should be treated as an asset . . . . .	1
resources are fragile and should be managed with care . . . . .	1
wood cutting is necessary, but selective logging is preferable to clear-cutting . .	1
it's hypocritical to use wood products if you want tree cutting to stop completely	1
n/a (I have nothing more to say about Oregon's forests) . . . . .	1
I'm interested in the growth rate of hybrid trees . . . . .	1
the reprod and reseeding laws in Oregon are amazing . . . . .	1
restricting public access to forests is a concern . . . . .	1
I wish that public areas were labelled better for use . . . . .	1

<sup>a</sup> *The Number of Interviewees are not unique as participant responses could overlap in multiple categories.*