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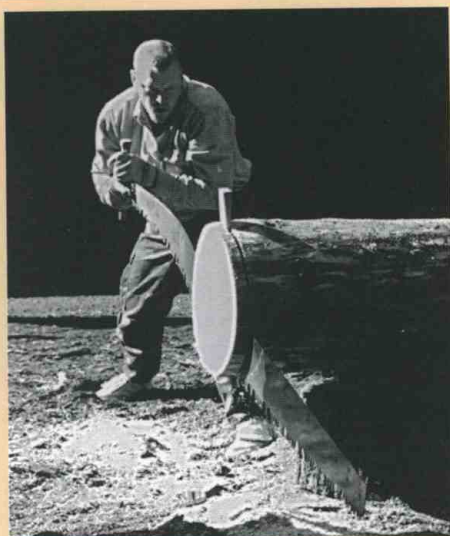
Spring 1996



## STUDENT LIFE

*A Year in the Life*





**Logger prowess.** Don MacNicoll practices for the Conclave logging-sports competition.



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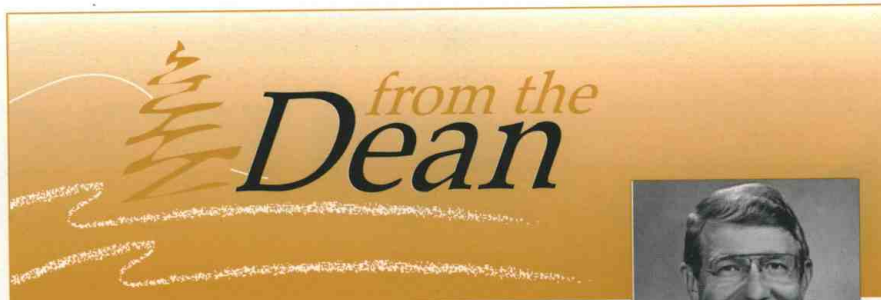
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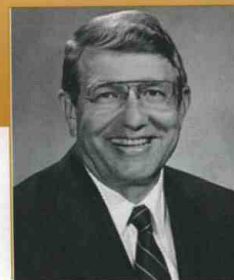
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**Spring 1996**



**T**his issue of *Focus on Forestry* features our students and the programs that support the varied and stimulating learning environment which they enjoy. The College has been blessed with an outstanding student body that includes people from throughout Oregon and the Pacific Northwest, from states as different geographically as Hawaii, Vermont, and Florida, and from over 20 foreign countries. Our students bring to their classrooms and their fellow students a diverse set of experiences and backgrounds that enrich the educational experience of all. Many of our students have had significant experience in the working world and provide a "reality check" for other students and our faculty on the application of theory to real-life problems.

Our College has also been blessed by people who have provided forest lands for teaching and research, state-of-the-art equipment for our laboratories and classrooms, and funds to support scholarships, fellowships and student travel. Each year, the College hosts the Starker Lectures, which bring to campus national and international leaders and thinkers in the natural resource professions.

The large community of resource management professionals in Oregon also contribute to the richness of students' experiences by providing field study opportunities, classroom lectures, and informal mentoring. Students in a forest policy course this past year were able to speak via audio and video connections with senior officials in Washington, D.C., our governor's office, and elsewhere about current forest policy issues.

Our objective in all this is to immerse our students in the issues and challenges facing our profession. By the time they graduate, our students will not only be aware of the issues but will have had experience in crafting solutions. They will have met and worked with professionals who are actively engaged in the field.

Because of all these advantages, we believe there is no better place to study forestry than at Oregon State University.

*George Brown*

**George Brown  
Dean, College of Forestry  
Oregon State University**

# A year in the life of a College of Forestry student

Of course, they go to class, too—but many other activities beckon

## The newcomers' picnic

It's a sunny Saturday in September, and 75 young people are having a picnic at Peavy Arboretum, the spacious park that welcomes visitors to the College of Forestry's McDonald Research Forest.

The students compete in informal teams in a variety of games. Canoeists paddle madly in a race across tiny Cronemiller Lake—a good paddler can make the trip in a couple of minutes.

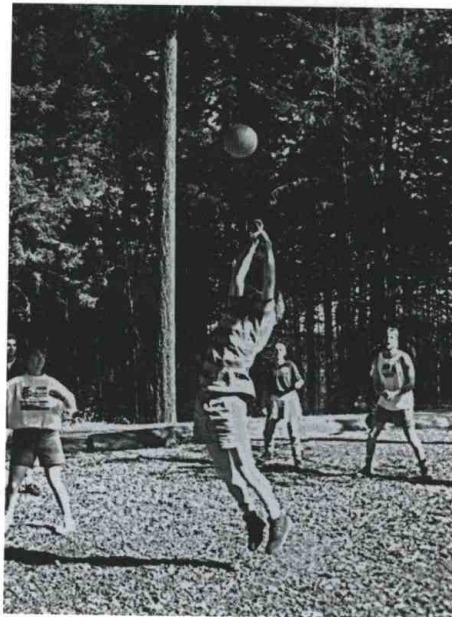
**Volleyball by the lake. A competitor hits the ball high.**

Under the filtered shade next to the lake's edge, men and women lift a long-handled axe high above their heads and heave it at a target 20 feet away. Bystanders prudently stay well off to the side; sometimes the axe hits the bull's-eye, but more often it misses the target altogether and skitters off into the trees.

Down at the shady end of the lake, climbers wearing climbing spikes scramble up a skinned pole, an exercise harking back to the days of the high-climbers in the big woods. For safety, these climbers are belayed by a rope attached to the top of the pole, and cushioned, if they should fall, by a thick mat at the bottom.

When evening comes, the young people adjourn to the Forestry Club cabin for a dinner of steak, baked potato, vegetarian lasagne, and berry pie.

This is the Annual Ring, the College's way of saying "welcome"



to its new students. The Ring is usually held the weekend before classes start, so new students can start the year with the names and faces of their fellow students fresh in their minds.

The Ring helps newcomers to Forestry find their place in an often impersonal university setting, says Zaven ("Zee") Ghazarian, the Forest Management student who coordinated this year's event. "I was a new student last year, and the Annual Ring was an awesome introduction to the College. I got to sit on the grass and eat lunch and talk one-on-one with George [the Dean, George Brown]. That told me right away what the atmosphere of this College is."

Bryan Wall, an 18-year-old Forest

Management freshman from Cupertino, Calif., was one of the 60 new students who attended last fall. He felt warmly welcomed: "I made all sorts of friends that I see regularly now."

## Money for muscle, fun for free

Later in the fall, the Forestry Club begins scheduling its series of firewood-cutting days, also at the Research Forest. The club is the largest of half a dozen Forestry student organizations that perform community service and do a lot of things for fun, too.

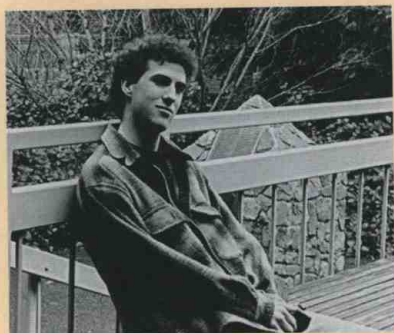
The Forestry Club has between 40 and 60 members, about a dozen of whom typically show up on the firewood-cutting days, says Christie Reichle, the club's president. The men and women spend the day sawing downed wood and unmerchantable logs from the Forest into firewood. They sell the wood to the public for \$125 to \$145 a cord, delivered.

The firewood project is lucrative, earning the club about \$7,500 a year. "But we have heavy expenses," says Christie, a Forest Management senior.

The main expense is the Forestry Club's logging-sports team, which travels yearly to the regional logging-sports competition known as Conclave. The week-long event (which includes several educational tours) takes place each spring at one of several forestry colleges in the West. This year's Conclave is at Humboldt State in northern California.

It will cost the club about \$5,000 to send 15 competitors from OSU. Both men and women will compete in

**Name:** Bryan Wall  
**Age:** 18  
**Major:** Forest Management  
**Graduating:** 2000  
**Hometown:** Cupertino, Calif.



**Significant influence:** His grandfather introduced him to Carl Stoltenberg, Forestry Dean emeritus, now living in Arizona. Stoltenberg had lunch with Bryan and did some not-so-subtle lobbying on behalf of the College of Forestry. "So here I am," says Bryan.

**Goal:** "It's kind of early to tell—I'm just a freshman, after all—but it will probably be something with computers. I grew up with them, and I have an aptitude."

single- and two-person cross-cut sawing (Christie's main event), as well as pole climbing, choker setting, chopping logs in half with axes, and other demonstrations of logger prowess.

The other main event for the club is a trip to a ski resort in the Cascades. The ski trip, usually in January, costs about \$2,400 for the whole club. Students who want to take part in Conclave or the ski trip or both can earn their way by cutting firewood—the more they cut, the less they pay.

## An ongoing responsibility

As the holidays approach, the student chapter of the Society of American Foresters starts its annual Christmas tree sale. Students sell Douglas-firs, noble firs, and grand firs harvested from a Christmas tree plantation on the Research Forest.

The plantation, established more than a decade ago, is an ongoing responsibility of the

student SAF chapter. "In effect we're managing a forest on a mini-scale, growing, harvesting, and planting trees year after year," says Marc Ratcliff, co-chairman of Christmas tree sales last year. "College should not always be academic—students need to do practical things, too."

This year Marc and the other members cut 70 trees and sold most of them to students, faculty, and the public. The students set up a sales booth in the Quad, in the center of the OSU campus. They also held a U-cut day for customers who wanted to cut their own trees.

The trees brought in a little over \$700 to the SAF treasury. "Some of that goes for refreshments at the meetings," says Marc, "but most of it goes right back into the tree farm." Students hire professionals for the shearing and the spraying but do the rest of the work themselves.

The SAF tree farm is remarkable for its continuity, Marc says. "We're never going to get rich from this tree farm, but it keeps the club going, even as students come and go."

The student SAF chapter functions as an introduction to the Society of American Foresters organization, the

main professional body for foresters in the United States. Besides offering opportunities for service work and fun, the student SAF helps prepare forestry students for a professional life by getting them acquainted with local SAF professionals and involved with SAF activities.

The OSU student SAF has been named best in the nation twice in the past three years, an honor conferred by the national body.

## Something old, something new

Almost since the first days of class in October, a group of students has been meeting weekly to plan a major undertaking: a revival of the Forestry yearbook, the *Annual Cruise*.

The *Cruise* first appeared in 1920. It was produced and published by Forestry students almost every year until 1975, when it expired because of financial and staffing problems.

Last fall the Forestry Club raised the idea of reviving the *Annual Cruise*. David Duffy and a dozen others stepped forward to help. "We



Photo courtesy of Corvallis Gazette-Times

**Bringing in the trees.** Zee Ghazarian hoists a Christmas tree from the student SAF plantation. Below, Dave Duffy, left, and his *Annual Cruise* staff share a smile at a planning meeting.



thought it was a worthy annual tradition, something that needed to be revived," says David, a Forest Management senior who took on the job of managing editor. "It's something both old and new, something I felt I could give to the school."

Producing a book has proven to be a complicated and somewhat

daunting job, David says. The student staff is responsible for everything—taking pictures of all the faculty, staff, and students; selling advertising and soliciting donations to pay for the book (so far the revenues have not met expectations); selling orders for the book; writing the captions and bits of copy to accompany the pictures; laying out the pages on a borrowed Macintosh computer; evaluating bids from printers; keeping the financial records straight—all this while going to class, studying, and taking exams.

The *Cruise* staff hopes to have the finished pages off to the printer on April 30. The book should be delivered by the end of May.

## Recreation—working and playing

This year students also resurrected the almost-defunct Recreation Club, a forum for students in Forest Recreation Resources to experience both the working and playing aspects of

wildland and nature-based recreation. The club now has about 25 active members—“up from basically four officers a year ago,” says president Jeff Christenson. “Our main goals are to go out and see Oregon and to do community service.” The club has an ongoing project to maintain hiking trails on the College’s Research Forest.

The Recreation Club has held outings to Hart’s Cove on the Oregon coast and to Eagle Creek in the

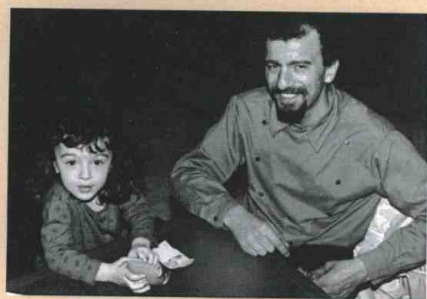
tion in academic and professional life. Men are particularly invited to attend the conference, says co-organizer Louise Yount, a master’s student in forest ecology.

“I’ve absorbed women’s issues with my breakfast cereal,” says Louise. “My mother was active in AAUW; these are the things we talked about, and I’m still interested in the topic. I’m not bitter or angry about women’s issues, but I do get frustrated when some people try to



*Bridges of communication. Louise Yount, left, and Kathleen Avina discuss the forthcoming Women in Forestry symposium.*

**Name:** Zaven Ghazarian (“Everybody calls me Zee”)  
**Age:** 30  
**Major:** Forest Management  
**Graduating:** 1998



**Frequent companion:** daughter Devin, 3

**Goal:** “The whole reason I got into forestry was to do reforestation. There’s something compelling about growing young trees and nursery stock—it’s the fathering instinct.”

Columbia Gorge, as well as a study trip to the Skamania County Interpretive Center in Stevenson, Wash. The club also sponsored a three-hour class at OSU’s Indoor Climbing Center, beneath Parker Stadium. A four-day hike along the Rogue River is planned for spring break.

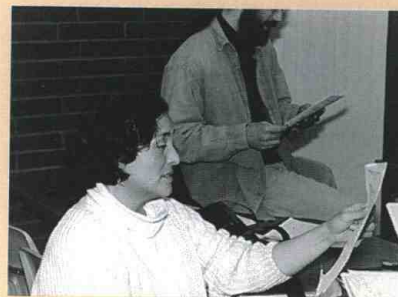
## A forum for women’s concerns

Also in February this year, the student group Women in Forestry started making final plans for their second symposium, scheduled for April 20.

The theme of the gathering is “Building Bridges through Communication.” Speakers will address such diverse topics as communication differences between the sexes, mediation and consensus building, how minority concerns are (or aren’t) heard, and the role of scientists in communicating with the public.

Women in Forestry is a group of women and men students who are interested in identifying the barriers that keep women from full participa-

**Name:** Kathleen Avina  
**Age:** 47  
**Program:** Doctoral student in forest ecology  
**Hometown:** Oceanside, Calif.



**Interesting fact about her:** Kathleen was raised by bilingual parents who required their children to speak English at home. “When I was a child, Spanish-speaking children were put in classes for the retarded.”

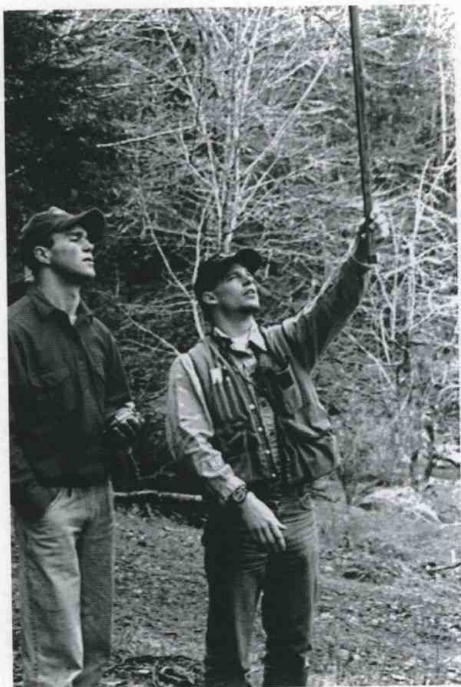
**Goal:** “I plan on using my Ph.D. to teach—preferably closer to my husband, who lives in Tillamook County.”

dismiss them as irrelevant or trivial."

The first Women in Forestry symposium last fall, titled "Women in Forestry—Students to Professionals," drew about 80 students, faculty, and professionals—mostly women

but also a handful of men. The presenters, all women and mostly scientists, shared their experiences about being female in a male-dominated enterprise.

The conference was "small but



**Real-life work experience.**  
*Gardner Lance, left, and Mike Shaw estimate the height of a tree on Starker Forest land.*

effective," according to Kathleen Avina, co-coordinator with Louise Yount. "People came away feeling excited and energized by it." Says Sara Preuitt, who is helping put together this spring's conference, "It was a constructive way to bring up and talk about these things—a very positive experience."

Women in Forestry, like the other Forestry student organizations, is entirely student-led. "It's been super-exciting," says Louise Yount, "to plan these conferences with the full support of the Dean, knowing we can do whatever we want, whatever we think is needed."

### On-the-job mentors

On a surprisingly balmy day in February, two Forestry students are deep in the woods near Alsea, helping Starker Forests' chief forester lay out a 70-foot buffer strip on either side of a small creek in preparation for a forthcoming timber sale.

Mike Shaw and Gardner Lance aren't getting paid for the work, not unless you count the hamburgers Gary Blanchard buys them for lunch. Rather, they are working to get a taste of in-the-woods forestry experience.

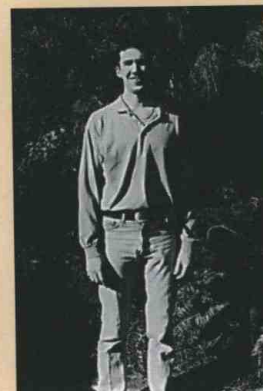
Mike, a Forest Management major, and Gardner, a Forest Products major, are being "mentored" by Blanchard, a '61 College alumnus who has been working for Starker Forests for many years. The

**Name:** Marc Ratcliff

**Age:** 28

**Major:** Natural Resources with a specialty in forestry education

**Graduating:** 1997



**Why he chose the College of Forestry:** "Because of its reputation in natural resources. What I'm learning here is top-notch."

**Goal:** To enter the master's program in Natural Resource Education and Extension at OSU. "The communications and problem-solving role is where I see myself."

**Name:** Christie Reichle

**Age:** 21

**Major:** Forest Management

**Graduating:** 1996

**Hometown:** Wilderville, a small town in southern Oregon



**Why she chose forestry:** "I just always knew I would. OSU was the only school I applied to."

**Goal:** "I'll graduate this spring and then enter the master's program in teaching here at OSU. I've always wanted to teach forestry to high school students."

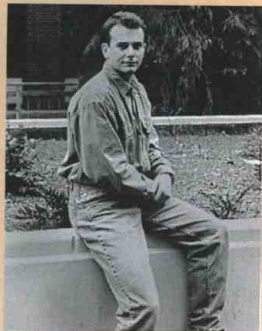
mentorship program is another activity sponsored by the student SAF chapter: students are matched with SAF professionals in the community and given guided work experience and real-life advice.

"These guys have been very helpful," Blanchard says. "They saved me a lot of legwork up and down that hill." More than that, the students have energy and initiative, of which he approves. "It's easy to see their frame of mind," he says. "They look for things to do and go do them. Some other young folks just stand around and wait to be told what to do. These guys aren't like that."

Mike, who has been working summers in the woods since high school, doesn't really need the experience, but he likes to keep his hand in. In fact, it was his work with a Lake Oswego forestry firm, Woodland Management, Inc., that led him to pursue forestry as a career after getting a business degree in 1993.

Gardner, who'd started out studying construction engineering,

**Name:** David Duffy  
**Age:** 29  
**Major:** Forest Management  
**Graduating:** 1996 (from Utah State University; David is here on a student exchange program)  
**Hometown:** Ventnor, N.J.



**Why he came here:** "Oregon State is the center for forestry in the United States."

**Goal:** "I'd like to go on for a master's in silviculture and then practice as a professional forester—perhaps with the Forest Service."

## Creating an ecosystem

It's a bright, windy day in March, and a dozen Forestry students are showing more than 30 elementary-school children how to plant trees.

The trees—110 Douglas-fir, noble fir, ponderosa pine, and western redcedar—are the first plantings in "From the Ground Up," a 180-by-300-foot facsimile of the forest ecosystems of Oregon, recreated on an old playing field at Fairplay Elementary School east of Corvallis.

"We're helping them plan an on-the-ground mini-ecosystem," says David Zahler, master's student in Natural Resources and member of the student SAF, which is helping with the project.

The plot has a ridge of dirt down the middle to simulate the Cascade Mountains. Each side of the ridge will be planted with forest vegetation appropriate for the corresponding flank of the Cascades.

The idea for "From the Ground Up" came from students at Fairplay and their teachers, Patti Ball and Karen Eason. "Last year the students took a forest field trip," says Ball, "and they came back very interested in ecosystems. The school had a plot of ground that wasn't being used, and we thought about creating a forest on it."

The goal, says Patti Ball, is to create a long-term, hands-on place where students can learn about forest ecosystems and the complex interactions of humans with the natural world. The plot will eventually have a wetland, an interpretive trail, and greenhouses where the Fairplay students will grow and sell seedlings.

For help with designing a forest ecosystem, the teachers called the College of Forestry. Former Forest Engineering professor Julie Kliever and several students, including David Zahler, took it on as a community service.

The students did the initial survey last spring; the Fairplay children helped them set the corner posts. This year David designed the planting scheme and organized the tree-planting expedition. He has also given the children several classroom lessons on forest ecosystems.

Patti Ball is grateful to the SAF students for lending their time and expertise. "It's so wonderful when I can do something real with my students. There's a big difference between planting a seed in a little styrofoam cup and going out and planting a tree."

Because it's a long-term project, "From the Ground Up" will provide many service opportunities for future Forestry students. Says David Zahler: "It's a great way to reach out and offer our expertise and experience."

had never worked in the woods before. "I really enjoyed it, and I learned a lot," he says. "It's good to do something real—not just manipulate numbers on a piece of paper." Partly because of the mentorship experience, he's now added a Forest Management minor to his Products major.



*A forest of their own. Natural Resources freshman Elissa Easley helps youngsters at Fairplay Elementary School plant a tree.*

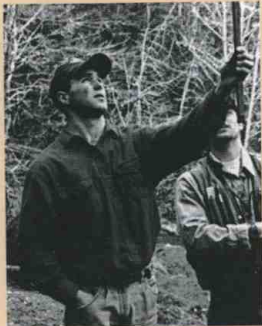
**Name:** Jeff Christenson  
**Age:** 22  
**Major:** Forest Recreation Resources  
**Graduating:** 1997  
**Hometown:** Corvallis, Ore.



**Quotable quote:** "Originally I wanted to be a forest ranger out in the middle of nowhere, interacting with no one except other rangers. But those folks don't exist today."

**Goal:** "I hope to have an influence on setting aside lands for recreation use and planning the management of those lands."

**Name:** Gardner Lance  
**Age:** 21  
**Major:** Forest Products  
**Hometown:** Glasgow, Ore., an unincorporated hamlet on the east shore of Coos Bay.



**Why he chose forestry:** "I started in construction engineering and hated it—too much desk work. When I thought about the kind of person I am, I decided forestry was for me."

**Goal:** To be a manager in a wood-products manufacturing plant.

### Choosing the best

In April, students gather again at the Forestry Club cabin for a potluck dinner to initiate new members into Xi Sigma Pi, the national Forestry student honorary. Xi Sigma Pi, chartered at OSU in 1915, is the College's oldest student organization.

Membership is selective. To be chosen, a student must be an upper-classman or -woman with a good grade-point average and an ethic of service. Candidates must also be endorsed by 10 faculty members.

Xi Sigma Pi's sponsored activities are mostly of a service nature, says Kim Buckley, a Forest Management major and current "forester" (president) of Xi Sigma Pi. Members make themselves available to tutor new students who need it. They help host Beaver Open House, the annual new-student orientation in February, chatting with visitors about the College of Forestry's offerings. This spring they will serve lunch to participants at Skills Day, a high-school logging-sports competition

*Ending the year on a high note. Above, students and faculty chow down at the spring barbecue and awards ceremony. Below, the sky's the limit for these graduates.*



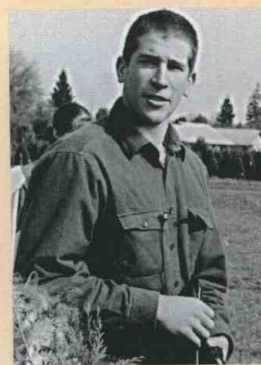
held at Peavy Arboretum. Xi Sigma Pi members also coordinate student nominations for two significant faculty honors, the Aufderheide and Mentor Awards.

Membership also has its educational and recreational aspects. Soon after the initiation ceremony in April, returning and new Xi Sigma Pi members will spend a weekend at the Warm Springs Indian Reservation in central Oregon, visiting the tribal museum and touring the tribes' forest lands.

### Awards and goodbyes

The school year closes, of course, with graduation. Before the ceremony, Dean George Brown hosts a barbecue to honor the top graduates and to hand out scholarship awards for the following year. Amid the aroma of sizzling meat (the soy variety is also available), students play volleyball, visit with old friends, and say goodbye as they leave to start the summer and the rest of their lives.

**Name:** David Zahler  
**Age:** 27  
**Program:** Master's student in Forest Resources, specializing in Natural Resource Education and Extension.  
**Graduating:** 1996  
**Hometown:** Eugene, Ore.



**Significant happenings, past and future:** As a sophomore here, Dave went to Washington, D.C. in 1990 as the first intern from Oregon to serve in the national SAF office. On June 3, David and his wife, a high-school English teacher, will leave for Guatemala to begin a two-year Peace Corps project.

# SUMMER WORK

## The learning doesn't stop in June

A lot of forestry education happens in the summer, through jobs or internship opportunities. In fact, every Forestry student must have school-related work experience to graduate.

**Tami Torres** and **Bonny Cunningham** worked last summer as trainees in the Oregon Department of Forestry's Forest Grove office. They were supervised by Ric Balfour, a Forestry alumnus and the public use coordinator for the northwest Oregon area, which includes the historic Tillamook State Forest and the Clatsop State Forest.

Bonny, a Forest Recreation Resources major, helped assemble an exhaustive inventory of recreational, cultural, and scenic resources on the Clatsop State Forest. She produced

embrace ecosystem diversity, forest health, wildlife habitat, watershed stability, recreational opportunities, cultural and historical resources—and timber harvest.

Bonny appreciates the challenge of balancing multiple objectives, especially on forest land that is close to a big city and well used by hikers, motorbikers, hunters, and campers.

The Tillamook, reforested after a series of big fires in the 1930s and 1940s, is poised to become a major supplier of timber within the next few decades. It also sees the heaviest recreational use of any state forest.

"It's an important and highly active job to try to bring forest managers and the public together," says Bonny. "It's a big challenge, but also a great opportunity to produce



### Getting a jump on a career.

Left, Bonny Cunningham with maps of the Clatsop State Forest. Above right, Tami Torres at Jones Creek Park on the Tillamook State Forest.

assessment reports on these resources for 1994 and 1995, conducted public surveys, and worked on a GIS (geographic information services) database management plan.

Tami, a Natural Resources major with a specialty in recreation planning, began the design of interpretive signs for three Tillamook campgrounds, part of a major rehabilitation of recreational sites there. ODF may use some or all of her designs when the signs are put up.

These summer jobs reflect the ever-broadening job description of today's forest professionals. Managers of public forest lands must

consensus on how public forests should be managed."

Tami Torres began the design work for signs to be posted in two- and three-panel kiosks in three campgrounds just off the Wilson River highway. One side of the panels will have general information—hunting and fishing regulations, campground etiquette, fire hazard information. For the other side, Tami designed a layout telling the story of the great Tillamook fires and the subsequent reforestation of the land. She illustrated the story with historic photos and vignettes about old-time steam-powered

yarding and the role of prison work crews in the reforestation effort.

Tami is going back to Forest Grove for the summer after she graduates this spring. She would love to work permanently with the state forestry department, but there are no openings at present. "I'll probably apply for a city job in recreation planning, but I'd rather work in a forested setting."

Bonny, also graduating this year, is not sure where she'll apply. "I do know that I want to be a liaison somehow between forest management and the public. I want to help people understand what good forest management can do. I want them to see what I see."

**Amy Millward** spent 12 weeks in Honduras as an unpaid intern for an ecotourism company based in Tegucigalpa, the capital. She guided tourists on wilderness rafting trips and wrote articles on ecotourism for the local English-language newspaper. Her internship was funded with a \$2,500 scholarship from a student exchange program.

Amy, a dual-degree major in Forest Recreation Resources and International Forestry, heard about the opportunity through a Honduran

graduate student at OSU who knew one of the guides for the company, called La Moskitia Ecoaventuras. The student gave Amy his friend's business card, and Amy, who speaks fluent Spanish, took it from there.

She made the arrangements entirely by fax, not meeting her employers until she had stepped off the plane in Tegucigalpa. She'd been told that Jorge Salaverri, the company's chief guide, would be there. "Still, I was a little nervous," she says. "I thought, 'What if I don't know him? What if he doesn't know me? What if he isn't even there?'" But when she stepped off the plane, she spotted a man wearing a T-shirt bearing the company's name. "So I knew I was in the right place."

The company caters mostly to wealthy foreign tourists, taking them on rafting trips through some of the wildest, most untouched tropical forests in the world, including Honduras's famous *La Mosquitia*, "the mosquito coast," the basin of the Rio Platano in the northeast part of the country.

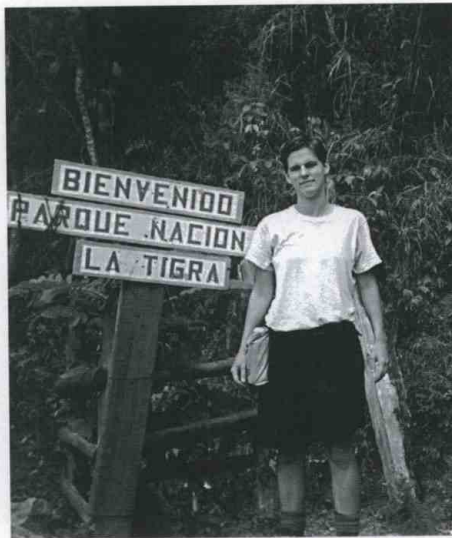
Amy's first assignment was a five-day trip down the Rio Sico, which flows through *La Mosquitia* into the Caribbean. It was a leisurely trip down the broad, warm river. The party would put in, row for a while, and stop to swim every now and then. At night they would camp on the shore.

Amy served as the on-board naturalist, pointing out and identifying the flora and fauna for the clients, a German couple on vacation from their teaching jobs.

"It was dense jungle, with a clearing every now and then," Amy recalls. "We saw iguanas, kingfishers, roseate spoonbills, ibises. There were vines, bromeliads, birds-of-paradise, and birds called *oro pendulas* ['hanging gold'], because of their long, dangling nests, which would sway in the breeze."

With its lush natural beauty, relatively sparse population, and mostly-rural economy, Honduras offers a wealth of outdoor recreational opportunities for those who can afford to take advantage of them. The country has only begun to exploit its tourism potential, and that concerns Amy a little.

"Right now Honduras is unprepared to meet a huge influx of tourism," she says. "It's one of those



what I want to do."

Last year Spring, a Forest Engineering major and Chippewa Indian, helped write a paper on carbon sequestration by forests. The other author is an electrical-engineering doctoral student whom Spring met through Native Americans in Marine Science (NAMS), an OSU program designed to support Indians who are pursuing degrees in the sciences.

The other author, Peggy Bradley, had planned to present the paper in August 1995 at the Finland gathering, the 20th World Congress of the International Union of Forestry Research Organizations (IUFRO). As

#### *Overseas opportunities.*

*Above, Amy Millward at Tigra National Park in Honduras. Below, Spring Bradbury, back from her trip to Finland.*

places that's right on the verge. It could become completely degraded." But with planning and foresight, she believes, the country could be helped to accommodate tourists in an environmentally sensitive manner.

Amy struggles with the ethical dilemmas raised by the prospect of outsiders coming into a country to tell the local people what to do. "If I do go into ecotourism," she says, "I want to do it wisely and well, respecting the values of the people living on the land."

Some summer experiences aren't exactly internships, but they're highly educational nonetheless. **Spring Bradbury** presented a paper at a world forestry conference in Finland last summer, and the experience—unusual for an undergraduate student—changed her life. Not only did it boost her self-confidence, she says, "I came back knowing exactly

it turned out, however, she was unable to go. So she persuaded Spring to present the paper in her place.

With support from the OSU Indian Education Office and Educational Opportunities Program, along with help from her father and from Dean George Brown, she made the trip to Tampere, Finland, in August.

It was a heady journey, full of new friends and compelling ideas. It broadened her perspective on what could be accomplished with a forestry education.

She always had "a somewhat fuzzy goal" of going back to help her tribe. "Now I know exactly what I want to do. I want to help Indian tribes do assessments of their forest lands that encompass both the economic and cultural values of the forest."

# STUDENTS GET THEIR HANDS DIRTY AT OREGON STATE UNIVERSITY

**A broad curriculum and hands-on opportunities make the College a leader for the future, says this Forest Management senior**

*In an essay for the March 1996 Journal of Forestry, Forest Management student Peter James (P.J.) Collson writes about the values and challenges of his forestry education at OSU. Excerpts are reprinted here by permission.*

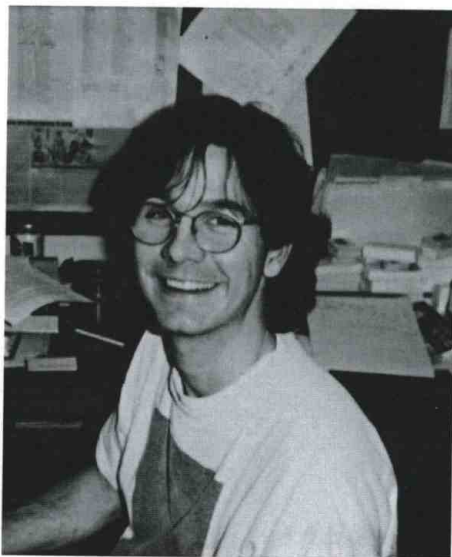
When I transferred to Oregon State University, I had no clear idea of what I wanted to be "when I grew up." I had always enjoyed the outdoors and been interested in environmental issues. In addition, I come from a family of loggers so I knew about the commercial side of forest management. On the way to my appointment with some of the faculty at the College of Forestry, I noticed that the clouds that had blanketed the McDonald-Dunn Research Forest were lifting to reveal a mature stand of Douglas-fir. This must have been a good omen. When I left the forestry building, I was a Forest Management major excited about the new developments that could be pursued in our dynamic field.

Forestry graduates today enter a world full of uncertainties. Gone are the days when a forester's main responsibility was to produce trees economically for a dependent market. Today's natural resource issues are more complex than ever.

To meet the changing needs of employment in natural resources management, OSU has diversified its curriculum to mirror current trends. By adding or changing majors to encompass all aspects of forest resource use, OSU has become a leader in educating the land managers of tomorrow.

OSU offers a unique relationship between faculty and students—everyone is on a first-name basis. This relaxed environment breaks down traditional barriers and creates a comfortable atmosphere in which to question concepts and ideas.

All classes are taught by professors, which allows students to interact daily with people in the



*P.J. Collson*

forefront of their field. Students also have first-hand contact with a broad spectrum of cutting-edge research projects.

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The College of Forestry's curriculum reflects the statement that "the best way to completely understand a concept is to get your hands dirty and do it." Course work still occupies a prominent role, but hands-on experience is the glue that holds all the theories together.

Many field trips to the Research Forest and surrounding areas ensure theoretical and practical understanding of forestry-related concepts. In addition, the College requires that all students gain at least six months' work experience. I participated in a stream survey project for the Forest Service, and last summer I worked as an intern for the Society of American Foresters in Washington, D.C.

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The College curriculum recently has placed greater emphasis on communication and writing courses. This helps graduates become more adept at communicating with a public that is increasingly confused about natural resource issues.

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The ability to synthesize information is crucial in any field. To meet this need, students develop critical thinking skills by studying works such as Aldo Leopold's *A Sand County Almanac*. Natural resource problems increasingly require multidisciplinary solutions. Courses covering soil science, wildlife management, and hydrology help facilitate dialogue among future natural resource managers.

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The pace of change in forest management will continue to increase. In turn, administrators at OSU and other schools must continually update their programs to reflect the times. By establishing a sound resource base, an experienced faculty, a hands-on learning experience, and course work that is relevant to today's demands, OSU is positioned to be a leader in forestry education.

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# CONFERENCE ADDRESSES FUTURE OF OREGON FORESTRY

## The College hosts Oregon Board of Forestry's kickoff planning session for 2001

### A host of speakers shares views at major conference

Oregon governor John Kitzhaber, College of Forestry Dean George Brown, and Oregon state forester Jim Brown were among a score of speakers and panelists sharing their views at a major conference held at the College of Forestry in January.

"Oregon's Forests in the 21st Century" was cosponsored by the College and the Oregon Board of Forestry as part of the board's ongoing policy planning effort. The conference addressed the effects of changes in Oregon's economy and demographic patterns, pressing policy questions, and research needs.

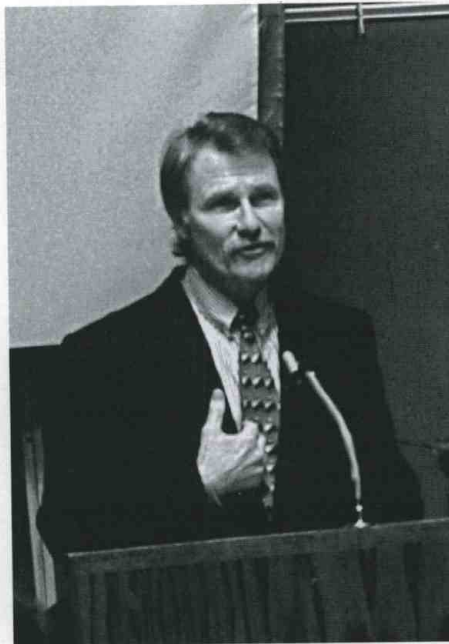
Speakers included researchers from OSU and the PNW Research Station and representatives of state and federal land management agencies, the forest products industry, small-woodland owners, and conservation organizations.

Kitzhaber spoke about his vision for Oregon's forests (please see excerpts from his talk, this page). Kathleen McGinty, chairwoman of the federal Office of Environmental Quality, spoke on the Clinton Administration's efforts to make environmental policy compatible with economic growth. Dean Brown discussed Oregon's forest situation from a global perspective, detailing the effects of Oregon policy decisions on world supply and demand.

The conference was the first step in planning for the next revision of the Forestry Program For Oregon, the state's governing forest policy document. The first FPFO was published in 1977; the latest, in 1995. The next revision is scheduled to be completed in 2001.

### Governor John Kitzhaber speaks of his vision for Oregon's forests

*Here are excerpts from Gov. John Kitzhaber's talk at the conference "Oregon's Forests in the 21st Century."*



*Governor John Kitzhaber*

**W**e are here because we all care about the remarkable natural resources that define the Oregon character. One of these is our forests, which have been and always will be essential to our quality of life. As you know, I describe the quality of life in Oregon as being made up of several components: public safety and accountability, solid educational opportunities, services, and infrastructure to support vulnerable Oregonians, jobs and a strong economy, and a quality environment.

My vision for Oregon's forests is: Healthy forests that provide timber, water, fish, clean air, wildlife, and open spaces; where state, federal, and private forest owners cooperate to create a sustainable flow of timber, preserve our special places, and restore our damaged watersheds. In short, it's a vision where we find that delicate balance between protecting our environment and providing a reliable supply of natural resources.

Achieving this vision will require a forest policy that encourages people to work together—where local collaboration can replace posturing and conflict; where the careful application of forest science can replace courtroom decision making. This may sound like a tall order. But it can be done. And it is up to us to do it.

From a forest policy perspective, we are exploring nonregulatory approaches as new science has emerged and as our society has changed. Regulations are important forest policy tools, but don't necessarily always have to be the first tools out of the toolbox.

Lasting and effective decisions about the future of Oregon's forests must involve all Oregonians. Our obligation is to learn from, as well as teach, our people about our forests and about how their lives and decisions are connected with our forests.

- We must make clear what we want from Oregon's forests and who is responsible for making that happen.

- We must take bold action to resolve forest health problems.

- We must seek new ways of achieving our goals.

- We must bring our fellow Oregonians along with us as we seek to build this vision.

# "THE FUTURE IS BRIGHT"

## An interview with the Dean

*On the occasion of a major conference on the future of Oregon's forestry, Focus on Forestry talks with Dean George Brown about how that future is shaping up for today's forestry students.*

**FoF** I sometimes hear young people say they don't want to go into forestry because there's no future in it. Yet the fact that we hosted a major conference on the future of forestry says to me that there is a future in forestry.

**GB** Well, I certainly believe there is, or I wouldn't be here. People ask that question, I think, because of the chaos that surrounds us right now. This is an era of more turmoil in natural resource management than we've had since the turn of the century, when our National Forests were being established. Today's is in a different context, but it's that same kind of intense public and political attention to how natural resources are to be used and managed.

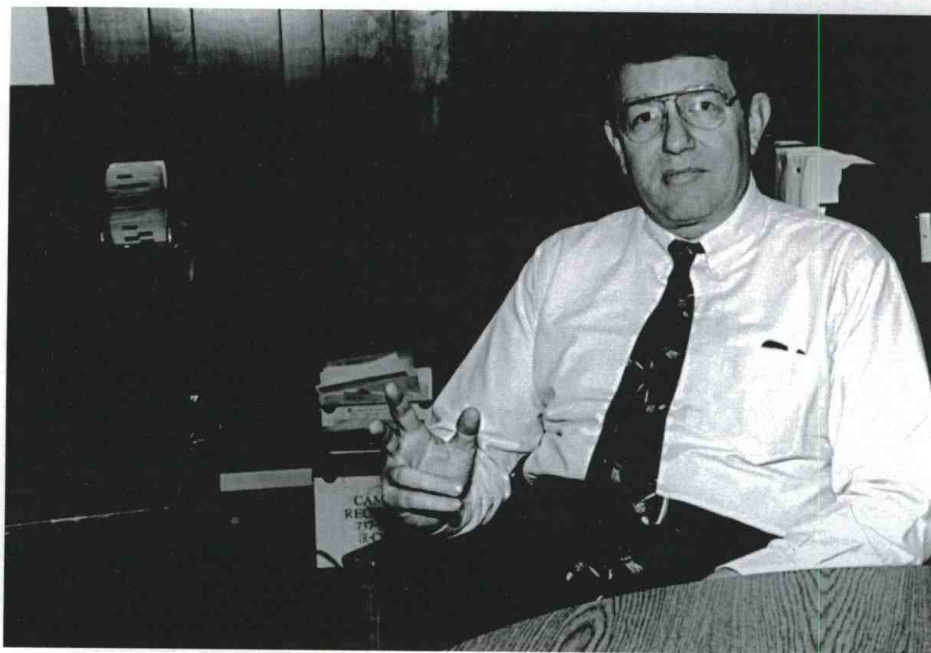
**“Over the long term, natural resource management professionals are going to play a very, very key role in the future of this globe.”**

Yet an era of turmoil, in my view, opens new directions, new policies, new ways of dealing with natural resources. While it's chaotic and unsettling for a lot of people, it is also a time that is ripe with opportunity.

If you take the long-term view, which is what foresters are supposed to do, you see a world that is racing toward 11 or 12 billion people. Students in forestry school in the next five years will see the world's population double by the end of their career.

average, and it's at least five times the average consumption of wood products in the developing world. That cannot continue. I just don't think it can.

So these are some of the challenges facing natural resource management professionals. Policies are going to be driven by these external factors over which we have almost no control. There's a lot of turmoil now; we are in a really interesting transition stage, but I think the future is very bright. Over the long term, natural resource



Coupled with that is a progressively more affluent global population. What this means is that people in even Third-World countries are going to be greater consumers of natural resources than they have been in the past. And if you look at a map, you see that much of this explosion in population and consumption is coming in countries that are astride the equator, right on top of the world's tropical forests. This issue of deforestation, in particular tropical deforestation, is going to be with us even more severely in the middle of the next century than today.

As for Americans, the per-capita consumption of wood products in the U.S. is at least double the worldwide

management professionals are going to play a very, very key role in the future of this globe.

**FoF** Is a forestry education enough to equip them for that role?

**GB** Well, it's not sufficient, in the sense that once you get a four-year degree you're going to be prepared to go on forever. A four-year degree is the first stage in the development of a professional. What we hope to do in four years is to equip students with some fundamental tools that will allow them to think rationally and critically, to ask questions, to learn on

their own, to deal with complex analyses, and to communicate clearly with others. We try to push them out the door with an attitude of long-term, lifelong interest in learning.

**FoF** What kinds of jobs are out there for a forestry graduate?

**GB** Job opportunities in forestry are very broad. They go from the traditional—jobs in public and private land management—to the broader-scope functions of working with policy makers, people in the political arena, educators. Many of our graduates go into business for themselves as contractors in natural resource management or in some other kind of way.

The forestry education we offer here combines the biological and physical sciences with social sciences, knowledge of economics and policy and human behavior, as well as a strong emphasis on communication and a very long-term view of resource management. That makes for a lot of flexibility in what a graduate can do.

**FoF** What else does the College of Forestry offer students?

**GB** In the first place, we have a world-class faculty here in the College that is intimately involved in the science and policy questions of the day. They bring that experience and that involvement right into the classroom. You're not just getting theory; you're finding out how that theory applies to real-world, right-now, real-time questions. Here the faculty themselves do the teaching and the advising—they're in the classrooms, and they're interacting with students as advisors and mentors.

Another thing: simply by our location, we are right in the middle of these issues. Oregon is right in the middle of the debate about how our nation's public forest resources are going to be managed. The students are able to be a part of that because they're here, and their professors are working on these issues.

And another: we have been blessed by tremendous resources to support what we do, beginning with

scholarships and fellowships.

Finally, we are surrounded by people in forest industries and agencies—many of them graduates of the College—who serve as mentors. These are people who really care about the education of our students. Our students are out there interacting with these professionals, who give very, very generously of their time to help us broaden and enrich the education of our students.

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**“The per capita consumption of wood products in the U.S. is at least double the worldwide average, and it's at least five times what it is in the developing world. That cannot continue.”**

**FoF** How have the higher-education budget cuts affected the College?

**GB** They have affected us, no question. I don't downplay the fact that the budget cuts have hurt us. We have had to close some programs, and we have had to cut back in other ways. But we still are whole. We've been able to keep the core of our educational infrastructure intact, in part because of the generosity of donors, and we haven't lost the central part of what we do.

We have trimmed in other ways to make sure that we don't degrade that core of courses that the students need. Yes, we've gone to some bigger class sizes, but students can still get a quality education and the core courses they need to graduate in a timely manner.

We pledge to maintain that quality for the sake of our students, because study in any of the fields of forestry is as relevant today as it ever was.



The other thing we stress is teamwork. Students start working as teams right from the beginning, as freshmen. It's simply a matter of necessity. You can't do the kinds of things we do, in terms of resource inventory or mapping or road development or complex project analysis, by yourself.

12,800-acre school research forest that's 15 minutes away. We also have support from benefactors which has allowed us to add a lot of quality to the educational experience of our students. This includes funds to take students to professional meetings, to support long-term field trips, and a very, very generous program of

## Have a focus, get the skills, and be yourself

**G**lenda Goodwyne's life course was shaped by two crucial mentors. One was her formidable mother, an upright, hardworking, creative, determined, and playful woman who gave Glenda the toughness she would need to make it in a traditionally white, male profession. The other was a Youth Conservation Corps supervisor who opened the door to her forestry career.

Having achieved her childhood dream—she's an '85 Forest Management graduate and a timber sale planner on the Mount Hood National Forest—Goodwyne makes it a point to reach out to the next generation. She mentors as many young people as she can, giving careers talks at Portland-area high schools and inviting selected students to "job shadow" her on her daily routine.

At least one of her recent proteges will probably end up here at the College of Forestry. "He was from the TAG (talented and gifted) program at a local high school, and he really had his head on straight. I liked him immediately." At the end of a long day in the field, the young man asked Goodwyne how he could become a forest engineer. "He knew I'd gone to Oregon State. So we sat down and went over all the curriculum for all the majors."

After pondering his options, the young man chose Forest Management. He's graduating from high school this spring and plans to enroll at OSU next fall. "I wrote a letter recommending him for a scholarship," says Goodwyne.

"I enjoy reaching out to kids, especially in this day and age, when so many things are pulling them apart. I tell them, 'What employers want is knowledge. If you don't have the skills and knowledge you need, get them. Become marketable. And then—just be yourself.'"

Goodwyne was raised in a large extended family in rural Virginia. She remembers her upbringing as idyllic, "very strict, but we had a lot of fun." There were house rules: no slang, no cursing. There was a stern aunt who'd been in the service: "If you messed up she'd let you know quick, fast, and in a hurry."

Yet there were woods to roam in, clouds to watch: "My mother always told me, when I was bored, to look at the clouds and imagine what I saw. She stressed being creative."



GOODWYNE WAS A RESTLESS, outdoorsy child—"a doer, not a homebody," she says. She spent summers at 4-H camp as a grade schooler. In high school she was chosen to participate in a Youth Conservation Corps project on a Virginia national forest, cutting brush and clearing trails.

That experience opened her eyes to the possibility of a forestry career.

"We learned some of the fundamentals of forestry," she says, "and we also had a great time." She found a mentor in the project's supervisor, a man named Bob Grace. "Uncle Bobby took an interest in several of us," she says. "One weekend he invited us to his house and fixed us a big breakfast. And he asked us what we wanted to do with our lives. I said, 'I want to work for the Forest Service,

*Color blind. "I don't care if you're white, black, or deep purple," she tells students. "If you come to me for help, I'll help you."*

drive trucks, get dirty every day, and go to California.' And then I thought no more about it."

The next summer she decided not to take part in YCC. Her grandmother was ill, and Goodwyne felt she needed to stay home and care for

*Continued on next page*

## GOODWYNE

*Continued from page 15*

her. "I was glad I'd stayed home," she says, "but I longed to be back in the woods."

Then the next summer, the year she was 17, there came a phone call. Did Glenda want a summer job on a national forest in California? Her former supervisor, Bob Grace, had set it up for her. "I was flabbergasted. My whole body just said 'Yes.'" She spent the summer on the Stanislaus National Forest, working on a trail crew in the back country of the Emigrant Wilderness.

SHE APPLIED AND WAS ACCEPTED AT Tuskegee Institute in Alabama (now Tuskegee University), a traditionally black college, private and expensive. She had been awarded no financial aid, but, determined to make it work somehow, she arrived at Tuskegee a few days before classes started and tried to petition the financial aid officer to reconsider her case. She got nowhere.

Despairing, she called her mother and said she was coming home. Her mother said, "Give me the name of that financial aid officer, will you? Then go back and wait in his office."

She did as she was told, and this time she got an audience. "Glenda," said the financial aid officer, "Your mother has a way with words. Have a seat."

Goodwyne says, "I never did find out what she said to him. But I left that office with more money than I needed."

She loved Tuskegee and did well, making the honor roll and playing on the basketball team. She completed the two-year forestry preparation program and decided to transfer to OSU. She had done a summer internship at the PNW Research Station in Portland, "and I knew I wanted to be in the land of the Douglas-fir."

She found a very different academic environment here. OSU seemed huge compared to Tuskegee. The forestry courses were highly technical. Professors were more impersonal than she was used to, and the atmosphere more competitive. In brief, she felt unprepared.

Candidly, she says she encountered attitudes on campus which she can only ascribe to racism. One professor called everyone in his class by name except her. "To him I was 'you'." She had several instructors "who didn't seem to know I was human." Still, many professors at the College of Forestry went out of their way to help her. "There were people here who made life wonderful. George Bengtson, Denis Lavender, Dick Hermann, Ed Jensen. These are good people who want to help students learn."

She barely survived the first year, but in the second year she began to

**“There were people here who made life wonderful.”**

turn things around. "I made a pact with myself—each term I was going to pull my GPA up a little more." She got her degree in 1985, graduating with a B-plus average.

She had been working summers at the PNW Research Station in Portland, and after graduation she was hired for a permanent job in timber inventory and analysis. After four years there, she decided she wanted to work in the management side. She applied for two jobs—at the Mount St. Helens National Monument and on the Mount Hood National Forest—and was offered both. She chose Mount Hood.

Today she works on the Estacada Ranger District, writing environmental assessments for timber sales. She enjoys the variety and creativity of

the job. "You get into every aspect of forest management—appraisals, contracts, cruising, silviculture, wildlife, and all the various laws and regulations that apply. You have to use everything you learned in school."

Recently she's been adding silviculture training to her resume, in response to the Forest Service's move toward management strategies that are more interdisciplinary and more landscape-oriented. She returned this spring to OSU to attend a module of the 1996 Silviculture Institute.

While she was here, she says, she noticed that the Forestry curriculum also is changing in response to a changing world, becoming more team-focused and more people-oriented. "When I was here, people management and teamwork weren't stressed. And we mingled very little with students from other departments—mostly the disciplines kept themselves separate. Both those things seem to be changing, and I think that's good."

GOODWYNE KNOWS SHE'S A ROLE model for young people, and it's a persona she's not entirely comfortable with. For one thing, she simply can't devote as much time to these students as she would like.

More pertinently, people often assume she is only interested in mentoring black or female students. The reality is that she resists race- or sex-based labels, however benignly they are applied. "I have no preference as to whom I help," she says. "I don't go into inner cities and make my pitch to black students over everyone else."

The key qualification, she says, is that students be thinking about and preparing for their future. "They need to have a focus. If they do, I'll jump on their bandwagon. Then, I don't care if they're white, black, or deep purple; if they come to me for help, they'll get it."

# INFORMATION IS ONLY THE BEGINNING

## Good teaching draws on the heart and the soul

An awakening sense of his teaching vocation led Ed Jensen down pathways he didn't foresee. By a synergy that some might call coincidence, his journey brought him to a place with a long tradition of innovation in forestry education.

Jensen, an assistant professor in the Forest Resources department, has a reputation as a good teacher and mentor. The students have honored him twice with the yearly Aufderheide Award for excellence in teaching.

He teaches undergraduate classes in dendrology, tree identification, and forest ecology and holds graduate seminars on the design, analysis, and evaluation of instruction. He formally advises about 25-30 Forest Management students, helping them schedule classes and understand their degree requirements. He also informally guides another 10 or 15, students who seek him out for advice on careers and planning for the future.

"They'll ask me questions like, 'Am I in the right major? How do I prepare for a career? Which summer job should I take? How can I improve my abilities in this particular area?'" says Jensen. "It's at those times that advising is most rewarding."

Jensen is director of the Forestry Media Center, which is devoted to helping forestry professors become better teachers, and director of the Silviculture Institute, a yearly continuing-education workshop aimed at mid-career forestry professionals.

Next year the Silviculture Institute will be replaced by the Natural Resources Institute, which Jensen will direct and for which he's now helping to develop the curriculum.

The change comes in response to the rapidly shifting job description of a professional forester, Jensen says. "In the past, individual specialists made most natural resource decisions, and the way to improve those

decisions was to improve the specialist's understanding of his or her own discipline. Now the whole world of forest management is more interdisciplinary, and decisions are more often made collaboratively. It's this interaction with others that becomes the dominant educational force, and that changes the whole educational paradigm. Our new goal will be to improve people's ability to work together, and to help them develop thoughtful, effective, and reflective approaches to managing forests."

JENSEN'S INTEREST IN THE TEACHING OF forestry was itself a learning process. Born and raised in an Illinois farm town, Jensen at first majored in engineering at the University of Illinois. "High school placement tests

*Finding the missing piece: "I enjoyed teaching and wanted to do more." Below, Ed Jensen consults with student Amy Millward.*



told me that I should major in math or engineering," he says, "and of course I believed them." When engineering proved less than satisfying, he switched to mathematics. He continued for another two years, doing well in math but still feeling unsatisfied.

Then chance intervened in the form of a summer job on Washington's Olympic Peninsula. "I fell in love with old-growth forests,"

he says. "It was like a religious conversion—one day you feel one way, and the next day you feel completely different. It changed my heart's desire."

Back at school for his senior year, Jensen switched to forestry, to the dismay of a faculty advisor. "He said, 'You're crazy; you'll never find a job.'" Like many another man in love,

*Continued on page 19*



# forestry Currents

## KUDOS FOR FACULTY

**Bob Leichti**, Forest Products associate professor, and graduate student **Dan Tingley** beat 99 other entries to win this year's Charles Pankow Award for innovation, given by the Civil Engineering Research Foundation. Their winning entry was titled "Glued-laminated timber reinforced with fiber-reinforced plastic." The material has received the first-ever major building code approval for a glu-lam material reinforced with fiber-reinforced plastic (FRP), according to the selection committee.

Glu-lam with FRP leads to improved performance, reduced fiber consumption, and enhanced structural safety and reliability.

## FORESTRY FINISHES FIRST IN FOOD DRIVE

With a total donation of 38,491 pounds of food, the **College of Forestry** finished on top in the University's annual food drive. The **Forest Engineering department** finished first with 16,606 pounds of food. The **Dean's office staff** came in second with 9,977 pounds.

The food drive at the College was stretched over several months of bake sales, silent auctions, soup luncheons, and individual coupon-clipping enterprise. The College's contribution came within \$250 of last year's donation from the entire University.

All donations go to Linn-Benton Food Share, a community food bank.

## STARKER LECTURES TURN 10

Forestry 406/506, offered every fall term, is a course with an unusual set of requirements:

- Read a paper by a distinguished natural resources leader,
- Fire questions at him or her in class,
- Attend a public lecture by the distinguished leader,
- Have dinner with the lecturer afterward,
- Repeat this sequence four times during the quarter.

The class is associated with the **Starker Lectures**, now entering their 11th year at the College. The Starker Lectures are offered free to the public every fall. Students who take the class get college credit for exposure to a mind-broadening variety of viewpoints on natural resource issues.

Over the past decade the lectures have been a forum for a range of timely topics presented by a host of distinguished guests—an assistant to Oregon's governor (Gail Achterman, who spoke twice), the publisher of a conservationist newspaper (Ed Marston), and a U.S. District Court judge (James A. Burns) all have given well-attended lectures.

Jack Ward Thomas also spoke twice—once in 1987, when he was a Forest Service wildlife biologist working in LaGrande, and again in 1993, days after he had been named Forest Service chief.

More recently, an outspoken property-rights advocate, William Perry Pendley, shared the 1995 series with a well-known essayist, Terry Tempest Williams, whose talk displayed a decidedly conservationist bent.

"The Starkers have made it clear that they're willing to try different things," says Bo Shelby, Forest Resources professor and chairman of

the committee that organizes the lectures. Named after T.J. and Bruce Starker and made possible by family gifts in their memory, the lectures encompass the widest possible range of voices on the widest possible range of issues. "They don't mind if something is controversial or different," Shelby says, "as long as it's high-quality and things get balanced in the big picture."

Bond Starker, president of Starker Forests, Inc., confirms this. "Our idea was to provide a forum for new ideas, and I certainly see that happening. The lectures are achieving what we wanted them to achieve." Members of the Starker family come to every lecture and to the dinner afterward.

Each year's series has a theme. In 1985 the speakers, who included Marion Clawson, former head of BLM, and C.W. Bingham, an executive with Weyerhaeuser, addressed the role of forest resources in the future of the Pacific Northwest. In 1990 the theme was sustainable forestry; speakers included Robert G. Lee, a University of Washington sociologist, and Norman E. Johnson, a Weyerhaeuser scientist and vice-president. In 1994, speakers addressed management and biological conservation, with William Libby, a University of California forestry professor, on the role of forest plantations in delaying species extinctions, and Charles Wilkinson, University of Colorado law professor, on preserving Anasazi cultural sites.

Some of the lectures have been televised by Oregon Public Broadcasting. Some have attracted overflow crowds—for example, the second Jack Ward Thomas lecture and the presentation by conservationist writer Marc Reisner. All have provided an opportunity for students to interact one-on-one with a noted guest, both in class and informally

*Continued on next page*



## JENSEN

Jensen didn't want to hear about practical matters. "I didn't switch into forestry to get a job," he says. "I did it to learn about forests." And finally the decision felt right—one-half of his vocation had fallen into place.

After he got his degree, he worked for a year as research and teaching assistant for a forest ecologist at the University of Illinois. Part of his job was to develop slide-tape presentations on the ecological regions of North America. Although he didn't know it at the time, that task turned out to be crucial career training.

He went on for a master's in forest ecology at the University of Washington, finishing in 1976. He began looking for a job as an agency land manager. A fellow graduate student pointed out an opportunity at the OSU College of Forestry, which was looking for an assistant director of the Forestry Media Center. They wanted someone with a background in forestry plus experience in developing educational materials.

Jensen remembered the slide-tapes he'd developed at the University of Illinois. He applied for the job and got it.

The Forestry Media Center was one fruit of the innovations in teaching that had begun at OSU in 1962.

## STARKER

over a shared meal.

The Starker Lectures are published every year by the College of Forestry. This year all the lectures have been collected into a tenth-anniversary publication.

"My view of these lectures," says retired professor Bob Buckman, who helped organize them during the early years, "is that they're a chronicle of the times. As we look at them in retrospect, we can say that these were the important issues of the day."

Bob Reichart, a retired education professor whom Dean W.F. McCulloch brought to the School of Forestry, pioneered, among other things, the use of audiovisual materials for teaching.

Jensen came in as assistant director of the FMC in 1976. In 1979 he became director. "It was a hard job," he says candidly. "I didn't feel well equipped; it wasn't exactly what I had envisioned myself doing." Something was still missing.

Then in 1980 Professor Dale Bever retired. Jensen offered to take over Bever's dendrology classes. He found, not really to his surprise, that he liked teaching and was good at it. "Many university professors don't actually enjoy teaching," he says. "I found that I did enjoy it, and I wanted to do more."

He'd found the missing piece in his career. And with this moment of clarity came another: "To be a complete part of this university environment, I needed a Ph.D."

Because he was interested in both forestry and teaching, there was no ready-made program for him to step into. "I looked around the country, but I couldn't find anything that met my needs. As a Ph.D. program, forestry education was unheard of."

So Jensen developed his own program. He enlisted the help of John Gordon, then head of the Forest Science department, and Bill Emmingham, Extension specialist in Forest Science. Both agreed that forestry education was an important and virtually uncharted field.

Because Jensen was studying and working full time, the doctorate took seven long years. For his doctoral project, he devised a method to evaluate the effectiveness of the Silviculture Institute, which had been going for five or six years without any formal study of its effectiveness.

"I had to figure out how to conduct the assessment," he says,

*Continued from page 17*

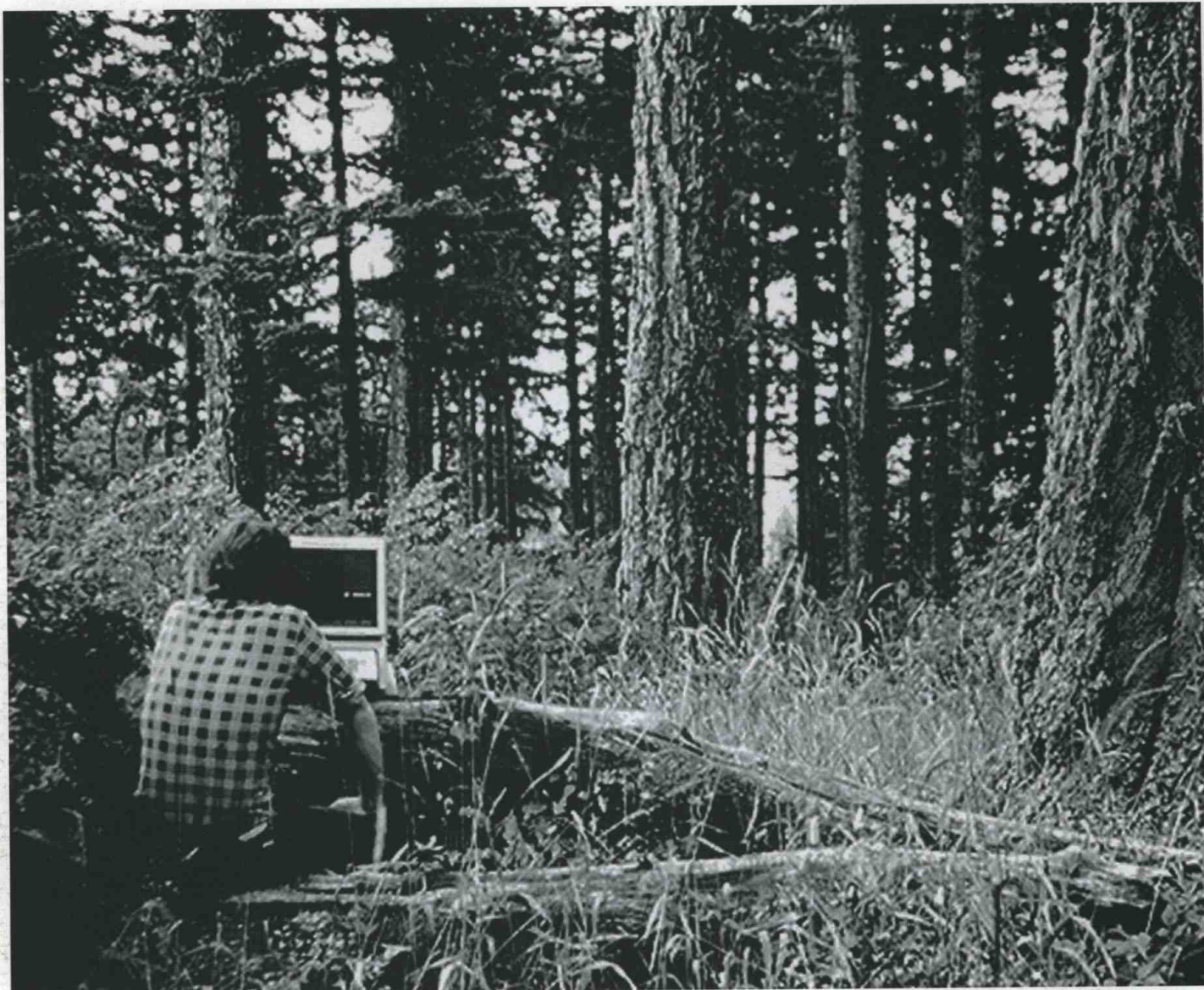
"because no models for evaluating a program like this existed." Jensen studied the Institute as an anthropologist might study a foreign culture—he took the course, lived with the participants, observed them, studied them, noted how well or poorly they were picking up the curriculum, how effectively they seemed to be applying it.

His findings led to positive changes in the Institute. "It started the whole discussion about what is effective instruction?—what are instructional goals?—how do you measure your progress toward them? It's a continual process of monitoring and correction that's continued to this day," a process that is now being designed into the new Natural Resources Institute.

In 1991 Jensen created the graduate program in Natural Resource Education and Extension. "Of all the things I've done here, I'm proudest of this program," he says, "because I'm preparing students for careers in an area that I think is very important. It's been invigorating for me to work with these students. I appreciate their quick minds, their curiosity, their unique personalities. I just can't tell you how stimulating it is to work with them."

### WHAT MAKES A GOOD TEACHER?

Jensen, who enjoys that reputation, reflects on this question a lot. "I care about my subject matter, but more than that, I care about my students. I care what they learn, how they learn, what's going on in their lives. I'm especially open, I think, to students who are struggling with their direction in life. Because of my own experience, I'm sympathetic to the need to explore, to look around . . . Good teaching is much, much more than conveying information. It's a sharing process, and what I share is myself."



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