Students

This is why we're here
Each spring, *Focus on Forestry* features our students at the College of Forestry. I must confess it is my favorite issue. Each year I am impressed again with how fortunate we are to have these great people come to us for their professional education. They are an outstanding group, and I hope you’ll enjoy reading their stories as much as I did.

Our student body is a very diverse group. Students come to us from many backgrounds and many places, bringing a wide range of experiences and educational goals. The diversity they bring adds a special richness to our College.

Many of our students come to us after several years working in other professions. These are the so-called “older-than-average” students. They are often in their late 20s to mid-30s, and highly goal-oriented. They bring a set of life experiences different from those of recent high school graduates. Often they form the leadership core of our student body.

As a very green, immature 17-year-old, I found that my own college experience was enriched by my older, Korean War-veteran classmates. (Sometimes it was painful; my bunkmate at summer camp, a former sergeant in the 82nd Airborne, would catapult me out of my top bunk if I tried to sleep late!) But most of these guys brought a sense of purpose to our classrooms and practicality to our labs. They would ask our teachers the hard questions that we couldn’t ask because of our limited experience. I’m delighted that “older-than-average” students continue to be part of our student body.

I’m also glad we have faculty who emphasize education so strongly. In this issue we feature Eldon Olsen, a very special teacher, in our Faculty Profile. Many of our faculty are like Eldon—outstanding teachers who devote their time to improving the art of teaching.

I hope you enjoy this issue of *Focus on Forestry*. And for those of you hiring students for the summer—make sure you stop at OSU first. You won’t need to go anywhere else!

George Brown
Dean, College of Forestry
Oregon State University
THEY COME FROM ALL OVER THE MAP

... And not only geographically, but in terms of background and interests. Our students are a diverse bunch,

as you'll see from the profiles selected and presented here. Tamra Ferre was raised in a small Oregon timber town and vows to stay close to her roots. Heather Bonin comes to us from a graphic-design career in New York. Dave Vesely and Anne Hairston earned two college degrees before they got here. Jethro Mantle was a high-school dropout whose courage and determination brought him through our doors. Justin Jackson served aboard submarines in the U.S. Navy. Anne Hairston was a natural resource planner on Chesapeake Bay. Bobbi Dart grew up in rural eastern Washington. Heidi Wedin grew up in an Austrian city.

These striking differences are part of what makes student life around here so vibrant and interesting. But we never forget that our students also have key attributes in common. They're bright, focused, hardworking, and committed to excellence.

Read on, and you'll see for yourself.

JENNIFER NOONAN
SOPHOMORE, FOREST ENGINEERING

Jennifer Noonan, for one, doesn't see any conflict between her characteristic feminine manner and a traditional masculine discipline like forest engineering. "I'm very athletic, very competitive, and I push myself hard," she says. "And I like to dress and act 'feminine,' in the traditional sense. I don't need to fit into a traditional male stereotype—that's not who I am."

Still, being one of the few women in the program (eight out of 69) poses occasional dilemmas, like what to wear to a job interview. Jennifer and another woman student recently interviewed for summer jobs with a large wood products firm. They considered wearing conservative dresses or skirted suits, standard business attire for women. "Yet we were afraid that if we looked too nice, we might not be taken seriously." In the end, they wore slacks, and were treated with impartial courtesy. (They're still waiting for word about whether they'll be hired.)

No one would dispute that Jennifer, at the young age of 19, has earned the right to be taken seriously in her chosen profession. She is a quick, analytical, thorough thinker, comfortable with challenging course work. "A hands-on person" who is energized by a problem to solve.

What's more, she has paid her dues in physical labor. She spent last summer working on a timber crew and as a firefighter on the Tahoe National Forest, slogging through the same grueling 36-hour shifts as the men, lugging the same heavy equipment, trusted with the same responsibility.

The firefighting was an exhilarating, exhausting experience. "The most exciting part was when I got to 'burn out' one night," she says. "Burning out is when the bulldozers come and cut a fire line, and you set a back fire behind it. The crew boss let me set the back fire. It was an incredible experience. You're running through the woods at 2 o'clock in the morning with this huge adrenaline rush. But it was hard, so hard. I worked 140 hours in seven days."

Jennifer comes from a Sacramento Valley ranch family, the fourth generation born and raised in her home county. She chose OSU because budget cuts at California universities were making it hard for students to get the classes they needed.

Because she loves the out-of-doors,
she was drawn to forestry. The practical problem-solving aspects of forest engineering appealed to her the most. "I like the idea of figuring out how to build a road, how to design a logging project."

Explaining her career goals to family and friends gives her the opportunity, she says, to challenge two other persistent stereotypes: the misconception that forestry is a dead-end career, and the notion that people in forestry are all introverted and antisocial.

"In the first place, people think there are no jobs out there, but there are," she says. Today more than ever, she knows, forestry needs educated people who can develop and maintain forests wisely and carefully. And the best forestry professionals will be the ones who, like herself, are comfortable dealing with the public. "I'm a people person; I get along well with almost everybody. And I think that's going to be a critical factor in how well I do my job."

Jennifer's career goals aren't fixed just yet. She hopes to get a pilot's license after she graduates and then get forest engineering jobs in other states. "I still don't know exactly what I want," she says. "But I know the right job is out there for me."

JETHRO MANTLE
SENIOR, FOREST MANAGEMENT

For Jethro Mantle, the College of Forestry is another chance at a future he thought he'd abandoned when he dropped out of high school.

Jethro, 24, grew up in the rural Applegate Valley of southern Oregon. The oldest of four children, he and his brothers and sister had a barn to play in and a woods-covered mountain to roam on. And there were long afternoons to play the piano, something Jethro loved and was good at.

Perhaps it sounds like an idyllic childhood, but the Applegate Valley was a depressed timber community with more than its share of social problems. "I was just one of those statistics," Jethro says with a shrug. "I got sick of school. I couldn't tell anyone anything. I was hanging out with a crowd that was going nowhere."

He got a dead-end job running a stapling machine in a door factory. The repetitive motion irritated his wrist joints, and pretty soon they hurt all the time. He'd developed chronic carpal tunnel syndrome, and he knew he had to find another livelihood.

He and his wife, Tanya, moved to Grants Pass, where Jethro enrolled in a one-year commercial art program. After completing the course, he was offered a temporary job in southern California designing a medical supply catalogue. Hoping the job might turn into something permanent, he, Tanya, and their baby son Abram moved to Murrieta Hot Springs, a development outside Los Angeles.

They found the crowds, traffic, and noise in their new home strange and wearisome. Then Jethro's design job ended, and he went to work selling medical supplies to doctors' offices. It was not his preferred line of work, and the family never really adjusted to southern California. After a year they moved back to Grants Pass. Jethro tried to find a job as an artist, but found instead how hard it is to break into commercial art, especially in smaller communities. It was a discouraging time.

He tried school once again, this time enrolling in a two-year program in computer-aided design at a community college. After a term there, he started thinking about a four-year degree. Engineering seemed the logical choice, and that led him to OSU. Then, perusing the University's literature, he discovered the College of Forestry.

He enrolled as a forest management major in the fall of 1992, and he's never looked back.

"I've had no second thoughts, none," he says. "There's no question that classes are hard here; a lot is expected of you, and the professors are demanding. But at the same time, they're approachable—they really seem to care. The College of Forestry is a really comfortable place."

When he's not studying, Jethro spends time playing the Steinway concert grand piano in the Memorial Union lounge. He's slated to entertain returning forestry alumni at the Fernhopper Day dinner on April 22.

Jethro, who graduates next January, would like to work for a private company in timber management or forest management, perhaps in Alaska.

HEATHER BONIN
FOREST SCIENCE MASTER'S STUDENT (FOREST ECOLOGY)

Heather Bonin got to the College of Forestry by "a slightly tortuous route," she says—a term that understates her eventful life thus far.

Heather has packed a lot of living into her 25 years. When she was a teenager living in suburban New Jersey, she traveled to Spain as an
exchange student—"that's when wanderlust smacked me across the face," she says.

She earned a degree in philosophy at the College of William and Mary in Virginia and then backpacked through Europe with a couple of friends. She later went back to Spain to teach English in Seville. A few years later, traveling through South America, she survived a guerrilla bombing in Peru. (She wasn't injured, but the car bomb blew out the windows of her hostel.)

Last year Heather was living in Manhattan, taking science classes at Columbia University and City College of New York, getting ready for graduate school. She knew she'd start sooner or later. She supported herself as a freelance graphic artist, designing pages for Time and Life magazines.

Then last summer she landed in the deep woods of Oregon, one of 10 young people chosen for a sort of college-age science camp on the Andrews Experimental Forest. The project, called Research Experiences for Undergraduates, was designed to introduce college students to professional-level scientific research. During the 10-week session Heather worked with several OSU Forest Science professors on their research projects, and she completed one of her own.

She knew then that she was ready for graduate school, and she knew it had to be here. "I was so impressed by the scientists at the Andrews," she says. "They were so knowledgeable, so dedicated, so willing to talk to us. They treated us more as colleagues than as students."

Heather is now in her first year of study for a master's degree in forest ecology. Her major professors are Robert Griffiths and Dave Hibbs, faculty members in the Forest Science department. They and the other faculty members are as helpful and friendly as she remembered from her Andrews experience, she says. "These are probably the nicest group of people in one building that I've ever encountered. They're so genuine."

She is drawn to ecology in part because it's similar to philosophy, the subject of her undergraduate degree. "In philosophy, you bring together many different elements—aesthetics, ethics, epistemology—and synthesize them into one system. In science, ecology seems to me to be the closest parallel."

Heather probably will go on for a doctorate immediately after she earns her master's. After that, she's not sure. She'd like to help bring young people from the city out into the woods to experience nature. Interested in sustainable forestry, she wouldn't mind working on environmentally sensitive forest management projects in Latin America.

Right now, though, this is the place for her. "I still miss New York a little," she says. "I miss ethnic food, especially Ethiopian and sushi, and I miss ordering in. But I love what I'm learning—I'm so turned on by it. And I'm awed by the natural beauty of this place. I think I'm here to stay, and that's a nice feeling."

**Justin Jackson**

Junior, Forest Recreation Resources

Justin Jackson comes to the College of Forestry with an unusual combination of background assets, talents, and interests. A Native American from Montana who loves the out-of-doors, he spent six years in the Navy, serving on nuclear submarines. He's interested in law enforcement, and he's concerned about the conservation of natural resources, especially those remote areas that help fulfill the recreational and spiritual needs of Americans.

His studies in forest recreation resources are helping him draw these talents and interest together. A forest recreation degree, he knows, will be a good foundation for a career in law enforcement with one of the government agencies that manages recreational land, perhaps the Bureau of Indian Affairs.

Growing up in Butte, Montana, Justin, 25, spent a lot of time hunting, fishing, and camping with his family. He joined the Navy after high school, entering a nuclear-engineering program based at Pearl Harbor. The program was challenging, he says, but the idea of working at nuclear power plants in civilian life didn't appeal to him.

While still in the service, he won a coveted full Reserve Officer Training Corps (ROTC) scholarship. After his discharge, he enrolled at OSU, joined the ROTC program here, and decided to major in civil engineering. But that subject didn't draw upon either his outdoors interests or his vocation in law enforcement. He switched to forest recreation resources last fall after a chat with Forest Resources professor Royal Jackson, a senior professor in the program.

"After one term here," says Justin, "I know it's what I want to do. Forestry is a comfortable place. The professors are very helpful, willing to make time for the students."
Justin, of Gros Ventre and Assiniboine tribal ancestry, is a member of AISES, the American Indians in Science and Engineering Society, which has a chapter on campus. Raised essentially “in a white world,” he says, he’d like to learn more about his Indian heritage—although with school, ROTC, and a part-time job at a Corvallis furniture store he hasn’t had much time to do it yet.

“I wish now I’d had more Native American influence in my life when I was younger,” he says. “I recently lost one of the key figures in my life, my great-uncle, when he died last year. But my grandmother is still alive. She was raised on the reservation. I need to talk with her more, and listen to some of her stories.”

Justin, who is concerned about protection and care of natural resources and the wild places of the earth, has drawn on both his cultural tradition and his forestry schooling to ponder what “conservation” means in modern society.

He rejects the simplistic view that aboriginal Native Americans were invariably good stewards of their resources and that we now should follow their example. “This is not entirely accurate. There were times when Indians would overgraze the land, or overhunt the game.”

More to the point, he says, “it’s not realistic to think we can now leave nature alone and not manage or use it in any way. The pressures of population, the needs of people, are just too strong. On the other hand, we can’t keep going the way we are, or we won’t have any left to pass on to future generations. We need to use our natural resources in intelligent ways—not losing or abusing what we have now, keeping the land healthy for our children.”

Tamra Ferre
Senior, Forest Products and Business

Tamra Ferre is the first member of her family to go to college, but she has no intention of abandoning her roots. She hopes eventually to work in a wood products mill, as her father did. With a Forest Products degree from OSU, however, she shouldn’t have to work two jobs, as he did, to make ends meet.

“My dad was a hard worker,” says Tamra, who is from Coquille, Ore. “He was a jitney driver down at the (Georgia-Pacific) plywood plant, and he was also a carpenter, building houses for people.” Francis Ferre is now retired and still living in Coquille. Tamra stays close to her parents, driving down almost every weekend to visit them.

The youngest of five children, Tamra grew up as “a kind of Daddy’s girl,” keeping her father company while he worked. “And he worked all the time, so if you wanted to spend time with him, you had to go where he was.”

That early exposure to a life centered around wood and its various uses led Tamra to a forest products major, but only after a few detours. Feeling she wasn’t ready for college after graduating from Coquille High School in 1988, she worked for a while in the office of a finance company. Then she enrolled at a Southwestern Oregon Community College in Coos Bay, intending to go into engineering. "That was my dad’s idea," says Tamra. "I liked math, and he thought engineering would give me a good living." But something about her studies didn’t feel right to Tamra. She changed her major to business, but found it no more satisfying. "I still wasn’t enjoying what I was doing," she says. "Business wasn’t technical enough. And I also knew I didn’t want to be in an office all day. I like to be up and in action."

When she was almost finished with her two years at SWOCC, she was leafing through the OSU catalog and came across the entry on forest products. "I just knew it was right," she says. "I never dreamed you could go to college to work at a mill!"
Tamra has received about $3,000 a year in scholarship help from the College of Forestry since she enrolled in January of 1994. She’s almost finished with her forest products studies, and she plans to be done with her business major by the end of 1996.

Tamra is confident that a forest products-business degree will help her achieve her goal of becoming a superintendent in a lumber mill or plywood plant. “I want to live in a small mill town in Oregon,” she says. “I grew up in one, and I love that life. I’m willing to relocate if I have to, but that’s my dream.”

Heidi Wedin
Junior, Forest Management

Heidi Wedin grew up in Austria, the child of a Christian missionary family. Now, as a young adult, she feels a call to continue in her parents’ vocation. A forest management degree, she knows, will equip her ministry with a practical set of skills, enabling her to help people in a variety of ways.

If her dreams become reality, Heidi will travel even farther from home than her parents did. “Some day,” she says, “I’d like to go to Siberia. They have a forest resource, but they lack the technology and the political infrastructure to manage it very well. I would like to go there and be involved in forest management in a way that would help people both materially and spiritually.”

Why Siberia? Because, she says, when she was a child, her Christian community prayed often for Siberian political prisoners. As a result, “my heart was always drawn to Siberia and the people there.”

Heidi, 20, was educated in the Austrian public schools. Forests are a major presence in Austrian life and culture, and Heidi and her classmates took frequent field trips to the forests surrounding Klagenfurt, where her family was stationed.

When they moved back to Illinois, just before her sophomore year in high school, Heidi was already thinking about a forestry career. She turned her eyes westward, and after a year at a local community college she enrolled at the College of Forestry.

It was a good move. “I love our College,” she says, “The professors are so kind. They’ll go out of their way to help you.” For example, she says, she asked one of her professors, Ed Jensen, if there were any laboratory jobs she could do to gain extra experience and college credit. Jensen talked with Forest Science professor Barbara Yoder, who assigned Heidi a research project connected with Yoder’s research on Douglas-fir photosynthesis.

Heidi likes her work and finds it a unique learning experience. “It’s like getting a mini-lecture from Barbara, all to myself,” she says. And that’s another thing she likes about the College—professors and students are on a first-name basis. “Every professor here knows my name,” she says. “They want to get to know you. You can tell they really care about us.”

A spiritual vocation equipped with a practical toolkit. Heidi’s goal is to serve the people of Siberia.

Stamati Stamatiou
Sophomore, Natural Resources

Stamati Stamatiou arrived in Portland from Kansas City, Mo., at age 14. He remembers being impressed not only with Oregon’s natural green beauty, but with the state’s progressive environmental attitudes. “I was excited to find that Oregon was really practicing natural resource conservation,” he says.

Today Stamati, 20, is a sophomore at OSU and one of the first students in the University’s new natural resources degree program, designed for students who want a broad base of natural resource and environmental learning at the undergraduate level.

The natural resources program requires course work from four different colleges at OSU—Agricultural Sciences, Forestry, Liberal Arts, and Science. Classes cover seven subject areas: wildlife and fisheries, range, forestry, resource values and philosophy, land and water, social and political aspects, and amenity uses of natural resources.

The program is intended to equip students for careers in the areas of land use, water resources, environmental policy, tourism development, cultural resources, and a host of related fields.

As a sophomore, Stamati is still working on his undergraduate core curriculum, the broad-based program that all OSU students must take and that takes up most of the first two
years. He hasn’t yet had a chance to experience the upper-division natural resources component, which includes forestry classes.

Like many of his peers at OSU, Stamati has a strong conservationist bent. He knows he wants to do something in the environmental field.” He’s aiming for a career devoted to improving environmental safeguards of all kinds of natural resource practices.

“We need environmental research to help us correct the mistakes of the past,” he says. “Our society sometimes hasn’t been taking the environmental costs of doing business into account. We have to think more about that.”

BOBBI DART
JUNIOR, FOREST RECREATION
RESOURCES

Something a lot of people don’t understand, says Bobbi Dart, is that recreation is serious business. “When I tell people I’m a forest recreation major, they say, ‘Oh, that would be an easy job.’ But it’s not. You have to deal with people’s recreation behavior, their different belief systems, their different attitudes toward the land.”

What’s more, she says, you have to be able to manage wild land so that people can share it with a minimum of conflict. “So many people want to have the land all to themselves, and that’s just not possible. This demand on wild lands is going to be an increasing challenge for recreation managers.”

Bobbi, 21, spent two years at Western Washington University in Bellingham, taking the standard undergraduate core courses. “In the last quarter of my sophomore year,” she says, “I found out about OSU and learned what a good reputation it has. And I discovered the forest recreation program.”

She’s glad she made the switch. “I’ve fallen in love with this place,” she says. “I’ve met some great people. Students here are on a one-on-one, first-name basis with their professors. I love that informality.”

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She’s glad she made the switch. “I’ve fallen in love with this place,” working in her home state of Maryland as a planner for a natural resource agency, the Chesapeake Bay Critical Area Commission.

“I was using all my natural resource background—forestry, soils, hydrology,” she says. “I also learned a lot about political and legal structures of local land use planning. But after four years there I was ready to shift my focus away from land development issues.”

She decided to go back to school on the other side of the continent, just to experience a new place. She chose OSU because “things seemed to fall into place—the funding, the advisor—and I’d heard lots of good things about it.”

For her doctoral project, Anne is looking at the new Oregon Forest Practice Rules governing harvesting alongside streams. “I became more interested in water resources issues when I was working around the Chesapeake Bay,” she says. “There’s been a big push to protect wetlands there for water quality and wildlife habitat. But it’s not a simple issue. There are so many differing uses and so many conflicting goals for natural resources. I came away with an appreciation for some of the conflicts.”

The new stream protection rules have caused their own conflicts here in Oregon. Anne wants to survey landowners and loggers to assess their opinion. She will also measure post-harvest conditions in streamside forest stands, looking at both re-
source and social factors.

She plans to finish her degree by the end of 1995 and look for a career dealing with science and policy. She is interested in how science is—or isn't—used in the making of policy about natural resources. "It's hard to bridge the gap," she says, "between the perceptions behind each field. The need of the policymaker sometimes doesn't fit with the scientific uncertainty that's always there."

Her adviser, Forest Engineering professor Paul Adams, shares these interests. Together they have developed an Extension publication, Using Scientific Input in Policy and Decision-making.

DAVE VESLEY
FOREST SCIENCE MASTER'S STUDENT (FOREST ECOLOGY)

On the wall in the Forest Science department coffee room hangs a collage depicting the history of the U.S. Forest Service. It's made up of old photos, newspaper clippings, and historic Forest Service artifacts, carefully arranged and drawn together on a background screen of tall conifers.

The artist: Dave Vesley, Forest Science master's student in forest ecology. Dave is also a child behavior specialist and counselor, an illustrator, a rock climber, and a passionate conservationist.

In fact, you might see his life as a collage of diverse interests drawn together in an expression of his deepest wish: to help conserve America's best wild and natural places.

"Coming from the Midwest," he says, "I have seen how big cities can just explode into megalopolises. I'm worried that the West Coast might go that way. I'm concerned about saving the wild areas, the places for the wildlife to live."

Growing up in St. Paul, Minn., Dave, 40, spent his boyhood outdoors, exploring the river bottoms along the Mississippi. He canoed the Boundary Waters and hiked and climbed in the Sierra Nevada.

He got his first college degree, in psychology, in 1977. He worked at a psychiatric children's hospital and then in a Minneapolis school intervention program designed to help the city's most troubled kids. It was a rewarding but draining vocation. "These were the toughest kids in the city," he says. "I never got tired of the work, but I could see that some other teachers and counselors were really unhappy. I didn't want to get that way."

Accordingly, Dave began work on another bachelor's degree, in fine arts, hoping to become a commercial illustrator. To keep himself outdoors as much as possible, he spent summers volunteering on various university field research projects.

One summer he found himself on the Superior National Forest with a group of graduate forestry and biology students who were reintroducing peregrine falcons back into the wild. The work sparked an excitement and sense of purpose that were missing in his life. "These graduate students, they were just so enthused about what they were doing. And I was having a blast."

It was on this project that he met the woman who was to become his wife, Joan Hagar. The couple spent three more summers volunteering together on wildlife projects. Then Joan applied to the master's program in the Forest Science Department at OSU and was accepted. Dave followed her to Corvallis.

"I was halfway through my fine-arts degree," he says, "so I finished up here at OSU. Then I started looking for a job, and I found that it's hard to get established as an illustrator unless you're in a big market, like Portland or Seattle."

He considered again his interest in wildlife. Why not pursue that as a career? "I heard that Bill McComb (Forest Science wildlife ecologist) was looking for a graduate student. I applied and was accepted."

For his master's project, Dave is studying amphibians in streamside buffer zones, hoping to add to the knowledge of how forest management practices affect them. When he finishes his degree this September, he'll probably go on for a doctorate. After that, he's not sure. "I love research, but I love a lot of other things, too. I hope I can find a niche in a university setting where I can do research and also pursue my other interests."
FORESTRY ON VIDEO

Students and Dean work in front of and behind the camera

Natural Resources student appears in educational video

Natural Resource Education master’s student Bodie Shaw is featured in an educational video designed to introduce elementary and middle school students to hands-on scientific research. The video is part of the Earth and Sea Investigators Series, a joint educational-video project of OSU and the Oregon Department of Education.

Titled “Huckleberry Science Meets Tradition,” the video tells the story of two girls who discover a huckleberry patch while hiking on the Warm Springs Indian reservation in central Oregon. One girl is a member of one of the Warm Springs tribes in real life as well as in the video, and her grandmother is a designated tribal huckleberry picker. The girls decide to find out more about the role of huckleberry plants in their environment. They get in touch with a scientist, played by Bodie Shaw, who helps them design a research plan to monitor the huckleberry patch over time. He also tells the girls about the role of huckleberries in the culture of the Native American people who lived in this area before European settlement.

In real life, Bodie is an Indian of Wasco and Tlingit descent who was raised on the Warm Springs reservation. He holds a bachelor’s degree in Forest Management from OSU and is now working on his master’s.

The video was transmitted earlier this year from OSU to about 90 Oregon schools via EdNet, the statewide educational electronic network. As with other videos in the series, the linkup was interactive—Bodie and other OSU experts stood by to take telephone or email messages from viewers during scheduled breaks.

“The goal of this video is to provide peer models doing science,” says Kathleen Heide, producer of the video series. “We wanted students to interact with mentors. Bodie is a good mentor.”

Forestry students tell their stories in recruiting video

Bodie and many other Indian students at OSU are also featured in a recruiting video intended to introduce Native American young people to the rewards and challenges of being an Indian student here.

 Called “Paths with Proud Moments,” the video presents several Native American students talking about their experiences with university life. Besides Bodie, the Indian forestry students featured are Peter Wakeland, Spring Bradbury, Jackie Muller, and Stephanie Donahue.

The students’ comments are interspersed with scenes showing Indian students involved in a wide variety of academic and extracurricular activities. The video also highlights the rich network of support for Indian students that exists at OSU, including the Native American Longhouse, the Native American Student Association, the American Indians in Science and Engineering Society, the Native Americans in Marine Science program, and the university’s Educational Opportunities Program and Indian Education Office.

Production of “Paths with Proud Moments” was coordinated by Shannon Theall, Shannon’s hometown of Lakeview, Oregon. The two students spent a long weekend in Lakeview and the surrounding countryside, videotaping such nearby attractions as Old Perpetual, a hot-springs geyser; Ebert Rim, a 29-mile-wide plateau that is a favorite haunt of hang-giders; and the Hart Mountain antelope refuge.

They came back with several hours of videotape. They edited the tape down to five minutes, using facilities at the Forestry Media Center and elsewhere on campus. Then they matched the chosen images to the script and selected background music, and put it all together in an integrated whole.

“I felt really challenged by this assignment,” says Julia Harshberger, a senior in Forest Recreation Resources. “I learned how far I could push myself to be creative in a medium I’d never used before.”

For their project, Julia and a classmate, Shannon Theall, made a video to promote tourism in Shannon’s hometown of Lakeview, Oregon. The two students spent a long weekend in Lakeview and the surrounding countryside, videotaping such nearby attractions as Old Perpetual, a hot-springs geyser; Ebert Rim, a 29-mile-wide plateau that is a favorite haunt of hang-giders; and the Hart Mountain antelope refuge.

They came back with several hours of videotape. They edited the tape down to five minutes, using facilities at the Forestry Media Center and elsewhere on campus. Then they matched the chosen images to the script and selected music from Pink Floyd, Lenny Kravitz, and other popular musicians to back up the message and set the mood.

“These students are not only learning a new communication skill,” says Shindler, Forest Resources assistant professor, “but they’re learning how to identify a natural resource problem and then communicate it in a medium that reaches people in this culture.”

Students who know their way around video technology, he says, “will be way ahead of the game when they go out to work.”
Dean talks to TV audience

If you thought you saw George Brown on television earlier this year, you were right. The Dean was featured in a one-minute public affairs spot dealing with Oregon's new forest practice rules for riparian areas.

In his brief message, the Dean stresses the critical contribution of science to the drafting of these new rules. The video also features Linda Ashkenas, of the OSU Department of Fisheries and Wildlife, talking about the habitat-enhancing role of large woody debris in streams.

The spot was produced by Jeff Hino and Mark Reed at the College's Forestry Media Center. Several College faculty collaborated on the script: Paul Adams and Bob Beschta of Forest Engineering, and Dave Hibbs of Forest Science, as well as Dean Brown.

The spot was aired on television and cable channels throughout Oregon during February. Funding to buy air time came from the Oregon Forest Resources Institute (OFRI), a state agency created by the 1991 Oregon Legislature to improve public understanding of forest stewardship.

This announcement is the fourth produced at the College of Forestry and aired with the help of OFRI. The first three spots, which were shown throughout Oregon last spring, have just won two Golden ARC awards from the Agriculture Relations Council (please see the story under "Kudos for Faculty" on page 14).

The award-winning messages, which dealt with woody debris in streams, forest structure and wildlife habitat, and scientific forest regeneration, also helped improve the public's acceptance of forest management practices. According to an OFRI survey conducted afterward, public approval ratings for forest management activities increased 15 percent during the period the ads were on the air.

"People are hungry for solid information," says Hino. "We're teachers first, so our spots aren't slick—they're plain and direct. But they obviously answer a need out there."

The way we were

Today's students visit yesterday's research

When a group of forestry graduate students and professors toured historic research sites at the Wind River Experimental Forest last summer, they had the best guides available—some of the scientists who had established the studies in the first place.

"We decided on Wind River because some of the people who had put in the studies are still around," says Jeff DeBell, doctoral student in Forest Science and Forest Products, who at that time was co-leader of an informal gathering called the silviculture discussion group whose members took the tour. "We wanted to get the background of these studies from them—their thoughts, their doubts, how the research changed their views."

Among the elder scientists in attendance were Bob Tarrant, Robert Curtis, Don Reukema, Dean DeBell, and George Staebler, all of whom conducted research on Wind River for the Forest Service PNW Station after World War II.

"It was a bit of a reunion for us," says Tarrant, who went on to become PNW Station director and then a professor in the Forest Science department at OSU. "It was a very pleasant experience, and a chance to give the younger generation a glimpse of how you did forestry research then."

Wind River is the site of many historic Forest Service studies on tree spacing, growth and yield, genetics, nursery techniques, and nonnative tree species. Some studies date back to the 1920s. Some were the first of their kind. All were designed to yield long-term information; monitoring on some has continued to this day.

The conversation on the field trip wasn't all serious. Tarrant also told the students some of the odd anecdotes about early days, like the time the mule skinner sent his daughters to deliver fertilizer up to the research site. "We assumed he'd deliver it himself," says Tarrant. "But he sent his three little girls up there, driving a string of mules and hauling a half ton of fertilizer. The oldest girl was 13."

Such tales, he says, helped make the human connection between generations of scientists. "One of the students told me the stories did as much good as the technical stuff to give them an idea of what forestry research was like in those days."

The silviculture discussion group was organized by Steve Tesch, silviculturist, forest ecologist, and associate professor in the Forest Resources department. "We have students in all four departments of the College who are working on silviculture-related projects," says Tesch, who also was along on the field trip. "This group has encouraged greater collegiality among the students and broadened their perspectives on silviculture."
You can always get better, says Eldon Olsen

Glitz and gimmicks may bedazzle customers for a little while, says Eldon Olsen, but quality is what keeps them coming back. Improving quality is—rightly, he says—a preoccupation of private industry. But Olsen believes that purposeful, systematic improvement is an idea that ought to be applied everywhere, including the college classroom.

"My experience in industry," he says, "imprinted me with the idea that continuous improvement is an important aspect of everything you do."

Olsen, an industrial engineer who worked for General Electric and Inland Steel Co. before joining the OSU faculty permanently in 1980, is one of a half-dozen campus-wide gurus of Total Quality Management. TQM is a customer-oriented, team-based management philosophy that has gained many adherents in business over the past few years. These on-campus TQM activists hold workshops, offer help to individual professors, and, of course, practice TQM principles in their own classrooms.

Olsen is on President John Byrne's Quality Council, devoted to improving quality in every aspect of campus life. Three years ago he received the "Teamwork '92" award from OSU for outstanding leadership in TQM.

"I'm one of the hard-core TQM people," says Olsen with a smile. "Evangelizing' may be too strong a word, but what we're doing is trying to convince people that TQM is a valuable tool for teaching." TQM can't be defined in a few words. It's at once a philosophy, a strategy, a set of tools, and a mission, all directed at what the Japanese call kaizen—continuous improvement. TQM has its roots in the work of the late W. Edwards Deming, the American management expert who helped Japan turn its war-shattered industry into the economic powerhouse it is today.

It's an oversimplification, but a useful one, to say that TQM is a systematic, quantitative, customer-centered, results-oriented method for examining and improving the way things work. TQM assumes that universal processes can be abstracted from the context of a particular situation—which means the same improvement strategies can be applied to many different situations.

Five years ago the University began to use TQM in its business functions—accounting, purchasing, and the like. Then professors at the Colleges of Business and Engineering began to teach TQM principles in their courses. Their goal was to produce graduates who would know how to apply TQM in the workplace. But Olsen, an associate professor of both forestry and engineering, was struck by TQM's potential to improve things here and now. "My brain-storm," he says, "was, 'let's not just teach it—let's do it.'"

Olsen has used TQM methods to solve classroom problems such as poor writing on exams, student dissatisfaction with types of homework assigned, and even cheating. "Each term I'd identify a problem in the class," says Olsen, "and then form a team of student volunteers to help me analyze it."

TQM calls for treating students as "customers" who are consulted about their needs. Olsen's TQM teams are focused on how to solve the problem so as to meet the needs of students. The team examines Olsen's problem in depth, picking it apart, refining the problem statement, specifying the ideal situation, and identifying
exact where—and how much—reality falls short.

"You can’t do this in a casual office visit," says Olsen. "You can’t do it in a gripe session. This is structured, concentrated work." It’s also time-consuming and demands a fair amount of commitment, something detractors of TQM have pointed out.

But for him the results have been worth the effort, Olsen says. One of his most serious problems, academic cheating in an engineering class, was solved after TQM analysis revealed that Olsen and his students had very different ideas about what constituted honest work. "I was fanatical about students working all by themselves," he says, "but through the TQM process I found that most students were studying in groups."

And group effort, he realized, is the way most engineering problems are solved in the professional environment. "By insisting on individual work, I was going counter to their culture and to real-life practice.”

This TQM exercise prompted Olsen to revise his teaching system totally. He now assigns group homework that’s every bit as rigorous as the former individual assignments, and it also challenges students to work as a team. Because students expressed a need for more sample problems, he gives them a homework packet of 100 problems with half the answers furnished. Olsen has pretty much scrapped exams, grading instead on the basis of group projects similar to those the students are likely to encounter on the job.

In short, students are given more flexibility, and more responsibility, about how they do the work. "The students are much more self-sufficient, much less dependent on me," says Olsen. "Sometimes I feel like the lonely Maytag repairman. But that’s a good feeling."

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**FORESTRY STUDENT TAPPED FOR D.C. INTERNSHIP**

Peter Wakeland, senior in forest management, spent last summer in Washington, D.C., as a aide in the Soil Conservation Service headquarters at the U.S. Department of Agriculture.

Peter’s job was to review complaints made by clients of the Soil Conservation Service’s various programs, edit them for clarity, and send them up through the SCS channels. "These were problems that people hadn’t been able to solve at local levels,” says Peter. "I learned from this experience that people’s complaints really do get a hearing at the federal level. That was a surprise to me.”

The internship exposed Peter, a Grande Ronde Indian, to the workings of the government he hopes some day to help influence on behalf of his people. His long-term goal is to create an American Indian Legislative Council, an advocacy group of Native Americans with law backgrounds who could draft legislation targeted at specific Indian tribal needs.

"Indian leaders know that broad, nonspecific legislation doesn’t work for 500 different tribes,” says Peter. "It needs to be tailored. This council would sit down with tribal leaders and help them draft legislation to address their particular needs and concerns.”

Peter plans to enter a master’s program in public policy next fall at Harvard, Georgetown, or the University of Colorado after he graduates this spring.

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KUDOS FOR FACULTY

Forest Science professor Tom Adams has been appointed to a two-year term on the National Genetic Resources Advisory Council, which oversees the National Genetic Resources Program of the U.S. Department of Agriculture. "This is an important assignment," says Logan Norris, head of the Forest Science department, "and a significant recognition for Tom and for our College."

Richard Waring, Forest Science professor, is one of two OSU faculty members who have been awarded the title of "Distinguished Professor," the highest award OSU bestows on its faculty. He is the first professor from the College of Forestry ever to receive the award.

The other distinguished professor is George Bailey, professor of food science and technology. Both Waring and Bailey will carry the title as long as they remain on the OSU faculty.

Waring is director of OSU's Program in Airborne Environmental Analysis, an outgrowth of his work with NASA. He was one of the first forest scientists in the world to use satellite remote sensing to study characteristics of forests. His work now includes the use of ultralight aircraft to monitor forests. He is also known for developing a widely used quantitative index to measure tree vigor based on wood and leaf growth.

Several members of the College faculty are to be congratulated for their roles in a series of award-winning television public affairs announcements produced at the College of Forestry. The spots, which aired throughout Oregon last spring, won two Golden ARC awards presented by the Agriculture Research Council (ARC), one for best in its category and one for Best of Show.

"In the world of agriculture-related communications, this is a big deal," says Jeff Hino, who with colleague Mark Reed produced the spots at the College's Forestry Media Center. "The awards are generally perceived as the most prestigious in the field."

The spots featured Forest Science faculty members Dave Hibbs, Bill Emmingham, and Steve Hobbs talking about the role of woody debris in streams, the importance of forest structure to wildlife habitat, and the science of forest regeneration.

Funding to buy air time came from the Oregon Forest Resources Institute (OFRI), a state agency created by the 1991 Oregon legislature to improve public understanding of forest stewardship. (Please see the related story, "Dean talks to TV audience," on page 11.)

The messages helped improve the public's acceptance of forest management, according to an OFRI survey. Public approval ratings for forest management activities increased 15 percent while these ads were on the air.

"There was a direct, measurable change in attitudes of Oregonians polled," says Jeff Hino. "We feel comfortable in saying that our videos had a lot to do with it."

FIRST FORESTRY GRAD ELECTED TO NAS

Pamela Matson, forest ecologist who earned her doctorate at the College of Forestry, has been elected a member of the National Academy of Science. She received her doctorate in 1983 in forest ecology. Now a professor at the University of California at Berkeley, Matson conducts research on the global effects of disturbances, both natural and human-caused, that contribute to the accumulation of "greenhouse" gases in the atmosphere.

KIRNAK HONORED

Alex Kirnak has been named Lumberman of the Year by his colleagues in the Portland Wholesale Lumber Association. Kirnak had a long career in lumber manufacturing and export before he retired in 1971. His extensive community service includes membership on the OSU Foundation Investment Commission. Kirnak also serves on the Hoener Memorial Advisory Committee, which awards about $80,000 in scholarship, work-study, and travel funds to College of Forestry students every year. He was coexecutor of the estate of the donor, his long-time friend Ed Hoener, who bequeathed the University a $1.3 million endowment.
STUNTZNER ELECTED TO PROFESSIONAL OFFICE

Ronald E. Stuntzner of Coos Bay, Ore., a 1964 Forest Engineering graduate of OSU, has been elected national president-elect of the Association of Consulting Foresters of America (ACF). Stuntzner is the founder of Stuntzner Engineering and Forestry, which has offices in Coos Bay, Wilsonville, and Brookings. He has been a consulting forest engineer since 1968. Stuntzner also serves on the committee for the C. Wylie Smith III Memorial Scholarship, which is awarded yearly to two OSU Forestry students.

IN MEMORIAM

Harold Anthony Dahl, who earned two degrees in forestry at Oregon State, died at his Portland home in January. He was 83. A memorial fund will establish a College of Forestry scholarship in his name.

Dahl received a bachelor’s degree in forestry in 1938 and a master’s in forest management in 1945, both from OSU. He worked for the Forest Service from 1937 until his retirement in 1970, rising to become chief section leader of silviculture in 1968.

Formerly a resident of Union, Ore., Dahl was a Boy Scout leader and president of the Union County Sportsmen’s Club. He enjoyed writing stories about his Northwest upbringing.

Contributions may be made to the Harold Dahl Memorial Fund/OSU Foundation, P.O. Box 4663, Portland, Ore., 97208. Gifts will endow one scholarship each year to an outstanding OSU forestry student who is dedicated to responsible forest management.

BALFOUR

Continued from page 16

The Oregon legislature proposed a recreation plan for the Tillamook State Forest in 1991, appropriating spending authority to help the state forestry department solve some of these problems. Balfour was hired to help turn the proposal into a solid plan. He and the rest of the team—Ross Holloway from the state forestry department and two state parks staff members—had only a year to come up with a finished document and send it back to the legislature for review.

Still working on his master’s at the time, Balfour wasn’t quite ready for a job this big. But he’d had progressively responsible duties as a forest ranger in New Zealand, and he’d had solid education and experience in both forest harvesting and forest recreation.

And he knew a golden opportunity when he saw it. “If I could have written a job description for myself,” he says, smiling, “this would have been it.”

THE BIGGEST CHALLENGE WAS GAINING the trust of the diverse groups of people who were used to treating the forest as their own property. Many of them felt threatened by the idea of planned recreation. “The status quo was that they could do anything they liked,” Balfour says. “Any change at all would be a restriction.” It took months to overcome a widespread distrust that the planning process was anything more than window dressing.

The team decided from the outset to make the process entirely open and accessible—not only holding public meetings, but actively seeking public involvement. Balfour met the recreational users on their own ground, riding horses with the horse people and motorcycles with the motorcyle people, drift boating with the steelheaders, hiking with the hikers. He made up a slide show to educate people about the planning process. He invited anyone with any interest to the Tillamook to get involved.

Eventually, he says, people began to work together. From the planning meetings emerged a firm, workable plan with a six-year timetable. The plan was approved by the legislature in January of 1993.

SINCE THEN, BALFOUR HAS BEEN BUSY with the myriad details of putting the plan on the ground. Volunteers (including Boy Scouts, user groups, and even the Marines and the National Guard) were recruited to help restore trails and campgrounds. Signs were installed to mark trails. Sheriff’s deputies were put on duty to patrol the woods for lawbreakers. Volunteer motorcyclists were recruited to help educate other riders about safe and responsible use of the forest. To help with all this, two new district recreation coordinators were hired in 1993.

The rowdier visitors are still a headache. Balfour often patrols the forest roads in a state forestry pickup truck. He stops to chat with people he meets and politely urges them to be safe and legal—better not to speed around graveled hairpin curves; better not to fire their guns across the road. Most people, he says, respond to his friendly courtesy and his disarming accent. “It’s not too long before I’m on good terms with them.”

Judging from the look of the campgrounds along the Wilson River highway, Balfour and his crew have made good progress. Gales Creek Campground, a few miles west of Forest Grove, used to be crisscrossed with four-wheel-drive tracks. Its vegetation was trampled, its trees were riddled with bullet holes, its picnic tables were cut up for firewood, its creek banks were naked and gullied from erosion.

Today there are sturdy new picnic tables and concrete-vault toilets, new plantings along the water, new gravel on the roads, and log and rock barricades to keep vehicles out of the creek and out of people’s campites. An interpretive sign has been installed. A campground host will be in residence for the summer season.

The antisocial behavior on the forest hasn’t stopped, Balfour says, but it’s much diminished, and he’s confident that patience and persistence will win the day. “We put up a sign (at another site),” he says, “and it was torn down. We put up another sign, and it was shot through. We put up another sign, and it’s been there for almost a year now. It takes a while to get through to people, but by hook or by crook we’re going to do it.”
The Tillamook State Forest shows scarcely a scar today from the great fires of 1933, 1939, 1945, and 1951. It’s a young forest, green and thriving—a bright spot in the timber-supply future of northwestern Oregon.

It’s also a forested playground right in Portland’s backyard.

A conflict of identities? Ric Balfour doesn’t think so. As the Oregon Department of Forestry’s Public Use Coordinator on the Tillamook, he says recreation can be accommodated within the context of a working forest. In fact, it must be, if public forests are ever to meet the array of values we demand from them.

“I don’t apologize for forest harvest,” says Balfour, a genial and vigorous New Zealander who’s finishing up his master’s in Forest Recreation Resources at OSU. “Forestry today operates with enlightened tools for harvesting and silviculture, and it’s bound by strict and progressive forest practice laws.

Tillamook is a working forest, but that doesn’t have to keep people from enjoying themselves in the woods.”

The once-devastated Tillamook Burn, as it was known to three generations of Oregonians, was reforested by means of $13 million in bonds issued between 1949 and 1971. The bond issue required a constitutional amendment, which was approved in 1948. Voters understood that this reforestation debt—unprecedented in the state’s history—was first and foremost an investment in timber for the future.

Yet as the quarter-million-acre new state forest grew, more and more people began taking advantage of its recreational potential. Fishing and hunting were especially popular. The state forestry department put in primitive campgrounds beginning in 1965, but the recession of the early 1980s resulted in cutbacks in the recreation management program. As a result, the forest, especially the stretch bordering the Wilson River Highway west of Forest Grove, became known as a place for drinking, shooting, vandalism, indiscriminate off-road driving, and general lawlessness.

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