focus on forestry
at Oregon State University
Spring 1990

Students
Forestry's future begins here
In this issue of Focus on Forestry we illustrate the variety of backgrounds, work experiences, and interests that College of Forestry students bring to our classrooms, laboratories, and student associations. This variety is paralleled by the wealth of opportunities our students enjoy in the educational experiences provided by our curricula.

One of the great things about our College is that we offer four major undergraduate curricula—forest engineering, forest management, forest products, and forest recreation. But within these majors, we also offer a dual-degree program in forest engineering and civil engineering, over 25 well-planned options for students in forest management and forest recreation, and three areas of professional emphasis for forest products majors.

Why all the variety? The reason is that we've tailored our educational program to prepare students to enter a profession with enormous scope and complexity. Forestry has evolved into one of the most complex and exciting natural-resource professions in our country. While this evolution has forced professionals to specialize more than they used to, it has opened up the profession to people with a broad array of interests and skills. As you read through this issue of Focus on Forestry, I hope you'll begin to get some idea of the excitement that the profession is experiencing right now.

Our students are keenly interested in what they are learning, and they're putting that knowledge to work in summer jobs and in field laboratories on our 14,000-acre research forest. They're also broadening their professional growth and education by taking required College of Forestry courses outside their major departments. Not only does this add variety of subject matter, but it puts students in touch with different points of view from faculty with other professional backgrounds, and students with different professional and educational objectives. For example, forest engineering students take 13 courses with forest management students, seven courses with forest recreation students, and seven courses with forest products students. This is the beginning of a professional life filled with interdisciplinary work and cooperation.

For those of our readers who are considering a career in forestry, we hope this issue of Focus on Forestry will encourage you to take the next step. Call us if you have questions. Better yet, come visit the College and talk with an advisor and with our students. The variety you'll read about in the following pages is just the introduction to a highly rewarding profession and lifestyle—and an opportunity to serve our country's people and the natural-resource systems on which we all depend.
Tony Dixon’s path to a forestry career came by a circuitous route. At 19 he was a second-class machinist’s mate in the Navy, two years into a nuclear-propulsion program and headed for four years of sea duty. "I actually had orders to Norfolk, Virginia."

Instead, he landed in the naval hospital at Bremerton, Wash., after a motorcycle accident that nearly cost him his life. He received a medical discharge and, with his Oregon-born wife and stepdaughter, moved back to his native North Carolina and went to work as a machinist. "I was trying to raise a family on $5 an hour, and I was mad," he says. "Then I got a job in the post office, and the money started coming in, but I still wasn’t happy." Even though "everybody said I was crazy," Tony quit his job and enrolled at the University of North Carolina as a computer-science major.

"But my wife was homesick," he says, in a soft Carolina drawl, "and I was still disgusted with life." The family moved west again, and Tony transferred to OSU—"still having no idea I’d ever get into forestry."

Through a veterans’ group he got involved with a Forestry Club firewood-cutting project on the McDonald Forest. "The fella running the chain saw was in forest engineering, and we talked about forestry all day." That conversation stayed with Tony. He enrolled in the College of Forestry in the spring of 1988.

Today Tony, 29, is a senior in forest products, looking forward to graduating in December. "I’d like to go into product quality control," he says. "Composition board—that’s the general term for products like particle board, oriented strand board, chip board, and that kind of thing—I think it’s the wave of the future. Our large trees are getting scarcer, and I’m trying to think ahead about how the industry is going to react."

Tony appreciates the warmth and support he’s found here. "I’ve quit college in my head a hundred times," he says. "But now, the closer I get to the end, the more excited I’m feeling. People coming in as freshmen should realize that it’s not easy. It’s a long road—and it’s okay to get depressed about it. But it’s best to just pick yourself up and go on."

Connie Wright, a 23-year-old senior in forest recreation, also came into forestry through another door—education. "I had a scholarship to the University of Oregon," she says. "I went there for one term, and then transferred to WOSC (Western Oregon State College) and spent two years studying secondary education."

But she’d spent summers working at BLM and state parks near her Coos Bay home starting right after graduation from Marshfield High School in 1984. That experience, she realized, was really what she was looking for: "I was getting paid for something I loved to do."

Following the lead of her older brother, who has an OSU degree in forest management, Connie transferred here in her junior year. "With a forest recreation degree," she says, "I can use my education background and still get out into the forest." She hopes to land a job as a park ranger and interpreter for the BLM or the Forest Service. "These agencies are beginning to discover that there’s money in tourists, too," she says.

Connie is secretary and fiscal agent of Xi Sigma Pi, the forestry honorary society. She and some other students are organizing a recreation students’ association. One item on their agenda: A trip to Steens Mountain in

**Coming in through another door.**
Tony Dixon (above, right) was a Navy man before coming to OSU. Connie Wright was headed for a teaching career. Both are now OSU forestry students.
Harney County.

"We have an excellent program here at OSU," she says. "Everybody is so supportive. I'm glad to see more students coming in, because the jobs are out there."

Valerie Hipkins and Glenn Howe are studying trees at their most fundamental level. Valerie and Glenn are doctoral candidates in genetics and students of the noted OSU forest geneticist Steven Strauss.

Valerie is studying the recombination of genes—the process by which they break apart and come back together. "Plants' genes recombine naturally; it happens all the time," she says. "It's the way they stay resilient to small changes in their environment. Recombination is one reason why, for example, you don't look exactly like your parents."

Genes occur along a molecule of DNA in a particular order. "Sometimes the order changes, and sometimes the length of the molecule changes. I look at how and why these changes occur."

Glenn's project deals with improving trees through genetic engineering. "There are different ways of inserting genes into trees," he says. "One of them is to use a bacterium that is a natural genetic engineer. Agrobacterium, as it's called, has been known for years to cause crown gall disease in poplar trees. It does this by inserting some of its own DNA into the poplar's chromosomes. "What I do is alter that bacterium by inserting genes of interest into it, and then allow it to insert these genes into poplar."

The gene that's being "carried" by the agrobacterium is the insect-killing gene from another bacterium, Bacillus thuringiensis (B.t.). The ultimate goal is to develop insect-resistant trees.

Glenn was attracted to the OSU College of Forestry by "its reputation, of course. And by the sheer size of the place, the sheer critical mass of it." With its high-caliber faculty, up-to-date facilities, and tie-ins with the U.S. Forest Service, the college is big enough to handle the whole range of forestry education and issues, he says.

"Besides," says Valerie, "it had one of the earliest forestry molecular-genetics programs in the country, one of the first that hired faculty expressly for that purpose. I think it's very fortunate—for me, certainly, and for Oregon State as well—that the department decided that this was a worthwhile area to pursue."

Valerie, 27, is from Fresno, Calif., where her father worked for the Weyerhaeuser Co. in wholesale lumber. "I became exposed to forestry through my father's work and through numerous trips into the mountains. I also worked for the Youth Conservation Corps while in high school. I learned a lot more about forestry there—about what a big subject it is; more than just cutting down trees." She earned her bachelor's at Humboldt State University in Arcata, Calif., and her master's here at OSU.

Glenn, 34, was raised in Scotch Plains, N.J. He earned a bachelor's at Penn State and a master's at Michigan State. Both of them anticipate a career in research, probably at a university but perhaps in private industry.

"I think it's an exciting time to be in forestry," says Valerie. "We've been seeing a lot of change, a lot of opportunities for studying a range of issues—from the social and economic aspects of forestry, right down to the level that includes my work. All these areas are going to make a substantial impact on the future."

Markus Tiling has the economics of forestry much on his mind these days. The 30-year-old forest-products junior leads another life as an international trader. Markus has a job with Bohemia, Inc., where he

Cutting-edge research. Valerie Hipkins uses a light table to read the sequence of Douglas-fir DNA. Glenn Howe inspects poplar seedlings that have been altered through genetic engineering.
John Tappeiner's silviculture class takes its lab section at the College's McDonald Research Forest. Students team up to devise plans for a real stand on the forest. They'll be evaluated on their ability to analyze what's there, prescribe for multiple use objectives, and make their recommendations easy to understand and practical to carry out. The students' silvicultural prescriptions may spring from one of a number of perspectives, says Tappeiner: "It makes a difference whether you're managing for both wood and wildlife habitat, and it makes a difference whether you're a public agency, a forest industry firm, or the owner of nonindustrial private forest land."

Student teams must present their plan orally to the professor and to their classmates, defending their decisions with hard data and sound logic. This, says their professor, gives them valuable practice in applying classroom concepts to real forest stands.

Today, visiting lecturer Irv Mahugh, facilities engineer on the Wallowa-Whitman National Forest, is showing them how it's done. Under Mahugh's direction, they take measurements both above the superstructure and beneath it, as well as core samples and measurements of internal moisture of the wood. Then they'll take the numbers back to class, run them through the appropriate formulas, and deliver a verdict on the soundness of the bridge. "There's nobody else in the University," says Kramer, "who teaches this type of practical engineering experience."

What's a good fishing stream worth? A nice stretch of white water for rafting? Or how far they're willing to travel for the experience, "can give us some clues that we can use in a model to determine what these resources are worth," says Johnson.

Her students will test their learning on some real-world events. This term they are evaluating the costs and benefits of the proposed Salt Caves diversion project on the Upper Klamath River.

"We can start with a tree trunk and end up with a bleached piece of paper," says Chris Bierma. The students in his pulp-and-paper technology class do just that—they start with wood chips at the beginning of the term and end up with something that resembles a paper towel at the end. 

"OSU's lab has everything a commercial paper mill has, only on a smaller scale. Students learn the processes of pulping, bleaching, refining, forming of sheet, testing, coloring, coating—everything they'll need for a career in pulp and paper."

advantage. But we are going to have to learn to think globally."

Leslie Powell, Forest Management major, says that her schooling has been "real continuing education. It's taken me 15 years to catch on to what I want to do."

The talented daughter of two Portland music teachers, Leslie first studied music at age 5. She began performing at 4, studied flute and viola, grew up and earned a music education degree, but had begun teaching. "But it wasn't what I wanted. My brain felt like jell-O." In 1983, at 25, she went back to school at Mount Hood Community College to study math and science, subjects her music education hadn't covered. Always at home in the outdoors, Leslie began volunteering her weekends on the Mount Hood Forest, surveying spawning salmon. She spent the summer of 1985 on the Kootenai National Forest in Montana, helping to enhance habitat for raptor birds. This taste of the forestry vocation gave her an appetite for more.

In 1986 she enrolled in the College of Forestry as an intern to complete the requirements of a forestry bachelor's degree. She started work on her master's last fall. She's in the Forest Service cooperative-education program, too, so she knows there's a job waiting for her when she finishes school in 1991. "She hopes to work in the public relations arena. "I'd like to be a liaison between the Forest Service and the public."

The energetic Leslie carries a formidable load of extracurricular activities. She's co-editor of Hi-Load, the Forest Research Institute's magazine, which doubles its frequency of publication—from once to twice a term—under her direction. It was a "past "Forester"—president of Xigma Phi honorary, which went from a treasury deficit to a surplus under her, and she was there. She's both a research assistant and a teaching assistant. Leslie was awarded a $3,000-a-year Dorothy D. Hoerner Memorial Scholarship for two years as an undergraduate. She also received the $500 Hart Scholarship last fall.

At 32, Leslie is older than the average student, and that suits her just fine. "This is where I've wanted to be all these years; I just didn't know it," she says. "It's never too late. Most employers are looking for people who have lived a little."

Tim Traus's education took him from winter to summer in 13 hours. Tim, a junior in forest management, departed for New Zealand just after Christmas to spend a year as an exchange student at Lincoln University, Christchurch, in New Zealand's South Island.
for a father, you get a certain mindset. Forestry is becoming more international, more public-oriented. The more you understand people, the better forester you’re going to be.”

Rick Balfour has done Tim Truax’s trip in reverse: He first came to the U.S. as an exchange student from New Zealand.

Rick was a practicing forest ranger on the Whakarewarewa Forest Park in his native Rotorua when a change in government in 1987 sparked an agency shakeup that left him—at least temporarily—without a job. He could have re-applied for it, but instead decided to enroll in a three-year course in parks management.

The course was offered at Lincoln University, Christchurch, and that’s where Rick came across the exchange program with OSU. He was chosen to come here in 1987, during his first year at Lincoln.

He studied forest recreation during the week and spent practically every weekend traveling around the Northwest. Also that year, he met the young woman who was to become his fiancee. “It was in the back of my mind that I wanted to come back,” he says, “and she was a major incentive.”

Rick finished the course in New Zealand in 1988, did some contract research involving New Zealand’s system of hiking trails, went to Europe to hike for a while, and then came back to OSU in the fall of 1989.

Right now he’s a “special undergraduate student.” He intends to begin graduate studies as soon as he gets some undergraduate requirements out of the way.

His career goal? “I’d like to work as a consultant in recreation planning and communication. I’d like to help bridge the gap between the public and the agencies controlling public land.”

Rick knows that with his credentials and experience he could have a well-paid ranger’s job in New Zealand. Why is he here instead?

“Because this is the best possible place to do the study I want to do. The people who have contributed to the major fund of knowledge on recreation management—they’re right here. I feel privileged to be amongst them.”

Student activities?
Take your pick

Some are just for fun. Others look mighty good on a resume

Students here are an active bunch—inside and outside the classroom. At any moment, depending on the weather and the time of year, an OSU forestry student might be found

- In earnest conversation with a graduate of the class of ’29 at Fernhopper Day (alumni are called “Fernhoppers,” for reasons that have been obscured by time)
- Planting Christmas-tree seedlings
- Scheduling a harvest operation
- Throwing an axe and (if practiced or lucky) hitting the bull’s-eye
- Racing atop a fallen log with choker in hand
- Impressing visiting high-school students with tales of logging-sports exploits
- Skinnying out along a springy horizontal flagpole an instant before plunging into the frigid waters of Cronemiller Lake
- Listening to visiting professionals tell about the state of their art
- Wolfing down pizza at midnight while putting the student newspaper, the Hi-Lead, to bed.

In sum, forestry students have their pick of extracurricular activities. There’s a host of opportunities for students to get involved in projects that are worthwhile, fulfilling, and fun.

Many of them are offered through the Forestry Club. This 75-year-old organization is as old as the school itself. Forestry Club students help host Fernhopper Day, the annual homecoming event for alumni.

The Forestry Club also organizes and sponsors the logging-sports team. These men and women hone their skills with axes, chain saws, crosscuts, and chokers. Then they compete at the College’s annual Fall Frost and Spring Thaw, two Saturdays set aside for some picnicking and exuberant fun at Cronemiller Lake in McDonald Forest.

Another Fall Frost/Spring Thaw event—open to team members and any bystanders brave enough to try it—is called the Limber Pole. Contestants clamber cautiously out over Cronemiller Lake on a pole that’s about the diameter of a bowsprit on a sailboat, and set at about the same
bea ts.

The Jogging-sports team also competed with teams from other Northwest forestry schools. This year the region-wide competition, called Conclave, was held in April at Humboldt State University in Arcata, Calif.

Forestry Club students work on:

**Tree planters and timber beasts.**

Forest management junior Amy McCart (far left) plants Christmas trees. Greg George gives his all to the two-man buck saw—the “misery whip.” Below, log birling on Cronenmiller Lake.

such fund-raisers as the Timber Project, managing the harvest of two acres of McDonald Forest timber in exchange for some of the profits. The site was harvested last fall and was just replanted this spring. Other money comes from the sale of firewood cut by students from the McDonald Forest. Club funds pay for, among other things, ski and raft trips for member students.

The Society of American Foresters offers a bridge between student and professional life in the form of a student SAF chapter at the College of Forestry. The Mary's Peak Chapter, as it's called, operates a six-acre Christmas tree farm at Peavy Arboretum. Student SAF members sold 322 trees last Christmas. The trees fetched $1,500—all of which will go back into the tree-farm budget. (“Just like real life,” says Jeannette Williams, student tree-farm manager.)

Students gave away another 200 trees to a charitable organization. They also donated Christmas trees to each College of Forestry department office and to OSU President John Byrne's office.

Twelve student members attended the national SAF convention in Spokane last September. Members plan to go to the state convention in May. They also visit local elementary schools during Arbor Week, April 1-7, and they plan campus activities to commemorate Earth Week, April 15-22.

Members of the student chapter of the national Forest Products Research Society can attend dinner meetings of the Willamette Valley FPRS chapter for half price—$6. At the May FPRS meeting each year, graduate forest products students are invited to present their research results to the professional members.

Student members also take field trips, like last year's visit to Bellfountain, Oreg., to see a sawmill powered entirely by steam. “It's a good way for students to get both professional and social interaction” with people in the field, says Phil Humphrey, forest-products faculty member and FPRS student advisor.

The professional association TAPPI (Technical Association of the Pulp and Paper Industry) also has a student chapter at OSU. The Pacific Northwest chapter of TAPPI awards a full in-state tuition scholarship every year to an OSU student. It also sponsors an annual research paper competition for students and industry professionals under age 35. Just for fun, the student chapter holds pizza feeds for its members and sponsors an alumni picnic in the fall.

Xi Sigma Pi is a national honor society to which both students and faculty may belong. Its purpose is to recognize excellence in academic achievement in the field of natural resources management. Membership is by invitation; undergraduate candidates must have at least a 3.0 grade-point average and graduate candidates a 3.5 GPA.

Xi Sigma Pi members have traditionally been on duty at the College of Forestry table at Beaver Open House in February, the University's welcoming event for incoming and prospective students, and have hosted an open-house information session at Peavy Hall—though both these events have been snowed out for the past two years.

There's an annual study tour, too. Last spring members took a three-day trip to Washington's Olympic Peninsula, visiting with owners of small sawmills and Forest Service and other agency managers to learn about the issue of timber supply from several perspectives. The tour was sponsored by the Hoehner scholarship fund, as is this spring's tour; students will visit the Weyerhaeuser reforestation project on Mount St. Helens and other points of interest in southwest Washington.

New members of Xi Sigma Pi were initiated in January with a ceremony held at the Forestry Club cabin at Peavy Arboretum. The program included a potluck supper and a talk by political writer Russell Sadler.

Hi-lead, the forestry students' newspaper, is published twice a term. It covers all kinds of in-house news and activities—scholarships and awards, club activities, job-hunting strategies and leads, volunteer opportunities, field trips, and the like.

The paper also runs some interesting topical pieces. A recent issue features the response of a timber industry spokesman to OSU's recently published report, "Timber for Oregon's Tomorrow: The 1989 Update." A similar statement from the environmental side is scheduled to appear in the next issue. Both authors are College of Forestry graduates.
The Rising Generation

Today's young forestry graduates enjoy diverse opportunities

"You put a forester in the same room with an attorney," says Barbara Craig, "and there's a big language gap."

That's not a problem when Craig is around, for she speaks both languages. The Portland attorney is a forester too (OSU, class of '80), and she finds that her specialized background comes in very handy these days as forestry issues become, inevitably, legal issues as well.

"I can be the interpreter," she says.

Craig, 37, is with the Portland law firm Stoel, Rives, Boley, Jones & Grey. Her expertise helps her clients bridge the gap between the remote abstractions of the law and the immediate and practical problems of forestry on the ground. "You can research the law, and it's spelled out for you," she says. "But it's the factual application and analysis of the situation at hand that brings the law to life. That's what's pertinent, and that's what I do all the time."

"I often feel like I'm practicing forestry more than I'm practicing law."

Craig has solid credentials for both. Before earning her forest-management degree, she was a member and officer of Hoedads, Inc., a cooperative in Eugene that does contract forestry work.

She has worked for the Forest Service as a project forester and in the Portland regional office. She earned her degree in environmental law at Lewis and Clark in 1987, serving as student extern and then judicial clerk for the U.S. District Court under Judge Owen Panner.

Working for the District Court gave Craig a wide-ranging exposure to the practice of law, and her forester's expertise gave her a specialty. "All the judges in the district used me when a NEPA (National Environmental Policy Act) case came up." Today her practice has to do almost exclusively with forestry issues. "I wouldn't be happy as an attorney," she says, "if I weren't dealing with forestry."

When Mike Babb was hired in 1986 to create a quality-control program for Gregory Forest Products' two veneer plants and one plywood mill, he did what every wise new employee does. He kept his eyes and ears open.

What he saw and heard at the Glendale, Ore., firm was disconcerting.

"I spent a lot of time on the floor, observing how things went," says Babb, who earned a forest-products master's at OSU in 1985. "Some jobs seemed to take an inordinate amount of time. Or it would take two people to do a job that should have been done by one person."

"So I investigated." The problem, Babb found, was not incompetence, carelessness, or willful misconduct. It was illiteracy. Some of the workers simply could not read, write, or count well enough to do their jobs efficiently.

Babb took the problem to the company's owner, Bill Gregory, and suggested bringing some basic education right into the mill. Gregory gave him the go-ahead. Babb got in touch with Umpqua Community College in Roseburg and arranged for an adult basic education class and some technical instruction, to be offered in a makeshift classroom in the purchasing department.

That was in the fall of 1986. Six months after those first classes proved successful, Babb hired Neil Phelps, another OSU graduate (he got an education master's in 1988) to expand the program and bring it completely in-house.

Today the company offers a wide range of educational opportunities both to its employees and to members of the community. Adult basic education, GED certification, technical training, management training, employee personal development, and even a four-year degree program are available.

The program has had some far-reaching effects. One immediate benefit, says Babb, was the surge in morale, creativity, and competence in employees who dared to take advantage of that first literacy class.

There were five of them in the original group, including one man who was 62 years old.

"It was damned difficult for them to come forward," Babb says. "Who's going to admit he can't read?"

But I believe we provided a comfortable atmosphere here at the plant, and we were fortunate to have an instructor who was friendly and supportive.

The class vastly improved the men's self-confidence. "Before, these guys would sit and not say a word at team meetings. Now they speak up. They're not afraid to question the way things have always been done."

"I tell you," he says. "I sit up here in my office, and I see the men down there on the floor. And the only reason I'm up here and they're down there is that I have an education. That is the only thing that separates us."

After Bob Wagner earned a bachelor's in forest management from Utah State University and a master's in forest ecology from the University
of Washington, he thought his school days were over.

Then he went to work as a research assistant in 1981 for the fledgling CRAFTS research cooperative here at OSU. The CRAFTS program—Coordinated Research on Alternative Forestry Treatments and Systems—was formed to address some of the problems of vegetation management in Northwest forests. Wagner found himself doing cutting-edge research on how competition from hardwoods, shrubs, and herbaceous weeds gets in the way of successful reforestation.

"One thing led to another," he says, "and I ended up back in school." Smiling, he adds, "Work and a Ph.D. program were more than I bargained for. But I kept chipping away at it."

It was a long and sometimes difficult road for Wagner, but one that brought him to an agreeable destination. Last December, a week after he turned in the final draft of his doctoral dissertation, he departed for Sault Ste. Marie, Ontario, to take a job as vegetation-management specialist for the province’s Ministry of Natural Resources.

Among his objectives there will be to fashion a research cooperative similar to CRAFTS. His experience with this model of public-private cooperation—virtually unknown in Canada—was one reason he got the job, he says.

"Cooperatives are an outstanding way to do forestry research. As a tool for technology transfer and continuing education, they're unmatched."

"The beauty of such research," says Wagner, "is not only that it provides useful tools for forest managers, but that it forces us to assemble what we know, and fashion it into a working hypothesis about how these systems operate."

Ray Rasker was in his junior year at the University of Washington, studying wildlife biology, when it occurred to him that "no matter how good a biologist you are, land-management decisions are often economic decisions"—particularly on private land.

"That," he says, "was when I realized that one of the most valuable tools for wildlife managers is a knowledge of economics and how markets work."

Rasker, who earned a forest management doctorate in 1989, was attracted to the program’s interdisciplinary possibilities. "It was forestry in the broad sense," he says.

Today Rasker is a resource economist for The Wilderness Society in Bozeman, Mont. He’s working on a two-year study of the economics of the communities that surround the Yellowstone ecosystem—the complex of public lands belonging to Yellowstone and Grand Tetons National Parks and seven contiguous national forests.

Historically these communities have depended heavily on extractive industries like mining and logging. Lately, however, other elements of the economy have been expanding. For example? "There are a lot of 'footloose' industries around today that do business via phone, modem, or satellite. These firms can locate anywhere they want to, but they choose to locate here."

"The question is, are our public land-management policies too heavily weighted toward the extractive industries, and what is the opportunity cost of managing this way? Are we losing some opportunities when we, say, clear-cut the side of a mountain? In our study, we hope to offer some transition strategies that are consistent with the long-term well-being of both the economy and the ecosystem.”

Help the land grow trees, says year’s top tree farmer

When Bob Mealey, '36, bought his first 110 acres of timberland back in 1947-48, the land was "a mess," he says.

"There were no reforestation requirements in those days, and no slash disposal requirements," he explains, "and, too often, the attitude was 'cut out and get out.' The land had just been logged and left."

Today the Linn County acreage, covered with young, fragrant, and vigorous stands of Douglas-fir, shows forth the fruits of Mealey's intensive management. "It's a pretty piece of land," he allows, with characteristic understatement.

Mealey, 77, was honored last November as Oregon Tree Farmer of the Year. The award was presented by the Society of American Foresters, the World Forestry Center, and the Portland Chamber of Commerce. It’s part of the nationwide American Tree Farm Program promoting effective private tree farming.

There’s no excuse, in Mealey's mind, for good timberland to be covered with brush and ferns. "If the land wants to grow trees, and does grow trees, then you ought to help it grow trees," he says.

Today, his 580 acres are a model of careful planning, intensive management, and loving attention to detail.

Because of his meticulous work, Mealey is getting good fast growth. He put in his first seedlings in 1980, and today some of them are 18 feet tall.

"Growth on growth," he says. "You can’t make that kind of interest in a bank."

Mealey devotes much time to forestry-related volunteer work. He’s active in Oregon Small Woodlands Association, SAF, and College of Forestry affairs, and many other organizations.
FP professor Anton Polensek dies

Anton "Tony" Polensek, professor of forest products, died of cancer on January 5. He was 53.

Polensek was born in Ljubljana-Sentvid, Yugoslavia. In 1962 he earned a degree in civil engineering from the University of Ljubljana and came to the United States to do graduate work at the University of Michigan. He was one of the first group of students from behind the Iron Curtain permitted to study in America.

Polensek earned his master's degree in 1968 and his Ph.D. in civil engineering in 1972, both from OSU. He was a faculty member and research engineer in the College of Forestry for the past 24 years.

During 1985-86 he was a Fulbright Scholar to Yugoslavia. He received the George G. Marra Award of Excellence from the Society for Wood Science and Technology in 1988. He was twice honored with the Markwardt Wood Engineering Research Award from the Forest Products Research Society, in 1972 and 1977.

Polensek was known for his mastery of wood structural theory and his original approaches to engineering problems. "He worked a lot with three-dimensional problems, with major structural components such as roofs, floors, and walls made up of wood products," says Bob Ethington, chairman of the forest products department at the College of Forestry. "He tended to work on the forefront of extending engineering concepts." His many publications are acknowledged to be a significant contribution to the literature.

Weed ecologist honored as lecturer

Steven R. Radosevich, professor of forest science, delivered the third annual David W. Staniforth Lecture late last year at Iowa State University at Ames. "It's a nice honor" to be asked to deliver the lecture, says Radosevich, an authority on weed ecology and the director of the OSU research cooperative CRAFTS.

In his lecture, titled "Weeds, Crops, Competition, and Herbicides: A Modern-Day Neckriddle," Radosevich discusses the larger social and economic implications of managing the ecology to produce goods for human beings. "We as scientists are currently in a debate with society," he says. "For the past 30 years we have been developing the technology. Now we are being asked significant questions by society, in the form of environmental impact statements, pesticide regulations, and outright confrontation."

Such questions constitute a "neckriddle"—after the medieval practice of confining visiting minstrels in the stocks if they couldn't answer a riddle put to them by village elders. "It's a question you have to answer to save your neck," says Radosevich.