



# *focus on* **forestry**

*at Oregon State University*

Spring 1991

## STUDENTS



A silviculture class  
at Dunn Forest





*A professional move. Marc Weathersby is leaving the Forest Service, to go back to school. He likes what the College of Forestry has to offer.*



**Spring 1991  
Volume 4, No. 2**

**College of Forestry  
Oregon State  
University**

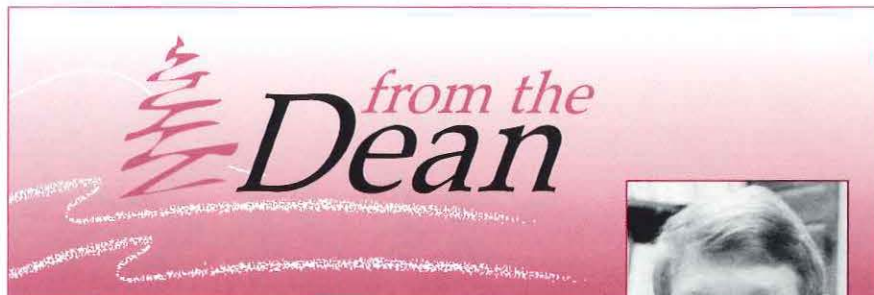
**George W. Brown  
Dean**

**Gail Wells  
Editor**

*Postmaster: Send address changes  
to*

**College of Forestry  
Oregon State University  
Peavy Hall 154  
Corvallis, OR 97331-5704**

*Focus on Forestry is published three times each year (Fall, Winter, Spring) by the College of Forestry, Oregon State University. Any or all parts of this publication may be reproduced with credit to the College of Forestry.*



**Spring 1991**

**T**he Oregon Legislature is currently in session. One of its most difficult tasks is implementing the requirements of the property tax relief initiative, Ballot Measure 5. Many state programs will be substantially reduced, including Oregon's universities.

It is important for all our readers, especially students making choices about college and careers, to understand that the College of Forestry will remain intact and strong, even though we had to take our cuts along with other units. Our College plays a unique role in higher education in Oregon, and we expect to serve our state and our students for many years to come.

In the midst of all the budget cutting, there are several important bright spots. Our faculty continue to be recognized for their scholarship. Last year they received seven major national and international awards for excellence in research, leadership, and technology transfer.

We will be cooperating in three major new research initiatives with partnerships between our College and federal agencies. One initiative focuses on developing better ways to manage forests for a broad array of values and products. A second deals specifically with forests of eastern Oregon and Washington. And a third embarks upon some exciting new work on social values and forests. All three are on the cutting edge of forest science.

We also have been blessed with alumni and friends who continue to support our College with scholarships and fellowships for students, the latest equipment for our laboratories, and employment opportunities for students and graduates. Their generosity and confidence in the College has been a major factor before in keeping our programs healthy in tough times, and so again today. We have over \$80,000 in scholarships to award each year, thanks to their generosity.

In the midst of all the confusion and anguish created by Ballot Measure 5, please understand that the College of Forestry at Oregon State University will continue to be one of the top forestry academic and research institutions in the nation. We will continue to serve our students and Oregon with top-quality programs in teaching, research, extension, and continuing education. If you are a student considering a forestry career, we believe there is still no better place to prepare for it than at Oregon State.

*George Brown*

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



# This is why we're here

## Our students give us plenty of reasons to brag

**W**here can a computer programmer, a gymnast, a legislative aide, and a political activist meet and share something significant in common? Answer: here at the College of Forestry. The varied backgrounds of our students show the rich diversity of talents assembled here.

What our students have in common, though, is perhaps more important. They are intelligent, forthright, and articulate. They have strong opinions. They feel good about where their lives are going.

We're proud of our students, and we like to show them off. In this issue, we feature a few of their stories. We hope they will give you an idea of the high caliber of men and women who have chosen to be educated at the College of Forestry.

■ **DEBRA ANDERSON.** One of Deb's part-time jobs (she juggles four, along with a full load of classes) involves dreaming up designs for T-shirts. Though this may sound odd for a forestry student, it's not.

The T-shirts are consciousness-raisers for the Oregon Forestry Education Program (OFEP), the College of Forestry's outreach to public schools. Directed by educator Barbara Middleton, OFEP develops educational materials for public school teachers with the aim of introducing school children to forestry concepts.

Raising people's consciousness about forestry is precisely what Deb Anderson wants to do.

Deb has worked for the Forest Service. She is keenly aware of the stakes of public involvement—she has seen firsthand the controversy that surrounds almost any Forest Service action.

"What I see myself doing," she says, "goes beyond public affairs into actual marketing. I'm interested in taking what the Forest Service has to

say and 'selling' it to the public in the way they want to hear it."

Deb grew up mostly in Portland, but spent four years in Ohio when her family moved there. She was glad to move back to the Northwest and resume the high-country hiking and camping outings her family had always enjoyed.

But her first love—and the first big challenge of her life—was gymnastics. Though she was a small, strong, and agile girl, she didn't start learning gymnastics until she was 13, at an

years," she says, "and then I beat them all." She won the state championship when she was a senior in high school.

In 1987 she got a two-year forestry technician's degree from Mount Hood Community College and was hired by the Forest Service as a "temporary."

Three years of varied duties on the Mount Hood National Forest, interspersed with periodic layoffs, made Deb again consider going back to school. She took a few more commu-

nity college classes and talked to an advisor at the OSU College of Forestry. She came here in the spring of 1989 under the Forest Service Cooperative Education Program.

This program, for which a student must apply and be selected, offers six months' paid work experience while a student is in school and a good shot at a permanent job upon graduation.

Now Deb has almost reached that goal, and she is being considered for a



---

*Education and the environment. Deb Anderson wants to reach out to the public.*

---

age when most young gymnasts are approaching their peak. She knew she had to work harder than anyone else, and so she did.

"They laughed at me for two

Forest Service career position. But she's thinking about giving it up and going on for a master's degree. She has been working with economics professor Brian Greber to design a



degree that covers both environmental education and marketing.

Forest managers, she says, can't wait for people to come to them. "We should be doing a lot more public outreach. We should be exploiting county fairs, job fairs, sports shows. We should be going into the schools." Her dream job would be conducting forestry education as a working forester, rather than as a public-relations functionary.

Deb's time at the College of Forestry, and particularly her two years with the Oregon Forestry Education Program, have given her a good introduction to this kind of career. "The College of Forestry," she says, "has introduced me to new ideas and new ways of thinking. There are so many interesting people here—both faculty and students—who have ways of thinking that are totally different from mine."



■ **MARC WEATHERSBY.** Just after World War II, in an era and in a region when black landowners were rare, Marc Weathersby's parents were farming the Mississippi land that their parents had handed down to them.

When they moved to Los Angeles in the early '50s, the land—some of it by now in timber—stayed in family hands. Marc's mother and father moved back to Mississippi two springs ago, and Marc went with them to help them build a new house on the old home place.

That was a temporary visit. Marc had a job, after all—he was a timber

sale planner for the Forest Service on the Alsea Ranger District. But the return home helped shape Marc's ultimate intention: to be the third generation to manage the family farm and woodland, and to do it with the skills and tools of an educated forester.

This fall, at the age of 37, Marc, now a part-time student at the College of Forestry, will enroll as a junior to begin full-time work toward a forest management degree.

Born in Mississippi, Marc was a toddler when his family moved to Los Angeles. But the ties of the extended family stayed strong, and Marc spent several summers working on the family's 200-plus-acre farm. "The family is very lucky that my father didn't let go of that land," says Marc. "Actually, it was my mother's doing—she was the one with the foresight to make him pay the back taxes."

The farm had little in the way of modern machinery or methods. The fields were plowed with a

---

*Stewardship begins with people. Marc wants to increase cultural diversity in the forestry profession.*

---

man and a mule. The work gave Marc a unique experience of the outdoors, one that was a heavy influence on his career choice.

He didn't choose forestry at first. After a year at California Polytechnic in agricultural engineering, Marc moved to Montana in 1976, attracted by the University of Montana's wildlife biology program. He was married by this time, and he and his wife, Brenda, took summer jobs as fire lookouts in the Bitterroot National Forest.

It was a big change for someone raised in the inner city. The lookout tower was perched on an 8,000-foot

knob in the vast forest, seven miles from the nearest road. "My wife would go out every two weeks by helicopter and get supplies," Marc recalls. "This old-timer would come up and visit with us. Turned out he was the first lookout who had ever worked in that tower." The experience steered Marc firmly into forestry.

He and Brenda moved to Oregon, and in 1979 Marc got a two-year forestry technical degree. He went to work for the Siuslaw National Forest's Mapleton district, and he's been working for the Forest Service ever since.

His job there has involved more than trees. Marc has been active in efforts to improve cross-cultural understanding in an agency—and in a profession—in which women and minorities have been historically underrepresented. He has served on the region-wide Civil Rights Action Group (CRAG) and helped found a Siuslaw Forest-based group called Strength Through Diversity. Both committees work toward making the Forest Service a more welcoming place for women and minorities.

It wasn't an easy decision to leave the Forest Service and go back to school.

But now he feels he's approaching the promotion ceiling for people who don't have four-year degrees. Besides, he wants to learn more, and he's excited by what the College of Forestry has to offer.

He's already been tapped to serve on the Dean's Council on Women and Cultural Diversity. This is a new group formed by Dean George Brown to help make the College of Forestry a comfortable place for women and minorities and to act as a lightning rod for any racial or gender-based tension that might arise.

He'd like to organize efforts to help foresters reach out to school children, especially inner-city youngsters, and tell them of the opportunities available for them. "You've got to tell these kids to start working on their math and science," Marc says. "That's where you can really do some good."

He likes to take the word "stewardship" and emphasize its broader meaning. "I'm all for that concept," he says. "I think it starts with people before it starts with trees."



■ **WADE SEMELISS.** Looking for part-time work last fall, Wade came across an interesting-sounding offer on the Peavy Hall job bulletin board. State representative Liz VanLeeuwen wanted a legislative intern who knew something about forestry. The pay was okay with Wade—three credit hours a term.

Wade, 21, a junior in forest engineering, applied for the internship and got it. He found that spending every Tuesday and Thursday of winter term up in Salem was an education in itself—an immersion course in the workings of state government.

The internship has helped him appreciate the accessibility of Oregon's democratic process. "I have been kind of apathetic (to politics) in the past," he says. "Now I realize that it is possible to make some changes. If you go to your legislator with a sound, well-researched idea, you have a chance."

Wade's duties included researching the effects of proposed legislation on the constituents of VanLeeuwen's District 37, which takes in most of Linn County. VanLeeuwen is vice-chairwoman of the House Agriculture, Forestry, and Natural Resources Committee. The bills that emerge from this committee are important to the people of VanLeeuwen's mostly rural and heavily forested district.

Wade's job was to help find out just how important they are. For example, one bill before the commit-

Oregon Small Woodlands Association. He also discussed its potential impacts with officials of the state Department of Forestry. He listened to what these people had to say and took their thoughts and opinions back to Rep. VanLeeuwen.

At this writing, the bill has not yet emerged from committee.

The job called for quickness, thoroughness, and a keen feel for those issues that most concern Rep. VanLeeuwen and her constituents. He conferred with the other staff members—two paid legislative aides and one other part-time intern—who in turn often deferred to his forestry knowledge.

Though forestry was not a particular interest of Wade's while he was growing up in Anchorage, Alaska, he always enjoyed hiking, camping, and outdoor recreation.

The family moved to Colorado when Wade was a high-school junior. It was in the counseling office of his high school in Parker, Colo., that he picked up an OSU catalog and turned to the College of Forestry section. The forest engineering program caught his eye. "It sounded like a neat combination," he says. "Even the name sounded appealing." A trip west and a visit with Julie Kliever, forest engineering instructor, clinched his decision.

He says his legislative experience has broadened his perspective on his future career. He had planned to look for a job with a forest products

company after he graduates, and he'd still like to do that. "But I'm much more interested in resource management and resource policy than I was," he says. "I'd definitely like to stay in the policy area."

■ **DAVE ZAHLE.** Last summer, when other forestry students were cruising timber or building trails for tuition money, Dave Zahler was in Washington, D.C., writing seminar proposals for the Society of American Foresters.

The Oregon SAF has a new student internship program with the SAF's Washington office. Dave, 22, was chosen to be the first to fill it.

The internship included a chance to attend the 1990 national SAF convention in August. Dave talked with foresters from all over the country. He came away, he says, with a better understanding of the complexity of the problems they face—and a more optimistic view of the chances for solving these problems.

"The convention was a bonding experience for those who came," he says. "I think people went home with more information, and I think this ultimately lessened some of the finger-pointing on the issues."

From the time he enrolled at the College of Forestry in 1987, Dave has been active in political and social concerns. He works part-time for Campus Recycling, and he is active in OSPIRG (Oregon Student Public

---

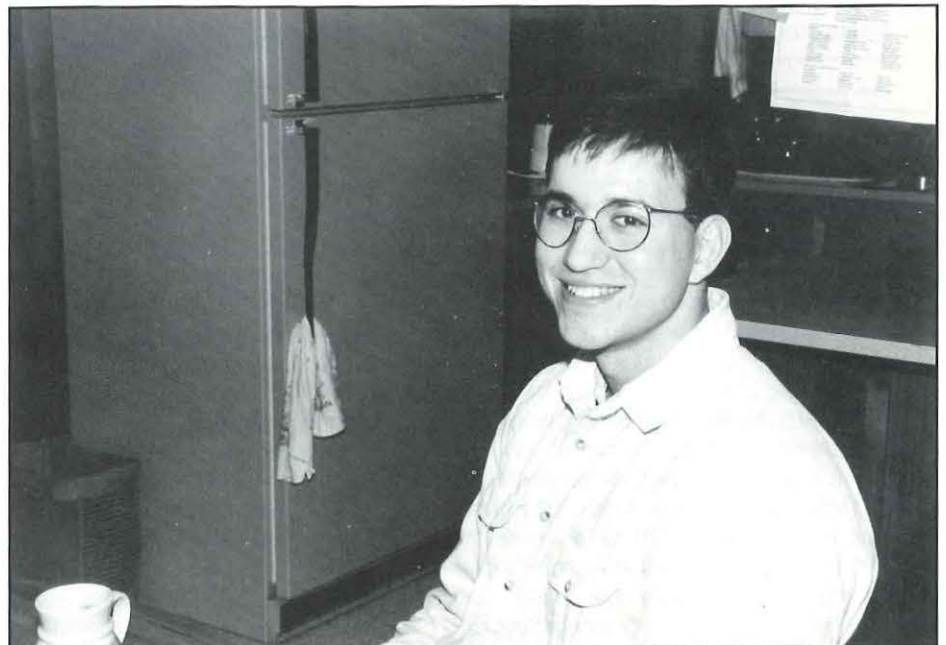
*A forester in the House. Wade got a hands-on education in Oregon's legislative process.*

---

tee would give the state of Oregon authority to buy immature timber from private woodland owners with the aim of holding it until the timber was ready to harvest.

The bill reflected an increasing concern about stabilizing the supply of Oregon's timber—an important issue not only in VanLeeuwen's district but statewide.

Wade called spokesmen for groups that would be affected if such a law were passed, such as the Oregon Forest Industries Council and





Interest Research Group), an organization that watchdogs such issues as toy safety and renters' rights.

In short, Dave isn't afraid to say what he thinks, and that's what steered him toward the SAF internship. Forest economics professor Brian Greber, taken with Dave's articulateness and persistence, urged him to apply for it. Dave did, and he landed the job.

He joined the SAF staff in late June of 1990. He was assigned to research and write proposals for nationwide conferences on research and technology transfer, conservation, and new directions in forestry.

He also had a chance to attend some congressional committee hearings, including one at which his professor, Brian Greber, testified on the old growth-spotted owl controversy.

The high point of the internship for Dave was the national convention. He came away with the sense that foresters are

lized his career goals, he says. "I have a new avenue for my aspirations, and that's forest policy. And after Washington, D.C., politics looks pretty exciting."

■ **LAURA GRAVES.** For Laura, fun is serious business. Don't get her wrong—Laura has enjoyed her work as assistant recreation planner for the Bureau of Land Management. The job is part of her six-month Cooperative Education Program work experience with that agency while she's in school.



*Forestry in Washington, D.C. Dave Zahler's SAF summer internship widened his horizons.*

entering a mood of compromise and public accountability.

He feels that despite the conflicts over forest management, there's a cohesiveness of purpose at the center of the debate. "It was an incredible experience," Dave says. "It gave me the feeling that stewardship isn't dead—that a lot of thinking goes into forests and forest policy."

He also gained a new appreciation of the richness of the resource in the Pacific Northwest. "I guess we're kind of spoiled. We have an incredible forest out here."

The summer's experience crystal-

However, coordinating recreational needs with timber harvesting on the BLM's patchwork of public lands isn't all fun and games. "It's more demanding than I thought," says the 23-year-old senior in forest recreation resources. "At first I thought I'd get paid to play, but no."

What she is getting, though, is a start on an important and publicly visible career. As today's demand for timber jostles with people's expectations of a pristine wilderness experience, recreation planners like Laura are going to have more to say about what happens on public forests.

The Cooperative Education Program is a way for the BLM and the Forest Service to attract and groom promising future employees. Under a "co-op," as it's called, the student works for the agency for a total of six months during his or her time at school. The agency then gives the student special consideration for a permanent job upon graduation.

Co-ops are an especially good avenue for women and minority students because the agencies are eager to increase the diversity of their work force. Landing a BLM co-op was a definite educational advantage. "I feel much more involved in the decision-making process. I go to meetings and I'm encouraged to contribute to the discussion," says Laura. "I'd recommend the co-op program to anyone."

This summer she will complete her work commitment, helping to prepare a management plan for a segment of Quartzville Creek, a tributary to the Santiam River. Quartzville Creek was designated as a recreational river in the 1988 Oregon Omnibus Wild and Scenic Rivers Act.

Laura also hopes to help with the "visual management" of BLM land. Visual management means assigning lands a visual value, on a scale of 1 to 5, and then considering that value in planning management activities such as harvesting a timber sale or building a campground.

How can you put a number on something so nebulous as visual value? A detailed rating system has been developed to make the process as objective as possible. "Visual ratings are based on things like how long a particular scene remains in view, how big it is, how far away it is, the texture of it, the color of it," says Laura. "We sometimes use (computerized) visual simulation programs. And we take a lot of pictures."

A highly rated scenic attraction can cause other management efforts, notably logging, to be modified. The visual impact of the harvest can often be lessened by changing the size or shape of the clearcut or by leaving more buffer trees.

Making such tradeoffs skillfully, says Laura, requires a broadly based education, and that's just what she's getting here at the College of Forestry.

She has found three classes to be



particularly valuable: Dave Bucy's class on environmental interpretation, Bo Shelby's class on recreation behavior and management, and Perry Brown's class on recreation resource planning. This last, she says, gave her hands-on practice in integrating recreation with other resources on the Mount Hood National Forest.

Laura grew up in Mehama, Ore., a mill town on the Santiam. She discovered the College of Forestry's recreation resources major as an OSU sophomore, after sampling several other possibilities and finding them unsatisfying.

"Recreation really attracted me," she says. "I come from a real recreation-oriented area. I like working with the public, and I like being out of the city."

The need is great, she thinks, for resource managers who have both technical and social-science expertise. "Here is what I think our job is: to let people know that forest management is not made up of black-and-white issues. We need to tell the public when there are problems, so they can help solve them."

■ **GAYLAND DURRETT.** When he graduates at the end of March, Gayland will have a passport to a choice array of jobs. That passport is a forest products degree from the OSU College of Forestry. Even in mid-March (at this writing), he has one firm offer and several other promising possibilities.

Winning that passport is not easy for any student, but for Gayland it took more than just hard work and dedication. It took a complete change in the direction of his life. "If you had asked me 10 years ago where I'd be today," says the youthful-looking 30-year-old, "I'd have said, in the graveyard."

Today, his future looks brighter than that.

When he graduated from Springfield (Ore.) High School in 1978, Gayland Durrett was a young man without a purpose. He drifted from one community college to another. He tried majoring in forestry, education, English, performing arts, but nothing held his interest.

He took classes here and there, worked in various restaurants as a cook, and retreated into drugs and alcohol. "I was totally without direction," he says. "I was bouncing from school to school, from job to job, and I didn't see any future for myself."

That changed when Gayland experienced a Christian conversion in December of 1983. Within a day, he was no longer taking drugs. Within four days he had joined a church, and it was there that he met his wife-to-be.

He did not look his best at the time. "She avoided me," he says with a smile, "and I don't blame her. My hair was longer than yours. I was



wearing an earring, an old sweatshirt, and a leather vest." It was three months before Linda Krahmer would talk to him.

The courtship may have had a slow beginning, but it had a happy ending. Gayland and Linda—daughter of forest products professor Bob Krahmer—were married in December of 1984.

Gayland's turnaround was sudden, but he had a long road ahead of him. Encouraged by his professor father-in-law, Gayland enrolled in forest products at the College of Forestry.

By his sophomore year, Gayland was beginning to develop some

professional skills and attitudes. He was offered a part-time job at the hardboard division of Evanite Corp. in Corvallis. His job was to test the strength of samples of hardboard produced by each shift.

His responsibilities have increased in the past three years. Today he is writing computer programs, including one data base used for tracking the quality of the hardboard over time, and maintaining several micro-computer systems. He has also conducted research into raw-material quality and product packaging.

Gayland's forest products education has given him valuable training and experience. In particular, Phil Humphrey's course in wood and fiber physics has aided his understanding of Evanite's hardboard manufacturing processes. He also appreciates the manufacturing courses taught by Terry Brown, Joe Karchesy, and Jim Wilson, especially the field trips into mills. "It was really helpful," he says, "to get in and see what the different processes are."

Gayland will look for a job in quality control or process control when he graduates this spring. He knows he has reason to be optimistic—the industry is crying for good forest-products managers and technicians.

---

*A passport to a promising career. Gayland Durrett's forestry education is helping him turn his life around.*

---

And for Gayland, who remembers only too well where he came from, optimism feels pretty good. "I look back on the last 10 years of my life," he says, "and I have literally come 180 degrees."

■ **DAVE ANDERSON.** Three years ago, Dave was invited to lend his extensive computer skills to two faculty-led research projects.

He was then a senior in forest recreation resources, and he knew this was an opportunity that few



undergraduates ever get.

The experience sharpened his interest in recreation as a market good. It also propelled him toward graduate school—something he hadn't thought about much until then. Now working on a master's degree in forest economics, Dave, 27, is looking forward to a career analyzing the economics of recreation and tourism.

It was in Rebecca Johnson's recreation economics class that Dave was exposed to the idea that recreation can be a commodity—a product that people are willing to pay for. The concept "is still hard for people to grasp," Dave says. But recreation clearly has economic impact, and there are ways that impact can be measured.

"For example, how much is a person willing to pay for a given recreational experience? How far is a person willing to travel? How much would a person want to be compensated if the opportunity were not available?"

To get valid answers to these questions, researchers have to survey or interview a lot of hunters, backpackers, campers, hikers, rafters, and fishermen. They come back with reams of data that must be analyzed carefully. "This type of research is computer-intensive," says Dave, "and that's where I come in."

One project Dave worked on, commissioned by the Mount Hood National Forest, was to build an economic model of recreation on Mount Hood. Dave identified 13 different recreational activities that occur on the Forest, including camping, hiking, skiing, and rafting. He found out how many visitors come to do each of these kinds of activities, where they come from, and how much time and money they spend.

Dave then built this information into a computer model. The model can be used to project what might happen to the regional economy under different patterns of recreational use on the Mount Hood National Forest.

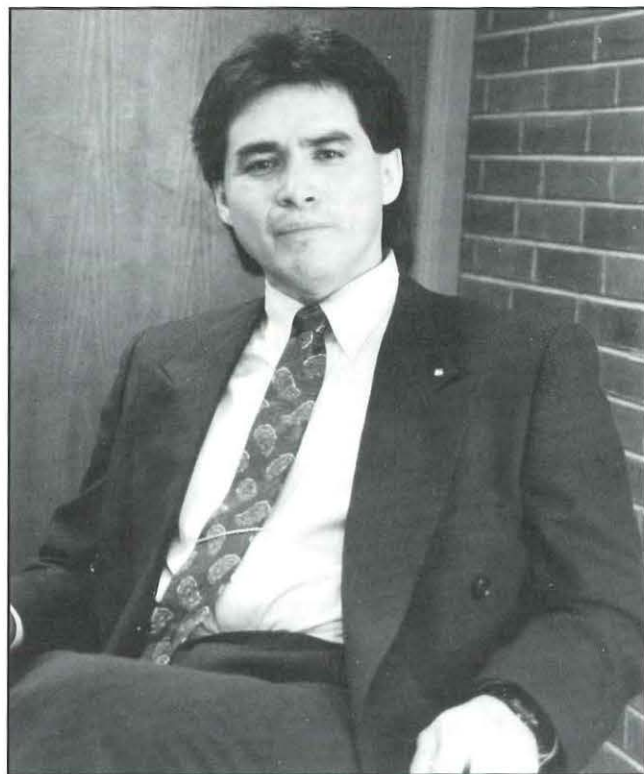
Dave is refining and revising the Mount Hood data for his master's thesis. After he gets his degree, he'd like to do exactly what he's doing now. "I can see myself being a regional economist," he says, "working for an agency or a consulting firm."

## His life is a circle leading home

Jaime Pinkham, forester, returns to the Nez Perce Tribe

**J**aime Pinkham's life has a circular quality to it. A series of profound, private experiences led Pinkham away from the Nez Perce Tribe to which he was born, and then back to it again. The circle of his journey took him through a

*Blending technology with tradition. Jaime Pinkham found a different measure for success.*



forestry technician's job to an education in forest management from OSU, and from there to a management-track forestry career with the state of Washington and then the Bureau of Indian Affairs.

The decision to return home last February was not easy. Pinkham had a good job with the BIA in Portland. His wife, Gay Ann, enjoyed her work as a certified public accountant. They had just built a house in Vancouver and were planning to settle there indefinitely.

But he knew it was time for him to continue the circle. He knew that the Jaime Pinkham who was coming home at 33 was a very different man from the disillusioned youth who had left 15 years before.

Jaime Alan Pinkham was born in Lewiston, Idaho, and reared on the Yakima Indian Reservation, where his family moved when he was young. "When I got out of high school," he says, "I saw the despair, I saw all the bad things happening to my friends, and I vowed I would never raise a family in that environment."

His high school counselor, who was white, presented him with a stark, either-or choice: Stay on the reservation and forgo any chance at a better life, or put his heritage behind him and get an education.

He chose to leave, knowing that his choice meant assimilating his Indian self, as best he could manage it, into mainstream, white society.



Pinkham came to OSU in the late 1970s. It was a time of recurring skirmishes between foresters and environmental activists over the spraying of herbicides in coastal forests. The dispute, which made the national news, caused Pinkham to reconsider some of his opinions on forestry. "I changed my attitude from what you might call traditional forest management to something broader," he says. "Traditional forest management is very analytical in approach, and that's a good thing. But there's a real-life limit to applying that approach."

The problem, he says, is that the precise answers of the experts are seen by the non-technical public as a dismissal of their concerns about how forests are being treated—which often arise from their intuition rather than their intellect. "And then they can't trust us."

Pinkham enjoyed his time at OSU and became close friends with his adviser, Bill Wheeler. "He was more than an academic adviser—he was more like family." He says the School of Forestry (as it was called then) was a comfortable environment that catered to families. His daughter, Lindsay, now 10, was born while he was in school. "She used to call this place, 'Oregon State of the Universe,'" he recalls with a smile.

After he graduated in 1981 with a forest management degree, Pinkham joined the Washington Department of Natural Resources. While with the DNR, he was selected to participate in a two-year leadership program for agriculture and forestry administrators. The program took its participants to a Detroit soup kitchen, a *favela* (slum) in Rio de Janeiro, and villages in the Peruvian Andes.

For Pinkham, the journey was a confrontation with the human imperatives underpinning the management of natural resources. "Something happened to me in that program," he says, "that made me want to go back and work with Indian people."

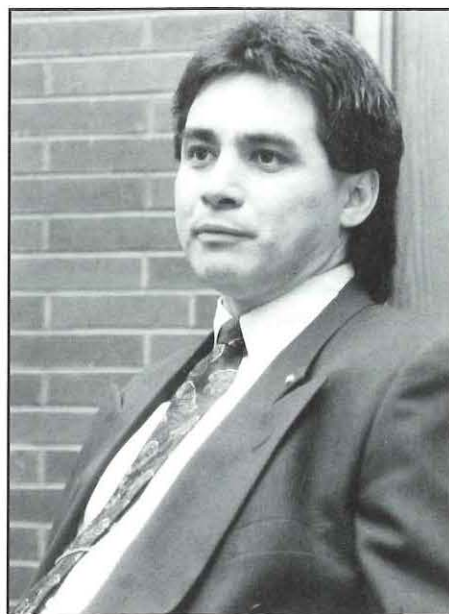
It happened in an impoverished black neighborhood in Detroit. Pinkham and his group visited the soup kitchen, the food bank, the homeless shelter.

"My heart was going out to them," he says. "I made a comment to someone, 'This looks just like an Indian reservation.'"

Then he stopped, struck by what he had just said. His own casual remark had gone to his heart.

"I felt guilty," he says, "for feeling empathy for these people, while I was turning my back on Indian people."

Since leaving home, Pinkham had worked at becoming part of mainstream society. He had an education, a career, a home, a family, a comfort-



able income. By all appearances, he was a success. "But after going to Detroit," he says, "I don't consider it success. I can't measure success that way any more."

It was time to redirect his attention to his Indian heritage.

For the next year and a half, he worked for the Bureau of Indian Affairs. The BIA encouraged him to get involved with Indian programs. He was appointed to the Society of American Foresters' Committee on Cultural Diversity, and he became active in the American Indian Science and Engineering Society (AISES). He now is on its board of directors.

Late in 1989 he got a call from the Nez Perce Tribal Executive committee in Lapwai, Idaho. The forest resources manager for the tribe was dying of cancer. Was Pinkham interested in the job?

"It was a bittersweet homecoming," he recalls. "I have a lot of cultural catching up to do. I need to get reacquainted with my traditions. Yet it's so good to be home. There are some beautiful things here; it's not all

despair, even though it may have looked that way to a teen-ager."

His job is to manage 90,000 acres of Nez Perce land for timber, agriculture, wildlife, and cultural resources. The Nez Perce also hold certain treaty rights to 13 million acres of federal land. Pinkham's department coordinates management activities on that land with the Forest Service and the Bureau of Land Management.

His challenge will be to balance his education and experience with his heritage—to manage the land to provide both the economic benefits his people need and the social and cultural values by which they have always lived their lives.

"Indian people have always been resource managers," he says. "They were the first ones in America. The difference between our two cultures is not so much the answers we get, but how we express those answers. You can express answers analytically, and you can express them through the culture. And often, they're the same answers."

What does this mean for someone who must take care of the forest? It means measuring success in broad terms. "It's not only how many board feet we cut—it's what the forest can do to help the Indian people: their cultural resources, their educational programs, and their economic needs. Sometimes that means harvest; sometimes it means leaving the forest alone."

Pinkham is active in Indian-advancement programs. He coordinates instruction for a four-day leadership program for Indian university students, sponsored by AISES. He serves on the executive board of the Intertribal Timber Council, which is composed of representatives of 64 American Indian tribes, and on the Council's scholarship committee. He also serves on OSU President John Byrne's Commission on Racism and on the University Board of Visitors for Minority Affairs.

He believes the choice he made 15 years ago—education rather than tradition—was one he didn't have to make. "I didn't know you could choose both, then," he says. "Now I know. And this is my message to Indian youth today: that they need to learn two languages—the language of technology, and the language of tradition."





# forestry Currents

## Kudos for faculty

The authors of *Timber for Oregon's Tomorrow: The 1989 Update*, and scientists of the Long-term Ecological Research (LTER) team

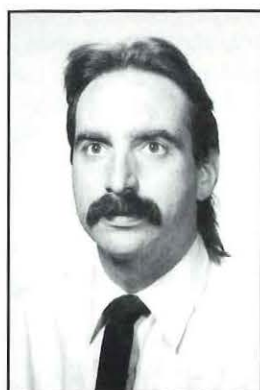
at the H.J. Andrews Experimental Forest, have been honored by the first annual Dean's Awards for Outstanding Achievement. The awards, each carrying a \$5,000 cash prize, were conferred by



**John Sessions**

Dean George Brown at the College's recognition dinner in December. The prize money comes from private donations.

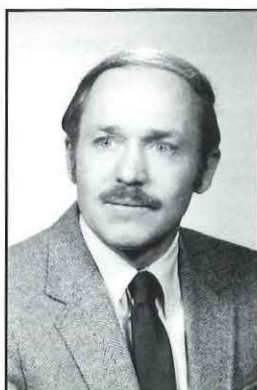
Authors of the timber-availability report were **John Sessions**, **Brian Greber**, and **K. Norman Johnson** of the College



**Brian Greber**

faculty; **John Beuter**, now with the U.S. Department of Agriculture; and **Gary Lettman** of the Oregon Department of Forestry.

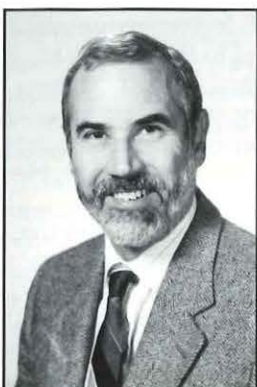
Scientists of the LTER leadership team are **Jerry Franklin** of the University of Washington College of Forest Resources; **Stan Gregory** of the OSU Department of Fisheries and Wildlife; **Jack Lattin** of the OSU Department of Entomology; **Mark Harmon**, **Art McKee**, **Dave Perry**, **Phil Sollins**, and **Susan Stafford**, all of the OSU Department of Forest



**Norm Johnson**

The Weed Science Society of America has conferred significant, nationwide honors on three Forest Science faculty members.

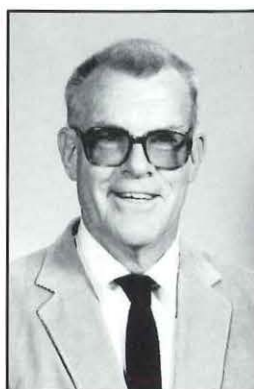
Professor **Mike Newton** was elected a Fellow of the Society, and professor **Steve Radosevich** has received the Society's 1991 Outstanding Research Award. Also,



**Steve Radosevich**

Radosevich and assistant professor **Mary Lynn Roush** received the Outstanding Paper award for their paper, "Predicting the evolution and dynamics of herbicide resistance in weed populations," published in the Society's journal *Weed Technology*. Co-author with Radosevich and

Science, and **Fred Swanson** of the Forest Service Pacific Northwest Research Station. The LTER team is conducting interdisciplinary research into the workings of forest and stream ecosystems.



**Mike Newton**

Roush was **Bruce Maxwell**, a former student of Radosevich's who is now on the University of Minnesota faculty.

**Paul Adams**, forest engineering associate professor, and **John Garland**, forest engineering extension professor, have been inducted into the Gamma Chapter of Epsilon Sigma Phi, the national Extension honorary fraternity.



**Mary Lynn Roush**

Forest science associate professor **Bill McComb** has been named editor of the journal *Wildlife Society Bulletin* for the 1992 and 1993 volumes.

## Young investigators

This summer, young would-be scientists will get a taste of real research in an Oregon forest. A program called Research Experiences for Undergraduates is inviting about 10 college science students to spend 10 weeks at the Andrews Experimental Forest beginning in June. The students will help scientists of the Andrews' Long-term Ecological Research (LTER) team conduct the various ecosystem studies now underway.

"The intent," says **Art McKee**, OSU forest science professor and site director at the Andrews, "is to provide these students with a hands-on research experience. So we put them onto current projects."

The program, in its third year, is intended to encourage bright college students, especially women and minorities, to pursue careers in science. About 40 percent of the students come from OSU and the rest



from colleges and universities all over the country.

The program is funded by a \$50,000 grant from the National Science Foundation and sponsored jointly by the OSU Colleges of Forestry and Science.

## History on the College Forest

A comprehensive inventory has been completed of "cultural resources" at OSU's research forests, ranging from prehistoric artifacts thousands of years old to pioneer trails of the 1800s.

The report, prepared by OSU students **Bob Zybach**, **Kevin Sherer**, and **Angela Sondenaa**, outlines the history, special characteristics, potential value, and recommended steps to manage more than 30 sites in or next to the McDonald and Dunn research forests.

"Cultural resources" means physical remnants of human activities. The student researchers found prehistoric Indian campsites, long-abandoned homestead orchards with still-thriving apple and pear trees, and portions of the Applegate Trail, which guided pioneers to the southern Oregon gold rush of the 1850s.

"This is part of our effort to upgrade the management of the University's research forests," says Bill Atkinson, head of the department of forest engineering and research forest director. "We have broad goals for these lands that go well beyond timber research or management, and this study really probes the history and culture of the region."

## New logo launched

You may have noticed a new look to the cover and some of the pages of this issue of *Focus on Forestry*. That's because the nameplate has been

redesigned to incorporate a new logo, the first ever designed specifically for the College of Forestry. The logo, designed by College of Forestry



College of Forestry

graphic artist **Susan Lewis**, will accompany the OSU logo on all printed materials originating at the College.

The logo's look suggests the many values inherent in sound forestry

practice. It features a softly stylized scene of forest, water, and mountainous horizon on a rectangular background.

"The logo suggests the interrelationships of the basic elements of forestry—trees, water, and landscape," says Lewis. "I wanted to choose elements that would symbolize the whole ecosystem."

## OSU scientists named to owl team

Forest resources professors **Ed Starkey** and **John Tappeiner** have been named to a 16-member team charged with developing a recovery plan for the northern spotted owl.

Starkey, a wildlife biologist with both the College of Forestry and the National Park Service, and Tappeiner, a College of Forestry silviculturist and forest ecologist, were appointed by Interior Secretary Manual Lujan, Jr. **John Beuter**, a former associate dean at the College who is now with the U.S. Department of Agriculture, was also named to the team.

The owl team is expected to produce a draft report by this fall and a final recovery plan by the end of 1992.

## Writing

*Continued from page 12*

Curriculum (WIC) program. This effort, part of university-wide curriculum reforms put into place last fall, supports professors who incorporate writing into their regular teaching.

Most students have never received much help with their writing, and they need it, Daniels says. "Students' writing tends to be semi-structured stream-of-consciousness stuff. They'll try to impose some structure on it, but there are ideas that don't belong, and a lot of ideas that should be there and aren't. They haven't learned how to build an argument." You can't blame the students, though, Daniels says—"universities have only recently recognized the need for higher-level writing skills."

Seniors in Daniels' forest policy class face regular writing assignments, ranging from short and casual to long and formal.

The quality of their writing improves noticeably throughout the term, Daniels says, because students have practiced their skills on the shorter, less formidable assignments.

Although teaching writing takes time, Daniels would like to see beefed-up writing instruction in every class at OSU. More long papers wouldn't be necessary; they can be onerous—or terrifying—for the student and tedious for the professor.

Instead, he says, short, concise, thoughtfully designed assignments are more valuable because they make it easy for the professor to give the student frequent, less-threatening feedback.

The goal, after all, is not to "do" writing once and get it over with, but to begin on a lifelong intellectual discipline. "I have a sort of Zen philosophy about writing," says Daniels, "and it's that you never truly master it; you just keep learning. I think it was Ernest Hemingway who said it best: 'Writing plain English is hard.'"



## Good writing is good thinking

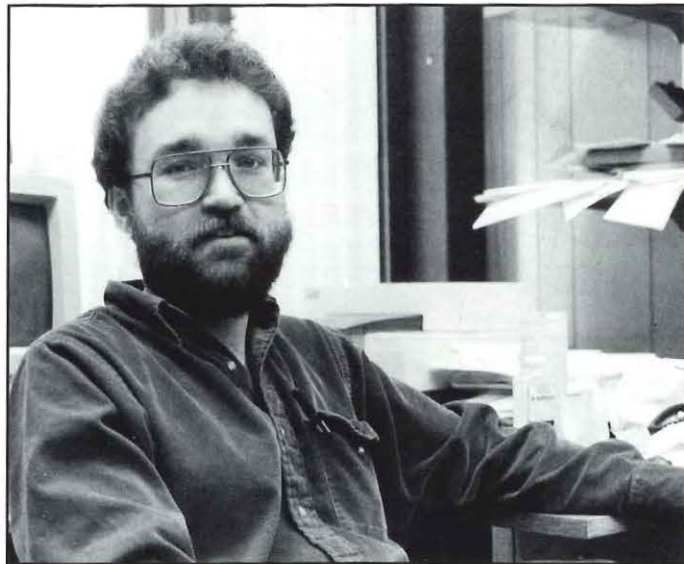
**T**he way Steve Daniels teaches writing may not be the way your high school English teacher taught writing.

Daniels doesn't care about imagery, metaphor, depth of feeling, or elegance of style, unless, of course, you need them to make your point.

*Writing, plain and simple. It's hard, said Hemingway. Steve Daniels agrees.*

declarative writing. This is not colorful, feeling adjectives. This is *laying it out.*"

Daniels, assistant professor of



What he wants is ideas presented clearly and forcefully—which usually means plain, simple, well-structured, and to-the-point prose.

Here is what he tells his senior-level forest policy students, whom he has told to write an environmental impact statement for a harvest plan: "This is simple, dry, pro-forma,

forest economics and policy in the Forest Resources department, has been emphasizing writing skills in his classes ever since he began teaching in 1986. Writing is a powerful tool, and he wants his students to use it well. "What I'm doing," he says, "is using writing to help them structure their learning. Writing puts a great

demand on your cognitive skills—it makes you think."

For his pioneering of writing instruction within a disciplinary course, Daniels last year received a \$1,000 L.L. Stewart Faculty Development Award. The Stewart Awards honor OSU faculty members who improve teaching at the university.

The ability to make words work is not a talent bestowed on a favored few, Daniels argues, but a skill that can be learned. He himself is living, writing proof. "Anything I learned about writing, I learned in the school of hard knocks," he says. "I don't know any of the writing theories, and I don't care. I'm an economist, not an English major." But he did go to a liberal arts college (Whitman College in Walla Walla, Wash.), and that gave him an appreciation for writing as an intellectual power tool.

When Daniels received his doctorate in 1986 and began teaching at Utah State University, he taught his students systematically the lessons he had learned through painful trial and error.

Daniels joined the College of Forestry faculty in January of 1989. Since fall term of that year, he has taken part in OSU's Writing Intensive

*Continued on page 11*



College of  
Forestry

**College of Forestry  
Oregon State University  
Peavy Hall 154  
Corvallis, OR 97331-5704**



Non-Profit Org.

U.S. Postage

**PAID**

Corvallis, OR 97331

Permit No. 200