

# Western Forester

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## Globalization, Forests and Academia

BY HAL SALWASSER

The title of this essay implies linkages between globalization, forests and academia. I believe these linkages lead us to think differently than we have in the past about our academic programs and their outcomes. Certainly, we still have responsibilities and roles in forest resources education, research and outreach to encompass the entire array of forests and approaches to forest and forest products management and conservation. But programs designed to serve a historic forest sector that viewed neighboring land or mill owners as "the competition" probably won't serve a future where the competition is domestic versus foreign production. If we miss the changes required to serve a future that differs from our past, our forests and rural communities and all we value them for will suffer, including our very own academic programs.

The United States is currently the world's largest consumer of industrial roundwood products—lumber, panels, paper and packaging—nearly 28 percent of global consumption in 2000, all done by less than five percent of the world's human population. Since 1980, U.S. softwood consumption has increased by 69 percent and softwood imports by 123 percent. Two decades ago, foreign imports supplied about 31 percent of domestic consumption. Now, imports are more than 37 percent of the softwood lumber used in

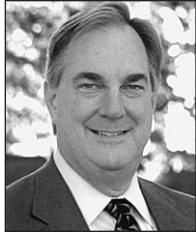


PHOTO COURTESY OF HOME BUILDERS ASSOCIATION OF METROPOLITAN PORTLAND

**The Home Builders Association of Metropolitan Portland is building this three-unit townhouse project for Catholic Charities, which will be a homeless shelter for teen mothers. Recent figures indicate that more than 37 percent of the softwood lumber used in American home construction and remodeling is imported.**

American home construction and remodeling. Most is imported from Canada, the European Union, New Zealand and Australia.

The United States is currently the dominant player in world wood markets, but not for long. Now, more than 60 percent of the world's planted forests are in India and China. China will soon emerge as a major global player in wood production and use. Globalization in wood markets has not yet peaked and its impacts on America's forests and forest-related businesses depend on choices we make now for the future of our forest sector.

Taking federal forests out of the nation's wood supply in the 1990s is a major reason for increasing levels of imports; we reduced domestic supply to protect endangered species, but still

increased our wood consumption. Other countries merely took up more of our market share. Another is costlier labor and environmental policies here, plus currency rate differences and lower land values in foreign countries; U.S. producers are at a cost disadvantage. But the current outcome is good, some might say. Not logging here to supply American consumers with wood products will save our forests. Well, as you all know, there's much more to this story than that spurious conclusion.

About two-thirds of our nation's forestland is in private ownership. What keeps the owners of these forests from converting them to farms or vacation properties or just ceasing to

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**In This Issue: Status of Forestry Education in the Pacific Northwest**

# Globalization

(CONTINUED FROM FRONT PAGE)

invest in their productive future? Simple: they earn a financial return from wood production on working forests that also protect water quality, native fish and wildlife, and sustain both renewable natural resources and jobs in rural communities. With foreign competition increasing, forestland and mill owners who want to stay in forest resources businesses must constantly innovate, contain costs, boost productivity and product quality, add new technologies and improve their business and marketing practices to stay competitive.

These imperatives send clear and strong signals to our university forest resources programs about the kind of graduates, research and outreach needed to serve America's future forest sector. As our university programs diversify to better address environmental and recreational aspects of forests, we must never forget what keeps private forestland in forest cover in a growing nation. And our pro-



PHOTO COURTESY OF RICHARD HENRIKSON

**With increasing competition, forestland owners must constantly innovate and add new technologies. These workers mill alder logs with a Mighty-Mite band sawmill on a family forest in Washington state.**

grams need to contribute directly to this end: Maintain forestlands in forest uses for forest values.

What happens to private forests if

they no longer compete well in wood production with other parts of the world? To be honest, we're not sure about all the possible outcomes. But we sure know that some of them are not good for forest values. Private forestlands in many states have been developed as real estate; good for land value, bad for forest values. More are currently on the block.

Buying and selling timberlands is not new in America. Companies sell forestland or mills for one or more of three reasons: to buy forestland or mills in other countries, to restructure for better returns on investment or to get out of the forest resources business. Those that invest in American forestlands or invest in new or upgraded mills work with global dynamics, tax codes and changing customer preferences to build diverse, globally competitive U.S.-based forest resource businesses. They are banking on a strong future for a broad-based forest sector in the country. They are the keys to America's future forest health, our forest sector and our nation's economic diversity. University forest resources programs deliver the education, research and public service essential to that future.

*Who Will Own the Forest?* was the topic of a conference held at the World Forestry Center in September. Increasingly, the short-term answer to this question is firms that manage forestlands for investment portfolios, such as retirement and pension funds. Most of these firms, called timber investment management organizations, or TIMOs, are in forestry for the long haul and will ultimately improve the productivity and competitiveness of America's forest sector. Some though, may not be in it for the forests. For now, forestlands are a good investment. These firms may eventually sell their forest holdings and the ultimate owners could be local or regional companies or families with a long-standing commitment to sustaining forests, forest-resource businesses, and rural economies and communities. This would be very good for forests. But can we assume this is the likely future for America's forest sector? Only if local production capacity and competitive



## Western Forester

Society of American Foresters

4033 S.W. Canyon Rd. • Portland, OR 97221 • 503-224-8046 • FAX 503-226-2515  
rasor@safnwo.org • aimee@safnwo.org • www.forestry.org

**Editor:** Lori Rasor • **Assistant:** Aimee Sanders

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Oregon and Washington State Societies' Northwest Office

### State Society Chairs

**Oregon:** John Herbst, 1610 First St.,  
La Grande, OR 97850; 541-663-0509;  
jhfost@uci.net

**Washington State:** Peter Heide, 2908 28th  
Lane NE, Olympia, WA 98506; 360-357-9142;  
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**District II:** Darrel Kenops, 1555 Hayden  
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3466; dkenops@comcast.net

Please send change of address to:  
Society of American Foresters  
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**Next Issue: Tri-State Annual Meeting Publicity**

**advantage are not damaged by disinvestments, further loss of wood supply, or unnecessary and burdensome costs.** If productivity or competitiveness erodes, the ultimate owners could be real estate developers, as is happening in parts of the Southeast.

It's not just about the wood either. Virtually every forest value—from water quality to biological diversity and recreation access—is ill served by frequent turnover and fragmenting landscapes into ever-smaller ownerships with a new forest cover type: trees with house understory. Globalization, federal tax codes, strength of the U.S. dollar, and the changing makeup of our population and the way it values or undervalues forest-related businesses in our economy are all driving the changes we are seeing. And they do not just affect America's private forests.

My wife and I drove through Prineville, Ore., last year and saw five closed lumber mills that once supported 1,000 jobs, loss of federal wood supply the reason. Yet hundreds of thousands of acres of federal forests surrounding these mills are at high risk to insects and fires due to overstocking of small trees. Ochoco Lumber Company, owner of one of the closed mills, now meets its customer needs by producing lumber in Lithuania—sourcing some of the trees from Russia, a global response to a local problem caused by loss of federal timber supply. Prineville mills could produce that lumber from trees harvested to restore forest health on federal lands and put hundreds of rural Oregonians back to work while bringing wealth into the state. A prominent U.S.-based door and window company imports much of its commodity wood because U.S. prices are too high and local supplies too uncertain. I've seen the map of mill closures across the country and these stories are playing out just about everywhere in the United States.

While some rightly worry about how forests are managed or for what purposes they are managed, we could literally see American forests decline from loss of competitive advantage or from neglect, as in the case of federal forests. University forest resources programs are not passive players in our forest future. How well we focus

education, research and outreach to meet the needs of all of the nation's forestland and mill owners will be consequential. Our nation is still blessed with productive and diverse forests that have excellent potential to sustain forest environmental values, forest jobs and forest products businesses for our economy. They even have the capacity to grow these benefits over the long term, just as they have for the past 50 years. But this will not happen if our forest sector loses competitive advantage.

- We need state and federal policies that enable our forest sector to stay globally competitive.

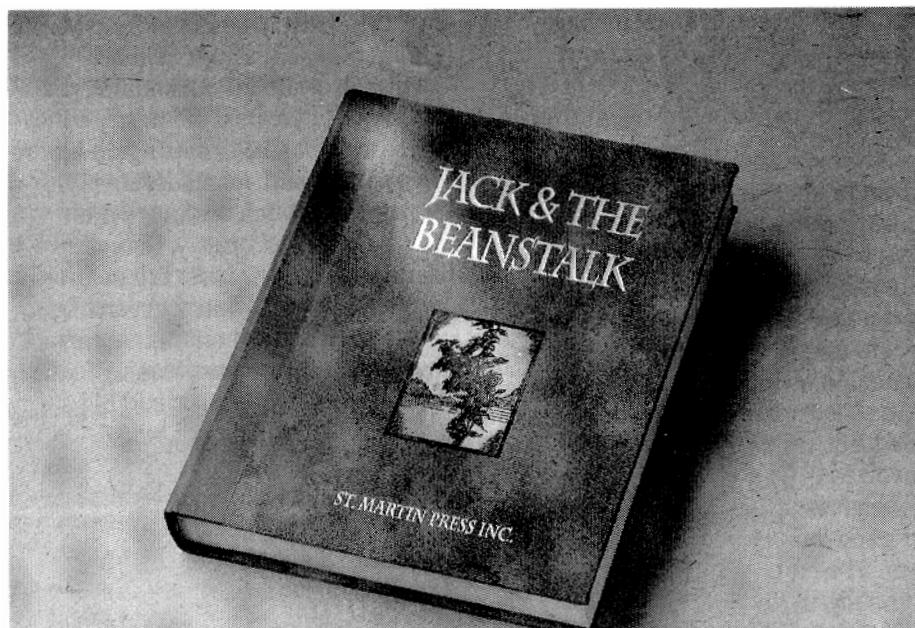
- We need to maintain the excellent conservation policies that now guide much private forest management in

the nation, especially those forestlands and mills that are certifiably sustainable. These policies make water quality and native fish and wildlife among the highest public values on private forests and give American wood a potential market advantage over nations that do not have such protections in place.

- We need to capitalize on emerging opportunities to create additional financial returns for forestland owners who provide non-wood, public forest benefits along with wood production, such as clean water, diverse fish and wildlife, recreation, and the removal and storage of carbon from the atmosphere.

- We need to create sufficient forest-

(CONTINUED ON PAGE 14)



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# Where are Tomorrow's Natural Resource Professionals?

BY LARRY MASON

**F**or anyone interested in a career in forestry, now might be the time. Reports from the Renewable Natural Resources Foundation and the National Association of Professional Forestry Schools and Colleges warn of a growing shortage of qualified natural resource professionals needed to fill positions vacated by retiring baby boomers.

The magnitude of jobs becoming available may be very large. The Department of Interior and the Forest Service employ more than 90,000 people and about one-half of them are expected to retire by 2007. Reports from other federal and state agencies confirm a similar pending labor need. Generational demographic shifts predictably beg the question of whether there will be sufficient human resources to fill future agency needs. Compounding the problem, national undergraduate enrollment in natural resource science programs has declined since 1995 by 40 percent in direct contrast to general undergraduate enrollments, which have increased to the point of stressing public education capacities.

Agency leaders cite an increasing disconnect between society, particularly young people, and natural resources. A decade of environmental controversy has left many students uncertain about the future of natural resource careers. Where will the professional workforce be found to carry out the sustainable management of the nation's forests? What will be the future of natural

resource science colleges if low enrollment trends continue? New approaches to college recruitments are clearly needed that better identify student candidates, capture their attention, and assure potential students with sufficient desire and aptitude that access to higher education will be made available.

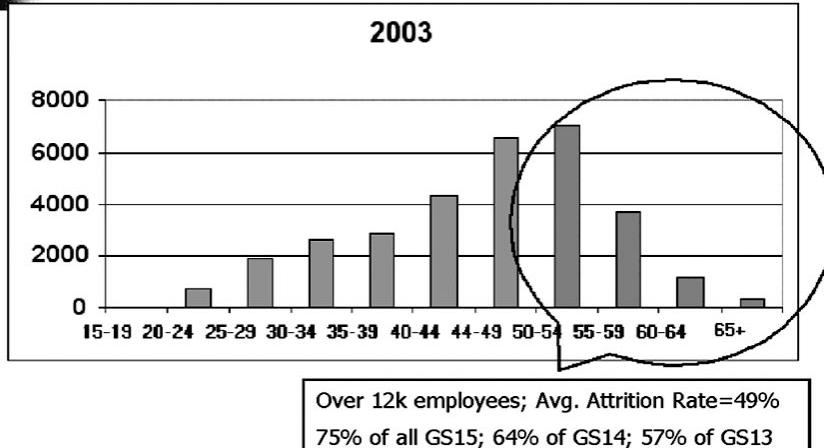
Reductions in the harvests of public forests over the last two decades have resulted in dramatic changes to the economies of Washington's rural timber-dependent communities. In 2002, the Washington Employment Security Department reported the widest urban to rural income disparity in 30 years. Many of the state's rural counties have unemployment rates over 10 percent. In response to these economic shifts, a number of state and federal programs

have been designed to help residents of rural timber-dependent communities broaden their access to employment by creating new opportunities in education. Many programs, such as Running Start and Displaced Workforce Training, have provided tuition assistance packages for rural residents to attend Washington State's 34 community and technical colleges.

Rural students have always faced formidable obstacles to their pursuit of higher education. Many students must deal with such barriers as poor academic performance in high school, limited English-language skills and financial hardships. Others are place- or situation-bound people with jobs, homes and family obligations. A growing percentage of rural students are making mid-career adjustments. Community colleges are playing a critical role in providing affordable local opportunities for high quality education. Seventeen times as many under-

## USDA Forest Service Employment vs Age

### Current Age Distribution



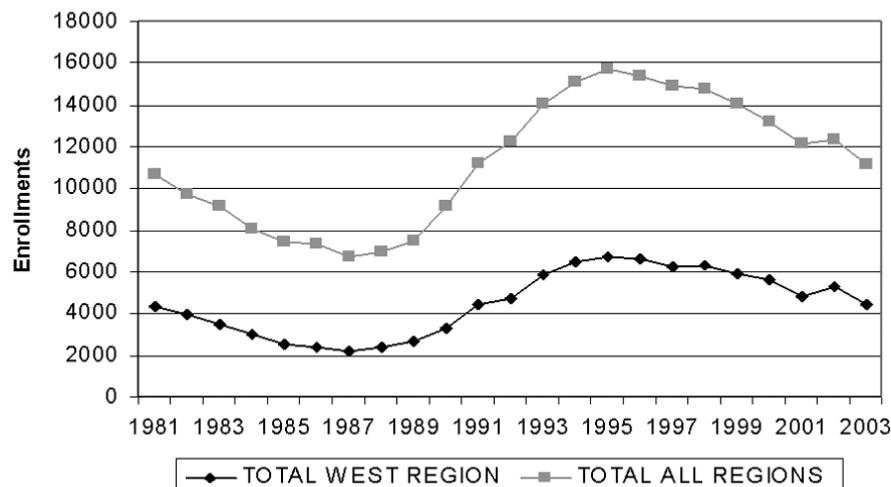
RENEWABLE NATURAL RESOURCES FOUNDATION (2003-4). FEDERAL NATURAL RESOURCES AGENCIES CONFRONT AN AGING WORKFORCE AND CHALLENGES TO THEIR FUTURE ROLES, RENEWABLE RESOURCES JOURNAL, 21(4). [www.rnf.org](http://www.rnf.org)



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graduate students from rural timber-dependent communities are enrolled in community colleges as compared to the University of Washington. This ratio drops to only 3.5 times as many undergraduate students from urban King County enrolled in community colleges as compared to the UW. While enrollments with majors in natural resource sciences have been declining at four-year colleges and universities,

## Undergraduate Enrollment in Natural Resources for the West and for the Nation



COMPILED BY T.L. SHARIK AND K. EARLEY, DEPARTMENT OF ENVIRONMENT AND SOCIETY, COLLEGE OF NATURAL RESOURCES, UTAH STATE UNIVERSITY, MARCH 10, 2004.

surprisingly, a number of community colleges are finding high demand. The response has been creation and expansion of community college resource science programs.

The Washington Board for Community and Technical Colleges has shown that 65 percent of all undergraduates in the state are enrolled in community and technical colleges. A logical connection would seem to be apparent. If more seamless higher education partnerships could be realized between community colleges and university natural resource programs, then increases in transfer enrollments should result. Individuals, communities, colleges, universities, resource management organizations and the broader society would all share benefit.

Opportunities for synergism have not gone unnoticed. Some universities and community colleges are working together to expand partnerships for resource science education.

Community colleges are joining with public universities to develop "two plus two" programs where community college curriculums are designed for perfect fit such that transfer students bring two full years of required credit and are assured swift completion of a four-year degree. In some cases, courses will be taught for university credit on community college campuses or through distance learning offered over the Internet. There is also

discussion that community colleges could possibly get accreditation to offer limited bachelor's degrees. Oregon has appointed a community college president to the Board of Higher Education. Washington would be wise to do the same.

**The good news is that opportunities are increasing for rewarding careers in resource science professions.**

Stewardship of America's forests for a future that ensures sustainable ecosystems and reliable flows of products will

require educated professionals capable of addressing complex resource management challenges. Such professionals are needed nationwide and especially in rural forested areas. Rural residents with historic ties to the land and resource industries are likely candidates if opportunities for higher education can be expanded. Community colleges can play an increasingly important role, but universities must be cautioned that emerging resource science partnerships for higher education should not be compromised by rapidly changing admissions policies responding to over-enrollment pressures in other areas of study. A strong public commitment to innovative educational deliveries that create greater flexibilities and broader access at less cost will increase student enrollments in natural resource science programs. The health of our forests depends on it. ♦

*Larry Mason is the project coordinator for the Rural Technology Initiative (RTI), a science and technology transfer program at the College of Forest Resources at the University of Washington and the Department of Natural Resource Sciences at Washington State University that is funded through the USDA Forest Service. He can be reached at 206-543-0827 or larrym@u.washington.edu, or visit RTI's website at www.ruraltech.org.*



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## **SAF-Recognized Technical Forestry Education Programs**

The Society of American Foresters grants recognition only to educational programs leading to a two-year associate degree in forest technology or the equivalent. The institutions named below have requested SAF recognition and have certified that they offer programs that meet or exceed SAF minimum standards relating to objectives, curriculum, faculty, students, administration, parent-institution support, and physical resources and facilities. SAF-recognized curricula are periodically reviewed and are required to submit documentation showing compliance with minimum standards. SAF recognition is not the equivalent of accreditation of professional forestry programs.

The first year shown in each entry indicates the year initial recognition status was granted; the second year indicates the year the last site review was completed; and the third year indicates the year current recognition expires. Not all curricula at these institutions are SAF-recognized. Only those curricula listed below lead to an SAF-approved forest technology degree.

### **Oregon**

Central Oregon Community College, Forestry Technology, Bend, OR 97701, [http://naturalresources.cocc.edu/Programs\\_Classes/Forestry/default.aspx](http://naturalresources.cocc.edu/Programs_Classes/Forestry/default.aspx). Contact: Ron Boldenow. 1987. 1998. 2008. Forest Technology curriculum leading to an AAS.

Mt. Hood Community College, Forest Resources Technology, Gresham, OR 97030. Contact: Joan DeYoung. 2002. 2002. 2012. Natural Resource Technology-Forest Resource Option leading to an AAS.

### **Washington**

Green River Community College, Technology Division, Auburn, WA 98092, <http://www.greenriver.edu>. Contact: Richard Hopkins. 2000. 2000. 2010. Natural Resources (forestry option) curriculum leading to an AAS.

Spokane Community College, Natural Resources Department, Spokane, WA 99207. Contact: Moncia Spicker. 1987. 1996. 2006. Forest Technology curriculum leading to an AAS.

# **The Role of Skills-Based Forest Technology Programs**

BY RON BOLDENOW

Is there still a role for the forest technician and for the community college that trains that technician? My answer is a resounding YES, but with some explanation and clarification. This same question is commonly poised in a different form by potential students who bluntly ask: "Can I get a job if I get your degree?" My answer to the students is: "That depends on you and let me explain why."

In this article I'll explain my answers to the questions above. Much of these answers depends on the definition of the role of a forest technician. Traditionally, a technician applies their skills and knowledge to field data collection, basic data analysis and implementation of management plans. A technician takes a tactical, rather than a strategic approach to resource management. One can use the rough analogy of military rank and duties and compare technicians to non-commissioned officers (sergeants), and foresters to commissioned officers. Experienced and talented technicians are highly valuable, but they have a

different role and are given a different level of authority and responsibility than a forester.

Looking at the strict and somewhat narrow employment classifications given for a "forester" and a "forest and conservation technician," there is just a 39 percent overlap of job duties between these two occupations.\* However, the distinction between a forester and technician is imprecise. Just as sergeants may receive a commission due to talent, experience and additional training, so may a forest technician assume the duties and responsibilities of a forester, and they often do so rather informally.

An educational program to prepare a student for a career as a forest technician must focus on directly applicable knowledge and skills while improving the student's ability to think critically, solve problems and use good judgment. Successful completion of a two-year technical program will generally yield an Associate's degree in Applied Science (AAS) or Science (AS).

The technical degree differs significantly from a baccalaureate forestry degree in that it does not attempt to instill the breadth of knowledge in

\*For a description of these jobs, visit the Oregon Employment Department website links at [www.qualityinfo.org/olmisj/OIC?occ=194093&occtype=SOC&area=01000000&action=full](http://www.qualityinfo.org/olmisj/OIC?occ=194093&occtype=SOC&area=01000000&action=full) [www.qualityinfo.org/olmisj/OIC?occ=191032&occtype=SOC&area=01000000&action=full](http://www.qualityinfo.org/olmisj/OIC?occ=191032&occtype=SOC&area=01000000&action=full)

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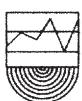
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pure science, social science or humanities. Nor do technical programs in forestry demand depth in economics, policy, management and administration as do baccalaureate forestry programs. However, a technical degree provides greater depth in the hands-on field skills and use of the common tools used in forest management. A student completing a technical degree should be able to adapt easily to employment that is highly dependent on the field skills of forestry.

Both traditional and non-traditional students are well served in forest technician programs. The traditional technical student is thought of as a young, bright, enthusiastic, recent high school graduate with little work experience who is intent on an outdoor career, but is a little unsure of his or her ability and desire to complete a bachelor's degree. This type of student is still common in forest technology programs. The concept of a traditional technical student also extends to those who are enthusiastic and intent on an outdoor career, but need additional training in math and writing before succeeding in college-level classes.

Non-traditional students are older students seeking retraining, greater job satisfaction, supplemental skills or more formal training for jobs they already hold. These students may already possess an associate's or baccalaureate degree, or even multiple degrees, and most often thrive in forest technology programs. Many have multiple seasons of wildland fire suppression or forestry-related field experience. Many have been encouraged by their supervisors to attend a technical program to round out and formalize their experience. Some of these

students excel with their astounding abilities and enviable experience; others have a challenging time due to inappropriate attitudes and need to unlearn the careless application of skills, such as poor pacing techniques.

In all cases, traditional and non-traditional students are well served by the personal nature of forest technology programs at community colleges. The very culture of these programs emphasizes student success through instructors that emphasize teaching, accessibility and the need to remain connected to universities, local agencies and indus-

tries. Bluntly put, community college faculty have the duty, time and expertise to mentor and "do a lot of hand-holding" to allow students to succeed.

Since 1982, the Society of American Foresters began recognizing forest technology programs (baccalaureate forestry and other programs are accredited). To achieve recognition, a program must apply and meet several criteria that include having at least two full-time forestry instructors and providing a minimum of 800 hours of instruction to the students in a variety of specified subjects with at least 530 hours of

## SAF-Accredited Professional Forestry Degree Programs

The Society of American Foresters grants accreditation only to specific educational curricula that lead to a first professional degree in forestry at the bachelor's or master's level. The institutions named below have requested SAF accreditation and offer curricula that have been found to meet minimum standards for objectives, curriculum, faculty, students, administration, parent-institution support, and physical resources and facilities.

The first year shown in each entry indicates the year initial accredited or candidate status was granted; the second year indicates the year the last onsite review was completed; and the third year indicates the year current accreditation expires. Not all forestry curricula at these programs are SAF-accredited. Only those curricula listed below are approved by SAF as leading to the first professional degree in forestry.

The SAF accreditation process is recognized by the Council for Higher Education Accreditation. For further information, contact the Department of Science and Education, Society of American Foresters, 5400 Grosvenor Lane, Bethesda, MD 20814-2198; 301-897-8720 x122 or [cilayp@safnet.org](mailto:cilayp@safnet.org).

### Alaska

University of Alaska, Department of Forest Sciences, Fairbanks, AK 99775, [www.uaf.edu](http://www.uaf.edu). Contact: Barbara Pierson, Student Recruiter Coordinator. 1996. 1996. 2006. Forestry Option leading to a BS.

### Idaho

University of Idaho, Department of Forest Resources, Moscow, ID 83844-1133, [www.cnr.uidaho.edu/forres/](http://www.cnr.uidaho.edu/forres/). Contact: Dr. Jo Ellen Force, Department Head. 1935. 1994. 2005. Forest Resources curriculum with options in Science, Administration and Forest Ecosystem Management, leading to a BS.

### Oregon

Oregon State University, College of Forestry, Corvallis, OR 97331-5704, <http://web.cof.orst.edu>. Contact: Debbie Bird McCubbin, Head Advisor. 1935. 2001. 2011. Forest Engineering, Forest Engineering-Civil Engineering (dual-degree), Forest Management and Forest Recreation Resources curricula leading to a BS; General and Silviculture curricula leading to an MF.

### Washington

University of Washington, College of Forest Resources, Seattle, WA 98195, [www.cfr.washington.edu](http://www.cfr.washington.edu). Contact: Michelle Trudeau, Student Services Manager. 1935. 1995. 2005. Forest Management curriculum leading to a BS.

Washington State University, Department of Natural Resource Sciences, Pullman, WA 99164-6410, <http://www.cahe.wsu.edu>. Contact: Keith A. Blatner, Chair. 1965. 2002. 2012. Forest Management, Forest Business, Forest Wildlife Habitat Management and Directed Studies options within the Forestry curriculum leading to a BS in Natural Resource Sciences.

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In Alaska, Washington, Oregon and Idaho, there are a number of community colleges that offer forestry programs and forestry courses as part of a larger natural resource program. However, there are currently only four community colleges offering SAF recognized programs in these states: Spokane Community College in Spokane, Wash., Green River Community College in Auburn, Wash., Mt. Hood Community College in Gresham, Ore., and Central Oregon Community College in Bend, Ore. In contrast, these four states currently have five universities with SAF accredited professional forestry degree programs (see sidebars). Throughout the country there are about twice as many accredited programs as there are recognized technical programs.

In many cases, a technical degree is a stepping-stone to a baccalaureate in forestry. Many graduates of technical programs transfer to university programs within a few years. Although unusual, students with previous baccalaureate degrees have been accepted directly from technical programs into natural resource graduate programs.

Another advantage of a technical education is that many employers pre-

	Forester	Forest and Conservation Technician
Alaska	4	5
Oregon	37	61
Washington	31	22

**Table 1. Projected annual job openings for 2002 to 2012 as provided by state employment and labor websites (data for Idaho unavailable).**

fer technicians, or foresters with both a technical and a baccalaureate degree, for field positions. These employers realize that individuals who were technical students have high skill levels and usually prefer field work to office work. Employers want personnel that are satisfied in field positions, rather than those who were hoping to move swiftly into management positions.

Current employment statistics for the Pacific Northwest are both encouraging and troubling for beginning technicians and foresters (see Table 1). Again, relying on only strict employment classifications of forester and forest and conservation technician, the good news for technicians is that they are still needed and in greater numbers than foresters, at least in Oregon. The bad news is that many foresters could take the technician positions.

Not all would answer yes to the opening question of this article about the role of a technical degree. I confess that in the past I would not have either. Experience has altered my opinion. There is still a large part of the population that will either not attempt or will not succeed in completing a baccalaureate degree.

In June 2004, Oregon's State Board of Higher Education ([www.oregonetic.org/meetings/Nesbitt.pdf](http://www.oregonetic.org/meetings/Nesbitt.pdf)) present-

ed the following statistics: Of ninth grade students, 69 percent will graduate from high school in four years; 33 percent will enter college upon high school graduation; 23 percent will be enrolled in a second year of college; and 15 percent will obtain either an associate's degree within three years or a bachelor's degree in six years.

I believe that many of those who attempted college, but did not obtain a degree, and many that did not even attempt college, would be well served in a community college setting and that community college technical programs provide egalitarian access to higher education.

To follow up on my answer to the student: Your chance at a job will be reasonable, but the job market will be competitive; you will likely need to relocate to obtain a job; you will likely need to work temporary, seasonal positions until finding a permanent, year-round position; you may choose to continue your education or you may find you do not like forestry and change career paths; regardless of your eventual choices, acquiring high grades, experience and a professional demeanor will increase your options for a job or future studies. I would then assure the potential student that if they are reasonably prepared and willing to work, my colleagues and I will do our best to assure they thrive in our program and assist them in finding them employment.

Do I think there is a role for forest technology programs at community colleges? You bet! ♦

*Ron Boldenow teaches at Central Oregon Community College in Bend. He can be reached at 541-383-7754 or [rboldenow@cocc.edu](mailto:rboldenow@cocc.edu).*



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# MHCC Hosts Central American Students

BY STEVE WILENT

**M**t. Hood Community College (MHCC), which offers associate's degrees in Forestry Technology and Integrated Natural Resources Technology, has gained an international reputation. In addition to U.S. students, the Gresham, Ore., college has since 1998 played host to natural resources students from eight Central American nations: the Dominican Republic, El Salvador, Guatemala, Honduras, Jamaica, Mexico, Nicaragua and Panama.

The students come to MHCC through the Cooperative Association of States for Scholarship (CASS) program, which is sponsored by the U.S. Agency for International Development (USAID) and managed by the Center for Intercultural Education and Development (CIED) at Georgetown University in Washington, D.C.

CASS students attend community colleges or other U.S. schools to earn degrees or certificates in agriculture, business, education, health, technology or other subjects. MHCC's focus on natural resources is unique in the CASS program.

"Our CASS students learn that you have to approach natural resource management from an interdisciplinary perspective. It's not enough to know about just the trees—you have to understand soils, watersheds, wildlife and community needs," said Kate Holleran, head of MHCC's Natural Resources Technology Program.

The students take the same courses offered to U.S. students, such as forest measurements, aerial photo interpretation, GPS and GIS, and fish and wildlife management technologies. Some CASS students go on to earn higher degrees in forestry and natural resources at universities in their home countries. Many eventually seek work with non-governmental organizations, while some work for their governments' natural resources agencies.

"This is an opportunity for us to study natural resources and another culture. My country has many natu-

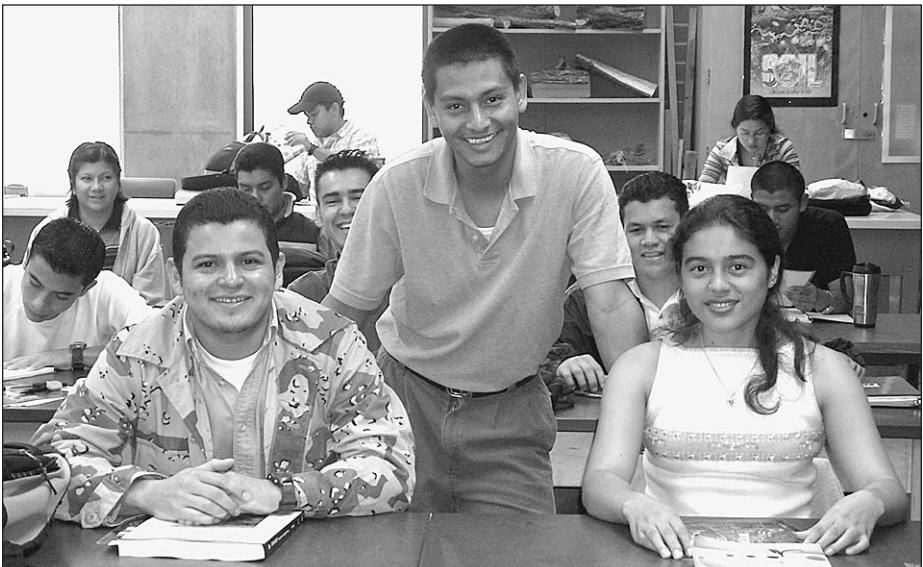


PHOTO COURTESY OF BRENDA FANOR JOSE II

**CASS students at Mt. Hood Community College (left to right): Fanor Cerna, Nicaragua; José Vasquez, El Salvador; and Brenda Gabarrete, Honduras.**

ral resources. My goal is to learn how to manage them," said Brenda Gabarrete, of San Marcos, Honduras. "My country needs people who have these skills and this knowledge."

"We need to improve the methods for managing our natural resources. My goal is to work with the local people to manage the resources in their area," said Fanor Cerna, who is from Santa Maria, Nicaragua. "This is a wonderful opportunity to share our knowledge with all of our people."

The typical CASS scholar is 17 to 23 years old, has completed a high school education, has earned above-average grades and has demonstrated leadership abilities. Once they arrive in the United States, the students take several months of intensive English-language classes. Each lives with a host family for the first nine to 12 months to help them learn English and to experience U.S. customs and traditions. They then live on their own, usually in apartments near MHCC.

"It was very difficult at first. I missed my family. But when the people here opened their hearts and their homes to us, then we felt at home," said Cerna.

Holleran says the CASS students acquire much more than a set of technical skills.

"What they take away from the pro-

gram are leadership skills and increased global awareness," said Holleran. "They also take away English language and computer skills, and those skills open doors to them when they go back to their countries and look for jobs."

Gabarrete says she and her fellow students are eager to work with U.S. companies or agencies.

"We have to know how to work in the field—how to apply the knowledge in the field," said Gabarrete. "We hope people working in natural resources in the United States will give us the opportunity to work with them, so we can learn more about natural resources."

"This is a unique opportunity," said José Vasquez, of Tecapán, El Salvador. "We are learning many things. I also have met many wonderful people and visited places I never thought I would see."

"This is not the end," said Vasquez. "For us, it is the beginning." ♦

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*Steve Wilent, an SAF member, teaches forestry at Mount Hood Community College. He can be reached at [sweeny@earthlink.net](mailto:sweeny@earthlink.net).*

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# Forestry Science and Education

BY ROBIN ROSE

**S**ome of the empirical evidence I've been mentally collecting over the past decade has started to concern me considerably. It pretty much came to a head recently when I started to go through transcripts of applicants for two jobs I am currently advertising. Over and over I kept finding myself asking the question: Where is the forestry degree, the courses related to forestry and the forestry experience?

Within my department at Oregon State we have seen a tremendous proliferation of forest ecology majors at the graduate level. When the applications come in to enter these graduate programs I seem to see more and more environmental science, biology and sociology majors, and others whose programs of study were ancillary to forestry or below the radar screen.

With grade inflation now rampant, the GPAs are often way off the chart, so it is now near impossible to determine who actually knows what. It must be true elsewhere as well, but it seems like non-forestry majors can waltz right into our forestry programs, take

advanced courses in forest ecology and get As. I'm still baffled as to how this works, but it is clear it happens all of the time. In the end, it matters not if they are "accredited" graduates or not. The mere act of graduating from an accredited forestry school within some program appears to brush off onto non-accredited students. This is reputation by association.

So, when I started to look at all these job applicants I found that I had to dig deep into the transcripts since so few were foresters. The criteria for the positions were carefully laid out so it was very clear to one and all what was expected. It was not hard for some to suggest they could do a job that required some plant identification with no evidence they actually knew any plants. One position called for knowledge of statistics, yet some applicants had only one course in the subject.

Without betraying any confidences, one person came in to chat before applying. During that interview I tried hard to find someway that this BS biology major with an MS from another forestry department might fit into one of the positions. I kept asking probing questions about the MS program and got this: one course in stats, had not actually run the instrumentation that collected the thesis data, did not set up the project to begin with, and admitted all too much of it had been mediated by other people. It was a sad interview because there was this harsh awakening by this person to the fact that their MS program had left out so much in terms of course work and experience. They chose not to apply.

This leads me to suggest some positive steps that need to be taken in forestry education in the Pacific Northwest. The goal is to re-establish the singular value and high importance of forestry degrees.

(1) We need to have the SAF define for the profession a fair, but rigorous list of prerequisites for non-forestry majors seeking advanced degrees in our forestry schools.

(2) The SAF needs to "tag" those schools that meet such requirements as "top tier" or some other distinction

to lend importance.

(3) Those forestry schools that still exist need to prepare undergraduate forestry majors for graduate school in forestry as well as other disciplines.

(4) There needs to be a systemic movement away from the view that a BS forestry degree is a "technician" degree.

(5) The proliferation of MS degrees from forestry schools with little of the substance of a forestry background needs to be addressed head-on by the SAF.

(6) If accreditation symbolizes credibility, then any forestry school graduating more non-accredited students than accredited should have its ranking questioned at the national level.

When I look across campus and at other programs in other universities I see the successful programs standing their ground on standards. It would be unimaginable for an MS applicant in computer engineering to show up with a degree in politics, as seems to be a bit of a trend in forestry. Not too many years ago I actually heard of a person who couldn't get into a graduate botany program so they 'ran' over to forestry! We as a Society of American Foresters keep wringing our hands about membership and losses in forestry programs, yet we continue as a group to permit this "slip sliding away." I have witnessed first-hand incidents where forestry undergrads have been miffed at the fact that some forestry graduate students do not know some of the basic terms in forestry.

A lot of undergraduates have passed through my course over the past 12 years. Some of them were just exceptional, yet they were not prepared for graduate training or psychologically motivated to handle it. We are losing ground to "natural resource" and "conservation biology" programs that come off as more fashionable when greater attention to detail would make our forestry programs highly attractive. We do not play up what our undergraduates know, the depth of their background and the "pounding" they take to graduate. We have created a bypass system through which non-forestry majors now dominate some of our graduate programs. Many of this

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—see page 17 for more details—

country's biology programs were long intended as pre-med programs, yet this somehow prepares them for graduate degrees within accredited forestry? If it is that easy, then what is the point of accreditation?

In the same way that medical schools require human anatomy and chemistry prior to specialization, students from other majors coming into forestry should be required to obtain at least 24-30 credit hours in undergraduate forestry basics. Just because they may be going into gene splicing, tissue culture or forest atmospherics should not absolve them from having to take courses that teach silviculture, forest soils, forest ecology, mensuration, dendrology and more. Foreign physicians cannot get licensed in the United States without following a full regimen of courses, residency and tests. Somehow the SAF has completely overlooked the fact that our forestry schools are losing students because the other programs provide a quick "pass" to graduate school without all of the hassles associated with the undergraduate forestry program.

It deeply concerns me that our undergraduate forestry majors are not showing up in graduate school—something is really amiss here! There is time to fix the system. But, we'd better not wait too much longer. ♦

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*Robin Rose is an associate professor at the College of Forestry, Oregon State University, in Corvallis. He can be reached at 541-737-6580 or [robin.rose@oregonstate.edu](mailto:robin.rose@oregonstate.edu).*

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## SuperACE 2004 Released

Atterbury Consultants, Inc. has released the latest version of their timber cruise program, SuperACE 2004. The new software release works in Windows XP as well as Windows 98, NT and Windows 2000. Information on the software is available at [www.atterbury.com](http://www.atterbury.com) or you may call Jon Aschenbach at 503-646-5393. ♦

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# **Talk About Trees: Building Knowledge About Forests**

## **Teachers give forestry education program high grades**

BY NORIE DIMEO-EDIGER

In Oregon, more than 28 million acres—about 45 percent of the state—are classified as forestland, resulting in a landscape so full of trees that, ironically, many children barely notice. Kids are more likely to comment on cows and horses in a pasture as they pass through the countryside.

But *Talk About Trees* (TAT), a statewide forestry education program offered free to classroom teachers, is laying the foundation for the children of Oregon to be knowledgeable and curious about their forests. The program's goals are to encourage awareness and appreciation for the contributions of trees and forests to our quality of life in Oregon and to enhance understanding about how forests are managed to provide environmental values as well as renewable wood products.

*Talk About Trees* is an in-class

forestry education program for pre-kindergarten through eighth-grade students. Trained facilitators, typically former teachers or forest resources professionals, offer the programs in time periods ranging from 30 to 90 minutes, depending on the grade level of the students. Topics include tree identification, life cycle of trees, photosynthesis/tree growth, forest health, trees as a renewable resource, forests as habitat for animals and forestry careers. Programs include a wide range of hands-on activities appropriate to the various grade levels.

Begun by a California classroom teacher in 1979, TAT came to Oregon in 1991 under the auspices of Oregon Women in Timber (OWIT) and is sponsored by the Oregon Forest Resources Institute. The program has since taught more than a million students, including some 172,000 last year alone, about Oregon's abundant forest resources.

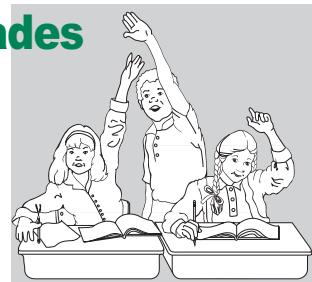
Recent third-party evaluations of

*Talk About Trees* by the Teaching Research Division of Western

Oregon University analyzed satisfaction data collected from some 1,500 teachers between 2001 and 2003. The evaluators then examined teacher satisfaction and student retention of materials for the 2003-2004 school year. Findings on teacher satisfaction in the latter evaluations were "entirely consistent with the 2001-2003 satisfaction ratings," the evaluation concluded.

Most teachers described TAT materials as "very good" or "excellent" and said they would continue to use them for teaching about forests and trees, with 95 percent saying the content and activities aligned well with their curriculum goals.

While most teachers include TAT in their science curriculum when teach-



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The Oregon Legislature created the Oregon Forest Resources Institute to improve understanding of forestry and to encourage sound forest management.

ing about trees, plants, ecosystems and forestry, others included the program as part of their social studies, mathematics, reading or art curricula. "This is one of the best classroom presentations we have ever experienced," another teacher noted. "My students were totally engaged, and they learned so much about trees in one relatively short session. I'm looking forward to having this program every year in preparation for our Forest Field Day activities!"

The evaluators also tested student learning, both through student assessment and teacher judgments. The student assessment showed about an 80 percent rate of retention, while more than 90 percent of the teachers responded strongly that the students retained the major concepts from TAT over time. "Students return later and discuss how they remember the activities from this unit," one teacher wrote.

Teachers also gave high marks on the degree to which TAT presentations, materials and activities were objective and balanced. The Western Oregon University evaluation report noted that among the 1,500 teachers completing satisfaction evaluations, only two indicated a perception of bias. The report quoted one teacher as saying, "Trees are a renewable resource. We need to keep a balance between growing and harvesting. Trees are necessary for life."

The evaluation concluded that students are not the only ones positively impacted by *Talk About Trees*. Said one teacher, "I feel inspired to make my lessons as engaging, productive and tactile as those in the TAT program." Said another, "I now include jobs related to (forestry) in my unit on occupations. Living in Oregon, we have many jobs related to trees." ♦

Norie Dimeo-Ediger is K-12 Program coordinator for the Oregon Forest Resources Institute in Portland, Ore. She can be reached at 503-229-6718 x29 or [dimeo-ediger@ofri.com](mailto:dimeo-ediger@ofri.com). The Oregon Legislature created OFRI in 1991 to provide education about forests and forestry in Oregon and to encourage sound forest management through landowner training programs.

## Online Class Brings Forestry Education to Students Statewide

BY LESLIE LEHMANN

**H**igh school students around Oregon will have the opportunity for a unique learning experience in natural resources beginning this winter when Oregon State University and Oregon Forest Resources Institute (OFRI) offer a full-semester online life science course, *Forestry and Wildlife of Oregon*.

An exciting aspect of the course is that students will be able to interact with each other online to discuss forestry and wildlife topics and how they relate to their community. Students from areas as diverse as Cave Junction and inner city Portland can exchange questions and observations through the online program.

Students will get first-hand reports on how forests and wildlife differ from one region of the state to another.

OSU and OFRI piloted the program in a half-semester session last spring and received enthusiastic teacher endorsement for moving forward with a full-semester credited high school course starting in January.

Topics in the pilot course corresponded with the annual Envirothon, a national high school competition designed to educate and test students on the importance of natural resources.

In central Oregon, a class of students from a school for at-risk youth signed up for the pilot online class last spring as part of preparing for the Envirothon. Students in the class then went on to finish second in the state competition. "Preparation for the Envirothon brings relevancy to the curriculum and opportunities for career-related experiences in the real world," their teacher wrote, adding that the online course helped students' technology competency. "Students are successful when they understand what is expected and are invested in the process of learning."

The online course will look at the ecology of Oregon's forests, investigating different forest types and age classes and their association with various wildlife species. The course will examine the role forest management plays in maintaining a healthy, diverse wildlife community. Other topics include forest mapping and measurements, soils, fish and wildlife, and watershed systems. Students also will have an opportunity to explore current issues such as fire and forest fragmentation.

The course is designed to enhance existing natural resource science programs in high schools as well as to provide new opportunity for students in high schools without natural resource courses in their science curriculum.

Norie Dimeo-Ediger, OFRI's K-12 program coordinator and a licensed biology teacher, will teach the course, bringing her education background and biology expertise to the program. Providing teaching support will be Julie Woodward, OFRI's education specialist, who has a background in private and public forestry and a forest management degree from OSU. She manages the OFRI-sponsored Rediscovery Forest at The Oregon Garden in Silverton, where the 2005 Envirothon competition will be held in May.

Students will receive free class materials published by OFRI, OSU and other partners, and OFRI is providing the class instructors at no cost to the program. A \$150 tuition fee covers course production and OSU Extended Campus costs plus student access to technical support and other resources and services. ♦

Leslie Lehmann is executive director, Oregon Forest Resources Institute, in Portland, Ore. She can be reached at 503-229-6718 x23 or [lehmann@ofri.com](mailto:lehmann@ofri.com).



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# Globalization

(CONTINUED FROM PAGE 3)

based wealth from federal forestlands to support the stewardship investments needed to restore their resilience and productivity.

• We need to educate a diverse forest sector workforce that constantly innovates and we need to make continual investments in new knowledge and technologies to help forestland managers and forest products businesses make investment choices that will keep their lands and businesses healthy, profitable and globally competitive.

All of these require mutually supportive healthy, productive forestlands and a thriving forest sector in this nation. And both require first-rank university forest resources programs to deliver their products. Here's my view of what the nation's university forest resources programs can and must do to help sustain a globally competitive forest sector and healthy, productive forestlands.

## Education

• Continue to offer the best undergraduate forestry and forest products degrees in the world, programs that produce globally savvy, adaptable, work-ready professionals.

• Focus our academic resources to provide affordable access to higher education and increase success rates for those who choose our programs—resources such as scholarships, fellowships, advising, course scheduling, internships and mentoring.

- Refine degree programs to improve the business and communication skills of our graduates. This includes financial management, marketing and information management.

- Create new degree programs to better serve companies that grow the wood and create the wood products that keep America's forest sector competitive.

## Research and Outreach

Every forestry academic program has its unique research and outreach strengths. For example, here are five initiatives underway at Oregon State University with public and private sector partners; each targets a different part of the forest sector. They augment ongoing programs at our university such as research cooperatives and long-term ecological research.

1. Plantation Productivity and Land Value Enhancement to explore what is possible through integrated application of best available technologies from genetic selection all the way through harvesting and sorting combined with financial analysis of returns on investment. We will also explore opportunities to augment financial returns from wood production with returns from non-wood values such as carbon credits, if those markets become more reality than dreams.

2. Water, Fish and Wildlife Responses to Contemporary Forest Practices so future modifications to state or federal aquatic conservation strategies have a solid empirical, rather than theoretical, scientific base. Hinkle Creek is Oregon's first paired

watershed study in 30 years.

3. Education, Research and Outreach on Forest Health and Risk Management where overstocked forests create public liabilities from drought stress, insects and diseases, and uncharacteristic fires. This has potentially huge impacts on federal forests.

4. Wood Products Innovation and Innovation Management to educate future entrepreneurs and managers of innovation, and to create new knowledge and technologies about product advancements and marketing.

5. Outdoor Recreation and Tourism Leadership to capitalize on the values to landowners and citizens of having diverse, healthy recreational programs on forests and other outdoor settings.

## Diversity

All university forest resources programs are working hard to diversify faculty and student body, knowing that we must better serve diverse communities and diverse clients. Faculty hires, inner city youth programs and targeted recruitment of underrepresented populations into our student bodies are parts of these efforts.

## Fundraising

Finally, even public universities now need to raise money for scholarships, fellowships, focused programs and faculty chairs. Many of us have seen state support for undergraduate education go from the 60 percent-of-cost range to the 20-30 percent-of-cost range.

## A Vision from Academia?

Deans and directors of America's university forest resources programs are all rethinking their programs to ensure a healthy future for the nation's forests and forest enterprises. We are in the early stages of discussions that will lead to better alignment of our programs with our vision for America's forests. Our thinking and terminology will certainly change as we engage others in developing visions for our programs and the forest sector they serve. To date we are talking about forests that:

- Sustain and enrich human well being through diverse values, uses, products and services;
- Are managed and conserved to

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reflect changing needs based on ever-improving science and technologies; and

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This last aspiration requires some social or community capacity work. Too many of our nation's forests have become battlegrounds for ideological wars. We need to see if Americans can rebuild a shared commitment to meet diverse needs from forests, restore respect for different values, empower stewardship by people who live on and with the land, and reposition agencies as facilitators of production and conservation.

To achieve our vision, as we currently see it, we believe our products—graduates, science-based knowledge, man-

agement technologies and public service—must yield the following outcomes:

- Globally competitive forest resources workforce;
- Stronger science base for all sustainable forestry systems, from wilderness and parks to wood production forests and multi-resource forests;
- Increased environmental performance of all forests;
- Increased domestic self-sufficiency in forest resources;
- More knowledgeable citizenry;
- Prudent state and federal policies; and
- Diverse, productive, resilient American forests.

And what about the kind of people we must educate and train to deliver these outcomes?

- Diverse workforce with core forestry skills and strong professional ethic;
- Ability to handle complex, dynamic problems in teams;
- Adaptive to changing knowledge, technologies, values and demands; and
- Bold, prudent risk takers willing to lead.

If America's university forest resources programs do not deliver what America's forest sector needs to stay globally competitive, then America's broadly defined forest sector will decline in productivity, diversity and resilience with high future costs to American's quality of life.

Degraded forests, weakened economies and increased dependence on foreign wood are just some of the consequences of loss of focus. Since our children and grandchildren deserve a better future than we inherited, the nation's university forest resources programs aim to deliver the graduates, research and public service that will enable our forest sector to provide that better future. And we look forward to engaging all interested citizens in a dialogue about our vision for America's forests and forest sector. ♦

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*Hal Salwasser is dean, College of Forestry, Oregon State University, Corvallis. He can be reached at 541-737-1585 or hal.salwasser@oregonstate.edu.*

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# SAF Council Report: One Forest Under Two Flags

BY DARREL L. KENOPS

**O**ne thousand five-hundred North American foresters and natural resources professionals recently met in Edmonton, Alberta, Canada, to learn, collaborate, recognize forestry leaders and students, and to discuss current and future ventures in forest policy, research, education and practice.

Over 280 students from 50 North American colleges and universities added important insights, intellect, optimism and energy to the proceedings and events. Numerous Pacific Northwest SAF leaders and members attended and were active in conference events.

Participants were welcomed warm-



ly by Alberta's elected leaders and our Canadian colleagues. From joint SAF/CIF National Council meetings, to informal evening socials, to a lunch with forestry leaders and breakfast with SAF's Diversity Committee's Student Ambassadors, employers and forestry school deans, SAF members tapped into a well spring of ideas and energy that can propel forestry and SAF/CIF into the 21st Century.

Some highlights of the meeting include:

- Initiation of a joint discussion with our Canadian colleagues on declining forestry enrollments. Both Canada and the United States rely heavily on the management, protection and use of forests to provide major economic, social and environmental benefits. Ultimately this issue is of concern to the profession because of the potential implications on the sustainability of forest resources.

- Oregon's own George Ice spoke about the top five environmental issues for North American forests. They are: biological pollution from introduced species; forest health and its influence on fire; polarized land management objectives resulting in paralyzing decision making; unintended consequences of policies and regulations; and declining support for monitoring and research on the forestry environment.

- A view from a Canadian colleague, Bob Fessenden, Deputy Minister, Alberta Sustainable Resources Development, who saw his presentation interrupted with a protest. He outlined significant challenges, including political aggression, globalization and climate change, governance and regulation needing integrated approaches, public values, dialogues and interests of the unorganized public, and forestry research and technology frameworks for collaboration. He saw the need to be much more innovative in tackling these significant challenges.

- Poster, general and technical conferences and field sessions provided excellent opportunities for SAF/CIF members to check into innovations in forest practices, technology, policy and education. Diverse views were

offered and listened to, and the learning process was enhanced by those engaged in these events. When you see conference proceedings, you'll be impressed with the breadth and depth of North American forestry thinking and practice.

SAF's National Council met and adopted a new SAF position on Road Management. Our active SAF Committee on Forest Policy has given Council a "heads up" on the following policy topics to be decided at our December 2004 Council meeting in Portland, Oregon: State programs to credential foresters, biomass utilization, pilot projects for evaluating innovative federal land management strategies, use of silviculture to achieve forest management goals on public lands, and loss of forestland.

SAF EVP/CEO Michael Goergen Jr. announced the soon-to-be released 2003 annual report, which is useful in benchmarking SAF efforts. He provided his view of SAF, its membership decline challenges in light of increasing demands for forestry professionals, and SAF engagement and viewpoint in important forestry and natural resource topics in 2005.

Incoming President John Helms, speaking on behalf of SAF President John Bueter who was not able to participate, spoke in concert with CIF President Richard McNaughton to the spirit of collaboration and that this conference helps to set a "strong foundation of cooperation between foresters in the United States and Canada which is crucial for addressing the challenges facing forestry in the 21st Century."

I encourage SAF members to make plans for our 2005 Ft. Worth, Texas-based SAF National Convention: Texas Roundup: Driving Changes in Forestry, October 19-23. ♦

*Darrel L. Kenops is District II Council representative, covering Oregon. He can be reached at 541-741-3466 or dkenops@comcast.net. Reach District I Council Representative Ann Forest Burns at 206-522-5942 or aforest-burns@msn.com.*

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## Call for Papers

### Annual SAF Tri-Society Meeting 2005 April 13-15, 2005 Lewiston, Idaho

**P**lanning for the 2005 SAF Tri-Society annual meeting is well underway. The convention theme, *Corps of Discovery: Foresters Walking in the Footsteps of Lewis and Clark*, will highlight three theme areas: forest history, applying fire ecology, and managing for healthy forests.

Participants are invited to submit proposals for paper presentations on these theme subject areas and sub-themes listed below. Organizers encourage presentations on a variety of related topics and perspectives. A poster session will also be available on these subject themes and other research focused on Lewis and Clark Bicentennial activities.

#### Forest History: Lewis and Clark to Present Conditions

- Historical perspectives of American forests

- Past and present forest conditions
- Changes in forest management practices
- Native cultural contributions to forestry

#### Applying Fire Ecology to Northwest Forests

- History of fire in the region
- Use of fire as a management tool
- Community fire hazard reduction
- Tools for fire risk assessment and reduction

#### Managing for Healthy Forests

- Healthy Forest Restoration Act: Case studies and implementation
- Forest policy and regulation
- Healthy forest issues
- Density management for insect, disease and fire risk reduction.

#### The deadline for papers is December 15

Please send proposed title of paper and final abstract (200-word limit), by December 15, 2004, to: Bob Deal, USDA PNW Research Station, at rdeal@fs.fed.us; phone 503-808-2015; fax 503-808-2020.

#### The deadline for posters is February 15, 2005

Please send poster title and abstract (200-word limit) by February 15, 2005, to: Jo Ellen Force, Department of Forest Resources, University of Idaho,

at joellen@uidaho.edu; phone 208-885-7311; fax 208-885-6226. ♦

*Send announcements for Call for Papers to the editor at rasor@safnwo.org or fax 503-226-2515.*

## Family Foresters Workshop Slated for January 21

Family forests (also known as non-industrial private forestlands) are vital to the economy and quality of life in the Inland Northwest. Unique skills are required of foresters and other natural resource professionals who help family forest owners manage their property. The 13th Annual Family Foresters Workshop is designed to strengthen the skills of consulting foresters, state-employed service foresters and other natural resource professionals who work with family forest owners. It serves as a forum to provide updates on emerging technology and knowledge applicable to family forestry.

The program will be held at the Coeur d'Alene Resort in Coeur d'Alene, Idaho, on Friday, January 21, 2005. Topics to be covered include: Ecotourism on family forests; practical tools and techniques; forestland security for family forests; larch silviculture; the new user interface for the Landscape Management System (LMS); forest roadside seeding and other wildlife plantings; update on federal family forest cost-share programs, exploding whitetail deer populations; and the annual Inland Northwest family forests economics/policy update.

Registration forms are available at local University of Idaho and Washington State University Extension Offices. Cost is \$65 or \$75 after January 14. For questions on the program, contact: Chris Schnepf at 208-446-1680 or Peter Griessmann at 509-684-2588. ♦



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*S. Oregon/N. California*

# OSAF/WSSAF Annual Leadership Conference

January 14 and 15, 2005 – Hood River Inn • Hood River, Oregon

The New Year will once again find the elected and appointed leadership of the Oregon and Washington State Societies gathering to share ideas and prepare for the responsibilities of carrying out their SAF roles during the coming year. All Chapter Chairs and Chair-elects, as well as other interested chapter officers, are encouraged to join the members of both State Executive Committees for this opportunity to learn about the workings of the SAF organization, determine objectives and strategies for the coming year, and discuss how to make SAF a more effective organization—at every level. And even more important, this is your chance to meet other enthusiastic and successful SAF leaders, steal their good ideas and have some fun as well!

## DRAFT PROGRAM

### FRIDAY, JANUARY 14

- NW Office Committee Meeting—time TBA
- OFRI Speakers Bureau Training (optional—10:00 am-12:00 noon)
- Group lunch
- Welcome, Introductions, Objectives
- Joint session, OSAF/WSSAF
- Concurrent Exec-Com. Meetings
- No-Host Social and Banquet
- Down Time! Take a short walk to the Full Sail Brewery to sample their microbrews or Night Ski at Mt. Hood; hosted icebreaker and social

### SATURDAY, JANUARY 15

- Breakfast
- SAF Jeopardy Challenge
- SAF's Organizational Effectiveness
- Forestry Leadership Forum
- Membership Challenges
- National SAF Council Overview
- Lunch
- SAF Officer Training

## LODGING

A block of rooms at the Hood River Inn have been reserved at a special rate of \$69.00 plus tax, single or double, for those attending the conference. For reservations, call 1-800-828-7873. A special \$49.00 weekend rate is available for those interested in staying over for skiing, windsurfing (in January?!?) or other local attractions. All major credit cards are accepted. The Hood River Inn is located a short hour east of Portland. Take Exit #64 off I-84.

## REGISTRATION INFORMATION

The Leadership Conference registration fee is \$90.00 (\$100.00 after January 6, 2005), which covers four meals and all materials. Spouses or guests wishing to join the meals should register on-site.

Please return your completed registration form and a check made payable to *Oregon SAF* to:

SAF Leadership Conference  
Northwest Office  
4033 SW Canyon Rd.  
Portland, OR 97221

### Registration Form – 2005 SAF Leadership Conference

January 14 & 15, 2005 • Hood River Inn • Hood River, Oregon

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City/State/ZIP

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# Calendar of Events

## UNIVERSITY-SPONSORED EVENTS

### **Course**

- Fundamental Training and Applications of the LMS Workshop  
 Second Sudden Oak Death Science Symposium  
 Relationships between Forestry, Deer and Elk in Western Oregon  
 13th Annual Family Foresters Workshop  
 Forest Products Management Development  
 Red Alder: A State of Knowledge  
 Variable Probability Sampling 57th Workshop  
 5th International Conference on Forest Vegetation  
 Western Forest Genetics Association and Northwest Seed  
 Orchard Managers Association Annual Meeting

<b>Dates</b>	<b>Sponsor</b>	<b>Location</b>
Dec. 8-10	UW/WSU	Mt. Vernon, WA
Jan. 18-21	UC Berkeley	Monterey, CA
Jan. 19	OSU	Corvallis, OR
Jan. 21	UI/WSU	Coeur d'Alene, ID
Feb. 27-Mar. 2	OSU	Corvallis, OR
March 23-25	UW	Seattle, WA
Apr. 11-15	OSU	Corvallis, OR
June 20-24	OSU	Corvallis, OR
July 19-21	OSU	Corvallis, OR

## OTHER EVENTS

**Native Plants**, December 15-16, Eugene, OR. Contact: WFCA.

**Basic Road Design**, January 11-14, Corvallis, OR, and April 18-21, Redding, CA. Contact: Forest Engineering.

**Joint OSAF/WSSAF Leadership Conference**, January 14-15, 2005, Hood River Inn, Hood River, OR. Contact: Sue Bowers at 541-895-5549 or sbowers@epud.net. See registration information on page 18.

**Fuel Reduction**, January 19-20, Corvallis, OR. Contact: Forest Engineering.

**Harvest Planning**, January 24, Corvallis, OR. Contact: Forest Engineering.

**Skyline Payloads**, January 25, Corvallis, OR. Contact: Forest Engineering.

**Multi-span Systems**, January 26, Corvallis, OR. Contact: Forest Engineering.

**Guying & Anchoring**, January 27, Corvallis, OR. Contact: Forest Engineering.

**Cost Control**, January 28, Corvallis, OR. Contact: Forest Engineering.

**LoggerPC V4 Workshop**, February 1-2, Albany, OR. Contact: Forest Engineering.

**Cable Logging**, February 21-24, Corvallis, OR; March 8-11, Chilliwack,

B.C.; and April 4-7, Duncan, B.C. Contact: Forest Engineering.

**Forestry Contracts: Building the Best Legal and Business Relationships, and Access, Easements, and Rights-of-Way and Timber Trespass**, February 22-23, Medford, OR. Contact: WFCA.

**Unit Planning & Layout Workshop**, February 28-March 3, Corvallis, OR. Contact: Forest Engineering.

**Density Management**, sponsored by the Umpqua SAF Chapter, March 16, Canyonville, OR. Contact: Eric Geyer at 541-679-2524 or ericg@rfpc.com.

**Tree School**, March 19, Clackamas Community College, Oregon City, OR.

Contact: OSU Extension Service, Clackamas County, at 503-655-8631.

**Brazil Forestry Study Tour: Working Conference on Pine and Hardwood Plantations and Forest Products Manufacturing in Southern Brazil**, April 3-10, Curitiba, Brazil. Contact: Mark Willhite at bwillhite@juno.com or www.worldforestinvestment.com.

**Inland Empire, Oregon and Washington State SAF Tri-state Annual Meeting**, April 13-15, Lewiston, Idaho. Contact: Terry Shaw at 208-885-7452 or tshaw@uidaho.edu.

**Tree School East**, April 24, La Grande, OR. Contact: Union County OSU Extension Office at 541-963-1010.

## Contact Information

**Forest Engineering Inc.**: 620 SW 4th Street, Corvallis, OR 97333; 541-754-7558; office@forestengineer.com; www.forestengineer.com.

**OSU**: OSU College of Forestry Outreach Education Office, Peavy Hall 202, Corvallis, OR 97331-5707; 541-737-2329; http://outreach.cof.orst.edu/.

**WFCA**: Western Forestry & Conservation Association, 4033 SW Canyon Rd., Portland, OR 97221, 503-226-4562; richard@westernforestry.org; www.westernforestry.org.

**UC Berkeley**: 145 Mulford Hall, MC #3114, Berkeley, CA 94720-3114; 510-642-0095; rippee@nature.berkeley.edu.

**UW/WSU**: Rural Technology Initiative, University of Washington, Box 352100 Seattle, WA 98195; 206-543-0827; www.ruraltech.org/training/.

**UW**: Bob Edmonds, College of Forest Resources, Box 352100, University of Washington, Seattle, WA 98195; 206-685-0953; bob@u.washington.edu; www.cfr.washington.edu/events.

**UI/WSU**: Forestry Extension, University of Idaho, UI Kootenai County Extension Office, 1000 West Hubbard, Suite 140, Coeur d'Alene, ID83814; 208-446-1680; cschnepp@uidaho.edu; www.cnr.uidaho.edu/extforest.

**Send calendar items to the editor, Western Forester, 4033 SW Canyon Rd., Portland, OR 97221; fax 503-226-2515; rasor@safnw.org. The deadline for the January/February 2005 issue is December 6, 2004.**



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# WSSAF Establishes Educational Foundation

BY DAVE YATES

The WSSAF Executive Committee has established and approved the charter for the Washington State SAF Foundation. Legal requirements have been met and the Foundation is established as a 501(c)(3) nonprofit entity. Below are some common questions and answers regarding this exciting opportunity.

**Q** **What is the WSSAF Foundation?** The Foundation was created to provide scholarships for forestry students and as a source of funds for other purposes related to forestry education. A gift of \$4,500 was made to the WSSAF Executive Committee in 2002. Rather than using these funds as a resource for a one-time project, the committee believed WSSAF would be better served by using the

funds to establish a forestry education trust account. All members of WSSAF are members of the Foundation.

**Q** **Will it be necessary to change the bylaws for WSSAF? Will additional legal steps need to be undertaken to establish the Foundation?**

**A** The Foundation Scoping Committee met with legal consultants to determine if all requirements in Washington State for charitable foundations and trusts were met. WSSAF's status as a 501(c)(3) entity met the obligations within this state for establishing such a foundation. The current WSSAF bylaws allows the Executive Committee to create a foundation without any statute changes.

**Q** **Will this Foundation conflict with the national Foresters' Fund?**

**A** Oregon SAF has successfully dealt with this question for 17 years. Their fundraising efforts include both the national Foresters' Fund and the OSF Foundation. For example, at their annual meeting they have raffles and auctions for the national Foresters' Fund the same way WSSAF does. They also have a specific raffle or auction item for the OSF Foundation. Neither Oregon nor the National SAF Office has observed conflicts between the two funds.

**Q** **What types of projects will the Foundation support?**

**A** The Foundation will be used to support scholarships for students attending forestry schools and to provide funding for other educational projects.

Scholarships will be provided to students attending forestry schools accredited under SAF guidelines. The focus will be on schools in Washington State. However, the charter is broad enough to allow the trustees to recognize and support students from Washington State who may be attending non-Washington schools, for example, for an advanced degree not available within Washington state. All SAF-accredited Washington state institutions of forestry education will be invited to make this opportunity known to their students, including those offering bachelor degrees, forest technician degrees and advanced degrees.

The Foundation charter places the responsibility with the Board of Trustees to make equalized distributions of scholarships between grade levels and types of schools. No scholarships will be awarded until the fund balance has reached \$20,000. The scholarships will be paid from the earnings or revenue from the Foundation assets; the principle may not be used for scholarships. Scholarship payments will, in most instances, be made directly to the

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schools at the time tuition payments are due. The charter and bylaws give the Board of Trustees latitude to make payments to students when that is the more effective or efficient form of payment.

Educational grants will be provided to WSSAF chapters, the Executive Committee or other entities for educational projects. The WSSAF Fair Display is one example of a project that could apply for a grant. Assistance with expenses for chapter student field days or other such projects would also be eligible grant types. The Board of Trustees will have the responsibility to set the criteria for grants. The WSSAF Executive Committee believes that scholarships should have priority over educational grants. Therefore, educational grants will not be offered until the fund reaches \$30,000.

### **Q Where and how will the foundation assets be managed?**

**A** The Foundation charter puts responsibility for management of the Foundation assets under the oversight of a five-member Board of Trustees. They will have responsibility to determine a safe investment strategy for the Foundation assets. Once the Foundation is underway, regular reports will be available on the fund balance and performance.

The bylaws clarify some of the responsibilities and provisions for management of the assets of the Foundation.

### **Q What is the Foundation's fund balance?**

**A** On July 26, 2002, the WSSAF treasurer was instructed to move the funds to the Society's money market reserve account and note the interest for that amount separate from the reserve account's general interest income. As of July 9, 2004, the Foundation balance was \$4,700. Small beginnings, but more than the \$3,000 OSAF started with 17 years ago, and their current balance is approximately \$216,500 that provides about \$12,000 in interest for scholarships and grants.

### **Q How can I contribute to the Foundation?**

**A** You can contribute to the Foundation in a variety of ways

including donating appreciated assets such as stocks; giving annual cash contributions; donating land or other assets or bequests made through a will or an estate; and encouraging others to support the Foundation. If you are making a cash donation, don't forget to ask your employer if your contribution is eligible for matching funds.

### **Q Are my donations tax-deductible?**

**A** Your gift to the WSSAF Foundation is tax-deductible and may have other tax advantages, consult with your financial advisers.

### **Q I'm not a member of WSSAF. Can I make a contribution?**

Absolutely.

### **Q Whom do I contact for further information?**

**A** Contact Pete Heide at 360-705-9287, Dave Yates at 360-357-7470, Lori Rasor at the SAF Northwest Office, 4033 SW Canyon Road, Portland, OR 97221, 503-224-8046, or visit our website at [www.forestry.org/wa/foundation](http://www.forestry.org/wa/foundation).

In closing, WSSAF Chair Pete Heide is currently appointing a board of five trustees to oversee the business of the Foundation. I encourage all members to stay interested, stay informed and support the Foundation whenever possible. This is your opportunity to leave a personal forestry legacy for your profession. ♦

*Dave Yates is a chair of the Washington State SAF Foundation Board. He can be reached at 360-357-7470 or [dmysaf@comcast.net](mailto:dmysaf@comcast.net).*



## We Remember

### **Michael Hoyt 1959-2004**

Michael John Hoyt, 45, died July 26, 2004, at Providence Alaska Medical Center after experiencing a cerebral aneurysm.

Mr. Hoyt was born May 10, 1959, in Grand Rapids, Mich. He moved to Alaska in 1980. He obtained a Bachelor of Science degree in natural resource management in 1985 and a master's degree in forest sciences in 1992 from the University of Alaska Fairbanks.

He lived and worked in Homer, Fairbanks and Anchorage. Mr. Hoyt was employed by Tanana Chiefs Conference Inc. from 1989 to 1994, Hedstrom Lumber Co. in Minnesota from 1994 to 1996 and Chugach Alaska Corp. since 1997 as a lands and resource specialist. He also worked as a commercial fisher out of Homer and Bristol Bay, as well as holding a variety of other jobs in high school and college.

His family wrote: "Mike loved the outdoors and adventure, and many tales are told of his wildlife encounters. He hunted, fished and rafted with zest. Mike's last day was spent rafting and fishing for red salmon on the Kenai with some of his closest friends. He enriched the lives of many with his warmth, booming laugh and sense of humor."

His passion for the outdoors and learning serves as the foundation for an endowment scholarship fund that has been established in his name. In lieu of flowers, the family requests that memorial donations be sent to the Michael Hoyt Alaska Forestry Scholarship Fund, c/o Mount McKinley Bank, 1380 University Ave., Fairbanks, AK 99709.

Mr. Hoyt was an SAF member and a Certified Forester. ♦

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## Policy Scoreboard

*Editor's Note: To keep SAF members informed of state society policy activities, Policy Scoreboard is a regular feature in the Western Forester. The intent is to provide a brief explanation of the policy activity—you are encouraged to follow up with the listed contact person for detailed information.*

### DNR Adopts Sustained Harvest.

Washington's Board of Natural Resources adopted in September a 10-year harvest schedule that will average 597 million board feet per year on western Washington trust lands. Total DNR production (including eastern Washington trust land production) will be on the order of 680 million board feet per year for the period. Westside sales/harvest will ramp up from the current levels to 636 million board feet mid-way through the decade.

The Board of Natural Resources discussed at length issues involved in the harvest schedule, with two board members

arguing for a higher (636 mmbf) average annual harvest, but in the end, the lower target unanimously was adopted. There was fierce opposition by the environmental community, which demanded FSC certification, and concessions to owl, fish and riparian management concerns.

DNR now faces the task of implementing the new harvest schedule and conducting a harvest schedule update for eastern Washington. It gets no easier for the department over the next several years. Contact: Bob Dick, WSSAF Policy chair, 360-352-3910; bdick@afrc.ws.

**New Suit Filed.** True to their threat, the environmental community filed suit in early October, seeking to halt implementation of DNR's new westside sustained harvest. They allege DNR did not adequately review new owl data and riparian management strategies. They further allege DNR did not analyze a "Forest Stewardship Council Certification Alternative," and did not field test model results. Plaintiffs ask the court to halt implementation of the new sustained harvest until the EIS is revised to address the above concerns, a multi-year process. The suit was filed in King County and is scheduled for hearing in May 2005.

Contact: Bob Dick, WSSAF Policy chair, 360-352-3910; bdick@afrc.ws.

### DNR Forms Review Committee.

One expected consequence of DNR's new sustained harvest is the recognition that DNR cannot live within the 25 percent receipts the department recovers from timber sales revenues. DNR has stretched their ability to manage the inherited deficit for several years, but the problem exceeds those abilities.

In response, State Lands Commissioner Sutherland formed a five-person Internal Review Committee to review DNR's potential opportunities to increase income, control costs and to make recommendations including legislative remedies, to revise, if necessary, the 25 percent management fee. Committee members include Charley Bingham, retired Weyerhaeuser executive VP; retired state senators Sid Snyder and Ted Bottiger; retired state representative Tom Huff; and Trisha Bennett of Bennett Lumber Company. The committee will meet three times in the next two months. Their report is due by year-end. Contact: Bob Dick, WSSAF Policy chair, 360-352-3910; bdick@afrc.ws.

**National Forest Plan Meetings.** The Colville, Okanogan and Wenatchee national forest plan revisions are underway with the unfortunate title of COW Planning. Maybe the process would go faster if we could reincarnate John Wayne.

Scoping meetings were held last year and a series of meetings were held in October, November and early December, during which the public was asked to review maps and identify activities they support across the federal landscape. The planning team's website is [www.fs.fed.us/r6/colville/cow](http://www.fs.fed.us/r6/colville/cow); email address is r6\_ewz\_planrevision@fs.fed.us; snail mail address is: Forest Plan Revision Team, Okanogan Valley Office, 1240 Second Ave S, Okanogan, WA 98840. SAF members are urged to become involved early and often. Contact: Bob Dick, WSSAF Policy chair, 360-352-3910; bdick@afrc.ws.

National forests in northern Idaho are also revising their forest plans. The combined Clearwater-Nez Perce NF effort is expected to continue through 2007, on a schedule similar to the COW NFs in Washington, reported above. The combined Idaho Panhandle and Kootenai NF effort is on a faster track, scheduled for completion in 2005. Scoping has been completed, and the revision team is incorporating comments as they develop the two Proposed Revised Forest Plans (PRFPs) and Draft Environmental Impact Statement (DEIS). These draft documents will be released sometime in early 2005, and there will be a 90-day comment period to provide the public opportu-



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nity to review the alternatives and analysis and provide feedback. The Inland Empire SAF probably will be making formal comments on these documents. Contact: Jay O'Laughlin,IESAF Policy chair, 208-885-5776; jayo@uidaho.edu.

### **State Forest Initiative on November Ballot.**

By the time this is printed, Oregonians will have decided the outcome of Measure 34 (M34), which would require 50 percent of the Tillamook-Clatsop State Forests to be managed for "permanent restoration of a native old growth forest" and the balance for "sustainable timber and revenue production."

As of late October, the organized opposition to M34 was substantial and well-funded, as shown by TV spots airing in the Portland area. Editors of major newspapers, including *The Oregonian* and those in Eugene, Medford and Bend, also expressed opposition to M34. However, a poll in September revealed a roughly equal proportion of supporting, opposing and undecided voters. Thus, the final outcome likely will reflect the understanding and views of previously undecided voters.

The full text of M34 and other related information can be found at the Secretary of State's website at [www.sos.state.or.us/elections/resources.html](http://www.sos.state.or.us/elections/resources.html). Contact: Paul Adams, OSAF Policy chair, 541-737-2946; paul.adams@oregonstate.edu.

*Editor's Note:* Measure 34 failed by a margin of 62 percent no to 38 percent yes.

**OSAF Continues Work on New and Revised Position Statements.** The OSAF Policy Committee continues to work on some new and updated position statements, which will add to the four adopted in 2003 (i.e., Active Management to Achieve and Maintain Healthy Forests; Salvage Harvesting; Clearcutting; Using Pesticides in Forests). Because old-growth forests remain an important issue, a position on this topic was drafted. The nature and complexity of this issue has been challenging, however, and thus the process to refine and adopt this position is expected to continue over several months. OSAF's statement on "Fish and Riparian Forests" was extended through December 2004, but an update of this 1998 position is expected close to this date. A new topic being considered for a position is biomass energy from Oregon's forests, given its potential as a unique opportunity.

Members are encouraged to use OSAF's position statements to help convey their professional forestry views to key decision makers and the interested public. All of the adopted statements are on the OSAF website ([www.forestry.org](http://www.forestry.org)). Contact: Paul Adams, OSAF Policy chair, 541-737-2946; paul.adams@oregonstate.edu.

### **Update: President's Healthy Forests Initiative.**

The USDA Forest Service website ([www.fs.fed.us/projects/HFI.shtml](http://www.fs.fed.us/projects/HFI.shtml)) is a good source for keeping up to date on the many policy activities associated with the President's Healthy Forests Initiative, including the Healthy Forests Restoration Act signed into law in December 2003. An interim field guide for implementation of the HFI & HFRA was published in March 2004 and is available at [www.fs.fed.us/projects/hfi/field-guide/](http://www.fs.fed.us/projects/hfi/field-guide/). Contact: Jay O'Laughlin, IESAF Policy chair, 208-885-5776; jayo@uidaho.edu.

### **Update: Stewardship Contracting.**

The Forest Service and BLM have issued final guidance to their field offices on how to develop, implement and monitor stewardship contracts and agreements. Through broad-based community public and community involvement, stewardship

contracting is intended to achieve key land-management goals that improve, maintain or restore forest or rangeland health; restore or maintain water quality; improve fish and wildlife habitat; reestablish native plant species and increase their resilience to insect and disease; and reduce hazardous fuels that pose risks to communities and ecosystem values through an open, collaborative process. Stewardship contracting authority includes agreements with nonprofits, best-value contracts, designation by description, end results and goods for services. The guidance document, fact sheet, Q&As, and other information can be accessed online at [www.fs.fed.us/forestmanagement/projects/stewardship/handbook/index.shtml](http://www.fs.fed.us/forestmanagement/projects/stewardship/handbook/index.shtml). Contact: Jay O'Laughlin, IESAF Policy chair, 208-885-5776; jayo@uidaho.edu. ♦

## **'Even Mother Nature can use a little help from her friends'**

**Simplot** Grower Solutions realizes that forest establishment begins in a harsh environment. 'Survival of the fittest' is the name of the game. Variations in soil fertility, moisture availability, vegetative competition, and temperature mean only vigorous, nutritionally balanced seedlings have the capability to adapt and flourish. It's Mother Nature's way of biologically favoring strength over weakness. However, growing conditions often exist which challenge even her best efforts.



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For more information, contact the Forest Nutrition program manager at:  
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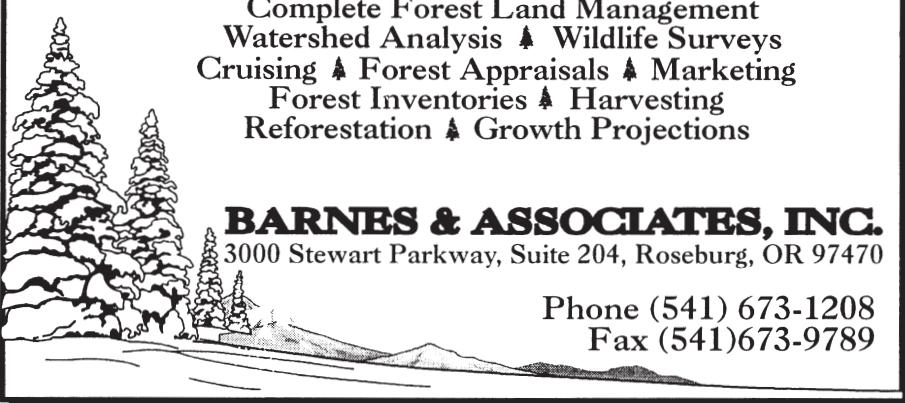
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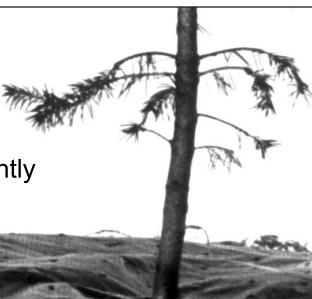
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