

Western Forester

September/October 2007

Oregon • Washington State • Inland Empire • Alaska Societies

Volume 52 • Number 5

Environmental Education is for Everyone

BY RICK ZENN

It has been almost 40 years since the first Earth Day celebrations in the United States, and the national debate about the importance of how we teach and learn about the environment continues.



Writer Richard Louv's alarming descriptions of a so-called "nature deficit disorder" in American children has drawn considerable media attention and has revived interest in providing more conservation education programs and outdoor activities for young people.

But the issue of quality environmental education is much larger than simply getting our children to drop their video games and go outdoors to play cheerfully. A recent report called *Environmental Literacy in America* declared that "most Americans believe they know more about the environment than they actually do." The 128-page report also stated what most foresters already know: "80 percent of Americans are heavily influenced by incorrect or outdated environmental myths."

To make matters worse, the report warns, "There is little difference in environmental knowledge levels between the average American and those who sit on governing bodies, town councils and in corporate board rooms."

Maybe there is hope. *Environmental Literacy in America* also reported that more than 90 percent of American adults think environmental education should be "taught in the schools" as

well as "in the workplace and other places in adult society."

The question of *how* and *what* to teach people about the environment goes back over a century in the U.S., and most of us reading this publication are products of that period. With a little prompting, the lessons of childhood come flooding back: *Leaflets three let it be...Moss grows on the north side of the tree...Take nothing but pictures, leave nothing but footprints.*

In 1975, the United Nations Environmental and Scientific and Cultural Organization (UNESCO) proposed that the goal of environmental education "*is to develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitude, motivations and commitment to work individually and collectively towards solutions of current problems and the prevention of new ones.*"

During the past 30 years, the goal of "EE" has been tested and refined. A 2005 report to Congress by the National Environmental Education Advisory Council called environmental education "a learning process" that:

- Increases people's knowledge and awareness of the environment and associated challenges;
- Develops the necessary skills and expertise to address the challenges; and
- Fosters attitudes, motivations and commitments to make informed decisions and take responsible action.

The report to Congress also cited 10 key characteristics of environmental education. In short, EE:

(CONTINUED ON PAGE 2)



PHOTOS COURTESY OF RICK ZENN

Environmental education programs let students investigate environmental issues and encourages them to make informed, responsible decisions.

Environmental Education

(CONTINUED FROM FRONT PAGE)

- Relates to an environmental topic or issue.
- Makes use of the outdoors as a learning environment whenever possible and appropriate.
- Is a lifelong learning process.
- Is interdisciplinary and draws upon many fields of study and learning.
- Is relevant to the needs, interests and motivations of the learner.
- Is based on accurate and factual information.
- Presents information in a balanced and unbiased manner.
- Inspires critical thinking and decision making.
- Motivates people to take responsible action.
- Improves learner achievement and outcomes.

Environmental Literacy in America explains that effective environmental education includes "hands-on activities, investigational approaches, out-



PHOTOS COURTESY OF RICK ZENN

Environmental education programs connect students to the natural environment around them.

of-the-classroom experiences and is student directed." Environmental educational also uses "learning strategies that give the learner a sense of involvement and ownership."

In many ways, effective environmental education parallels the acquisition of a quality education in forestry. It's hands-on, real world, action-ori-

ented, complete with sound curriculum, solid content and exceptional (we hope) instruction. This type of rigorous, formal professional education also requires the diligence and persistence of a committed student over many years.

Environmental education may be formal, structured and curriculum-driven (it is now a required teaching in more than a dozen states), but more often than not, environment-based activities are delivered to the public, especially to children, though a variety of informal venues from nature centers, museums and parks, to summer camps, field days and fairs, as well as through major public and private initiatives like the USDA Forest Service's Junior Forest Rangers, National Arbor Day Foundation's Nature Explore and Canon's Envirothon.

As *Environmental Literacy in America* observes: "What passes for environmental education in America is usually environmental information." Critics are also quick to make the distinction between environmental education and environmental advocacy.

It is not widely known even in the diverse EE community, but there are



Western Forester

Society of American Foresters
4033 S.W. Canyon Rd. • Portland, OR 97221 • 503-224-8046 • FAX 503-226-2515
rasor@safnwo.org • michele@safnwo.org • www.forestry.org/wf

Editor: Lori Rasor • **Assistant:** Michele Docy

Western Forester is published bimonthly by the
Oregon and Washington State Societies' Northwest Office

State Society Chairs

Oregon: John Prendergast, 1965 Dale St., Medford, OR 97501; 541-618-2278; john_prendergast@blm.gov

Washington State: Doug Rushton, CF, 2726-26th Ave. NE, Olympia, WA 98506-2909; 360-357-8554 (h); 360-407-6513 (o); rushton@scattercreek.com (h); drus461@ecy.wa.gov (o)

Inland Empire: Phil Anderson, CF, 815 S. Josephine Rd., Kettle Falls, WA 99141-9664; 509-738-3133; jkanderson@plix.com

Alaska: Jim LaBau, CF, 2951 Admiralty Bay Dr., Anchorage, AK 99515; 907-344-1018; fax 907-344-0915; jimlabau2@cs.com

Northwest Council Members

District I: Kirk David, 24010 N. McCoy Rd., Athol, ID 83801; 208-683-3168; kirkdavid@earthlink.net

District II: Rick Barnes, 3000 Stewart Parkway, Suite 204, Roseburg, OR 97470; 541-673-1208; rbarnes@barnesinc.com

Please send change of address to:
Society of American Foresters
5400 Grosvenor Lane
Bethesda, MD 20814
301-897-8720

Anyone is at liberty to make fair use of the material in this publication. To reprint or make multiple reproductions, permission must be obtained from the editor. Proper notice of copyright and credit to the *Western Forester* must appear on all copies made. Permission is granted to quote from the *Western Forester* if the customary acknowledgement accompanies the quote.

Other than general editing, the articles appearing in this publication have not been peer reviewed for technical accuracy. The individual authors are primarily responsible for the content and opinions expressed herein.

WOODLAND FORESTRY CONSULTANTS

Don Theoe, CF/CFA #17, ACF
Chief Forester

P.O. Box 99788 (253) 581-3022
Lakewood, WA 98496-0788 Fax (253) 581-3023
E-mail: wfc.don@comcast.net

Next Issue: Invasive Species

now generally accepted national standards in the U.S. for benchmarking quality environmental education programs, materials, exhibits, and even the training of teachers and professional environmental educators. The North American Association of Environmental Education (NAAEE) now offers a variety of resources to help teachers, administrators, curriculum writers and program managers standardize, evaluate and improve their EE activities, materials and programs (see article by Sue Bumpous).

Successful EE programs like the American Forest Foundation's Project Learning Tree (PLT) have attempted from the very beginning to help their participants learn "how to think, not what to think." This type of approach offers both an ethically and educationally sound strategy for engaging students and teachers at all levels to advance environmental literacy in the long run. If there is one lesson we've learned about environmental education since 1970 it is this: How we teach about the environment is just as

important as what we teach.

Determining when we teach is also a critical decision. What you can effectively teach a five-year-old about the environment is different than what you can teach a high school senior. In this matter, keeping the work of Richard Louv in mind, I believe the forestry educators in Norway have the pedagogical order just about right in their *Learning with the Forest* program for children: (1) learn to enjoy the outdoors; (2) experience and observe nature; (3) understand the ecological

web; (4) understand the interplay of humans and nature; (5) make decisions on environmental issues; and (6) be responsible for the future. ♦

Rick Zenn has been the education director of the World Forestry Center since 1990. He will be leading a panel discussion with author Richard Louv on October 24 at the SAF National Convention in Portland. He can be reached at 503-488-2103 or rzenn@worldforestry.org.

**HAGLUND
KELLEY
HORNGREN
JONES &
WILDER LLP**

Providing Innovative Counsel for Avoiding and Resolving Timber Contract, Endangered Species Act, State Forest Practice Act, Timber Trespass, and Log Lien Disputes

Professional Forester on Staff

101 SW Main Street, Suite 1800
Portland, Oregon 97204-3226
Telephone (503) 225-0777
Facsimile (503) 225-1257
www.hk-law.com



OFRI helps over 25,000 students see Oregon's forests every year

The Oregon Forest Resources Institute, your partner in forestry education, supports the following partners and programs:

- Tillamook Forest Center
- Rediscovery Forest at the Oregon Garden
- Magness Memorial Tree Farm
- Hopkins Demonstration Forest
- Pacific Logging Congress
- World Forestry Center
- High Desert Museum
- Science in the Forest
- Starker Forests
- Hinkle Creek
- Forest Field Day

And don't forget about bus reimbursement for field trips!



Find out more at www.oregonforests.org

Telling the Forestry Story Effectively

BY SUE BUMPOUS

You may think that because you know a variety of subjects—from the science of silviculture to conservation stewardship and land use policy—that's plenty. But when asked to explain how forestry impacts your community, you'll need skills adapted from the education field. That's when you'll find you've become a conservation educator.



Helping Foresters Be Excellent Environmental Educators

Fortunately, you don't need an education degree to deliver a few good conservation education programs. Professional environmental educators have created Guidelines for Excellence to help you tell your story effectively. Developed by the North American Association for Environmental Education (NAAEE), a 36-

year-old professional association, the guidelines outline what's essential when conveying your passion for forestry and conservation.

Excellent environmental education (EE) means making a positive difference by teaching people *how* to think (not *what* to think) about the choices one makes, whether in buying products, making policy decisions or choosing a career.

The guidelines explain best practices in education to use as you help people understand best practices in sustainable forestry. Foresters will find two sets of the guidelines most helpful: the guidelines for materials and the guidelines for nonformal education programs.

NAAEE and the USDA Forest Service have partnered to train forestry professionals as trainers for the guidelines, whether you consider yourself an "intentional" or "unintentional" conservation educator. You needn't be a Forest Service employee and can attend a training even if you

work outside the region where the training is held. For more information, contact Julie Polzer at NAAEE at jpolzer@naaee.org.

Choosing the Right Education Materials

Even before Earth Day in 1970, organizations created materials to teach sound environmental practices. With so many lessons, how do you choose? The first set of NAAEE's guidelines focused on materials—both creating and selecting them. It's no accident that the first most important of the six key characteristics in the materials guidelines is fairness and accuracy, to help educators understand that their resources must be unbiased.

In an education role, it's important to acknowledge multiple perspectives and more than "two sides" to *every* issue, not just environmental ones. Social and cultural diversity exists in every community, and each segment has an opinion. But opinions aren't the same as facts. Factual, credible data always includes the source citation.

Fortunately, foresters have several respected sources for excellent EE materials. These include the widely-used Project Learning Tree, correlated to many state education standards, and resources from the U.S. Forest Service. Both organizations officially "Adopted the Guidelines" in developing their resources. New PLT materials include ways to ensure quality EE and describe how the NAAEE guidelines have been used in developing PLT activities.

Trends in Environmental Education

If you haven't already heard of the book *Last Child in the Woods* by Richard Louv, you soon will. It's a best seller in the environmental education, conservation and children's health fields. Even without reading the book, you've probably heard discussions about the importance of getting children outside.

To remedy the disconnect between children and nature described in Louv's book, the Forest Service pro-



**Forest Inventory, Biometrics,
and GIS Services**

- Forest Inventory Design, Maintenance, and Due Diligence
- Growth Model Development, Testing, and Calibration
- Applied Statistics, Modeling, and Simulation
- Spatial Analysis, Database Development, and Mapping

**Mason, Bruce & Girard also Provides Expertise in
Forest Management, Economics, and Planning**

Contact Jessica Burton (GIS) or Steve Fairweather (Biometrics)
jbarton@masonbruce.com - sfairweather@masonbruce.com - 503.224.3445
707 SW Washington St., Suite 1300 Portland, OR 97205
www.masonbruce.com

gram "More Kids in the Woods" highlights everything the agency does to educate children, and in turn those who educate kids, about participating in conservation activities. Projects take place on national forests and other public lands, in both urban and rural areas. Foresters have long promoted exposing kids to nature. At last, the rest of the world is finally "getting it." Census trends show people are moving from rural areas to urban ones. Children raised in inner cities have fewer opportunities to experience "nature" forests and other wildlands—experiences vital to helping them value conservation and stewardship. Forest encounters also help both adults and students understand the role forestry plays in their community's environmental health and economic prosperity.

Developing an Excellent Education Program

The materials guidelines help you assess individual lessons or collections of lessons, but to develop an in-depth program, you'll find NAAEE's Nonformal Guidelines helpful in combining activities to provide well-rounded educational experiences. Nonformal describes those education experiences that occur outside a K-12 or university classroom, our "formal" education system.

Susan Sahnaw, director of the Oregon Natural Resources Education Program at Oregon State University, knows just how important these guidelines are to educators.

"NAAEE's EE guidelines provide consistent standards for high-quality education. Using the guidelines, we have a strong foundation for the development and delivery of natural resources programs for teachers," says Sahnaw. "We are confident that

we are using best practices as we provide educators with the understanding, knowledge and skills to meaningfully engage students as future decision makers."

Pair your scientific knowledge with that of someone who understands learning styles and pedagogy if your program is aimed at students to ensure your program matches their grade level and learning ability. When working with teachers, it's essential to:

- factor in state education standards and where conservation education fits in all subject areas, not just science;
- align the field experience with their curriculum through pre- and post-visit assessments; and
- help teachers demonstrate solid educational results for all activities.

Adults with hectic urban lives are often those who make forestry policy. Yet they may not realize that more than half of Americans' drinking water originates in forests, or that forests provide over 5,000 products we use daily, while also serving as wildlife habitat and fun places for recreation.

It's not enough to give grownups the recent report on *The State of America's Forests* from the Society of American Foresters. While they certainly need that information, adults also need "hands-on" experiences to help process the information. Provide educational outcomes along with fun—knowledgeable and entertaining guides help people learn how the forest impacts their lives, as well as what's happening in the woods that they might not otherwise notice.

Public programs provided by foresters help build a strong conservation ethic in both children and adults and guide them into forestry and related environmental careers.

NAAEE is excited to partner with foresters by providing the Guidelines for Excellence that ensure these programs are engaging and effective. ♦

Sue Bumpous is the Program and Communications manager for the North American Association for Environmental Education. She can be reached at sbumpous@naaee.org.

About the Guidelines

"Adopt the Guidelines" is NAAEE's initiative to encourage organizations and agencies to promote and use the guidelines. To find out more and to obtain the NAAEE Guidelines for Excellence, visit www.naaee.org/programs-and-initiatives/guidelines-for-excellence/. The following are available:

• *Environmental Education Materials: Guidelines for Excellence*, for developing and selecting environmental education materials, and a companion publication, *Environmental Education Materials: Guidelines for Excellence—The Workbook*.

• *Nonformal Environmental Education Programs: Guidelines for Excellence*, for the design and implementation of comprehensive nonformal environmental education programs

• *Excellence in EE—Guidelines for Learning (Pre K-12)* and its companion piece, the *Guidelines for Learning (Pre K-12)—Executive Summary & Self Assessment Tool*, developed to support state and local environmental education efforts by setting expectations for performance and achievement in grades 4, 8 and 12.

• *Guidelines for the Preparation and Professional Development of Environmental Educators*, for the preparation and continuing education of teachers and other environmental educators.

Other Education Resources for Foresters

- EE-Link: www.eelink.net
- Project Learning Tree: www.plt.org
- US Environmental Protection Agency Office of Environmental Education: www.epa.gov/enviroed/



Northwest Forestry Services

J Professional Forest Management
 J Timber Inventories and Cruising
 J Appraisals J Mapping and GIS

(503) 684-8168
1-800-783-6818

11825 SW Greenburg Road 2A, Tigard, OR 97223
www.nwforestry.com

No Child Left Indoors: Taking Students into the Forest

BY KELLY STANLEY

Our children are the first generations to be raised without meaningful contact with the natural world," states Richard Louv in his innovative book, *Last Child in the Woods—Saving our Children from Nature-Deficit Disorder*. Children today spend more time in front of computers, video games and TVs rather than playing outdoors. Many of today's youth know more about tropical rainforests than the temperate forests in their own backyards. If children are not given a direct experience to a forest, how will we, as an industry, survive? The next generation of forestry professionals will come from the children of today. Yet, if children have never been exposed to forests, they will never select forestry as a career.

In addition, our ability to practice forestry is only allowed within the social guidelines of our culture. If we are not effective in educating the public, approval of our industry will decline and we will not have a "social license" to effectively practice forestry in this region. As stewards of the land, we should take this message to heart. I believe it is our duty to give children an opportunity to explore our incredible forests and the wildlife that occupy these forestlands.

Port Blakely Tree Farms, L.P. has taken this mission to heart, and since 1991, has been offering forest tours in



PHOTO COURTESY OF RICK ZENN

Kelly Stanley (right) helps a student experience the forest.

both Washington and Oregon. Since our program began, we have led over 1,200 tours consisting of more than 35,000 participants, including 5,000 teachers and parents that visit along with these children.

I have been involved with

the program since its inception and I can attest that today's children are not engaged with the forest environment. It still surprises me the number of students that tell me they have never visited a forest before our tour. During one of our spring tours a student asked me if we were hiking, because he loved hiking, but then he admitted he had never been hiking before. It is a delight to watch students discover the forest for the first time.

Port Blakely's environmental education program is divided into two sections—a classroom presentation and a field tour. During the classroom portion, students rotate between four hands-on learning stations that relate to their upcoming field trip. The field tour follows a mile-long trail that meanders through young, intermediate and mature forest types as well as a wetland. During the field trip, students



PHOTO COURTESY OF PORT BLAKELY

Students search for bugs during a Port Blakely field trip.

We've Got You COVERED

An environmentally friendly product that significantly improves seedling growth

- prevents unwanted weed growth
- raises soil temperature
- rainwater easily penetrates and soil freely breaths through the perforated blanket



**BRUSH
BLANKET**

Call Today For a Free Sample

Arbortec Industries Ltd. 12519 Pilgrim St.
RR#7, Mission B.C. Canada V4S 1C5
www.arbortec.com 1-800-422-6221

complete a “passport” of tour-related questions that guide their discovery. At each of our stations students engage in a hands-on activity.

The most important element of our program is giving students a chance to interact with a forest. Our program emphasizes a hands-on approach by allowing the children to experience the forest by seeing, touching, listening and smelling. We try not to lecture, but instead provide the students the opportunities to discover things for themselves. Our stations include counting whorls; looking for hidden forest products; using an increment borer; determining wildlife species that use snags and wetland features; and our famous “creature hunt.” During this activity, students search for and draw creatures they find in a designated area. Throughout the tour, students record signs of wildlife and identify tree species they learned during the classroom presentation. We strive to make the tour as enjoyable and educational as possible. Remember: facts and figures are not retained—it’s the experi-

ence that lasts a lifetime!

Port Blakely has been committed to educating children about the forests for the past 16 years, but we can’t do it alone. Last year, we conducted over 150 tours, but this is just a fraction of the number of classes in our school systems. We are limited to the number of tours we can offer because of time constraints and seasonal weather. We need other companies and individuals to become involved in educating students. I believe that we are not doing anything on our tours that other companies or individuals could not also provide. Our industry goal should be that every child be given a chance to explore the forest hands-on. It is my passion to show this generation the wonders of our magnificent forests, so they will know the delights of being an “outdoor kid.” We need to do our part in saving children from nature-deficit disorder. ♦

Kelly Stanley is a forester for Port Blakely Tree Farms, L.P., in Tumwater, Wash. She can be reached at 360-596-

9416 or kstanley@portblakely.com. Games, environmental education information and a visual tour of the tour site can be viewed at www.portblakely.com.

Tour Considerations

If you are considering leading forestry tours, here are some things to consider:

- Choose a tour site that is close to several school districts.
- Limit time buses spend on gravel roads and provide a bus turn around.
- Supply port-a-potties.
- Choose a site with a variety of forest types—water features are great.
- Have the trail loop so you don’t have to backtrack.
- Curves add mystery to the trail and the sense of being “out in the forest.”
- Make trail handicapped accessible (wheelchairs).
- Carry a first aid kit and cell phone.
- And, most importantly, have a positive, enthusiastic attitude!



“I am very proud to be selected for a Foundation scholarship. I plan to stay active as a professional and will work hard to get as much as I can out of the scholarship.”

—Judd Lehman



OREGON SOCIETY OF
AMERICAN FORESTERS
FOUNDATION

Nurturing Forestry in Oregon

ESTABLISHED IN 1985,
OUR GOALS ARE TO:

- ♦ Attract the best students to the profession of forestry.
- ♦ Improve the knowledge of Oregonians about professional forestry.

<http://www.forestry.org/or/foundation/>

HOW YOU CAN HELP:

- ♦ Donate cash, land or other assets or bequests made through a will or an estate.
- ♦ Encourage others to support the Foundation.
- ♦ Make an annual cash donation.

OSAF FOUNDATION

4033 SW Canyon Road • Portland, OR 97221
503-224-8046

I SUPPORT EDUCATION IN OREGON

Enclosed is my contribution of
\$_____ to the Foundation.

Name _____

Address _____

City _____

State _____ ZIP _____

Walking in Both Worlds

BY ERIC APALATEGUI

During his nearly two decades as a forester, there were days when John Gross would gladly have traded jobs with his wife, a teacher.

Yet, after he realized his dream and started teaching in 1997, he would occasionally find himself glancing out the classroom window during a math or state history lesson, longing to be tromping through the woods again.

When Gross, a Washington State University 1977 Forest Management graduate, gave up his first professional passion, forestry, to indulge a long-growing love of teaching, he made the type of trade-off many people face during their careers. But it's a sacrifice he no longer shoulders. Three years ago, he started managing the Wake Robin Learning Center, the Longview School District's outdoor school on 82 wooded acres near the city. Based in a converted home on the property, Gross teaches forestry classes, organizes educational retreats for children and adults, and tends to the land with student helpers.

"I get to practice forestry, and I get to teach," he said last spring after giving a lesson to a high school vocational forestry class. "I don't know how it gets much better than that."

Actually, it did get a little better this last year, when the Washington State Society of American Foresters named Gross its Forester of the Year for contributions to his profession and the public. Gross has been a member of the SAF throughout his career.

"There's not many people who put in the time and the effort that John does year 'round," says David Bergvall, who is a state forester and one of the SAF members who nominated Gross for the award. "When you start to look at the cumulative impacts of the kids he [influences]...it's pretty amazing."

Gross knew he wanted to be a forester while still a student at Kelso High School, where he joined Future Farmers of America (FFA) and where his father, Larry Gross, taught vocational agriculture.

After college, he landed a job with International Paper in Longview, next door to Kelso. Much of his work focused on replanting the company's harvested timberlands on both sides of the lower Columbia River.

"I enjoyed the farming part of it. I liked growing trees," he said. "I guess I would've made a good farmer at some point in time." While growing trees, Gross also nurtured a love of teaching as a volunteer, often at outdoor school with wife Trudi Gross, who now teaches music in the Kelso School District. He also mentored Longview fifth-graders on tree-planting trips, which evolved into the Forestry Day program he hosts for the district at Wake Robin.

In 1996, International Paper sold its West Coast timberlands. Gross lost his job, but found himself primed to switch careers. A severance package paid his way through a one-year master's degree program at Vancouver's City University, and a year after leaving the woods he was at the front of a Longview classroom.

Also in 1996, Joe Lammi, a retired forestry professor, and his wife, Eleanor, a counselor, signed a 20-year lease allowing the district to share their family retreat on the banks of Coal Creek, where salmon and trout live beneath a canopy of Douglas-fir, western redcedar and red alder trees.



PHOTO COURTESY OF BILL WAGNER

John Gross works with advanced students practicing measuring tree heights at Wake Robin, the Longview School District's outdoor education center.

Before becoming Wake Robin's manager in 2003, Gross worked with students during summer vacations to cut trails, build bridges and prepare the property for educational uses. He and son Ian, a current Washington State University student, transformed the home's basement into a science classroom. Last year, he chartered an FFA chapter that focuses on forestry and natural resources, and he currently is developing a college-credit forestry course.

The Lammis have since died, but the district has options to extend its lease or buy the Wake Robin land. Other school districts send students into the outdoors to learn about the natural world, but few have such a treasure in their own backyards.

In John Gross, the district found the ideal caretaker, one who shared the Lammis' vision that "young people need peaceful, quiet, attractive, accessible, nearby areas for recreation and education."

You could not have asked for a better situation in putting Gross and Wake Robin together, says Ann Cavanaugh, the Longview district's executive director of student learning. "He fits well because he walks in both worlds—the professional forester and the professionally trained educator." ♦

Eric Apalategui is a freelance writer in Beaverton, Ore. He can be reached at 503-422-6047 or lowwriter@comcast.net. This article was reprinted with permission from the Winter 2006-07 issue of Washington State Magazine.

The Basics of Accurate Forest Land Appraisal – *Precisely!*

Delivering fundamental methods of accurate forestland appraisal

An Intensive 4-Day Short Course • November 12-15, 2007

OSU Conference Services - Corvallis, Oregon - Phone 541-737-9300

<http://oregonstate.edu/conferences/appraisalworkshop2007/>

Oregon State University - Corvallis, Oregon





Why stay with old technology...

ONREP: Connecting Oregon Educators to Forests, Wildlife and Water

BY SUSAN SAHNOW

For over 25 years, the Oregon Natural Resources Education Program (ONREP), formerly the Oregon Forestry Education Program, has been providing forest and natural resource-related workshops to Oregon's K-12 educators. Anchored in award-winning environmental education materials, these workshops focus on building educators' understanding, knowledge and skills so they can prepare children to make informed decisions, exhibit responsible behavior, and take constructive action concerning the future of Oregon's forests and natural resources.

"Our goal is to build understanding and knowledge about the diversity and complexity of ecosystems," says LeeAnn Mikkelsen, program coordinator of ONREP. "We focus on providing educators with the materials, information and resources that will increase their confidence and capacity for integrating natural resource topics and issues in the classroom as well as engage and excite students."

In addition to serving those who teach in formal classroom settings, participants include teachers in after-school programs, natural resource professionals, and faculty and teachers-in-training at institutions of higher

learning throughout Oregon.

At the heart of ONREP are two award-winning and nationally recognized environmental education programs: Project Learning Tree® (PLT) and Project WILD. Project Learning Tree has been a part of the ONREP for over 20 years and WILD was added in 2005.

PLT is a program of the American Forest Foundation (www.forestfoundation.org) and is one of the most widely used environmental education programs in the United States and abroad. The PLT K-8 and secondary curriculum, as well as the supplementary materials, are designed to explore the role of trees and forests in our lives and bring thought-provoking, field-tested activities to educators statewide.

Project WILD, a program of the Council for Environmental Education, is also widely used throughout the United States and is a conservation and environmental education program for students in kindergarten through high school. It is based on the premise that young people and educators have a vital interest in learning about our natural world.

Both programs focus on teaching children how to think, not what to think. The curricula are designed to raise awareness, develop understanding and knowledge, challenge preconceived ideas, and promote action.

In Oregon, over 1,000 educators a year participate in workshops that use PLT and WILD as a basis for learning about Oregon's forests and natural resources. For more than 25 years, ONREP has maintained standards of excellence that includes providing balanced, non-biased and science-based content and educationally grounded practices. Materials are aligned to National and Oregon Benchmark and Standards, integrate into the existing curriculum and build critical and creative thinking skills.

Workshops are free and substitute reimbursement is available to classroom teachers to assist them in attending workshops. Workshop topics include forest ecology; writing in the woods; life science for educators; watershed in my backyard, forest to the sea; woods, wildlife and water; and inquiry in the forest. Workshops focus on building content understanding and knowledge as well as academic skills.

Teachers attending workshops often comment on the impact the workshop has had on their understanding of forests. Comments from recent teacher institutes included, "I have a better understanding of the value, both economic and recreational, that forest science and management plays in sustaining Oregon forests," and "My understanding is much deeper than it was a few days ago. I understand more from each point of view, so now I'm able to understand more of what goes on and needs to happen for us to keep our forests going!"

The Oregon Natural Resource Program is a program of the College of Forestry, at Oregon State University. The primary funding is through an inter-agency agreement with the Oregon Forest Resources Institute. ♦

Susan Sahnnow is director of the Oregon Natural Resources Education Program in Corvallis, Ore. She can be reached at 541-737-3005 or susan.sahnnow@oregonstate.edu. For more information on the program, visit www.cof.orst.edu/cofextended/ofep.



Forest Protection Products



- Protect seedlings from deer, elk, and varmint destruction
- Whole seedling or new growth protection with nettings
- Increased growth and survival rate
- Photo-degrades overtime

CALL TODAY FOR FREE SAMPLE PACK!

Distributed by PacForest 877.736.5995
TerraTech 800.321.1037

www.quadel.net
1.800.289.7659

NETTING
SEEDLING PROTECTOR



when you can upgrade
to something better?

Introducing **Chopper® GEN2™ herbicide** — the only forestry herbicide with Transport Technology™. Transport Technology accelerates the uptake and translocation of imazapyr throughout the plant. That means quicker up-front control and more effective long-term control, even at lower rates. We guarantee it in writing.

Upgrade to **Chopper GEN2**.

1-800-545-9525 | www.choppergen2.com

**Professional
Vegetation
Management**

 **BASF**

The Chemical Company



Always read and follow label directions.
Chopper is a registered trademark of BASF. GEN2, Quality Vegetation Management and Transport Technology are trademarks of BASF. ©2007 BASF Corporation. All rights reserved.

Alder Creek Children's Forest: Connecting Field and Online Place-based Learning

BY JIM PROCTOR

Alder Creek Children's Forest, a 501(c)(3) nonprofit based in southern Douglas County, Oregon, is an organization for which I have a deep personal as well as professional connection. I grew up in Douglas County and ultimately received a Ph.D. in geography, with research interests in forest policy and management. I was especially interested in conflicts over forests in the Pacific Northwest because they often indicated profound differences in values and knowledge, the sorts of differences for which education may help promote better shared understanding, mutual respect and opportunities to forge consensus.

At the same time, my parents were aging and my family was discussing future options for its forest. We faced the same challenges others confront in this situation: as much as we wanted to keep our forest, none of us were planning to live in the area. But we recognized the immense value of growing up in rural Oregon and wanted to give something back to the community and schools that raised us. So, with the support of local edu-

cators, community citizens and organizations, and public and private natural resource entities, Alder Creek Children's Forest (ACCF) was founded in 2002, several years after the passing of my parents.

The educational philosophy of Alder Creek Children's Forest is embodied in its name:

1. Alder Creek, one of two streams passing through the forest, suggests our emphasis on *place-based education*.

There is no one right or wrong way to manage all Pacific Northwest coniferous forests given differences in site-specific factors. This approach to education necessitates field-based inquiry so that students learn in-depth about a place. It also necessitates attention to a wide range of physical, biological, cultural, economic and other processes that affect a given place, whether these processes be local, regional, national or global in scale.

2. Ours is a *children's* forest, not



PHOTO COURTESY OF BOB KINYON

Students celebrate the ribbon-cutting ceremony for a footbridge they built over Alder Creek as part of a riparian interpretive trail.

the more commonly-termed demonstration forest, because young people play a central role in the learning process researching alternatives, discussing options with their instructors and ACCF, and implementing and monitoring their management choices. Like the Project Learning Tree adage that education is not about *what* to think but *how* to think, our intent is not to *tell* young people how to manage forests but to *ask* them how they would manage our forest, and to help students build knowledge and skills so as to participate in good management decisions.

Our Place, Partnerships and Programs

Many ACCF activities take place on my family's 80-acre forest, located within a 15-minute drive of three local school districts. Much of the forest consists of second-growth, mixed-coniferous stands with sufficient variety in soils, hydrology and aspect to promote a diversity of vegetation. ACCF receives net proceeds from resource utilization in return for managing the land on my behalf; this agreement allows for hands-on student involvement. Student programs range from one-day, active-learning workshops to extended projects—e.g., stream monitoring, reforestation, habitat assessment, trails construction, interpretive signage—designed



CHEMICAL COMPANY

- Site Preparation Herbicides
- Conifer Release Herbicides

PLEASE CONTACT:

Bruce Kelsas 503-931-4602
Oregon

Wes Wasson 253-279-5293
Washington

George Severson 541-840-6990
S. Oregon/N. California

to fulfill specific Oregon Department of Education standards while conveying the larger goals embodied in our educational philosophy.

If you were to read our mission statement, however, you would discover that ACCF is about more than the 80-acre forest. It states, in part, "We offer a place, partnerships and programs designed for young citizens to learn to work together to create healthy, sustainable forests, watersheds and communities." We do this via a wide range of alliances we have forged, both with neighboring public, private and tribal landholders in the 2,500-acre Alder Creek-Jordan Creek catchment, and with schools and community and natural resource organizations in the area. In this way, we encourage our youth to situate the 80-acre forest in the context of its surrounding watershed, and to situate the watershed in the context of the communities that use and enjoy it. Partnerships offer a model to our youth of how to work together in land management in spite of differing needs and interests, and expand the range of possible place-based learning projects beyond that of the 80-acre ACCF site.

Looking Ahead: Oregon Explorer and the Oregon Virtual School District

As a geographer, I have experienced the power of geographic information systems (GIS) as a tool to help us visualize, analyze and communicate processes and patterns of relevance to land management, and from its inception, ACCF has used GIS extensively at both the forest and watershed scale. We have also explored alternatives to involve schools in GIS, which avoid the generally prohibitive startup training and maintenance costs of a GIS lab. Our decision has been to follow the increasing trend toward making GIS available online via common web browsers, thus allowing any Internet-connected school to participate and providing a ready means of sharing project data among schools. We have also developed tutorials and communication tools to enhance GIS-based student work using Moodle, an open-source online course management system.

Fortunately, the state of Oregon

has in place a number of initiatives that have the potential to provide online support to not only ACCF, but other place-based educational efforts in the state. One key entity is the Oregon Virtual School District (www.orvds.org), which offers course support services such as Moodle. The other is Oregon Explorer (see sidebar), currently serving specific regions of the state including Douglas County. ACCF plans to pilot its innovative, online-learning enhancements to field-based land management education with local school districts in the near future as a possible model

Oregon's youth is raised, are indeed a treasure, as are the bright young minds that will manage and make decisions affecting these forests one day. ♦

Jim Proctor is president of the ACCF Board of Directors. For his day job, he is professor and director of the Environmental Studies Program at Lewis & Clark College in Portland, Ore. He can be reached at 503-768-7707 or jproctor@lclark.edu. For additional information on ACCF, visit www.aldercreek.org.



PHOTO COURTESY OF JIM PROCTOR

Educational consultant David GrosJacques prepares students for an onsite workshop day.

for application by other schools in locations served by Oregon Explorer.

The potential value of a statewide educational initiative that connects field and online place-based learning about natural resources is tremendous, in at least two respects. At one level, there will be exciting opportunities for students to become experts in their local place, and to exchange ideas about forestry and land management with fellow students and communities throughout the state. On a broader level, this effort will further the preamble to ACCF's mission statement, one my family embodied: "ACCF...serves two of Oregon's greatest treasures: our youth and our natural resources."

The forest where I grew up in rural southern Oregon, and the forests near where the current generation of

Oregon Explorer a Great Resource

Visit the Oregon Explorer (www.oregonexplorer.info)—a new online resource for learning about Oregon's natural resources and environment. This place-based digital library brings together stories, data, imagery and map-making tools for enhanced learning and decision support.

The site is co-managed by Oregon State University Libraries and the Institute for Natural Resources. The Umpqua Basin Explorer (www.umpquaexplorer.info) is a basin portal of the Oregon Explorer, and a site where the partnership between OSU, the Partnership for Umpqua Rivers (which manages Umpqua Explorer) and Alder Creek Children's Forest will prototype new educational information and tools for students and teachers.

Students Learn About Forestry on the Olympic Peninsula

BY MARTHA HURD

For the past 44 years, the North Olympic Chapter of the SAF has sponsored the Conservation Day program for sixth graders on the Olympic Peninsula with the support and participation of other forest and natural resource agencies.

This year was no different as 80 students from the Neah Bay and Clallam Bay schools attended the event. Students listened to presentations and participated in discussions and activities as they rotated between eight stations, including forest protec-



PHOTO COURTESY OF MARTHA HURD

Mike Wendell supervises students trying their hand at hosing down balloons, which simulated fire in the woods.

tion, fish and wildlife, forest health, forest recreation, tree planting, forest management, tree identification and forest products. Students listened to

presentations and participated in various hands-on activities. A particular favorite for students was the forest protection station where everyone got the chance to hold a fire hose and shoot at balloons that took the place of real fire.

The following instructors assisted with Conservation Days this year: Mike Wendell and Ted Allison with Washington State DNR; Chris



PHOTO COURTESY OF MARTHA HURD

Ted Allison describes forest health considerations at Conservation Days.

Northcut, Quileute Tribe; Jon Preston and Margaret Yates with the National Park Service; John Standerwich, retired USDA Forest Service and North Olympic Chapter chair-elect; Tom Tuttle, Forest Service; Ben McCall, Green Crow; and Brandon Sirguly, Merrill and Ring. ♦

Martha Hurd is with the Orca Straits District, Aquatics Program, Washington State DNR, and is a North Olympic Chapter member. She can be reached at martha.hurd@dnr.wa.gov or 360-457-2570 x221.

**FOREST & LAND
MANAGEMENT, INC.**

- Management of timberland, Appraisals, Marketing
- Export operations, Cruising, Feasibility Studies
- Properties larger than Forty (40) acres

PO Box 110149 • Anchorage, Alaska 99511-0149 • 907/346-4021 FAX 907/346-4022



Garlon® Herbicide Versatility

Targeted control of unwanted competing brush.

Freshly Cut Stumps

Apply Garlon 3A right after cutting hardwoods.

Resprouted Hardwoods

- Garlon 4 Ultra Thinline hand spray for small bigleaf maple clumps.
- Low Volume Basal with Garlon 4 Ultra in W.E.B. oil for small to large clumps.

For information on this or any other herbicides, call:

Bruce Alber 503-227-3525—western Oregon & western Washington

Joel Fields 509-928-4512—eastern Washington, Idaho & Montana

Carl Ostrom 509-928-4512—eastern Washington, Idaho & Montana

Scott Johnson 916-991-4451 & Jerry Gallagher 530-570-5977—California

9685 Ridder Rd. S.W., Suite 190 • Wilsonville, OR 97070

University Education Conference to be Held at Oregon State

BY ED JENSEN

Join your colleagues involved in forestry and natural resources education from across the nation and world for the 7th Biennial Conference on University Education in Natural Resources (UENR), hosted by the Colleges of Forestry and Agricultural Sciences at Oregon State University in Corvallis, Ore., March 13-15, 2008.



UENR provides a forum for college and university-based educators to share strategies and techniques used to educate the entire spectrum of audiences for whom they offer educational programs. The conference is aimed at faculty and natural resource professionals interested in curricular issues and innovative teaching methods in natural resource fields. Graduate and undergraduate students, as well as agency and organizational partners who both receive and help design and conduct educational programs, are encouraged to attend.

With sufficient interest, pre-conference field trips to explore "free-choice learning" will be offered on March 13. Possible destinations include OSU Hatfield Marine Science Center, Oregon Coast Aquarium and Starker Forests, as well as other natural education venues. Each field trip will combine learning about Oregon's natural resources,

exploring educational programs and sampling Oregon's unique fare.

This conference is the seventh in a series exploring teaching and learning innovations and issues facing educators in natural resource fields.

It typically blends plenary and breakout sessions devoted to issues surrounding and methods for engaging students in learning. Topics reflect the diverse subject areas, techniques and perspectives of faculty and administrators across a broad spectrum of interests and responsibilities.

While much of the focus is on strategies and practices associated with college and university classes, the conference will include techniques and programs associated with the full spectrum of Extension and continuing education audiences, ranging from K-12 students and teachers to scientists and professional resource managers. It will include practices used within universities to foster and reward good teaching and effective learning.

Education in forestry and wildlife have been the traditional focus of the conference, but for this meeting, the coordinators are reaching out to include all natural resource-related disciplines. Most participants come from the United States and Canada, but international guests are welcome. The 2008 conference will make a special effort to broaden its geographic scope and learn about trends and approaches shaping educational programs in other parts of the world.

Proposals for papers, posters, presentations, facilitated discussion, demonstration and workshops are

currently being solicited.

For more information on the 7th Biennial Conference on University Education in Natural Resources, please visit the 2008 conference website at <http://uenr.forestry.oregon-state.edu/>. ♦

Ed Jensen is Associate Dean for Academic Affairs, College of Forestry, Oregon State University, Corvallis. He can be reached at 541-737-2519 or ed.jensen@oregonstate.edu.



A BALANCED APPROACH

▲
TIMBER MANAGEMENT
▲
ALTERNATIVES TO
CLEARCUTTING
▲
FOREST PLANNING
AND RESTORATION
▲



These forests have been
independently certified
as well managed.

Scott Ferguson 503-222-9772
Barry Sims 503-233-2131
Mark Miller 541-602-2180

www.TroutMountain.com

Forest stewardship
for productivity and diversity

FSC Trademark © 1996 Forest Stewardship Council A.C. • SCS-FM/COC-00062GN

LOGGING ENGINEERING INTERNATIONAL, INC.

- Road layout and design
- Culvert and fish passage design
- Environmental, operational, and cost audits
- Logging and transportation plans
- Timber sale preparation/marketing/administration

Greg J. Zartman, P.E.

(541) 683-8383

Fax: (541) 683-8144

www.leiinc.com

1243 West 7th Ave.

Eugene, Oregon 97402

Alaska Annual Meeting Held

BY JIM LABAU AND WAYNE NICOLLS

A highly successful annual Alaska SAF meeting was held in southeast Anchorage at the Holy Spirit Retreat Center, April 26-28.

The first day, six presentations were made focused on the session theme of "Monitoring Alaska's Forests: Past, Present and Future." Member Beth Schulz of the USDA Forest Service Anchorage Forestry Science Laboratory moderated the panel.

State officers and representatives of all chapters except one attended the state executive committee session. Kirk David, our Council representative, provided considerable information about the Society district-wide and nationally. The host chapter, Cook Inlet, provided a barbecue that evening.

"Alaska's Changing Forests" was the theme of the Friday morning plenary session and featured a six-member panel moderated by Cook Inlet Chapter Treasurer Charlie Sink. Panelists

included Ed Berg, Matt Weaver, Glen Juday, Jeff Lowenfels, Stoney Wright and Lynn Wilcock.

In the afternoon, a general business meeting chaired by State Chair Jim LaBau, assisted by Executive Secretary Maynard Nuss, was held. Reports were provided and award nominations were voted upon. No Fellow nominations were made this year.

In the evening, followed by an Olympia halibut dinner, several awards were presented. The Dixon Entrance Chapter received Chapter of the Year; and Kimberley Maher of the University of Alaska, Fairbanks received recognition as Young Forester of the Year.

Two special awards were given. Maynard Nuss, executive secretary, received recognition for leading the Cook Inlet's annual seedling sales for over 30 years, and Jim LaBau received his Golden Member certificate.

Glen Juday of the University of Alaska, Fairbanks then presented an informative keynote address on cli-



PHOTO COURTESY OF WAYNE NICOLLS

Maynard Nuss (right) receives recognition from State Chair Jim LaBau for organizing the Cook Inlet Chapter annual tree seedling sale.

mate change.

Early Saturday, participants traveled north to the Matanuska Valley to tour parts of one of Alaska's most devastating fires, the Miller's Reach #2 fire that covered 37,366 acres and destroyed 344 structures, including many year-round homes and summer homes.

Miller's Reach #2 started June 2, 1996, and was nearly contained at 60 acres. June 3 brought winds that were not forecasted, and coupled with single-digit humidity causing numerous spot fires, it ran uncontrolled for almost two weeks. It was declared controlled on June 15. Some previous fires in the area were the result of arson, and such was speculated, but never proven. Fireworks were ultimately deemed to be the cause. Some have also said that the spruce bark beetle infestation was a factor, but that was determined to be untrue.

The fire has also been called the Big Lake fire because of the lake's central position in the burned area. Unlike many Alaska fires, water availability was not a problem; many crews were delivered to the fire by boat. However, the fire overwhelmed all resources for delivering the water to the fire. Subsequent fire prevention measures in the area were explained and viewed.

Lunch was enjoyed in the spectacular home of Cathi Kramer, which was built on the site of her family's former home that was destroyed during the fire.

Special thanks are due to Roger Burnside, Cook Inlet Chapter chair, who headed up meeting planning. ♦

Jim LaBau is chair of the Alaska SAF. He can be reached at 907-344-1018 or jim-labau2@cs.com. Wayne Nicolls is chair of the Juneau Chapter and can be reached at nicolls3@gci.net.

Jackson and Prochnau, Inc
Since 1954
Feasibility Studies & Investment Analysis World Wide,
Inventory, Appraisals, Engineering, Management, Log Marketing
www.jacksonandprochnau.com Email: jprochnau@jacksonandprochnau.com
Albany OR Tel: 541-936-3320 Olympia WA Tel: 360-352-9580

MUSSELMAN & ASSOC., INC.
Consulting Foresters
7360 SW Hunziker St. #204
Portland, OR 97223-2306
503-684-5727 • www.forestvalue.com
Experts in Forest Valuation
and Investment Analysis

 **LOG LINES Log Price Reporting Service**
Since 1989, publishing monthly report of delivered log prices from private timber sales in western Oregon and Washington. Call for free sample issue and subscription information.
P.O. Box 2215 Mount Vernon, WA 98273 Phone 360 336-6850 Fax 360 336-2624
www.logprices.com



Letter to the Editor

UW Program Clarifications

Dear Editor,

I am writing to correct factual errors contained in an article entitled, "Path to the Woods: Forestry Higher Education Options in the Northwest," which appeared in the July/August 2007 issue of the *Western Forester*.

The UW College of Forest Resources offers only one undergraduate degree—a Bachelor of Science in Forest Resources. We do not offer the degrees as shown on page 6 of your magazine. Further, as shown on the Society's web page, SAF has accredited our Master of Forest Resources (Forest Management) as a professional forestry degree. Thus, we continue our long tradition of educating professional foresters since 1935.

Students enter our fifth-year professional forestry program upon completion of our Bachelor of Science in Forest Resources degree in Environmental Science and Resource Management or a comparable degree from another institution¹. Within this major, students elect one of five options—Sustainable Forest Management, Wildlife Conservation, Landscape Ecology and Conservation, Restoration Ecology and Environmental Horticulture, and Student Specific. This BSF program prepares students to be foresters, albeit it is not accredited by the SAF. However, the option prepares students to enter the fifth-year Masters program.

We believe our program offers excellent value to our students as it affords them the opportunity to earn two degrees in the same period of time

¹We also offer a BSF degree for students who enroll in our Paper Science and Engineering major.

often taken to earn the BSF degree. In addition, our program was designed to accommodate transfer students from our community colleges.

We would appreciate the opportunity to prepare a short article for *Western Forester* that fully explains our programs. Thanks very much.

Sincerely,

B. Bruce Bare, Dean, College of Forest Resources, University of Washington, Seattle

Editor's Response: The *Western Forester* regrets any misrepresentations about how the forestry programs at the University of Washington's College of Forest Resources were portrayed in the table on page 6. The table was to contain only institutions that offered SAF-accredited BS degree programs within their colleges of forestry, thus the UW's Bachelor of Science in Forest Resources was not included in the table. However, we did want to show the college's offerings in Environmental Science and Resource Management and Paper Science and Engineering, but these were incorrectly reflected in the table as degrees instead of majors.

To clarify, the UW College of Forest Resources offers only one degree at the bachelor's level: Bachelor of Science in Forest Resources. Students

pursuing this BS degree may enroll in one of two majors: a) Environmental Science and Resource Management; or b) Paper Science and Engineering (see www.cfr.washington.edu/Acad/undergrad.html). Students enrolling in the ESRM major may elect one of several transcripted "options"—including a Sustainable Forest Management option.

Presently, this BS forestry option is not accredited by the SAF. However, students graduating from this option may elect to enter the college's Master of Forest Resources (Forest Management) degree, which is accredited by the SAF, and take a master's degree in a fifth year of study.

Forestry students may elect to obtain a BS in Forest Resources in four years of study, or if their academic records warrant, to pursue the Master of Forest Resources (Forest Management) degree by enrolling in the a fifth year.

The graph on page 6 of the online version of the *Western Forester* (www.forestry.org/wf) reflects this corrected information.

Again, the *Western Forester* regrets any errors in the graph. The intent was to showcase the college's unique academic attributes, not to create confusion or misrepresent the UW's forestry programs. ♦



GeneTachs
Richard W. Dunster Professional Forester

FOREST

- Management Consultant
- Inventories and Appraisals
- Genetic Tree Improvement
- Feasibility Studies

1600 NW Skyline Blvd., Portland, Oregon 97229 (503) 297-1660

www.forestseedlings.com

Countdown to Convention '07

Sustaining America's Forests and Foresters

BY DARREL KENOPS

Come be with us at a fun, stimulating and worthwhile SAF National Convention from October 23-27, 2007, in Portland, Ore. Reconnect with friends and colleagues, meet new people and learn anew about the exciting profession we call forestry and its latest advancements. It is the largest gathering of foresters in the world.

From Keynoter Richard Louv, media columnist and author of *Last Child in the Woods*, and our forestry education workshops, panels and speakers, you'll learn the latest thinking and be a part of the movement sweeping across America to reconnect kids to forests and natural environments.

From field trips to notable Pacific Northwest venues, to an informal Gala evening at the World Forestry Center, you'll be entertained, informed and refreshed in outlook and encouraged that *Sustaining America's Forests*—our labor of love—is vital and still in need of your energy, intellect and good will to continue making 21st-century strides.

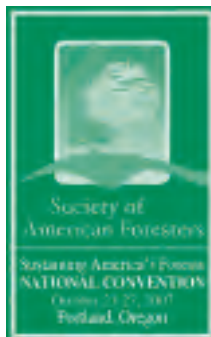
Swap your stories and experiences with colleagues from Canada and the world to build your network and knowledge important to keeping a global

forestry perspective. Join in celebrating the achievements and SAF awards to your hard-working associates and their institutions. Relive sustainable forestry contributions from Pacific Northwest examples and timelines. It's a rich history and it continues!

With forestry students competing in Quiz Bowl and rubbing shoulders with practitioners, you'll be grateful such talented folks decided to study forestry and carry on its legacy and traditions while adding their unique contributions.

From the SAF Working Group Science Photo Contest to poster sessions and informal venues where in music and art the challenges, contributions and achievements forestry in America and the world are defined, you'll be recharged!

The convention will explore significant front-page news topics including climate change, wildfires, biomass for energy, forest certification, forest restoration advancements and chal-



lenges, as well as the basics of helping our citizens understand forestry's and forestry professionals' key role as problems solvers. There are many sessions for sharpening your skills, and adding to your knowledge to serve those back home in your work, family and community lives in tackling today's questions and needs.

Be a part of the national dialogue and help SAF, the National Association of State Foresters and our allies move forward in promoting a national sustainable forest policy for the United States—it's a high priority.

Pacific Northwest forests are a part of everyone's lives and touch us in many ways from making a living, producing economic wealth to focusing on rural community and forest health. Forests make our urban cities more livable by providing outings to reconnect with forests and all the values they provide society. Come and attend our panels focusing on sustainability lessons learned and challenges needing our attention.

If you cannot be at all of our activities, then take advantage of our daily convention rate and attend those priority sessions of most value to you and your enterprise.

Invite your local school teachers, school administrators and Board of Education leaders to join us for at least a day to hear Richard Louv's message on children, forests and natural outdoor learning opportunities that improve children's health and impart knowledge and experiences that last a life time.

The Portland Oregon Visitors Bureau is an important partner helping us produce a high-quality experience for you, your partners and associates. Their motto is "It's not easy being green" and we share in that experience too.

It sure is exciting to be hosting a world-class convention in a world-class city you'll enjoy, so come be with us to celebrate, learn and make your contribution to moving sustainable forestry ahead in America and the World. ♦

Darrel Kenops is co-chair of the Marketing and Publicity Committee, SAF National Convention. He can be reached at DKenops@msn.com.



FOREST LANDOWNERS AND CHRISTMAS TREE GROWERS

Start your search with **FSN** for products and services that meet your Forest Management needs

✓ forestseedlingnetwork.com

FSN features the most comprehensive Vendor Service Directory in the Pacific Northwest. Search by category, subcategory, state or city.

The **FSN** Directory has eleven different vendor categories. Over 700 vendors currently listed. Click on bold entries to see enhanced information for the vendor's services. Click web address for direct access to their website.

FSN is an interactive website that connects forest seedling sellers with potential buyers. Check postings now for seedlings available for 2007-08 planting season.

Bob McNiff
bob@forestseedlingnetwork.com
(503) 769-9806

Forest Seedling Network
1740 Shaff Road #306
Stayton, OR 97383

Calendar of Events

Atterbury Consultants Open House, 9am-2pm, Oct. 23. Contact: Atterbury.

SAF National Convention, Oct. 23-27, Portland, OR. Contact: www.safnet.org/natcon-07.

PNW IVMA Annual Meeting—Herbicide Fundamentals and Current Research, Nov. 7-8, Portland, OR. Contact: WFCA.

Water in the Pacific Northwest: Moving Science into Policy and Action, Nov. 7-9, Stevenson, WA. Contact: Joy Thompson, 509-335-3530, joyt@wsu.edu; www.swwrc.wsu.edu.

Forestland Security, Nov. 9, Portland, OR. Contact: WFCA.

The Basics of Accurate Forest Land Appraisal—Precisely! Nov. 12-15, Corvallis, OR. Contact: OSU Confer-

ence Services, 541-737-9300; <http://oregonstate.edu/conferences/appraisalworkshop2007/>.

Practical Application of New Technology for Foresters seminar, Nov. 14-15, Beaverton, OR. Contact: Atterbury.

ASPRS Columbia River Region Annual Workshop, *Looking Above the Terrain Model: LiDAR for Vegetation Assessment*, Nov. 16, World Forestry Center, Portland, OR. Contact: Steve Lennartz at slennartz@sanborn.com or 503-228-8708.

Native Plants, Nov. 28-29, Eugene, OR. Contact: WFCA.

Forest Health: Identification and Management of Forest Insects and Diseases, Dec. 11-12, Spokane, WA. Contact: WFCA.

Advanced GIS Applications in Natural Resources with ArcGIS, Dec. 13-14, Corvallis, OR. Contact: Michael Wing, 541-737-4009, michael.wing@oregonstate.edu.

7th Biennial conference on University Education in Natural Resources (UENR), Mar. 13-15, 2008, Corvallis, OR. Contact: <http://uenr.forestry.oregonstate.edu/>.

Tree School 2008, Mar. 29, 2008, Clackamas Community College, Oregon City, OR. Contact: Merrily Enquist at merrily.enquist@oregonstate.edu.

Oregon SAF Annual Meeting, May 7-9, 2008, Eugene, OR. Contact: Stephen Cafferata at cafferat@msn.com.

Contact Information

Atterbury: Jon Aschenbach, Atterbury Consultants, 3800 SW Cedar Hills Blvd., #145, Beaverton, OR 97004; 503-646-5393; jaschenbach@atterbury.com; www.atterbury.com.

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

Send calendar items to the editor, **Western Forester**, 4033 SW Canyon Rd., Portland, OR 97221; fax 503-226-2515; rasor@safnwo.org. The deadline for the Jan./Feb. 2008 issue is November 26, 2007.

Our professional staff has a complete range of expertise in natural resource management.

Complete Forest Land Management
Watershed Analysis ▲ Wildlife Surveys
Cruising ▲ Forest Appraisals ▲ Marketing
Forest Inventories ▲ Harvesting
Reforestation ▲ Growth Projections

BARNES & ASSOCIATES, INC.
3000 Stewart Parkway, Suite 204, Roseburg, OR 97470

Phone (541) 673-1208
Fax (541) 673-9789




Woodland Management Inc. Professional Foresters

12901 SE 97th Avenue, Suite 360
Clackamas, OR 97015

(503) 654-2221 Office
(503) 654-2224 Fax

Jim Wick
jim@woodlandmgmt.com

Dan Green
dan@woodlandmgmt.com



Serving Northwest landowners for over 20 years.

New Tool for Public Outreach, Education and Participation in Forest Management and Science

BY HEIDI L. BALLARD, ERIC T. JONES
AND DAVID PILZ

Forest managers and scientists are increasingly expected to conduct adequate biological inventory, monitoring and/or assessment on both public and private lands. Monitoring biological resources can stress the budget and resources of any land management agency, organization or company. At the same time, local people that are interested in the sustainable management of forests often informally engage in biological monitoring anyway and have knowledge and skills that can be applied to monitoring goals. These stakeholders are a resource that managers can tap to help them in their inventory and monitoring activities.

Participatory biological monitoring is an effective way for managers to address both their need for biological information and their need to conduct public outreach and education. Participatory monitoring (the term we use to include collaborative, multi-party, citizen and volunteer monitoring) is a process that involves non-scientists in observing, measuring or assessing biodiversity or its compo-

nents. It is a process that has been increasing in popularity and use in both developing and industrialized societies over the last several decades. There are now enough successful examples of these projects to guide the widespread inclusion of participatory approaches in American forestry with a high probability of success.

Why might foresters and landowners try participatory monitoring?

Managers and scientists might consider a participatory approach to monitoring for a variety of reasons, including stretching limited resources, building understanding among user groups, improving community relations, building cohesion through group learning, reducing conflict and litigation, providing educational opportunities, supporting community development, addressing public concerns, or incorporating local and traditional knowledge into monitoring designs. Participatory or collaborative monitoring may be an effective way to meet National Environmental Policy Act (NEPA) requirements, depending on the context.

A few examples

Participatory biological monitoring has worked in a variety of contexts, from non-industrial private forest (NIPF) landowner associations to national forests to large timber companies to local government and non-profit organizations. Here are a few examples:

(1) Monitoring efforts are often a major component of the work of watershed councils around the Pacific Northwest, comprised of landowners, community residents, environmental organizations and public agencies that collaborate on restoration efforts.

Volunteers with the watershed councils have inventoried and mapped culverts, dams, stream crossings, forest roads and other obstructions to salmon passage in waterways.

(2) One timber company had a program to bring school groups and university students to spotted-owl monitoring sites on their land for education and public outreach.

(3) The NRAC (Natural Resource Advisory Committee) of Wallawa County, Ore., commissioned a collaborative watershed assessment of private and public lands with ranchers, environmental groups and the U.S. Forest Service. Representatives from each of these groups formed resource teams that either collected data themselves or hired local contractors. They then analyzed the data together to make consensus management recommendations.

(4) The wide diversity of non-timber forest product species (NTFPs) makes them especially costly to monitor.



Site Selected Seed Sales For

Alaska • Washington • Oregon • No. California • W. Idaho

CUSTOM CONE COLLECTION & SEED PROCESSING

Complete Progeny and Seed Orchard Processing Services
Preferred Sources of Christmas Tree Seeds and Seedlings

CUSTOM SEEDLING STOCK

Container Grown (plugs) and Transplant Service (plug • 1)

David Gerdes

inquiries@silvaseed.com

Mike Gerdes

F O R E S T E R S

SILVASEED COMPANY

P.O. Box 118 • Roy, WA 98580 • (253) 843-2246

"Serving Many of the Reforestation Needs of the World From This Location Since 1889"

For More Information Online

Broadening Participation in Biological Monitoring: A Handbook for Managers and Scientists, 2006 (free download):
www.ifcae.org/pbm

Managing volunteers: A field guide for USDA Forest Service volunteer coordinators, available at www.partnershipresourcecenter.org/resources/volunteers/index.php

However, NTFP harvesters often have extensive ecological knowledge of these species. Some federal land managers and timber company staff have begun planning a project with NTFP harvesters to inventory the commercial NTFP plant species on their lands by incorporating the data collection into harvesting activities.

Clear goals and targeting specific manager and participant needs are critical elements of success in any participatory monitoring project.

How to start?

It can be daunting to consider working with volunteers or community groups, even for the smallest project, especially when you include the logistics, safety, training and possible politics involved. However, a new tool for forest managers and scientists addresses all these issues and more, making it much easier to plan and implement an inventory, monitoring or assessment project with help from volunteers or other local groups.

Broadening Participation in Biological Monitoring: A Handbook for Managers and Scientists, produced by the Institute for Culture and Ecology and published by the U.S. Forest Service (available for download free at www.ifcae.org/pbm), is a tool for managers and scientists who are contemplating a participatory approach to monitoring biological resources, especially biodiversity. It is designed as a how-to manual with discussions of relevant topics, checklists of important considerations to address, and copious annotated resources for further information. Planning worksheets for developing, implementing and evaluating a monitoring plan are posted on the website, as well as a companion training curriculum. Three broad stages (Planning, Implementation and Follow-Through) based on the cycle of a monitoring project include specific modules that can be referenced for whatever stage or topic is most relevant to the user at any given time. Due to the national scope of the handbook and the wide variety of possible ecosystems in which participatory monitoring can take place, it is important to note the handbook does not include locally specific inventory and monitoring protocols.

New values for forests are emerging in the context of global climate change; when added to familiar uses of forests for timber, wildlife habitat and watershed health, biological monitoring of forests has never been more important. Involving local people in monitoring, whether they are retirees, youth, ranchers, harvesters or any other local citizen, can greatly increase a forest manager's capacity to assess and track changes in the productivity and health of their forest. Participation in monitoring also educates citizens about forests and forestry, improving their appreciation of science and forest management, and their ability to make

informed decisions. ♦

Heidi L. Ballard is an assistant professor of Environmental Science Education at the University of California in Davis. She can be reached at 530-754-6255 or hballard@ucdavis.edu. Eric T. Jones is an ecological anthropologist for the Institute for Culture and Ecology in Portland, Ore. An SAF member, he can be reached at 503-331-6681 or etjones@ifcae.org. David Pilz operates a consulting business, PilzWald, and is a forest mycologist affiliated with the Department of Forest Science at Oregon State University. He can be reached at pilzwald@peak.org.

Issues to Consider When Involving People in an Inventory or Monitoring Project

Planning:

- Documenting a participatory monitoring project
- Determining monitoring goals and indicators
- Selecting biological indicators and measures
- Evaluating the usefulness and goals of collaboration
- Making systematic and collaborative decisions
- Evaluating the context of a participatory monitoring project
- Organizing the structure of a participatory monitoring project
- Recruiting, selecting, authorizing and dismissing participants
- Developing good understandings and agreements
- Understanding motivations, concerns and anticipated benefits for participants
- Involving participants in project design
- Obtaining and allocating funds, resources and support

Implementation:

- Providing participants with requisite training
- Ensuring safety and planning for emergencies
- Planning fieldwork activities
- Developing sampling designs and data collection procedures
- Ensuring the quality and credibility of collected data
- Making arrangements for handling, storing and using data

Follow-Through:

- Arranging for periodic data analysis
- Arranging for reporting results
- Evaluating and improving the project
- Celebrating to ensure the project is rewarding and appreciated



THE TIMBER EXCHANGE

13110 SW Joanes-Perry Rd., Lake Oswego, OR 97038
www.thetimberexchange.com
 Serving timberland owners since 1967

Transaction Foresters, Licensed Real Estate Brokers in Oregon and Washington

Timber & Timberland

• Focus • Experience • Success

▲ Marketing

▲ Appraisal

▲ Negotiation

▲ Management

One SQM/M and
 300,000 annual trading
 transactions completed

mvalke@thetimberexchange.com (503) 636-7064



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.

Commercial Harvest Position Widely Shared, Others Under Review

The updated position statement on "Commercial Timber Harvest on Public Lands in Oregon" has been widely shared with policy and decision makers. Earlier this year the statement, along with OSAF's seven other active positions on key forestry issues, were sent to each member of the Oregon Legislature. OSAF leaders also distributed and discussed the statement at public meetings of the Board of Forestry and its Federal Forest Lands Advisory Committee. More recently, the position caught the attention of several county leaders, who likely noted its references to the county payments issue. The position remains very timely given extensive forest management needs and costs on federal lands, and long-held economic obligations to communities by adjacent state and federal forests. In addition, the updated position incorporates some new statements about energy, safety and restoration.

Over the next 12 months several OSAF position statements are set to expire, and the OSAF Policy and Legislation Committee has begun reviewing them for potential revision and update. "Landslides on Forest Lands" will expire in December 2007, and those expiring in 2008 include "Salvage Harvesting," "Clearcutting," "Using Pesticides on Forest Lands" and "Active Management to Achieve and Maintain Healthy Forests." All OSAF members are encouraged to take a fresh look at these statements and pass along any comments to your local chapter officers or the Policy Committee. All OSAF position statements are online and a useful two-page handout with the eight core positions is available at

www.forestry.org/pdf/core_position07.pdf ("members only" section). Contact: Paul Adams, OSAF Policy chair, 541-737-2946; paul.adams@oregonstate.edu.

OSAF Submits Comments to Board of Forestry Issue Scan. This summer, OSAF sent a letter to the Oregon Board of Forestry in response to a call for comments and suggestions to help the board shape its future work plans. This is the second "Issue Scan" conducted in recent years, with the latest solicitation generating about 150 pieces of input. The Oregon Department of Forestry will organize the input and an ad hoc committee, which includes some public representatives, will meet to analyze and categorize the input for the board. Further details and updates on the board's 2007 Issue Scan can be found at http://egov.oregon.gov/ODF/BOARD/index.shtml#Board_of_Forestry_Issue_Scan.

The OSAF input to the board focused on two issues that directly concern Oregon's forestlands and two that center on the board's work and policy process. OSAF identified "Management to Reduce Wildfire and Health Hazards" and "Sustaining Working Forests" to be among the highest priorities for both public and private forests in Oregon, and called for bold leadership from the board to promote strong policies and actions that can effectively address these issues. In addition, OSAF suggested that the board enhance its work accomplishments through greater focus and streamlined decision-making, and also that they pointedly consider forestry professionals (independent of their employer/client interests) as key stakeholders in forest policy making. A statement about OSAF's capability and willingness to provide such stakeholder representation and advice was included. Contact: Paul Adams, OSAF Policy chair, 541-737-2946; paul.adams@oregonstate.edu.

WSSAF Position Statements Under Review. The WSSAF Policy Committee is reviewing the Society's position statements and will provide recommendations to the executive committee at their next meeting this fall. WSSAF has six position statements. "Active Management to Achieve and Maintain Healthy Forests" and "Forest Health" are active statements

and will expire in October 2008. The other four positions being reviewed for potential revision and update are "Commodity Production on Washington's Forests," "Federal Land Management," "Washington DNR Sustainable Harvest Analysis," and "Washington DNR Trust Land Management." Contact: WSSAF Policy Co-chairs Doug St. John, 425-452-5702, dougstjohn@greencrow.com; Bob Dick, bdick@amforest.org.

Idaho Legislative Committee.

During the 2007 legislative session, concurrent resolutions created interim committees to study two key forestry issues. The eight-member National Forest System and Woody Biomass Interim Committee will deal with both issues. The committee's charge is "to study the decline in receipts on national forest system lands and to study issues related to woody biomass and incentives to make woody biomass available to be processed into value-added products." The committee met in August and heard testimony from numerous people. At press time, it is scheduled to meet again in September. It is not clear at this writing what the outcome will be. Contact: Jay O'Laughlin, IESAF policy chair, 208-885-5776, jayo@uidaho.edu.

Idaho Bill on Conservation

Easement Incentives. A bill patterned after a Colorado law was introduced in 2007 as the Idaho Ranch, Farm and Forest Protection Act. It would provide state income tax credits for half the value of qualifying conservation easements and has the support of many interest groups, including The Nature Conservancy, Intermountain Forest Association, and Idaho Forest Owners Association. Although the bill did not get a hearing in 2007, supporters are expected to reintroduce it in 2008. The Inland Empire SAF has created a task force to consider a position statement supporting conservation easements in the state, and will be working on it with the Intermountain SAF. Contact: Jay O'Laughlin, IESAF policy chair, 208-885-5776, jayo@uidaho.edu.

Washington State Bill on Registration of Consultants.

A bill that would require consulting foresters to be registered in the state of Washington was introduced in the legislature in 2007. The bill and its associated controversies were featured on page 1, *The Forestry Source*, April 2007. The Inland Empire and Washington State Societies have created a joint task force to consider a position statement on this bill. Contact: Doug St. John, WSSAF policy co-chair, 425-452-5702, dougstjohn@greencrow.com. ♦



Bend, Oregon

FOREST RESOURCES TECHNOLOGY

• SAF Recognized •

Bret Michalski, M.S., Wildlife Science
Michael Fisher, Ph.D., Forestry, Range Management
Ron Boldenow, Ph.D., C.F., Forestry

<http://naturalresources.cocc.edu> E-mail • rboldenow@cocc.edu

(541) 383-7754



We Remember

Benjamin Stout 1924-2007

Ben Stout, 83, of Albany, Ore., passed away on July 29.

He was born and raised in West Virginia. He graduated from high school in 1941 and enrolled as a forestry student at West Virginia University. After the start of World War II, he enrolled in the Enlisted Reserve and was called to active duty in 1943. He served with Patton's army in the European theater of operations, liberating a concentration camp and participating in Patton's grand march toward Berlin. His military experience was recognized with the Bronze Star.

After his return from war service, he completed a bachelor's degree in forestry at West Virginia University in 1947. He went on to earn a master's degree in forestry from Harvard University in 1950 and a Ph.D. in forest ecology from Rutgers University in 1967.

His career began as a consulting forester, and then he moved on to management of Harvard's Black Rock Research Forest in Cornwall, NY. He became professor of Silviculture at Rutgers University in New Jersey and went on to serve as associate provost of Biological Sciences. His academic career ended in 1985 as the dean of the School of Forestry at the University of Montana in Missoula. He came to Oregon in 1988 while managing an acid rain research program for the National Council for Air and Stream Improvement. He retired in 1991 and had lived in Albany since 1988.

He made significant contributions to forestry through research, administration and advocacy. Even in retirement, he remained passionately active in forestry and natural resources, serving as the senior natural resources advisor for his local state legislator and on the Board of Directors of the Oregon State Fish Hatchery. He is the author of numerous scientific articles and two books on natural resources. He was a frequent visitor at ecology and public resource conferences and presentations at OSU and also served as chair of the Allegheny Section of the Society of American Foresters. He attended the Oregon SAF Fellow's luncheon held in June.

His accomplishments were recognized when he became a West Virginia University Outstanding Alumnus and was named a

Fellow in the Society of American Foresters—the only forester on record to share this honor with his daughter, also a Fellow in the Society.

Mr. Stout was an avid golfer. He only considered a round of golf truly successful if he scored at or below his age—no mean feat for an 83-year-old. On April 19 of this year, he hit his 12th hole-in-one of his long golfing career.

The family of Ben Stout is working with SAF to honor Ben's memory. To contribute to the memorial, please make a check made payable to SAF, 5400 Grosvenor Lane, Bethesda, MD 20814 (please write "Ben Stout Memorial Fund" on the memo line), or visit <http://ben-stoutmemorial.org>.

Earl Newberg 1918-2007

Earl Newberg, 88, of Nehalem, Ore, died March 27, 2007, in Tillamook. Born in Astoria, he lived in the area and graduated from Knappa High School. After attending Linfield College for a year, in 1941 he went to Oregon State College (now OSU) to study forestry. He was drafted into the U.S. Army in June 1942. When he was not in college or the Army, he spent time logging around the Knappa and Nehalem areas.

Mr. Newberg went through officer candidate school in Starkville, Miss. As a 2nd lieutenant, he was later attached to the 157th Port Company of Skagway, Alaska, where he worked loading and unloading ships. He then took advanced stevedoring training and was sent to New Orleans and then to Panama when World War II ended.

Discharged in April 1946, he returned to Oregon to continue his study of forestry. He graduated in 1948 with a bachelor's degree in forest management.

Mr. Newberg started a logging business with his brother in 1950. Newberg and Scovell Inc. was incorporated in 1974. They contract logged along the North Oregon Coast until 1985, when the corporation was dissolved.

An active member of the Nehalem Bay United Methodist Church, he was also a life member of the Society of American Foresters. He was an Oregon Logging Conference director, American Legion life member and post commander, and a member of Veterans of Foreign Wars.

Family members said he enjoyed traveling, tracking the stock market, spending time with his family and watching the Seattle Mariners. ♦

Just Released: Nomad Pocket PC with 806 MHz Processor

Tripod Data Systems has introduced a brand new Pocket PC featuring an 806 MHz processor, 128 MB of memory, up to one gigabyte of flash storage, and integrated Bluetooth. The Nomad's design and features make it a powerful mobile computing solution for a variety of forestry and mapping applications. It is available with a numeric keypad, making data entry extremely easy. The Nomad series is perfect for Pacific Northwest weather conditions. It meets the MIL-STD-810F standard for drops and also comes with an IP67 rating for water submersion for up to 30 minutes.



The Nomad's VGA display is sharp and clear in sunlight, presenting maps and other graphic-intensive files in better detail than a typical QVGA display. It also comes with Windows Mobile® 6.

For additional information, contact Jon Aschenbach with Atterbury Consultants at 503-646-5393. Anyone interested in seeing the new Nomad Pocket PC in operation can attend the Atterbury Consultants open house on October 23 at their Beaverton office. The unit will also be available at booth 339 at the National SAF convention. ♦

INTERNATIONAL FORESTRY CONSULTANTS, INC.

Professional Forestry Services

Certified Foresters® • 10 Staff Foresters

4 Certified Arborists

GIS and Certification Services

Throughout the Pacific Northwest



(425) 820-3420

INFO@INFOrestry.com

**Tom Hanson
Dennis Dart**

You're Invited

"Atterbury Open House"
October 23, 2007
9:00 am to 2:00 pm

Everyone is invited to our open house. We have lots of new equipment and software to show off.

Tripod Data Systems and Laser Technology have both released new products with incredible capability.



- **Nomad Pocket PC**

- 806 MHz
- One Gig Flash Memory
- Built in GPS

- **TruPulse 360 laser rangefinder**

- Built in Compass
- Auto calculates distance and bearing between two targets

Representatives from Laser Technology and Tripod Data Systems will be on hand for most of the day.

Call Jon Aschenbach at 503-646-5393
for more information.

Atterbury Consultants, Inc.
3800 SW Cedar Hills
Blvd., #145
Beaverton, OR 97005



"Practical Application of New Technology for Foresters" **Seminar: Nov. 14-15, 2007**



This seminar is designed for Foresters and Timber Cruisers who want to learn how to utilize the latest technology to make their jobs easier and more rewarding. Products and topics covered in the seminar include:

- Navigating and Mapping w/ ArcPad®
- Using Consumer & Field Grade GPS
- RD 1000 BAF scope®
- Laser Rangefinders; maximizing value
- Use of Imagery w/ Pocket PCs
- Laptops & Pocket PCs in pickups

Call Jon Aschenbach at 503-646-5393
for more information.

ATTERBURY CONSULTANTS, INC.

3800 SW Cedar Hills Blvd., #145
Beaverton, OR 97005 • www.atterbury.com

SOCIETY OF AMERICAN FORESTERS

Western Forester

4033 S.W. Canyon Road
Portland, Oregon 97221

Non-Profit Org.
U.S. POSTAGE
PAID
PORTLAND, OR
PERMIT NO. 16

PRINTED ON
RECYCLED PAPER

Take the guesswork out of your job.

Forget rigid height routines. Forget the limitations of set targeting distances. Forget settling for mediocre accuracy. Forget manually factoring in vertical angles. Forget struggling with obscured sightlines. In fact, with the two new low-cost products from Laser Technology, Inc., you can forget all the hassles typically associated with gathering accurate field data. The one thing you do have to remember though is to visit: www.lasertech.com/wsaf to learn more.

LASER^{TECH}
TECHNOLOGY

