

Coos & Curry Woodland Update



1-541-572-5263 or 1-800-730-4978, jonathan.martz@oregonstate.edu

Farewell

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Recently, I applied for a teaching job in the Myrtle Point School District. As of August 8, 2005 the Myrtle Point School Board accepted administrations recommendation to hire me for a math, forestry, and social studies position. I will be assuming my new duties on August 30th.

This was a difficult move for me to make because I have become attached to the adult forestry education classes, and the landowner/public interaction that takes place on a daily basis. There is much unfinished business that has to be accomplished before I leave Extension, so I will be working hard to meet the commitments that I have made on behalf of Coos County OSU Extension.

I would like to thank all who have participated in the Coos/Curry Forestry Education programs, and those who have given up their time & resources. I would hope this could serve as an opportunity for Oregon State University Forestry Extension to hire an individual that can continue to meet the needs of small landowners in Coos/Curry Counties.

Coos and Curry counties have approximately 1,252,000 acres of forestland (private, state, federal) combined. This should be an indicator that forestry is still an intricate part of the local economy. Not providing educational services to small landowners leaves potential for the lack of positive stewardship of lands.

If you have any forestry related questions that you need answered, please contact Rhonda Fischer, office specialist, Coos County OSU Extension Service.

Best Regards,

Jonathan Martz

Forestry Educator & 4-H Youth

SB 290 Passed

The House and Senate have passed SB 290, in the form described below. Applicators on private and public lands will be required to report to the system. The bill is to take effect immediately upon the Governor signing it (assuming he does). However, the Oregon Department of Agriculture (ODA) needs to enact some rules and needs to revise the reporting system, so it might be a while before reporting is actually required.

A subcommittee discussed the A-8 amendments to the bill. With the amendments, the SB 290 would restart the inactive Pesticide Use Reporting System (PURS) as follows:

- The Oregon Department of Agriculture would be provided general funds and other funds (pesticide product registration fees, probably).
- Pesticide users in urban areas would report into the system using the five-digit zip code as a location identifier.
- Pesticide users outside urban areas would report by third-field hydrologic unit. Many of Oregon's hydrologic units at this scale cover multiple counties.
- ODA would be prohibited from collecting any information that could be used to identify a specific pesticide user.



The A-8 amendments represent a compromise agreement. Many pesticide users see PURS as an unnecessary burden. They also have stated that information that could identify individual users could allow them to be targeted by protesters or eco-terrorists. The subcommittee moved the bill with the A-8 amendments to the full House Special Committee on the Budget with a do-pass recommendation.

Later in the day, the full House Special Committee on the Budget held a work session on SB 290A, with the A-8 amendments. With minimal discussion, the committee reported the bill out to the House floor with a do-pass recommendation. Two representatives voted against moving the bill in its current form, with the main objection being that the third-field hydrologic units were too large for useful data gathering.

OREGON 4-H FORESTRY SKILLS TEAM ATTENDED NATIONAL CONTEST

Four Oregon 4-H members were selected to the Oregon program's first forestry skills team to participate in the National 4-H Forestry Invitational competition in West Virginia July 24-28.

"The National 4-H Forestry Invitational is the national championship of 4-H forestry," said Virginia Bourdeau, Oregon State University Extension 4-H Youth specialist. "Annually since 1980, teams of 4-H foresters have traveled to Jackson's Mill State 4-H Conference Center at Weston, W.V., to compete in this event."

The five-day competition brings together 4-H youth participants from across the United States who participate in several forestry skills contests including tree identification, forest land evaluation, silviculture knowledge, insect and disease identification, compass orienteering, and topographical map reading. "The purpose of the Invitational is to develop appreciation for the importance of conserving forestland," Bourdeau added. "4-H foresters learn citizenship and leadership skills as well as practical forest management skills."

Selection to the 2005 Oregon 4-H Forestry Team was based on how Oregon 4-H members performed on a 4-H forestry quiz made available to 4-Hers throughout the state via county offices of the Oregon State University Extension Service, Bourdeau explained. Participants were rated according to their scores on a 100-question short answer test.

The team forestry team members will now act as Oregon 4-H Forestry Ambassadors, assisting at the Oregon 4-H Forestry Skills Invitational contest scheduled for Oct. 1-2 at the Oregon 4-H Center in Salem, and in their own county programs.

Youth Development through Natural Resource Education

Jonathan Martz, Forestry Educator, Coos County OSU Extension Service

Recently I had the opportunity to teach a class at *Tree School South* in Roseburg where I was given the task of instructing on the subject matter of “Sustaining Youth Through Natural Resources”.

But before we dive into the subject matter of that session, I would like you to think back to a memorable experience you had in relation to natural resources.

A keystone for me, still vivid in my mind, was the first time my father took me fishing. I was just a wee one, not old enough to rig up my own pole, still relying on Mom or Dad to tie my shoes. My father and I rose early in the morning, and after the hot

meal my mom prepared for us, we were out the door and heading to catch the Big One.

Of course, we never did catch the Big One that day, but I learned how to fish, through process of trial and error. More often than not, I caught the line in trees and shrubs, snagged debris in the river, and that was only if and when I actually managed to release the line from my reel! Even with all my mistakes, we had a great time, and I learned a lot from the experience. Have things changed?

Well, that depends on which one of my friends you talk with, but the ex-

periential learning process that I went through is something that all of us have gone through at one time or another. The 4-H natural resource youth program that I am involved with deals with providing participants with opportunities to learn from experiences like these. What is youth development? Youth development is a “*process of mental, physical, social & emotional growth during which young people prepare to live productive and satisfying lives within the customs and regulations of their society*”. So, where do we go from here?

I would argue that youth gain valuable life skills through natural resources

and forestry experiences! The experiential learning process should start by having some basic understanding of how we learn from our experiences. The five-step Experiential Learning Model (Fig. 1) is a comprehensive process, which we can follow when developing lessons or turning activities into useful tools for youth.

Step 1 in the process is the “Experiencing” part of the activity. The full attention is on the youth who is experiencing the activity. The adult provides some basic structure and the right environment, but lets the participant(s) create his/her own experience. The adult who is instructing should intervene only by answering questions, providing practical resources, and making observations. This will add much value to the experience.

Step 2 in the process is called “Share”. Within this facet of the model youth reflect on their experiences and share results from their experiences with peers and also answer questions posed by the participants.

Step 3 is another reflection component called “Process”. Process allows youth the opportunity to

(Continued on page 4)

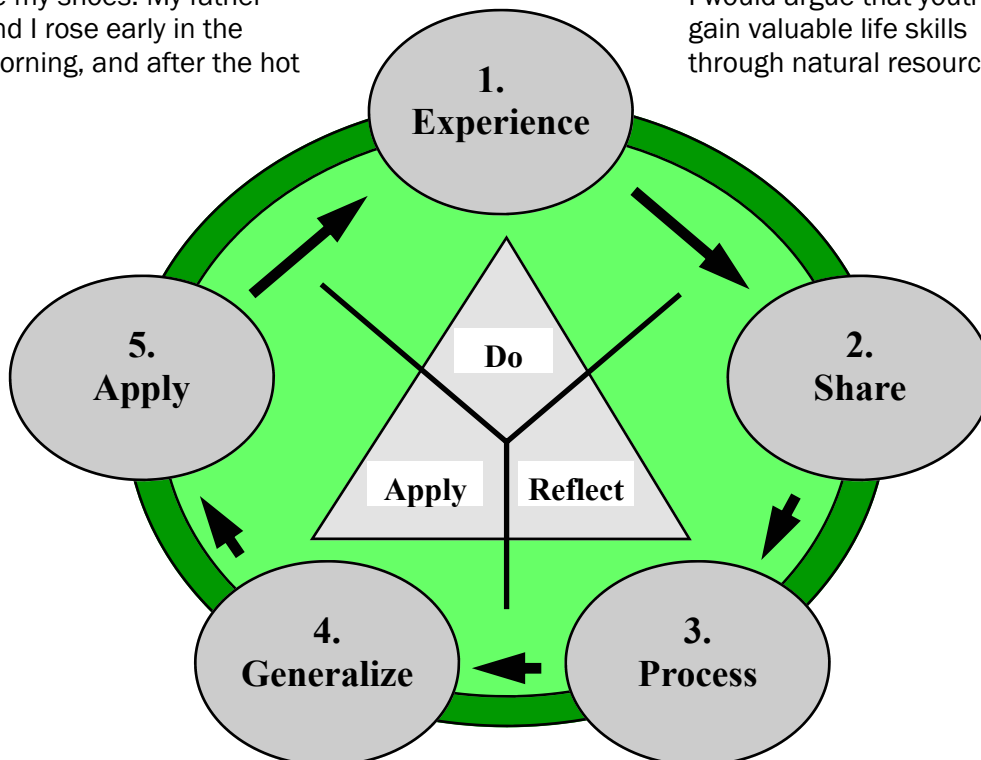


Figure 1. Experiential Learning Model, Adapted from N4-H Curriculum

(Continued from page 3) analyze and reflect back on results. This allows for emerging themes to come forth.

Step 4 is my favorite step in the process because we are allowed to "Generalize". This step allows youth and instructors the opportunity to connect the experience to real-world examples. I enjoy this step because so often we are consumed with absorbing information and we forget to include the correlation to our every day lives.

The final step (5) in this cyclical process is called "Apply". In this step, youth apply information that was learned to another activity that requires the learned skills. This application piece is a very important part of the model.

This model can give us some direction for providing positive experiences and can serve as a nice model to use when working with youth, in any ca-



(Forest Ecology Lesson with Myrtle Crest Students)

capacity. This model allows youth the ability to make and learn from mistakes, and not be discouraged because of poor performance.

When you are developing educational activities for youth, it is important to keep activities at a level that is appropriate for their age. At various stages of development there are certain characteristics that best fit a youth's learning style.

Being aware of these developmental stages will greatly facilitate learning and make teaching much easier. Youth development correlates to a child's age or grade level. For some examples refer to the chart in figure 2.

As Small woodlot owners, industry, and State/Federal natural resource managers you are in a unique position. You have the ability to instruct youth and share your own experiences. There are many natural resources/forestry curricula and lesson plans available, as well as ready-made kits with all the props and supplies you need. Contact your local OSU Extension Service and start getting youth involved. The experience you give a child will be one he/she will never forget.

Forestry & Youth Ideas !

1. Contact the OSU Extension Office in your county. You can help the 4-H clubs, natural resources, and wildlife stewards programs.
2. Summer is a great time to help out at camps, county and state fairs, and other youth-oriented activities.
3. Check out some of the lesson plans in books like Project Learning Tree, WILD, or WET, as well as 4-H forestry curriculum. *These are great ways for adults to learn as well!*
4. Take a group of children (include children in your own family) on a tree farm tour. Focus on discovering types of insects, site differences, stream species, something that makes your tree farm special!
5. On a rainy day, volunteer at your local bookstore or library to read a forest related book.

Age Group Characteristics	
Grades 3-5	<ul style="list-style-type: none"> ➤ Youth learn best when physically active ➤ Attention span is about 45 minutes ➤ Enjoy both cooperation and competition
Grade 6 - 8	<ul style="list-style-type: none"> ➤ Want to make decisions but still depend on adult guidelines ➤ Gain skills in social relations with peers and adults ➤ Can take responsibility in planning and evaluating own work
Grades 9-12	<ul style="list-style-type: none"> ➤ Personal philosophy begins to emerge ➤ Strong desire for status in peer groups ➤ Widespread feelings of inferiority and inadequacy



Figure 2. Ages and Stages of Youth Development, Adapted from N4-H Curriculum System

JOIN OREGON SMALL WOODLANDS ASSOCIATION TODAY!

Would you be interested in joining thousands of other small woodland owners to better enhance, manage and protect your woodland investment? Are you interested in learning more about forest management? Do you have management goals and ideas you would like to share with others? Oregon Small Woodlands Association (OSWA) is a group of forestland owners dedicated to the protection, management and enhancement of Oregon's forest resources.

A non-profit organization founded in 1967, OSWA maintains a professionally staffed office in Salem. With local chapters and thousands of members spread throughout the state, OSWA provides many direct benefits to its members. Coos & Curry Counties have a local chapter in association with OSWA. Each chapter elects their representative to the board of directors. Membership in a local chapter is part of OSWA membership.

Coos & Curry Chapter of OSWA periodically offers educational programs and forest tours, oftentimes in conjunction with OSU Forestry Extension. These activities are a valuable resource, with neighbors sharing local news, management information and ideas. For membership application contact:

Oregon Small Woodlands Association
1775 32nd place NE, Suite C
Salem, OR 97303

Phone: (503) 588-1813
Fax: (503) 588-1970
Email: oswa@oswa.org
Web: <http://www.oswa.org>



Another option is to phone or write to the Coos County OSU Extension Service and request an Oregon Small Woodlands Association membership application.

Coos County OSU Extension
Ohlsen Baxter Building
631 Alder St.
Myrtle Point, OR 97458

Phone: (Local) 541-572-5263, (Long Distance) 1-800-730-4978
Email: rhonda.fischer@oregonstate.edu

OSWA Tour & Updates

- ⇒ Last month we had the opportunity to visit the Southport Mill. This was an excellent tour that provided much insight into how logs are processed into a usable product. Southport also showed off their new facility and explained at much depth how efficient the new facility will be. After the tour was completed everyone met for pizza and beverages at Abby's. The tour was organized by Jane Muffett who is the current Coos & Curry OSWA President.
- ⇒ There will be tour & barbeque on Bob Mahaffy's tree farm September , 2005. Information will be coming in the mail soon. This will tour will give us much insight into the good, bad, and ugly of having an alder plantation.
- ⇒ Coos & Curry OSWA is in the planning process of having a seedling sale. In early August the Coos & Curry board members discussed all the possibilities for pursuing this endeavor.



FORESTRY EMAIL DATABASE

This will be the second time we will be sending a mass mailing out via email. This database provides us the ability to send newsletters and other information much more efficiently, and most importantly cut down on our printing costs. Last month we had short notice on some items which aided greatly in delivering information to landowners and industry folks. If you would like added to this database then call or email Rhonda Fischer today!

OSU SUN GRANT CENTER LANDS \$8 MILLION IN FEDERAL FUNDS

Oregon State University's role as one of the nation's leading centers of "bioenergy" research got a significant boost today when President George Bush signed federal legislation providing more than \$8 million in funding for the Sun Grant Center at OSU.

The Sun Grant Initiative funding, which is part of the federal transportation bill, will be spread over four years and will largely go to university researchers and extension agents, governmental agency employees, private entrepreneurs and others in the West, including OSU faculty members, who submit successful competitive grant proposals. "The potential benefits of research being conducted through the Sun Grant Center loom large, for our nation and the world," said OSU President Edward Ray. "The fact that OSU's selection as a national center has been followed so quickly with significant funding to further this work is a testament to the importance of that research and the faculty who conduct it."

"Oregon's congressional delegation worked tirelessly to help make this happen, and it's going to be very good for the state," said Thayne Dutson, the dean of OSU's College of Agricultural Sciences, which hosts the Sun Grant Center. "The Sun Grant Initiative is going to bring new money here, help stimulate and sustain our agriculture industry, and thus our economy, and give OSU an opportunity to develop even greater expertise in this important area of research in collaboration with scientists at other institutions in Oregon and other states."

Last year, the federal government tapped OSU as one of the country's five initial Sun Grant centers of excellence – regional hubs charged with leading research, education and outreach programs largely focused on the evolving field of bioenergy. That began an R&D initiative intended to reduce reliance on imported fossil fuels, add diversity to American agriculture and revitalize rural economies.

For the Sun Grant Initiative, OSU will be the lead university representing nine western states, plus the Pacific Territories and associated Pacific island nations. The university's leadership for the initiative makes OSU one of only two universities in the nation, along with Cornell University, that are now designated as land, sea, space and sun grant institutions.

OSU faculty involved in bioenergy research are already focused on such projects as harnessing microorganisms to produce hydrogen, growing crops to make fuel for automobiles and heavy equipment, generating electricity and producing products like lubricants and pharmaceuticals that usually require petroleum.

Jan Auyong, assistant dean of OSU's College of Agricultural Sciences, is overseeing the western Sun Grant Center. A number of OSU projects relate to bioenergy and bioproducts, said Auyong, offering four examples:

- Michael Penner, a food scientist, is studying how to convert agricultural residues, particularly straw, into energy and other bio-based products.
- Bioengineer Roger Ely is conducting research needed to allow the production of hydrogen for fuel cells by microorganisms that use solar energy to split water.
- Don Wysocki, an Extension educator at OSU's Columbia Basin Agricultural Research Center at Pendleton, is working with farmers and others to identify crops such as canola that can be grown and used in small crushing plants to produce biodiesel fuel.
- David Hackleman and associates in OSU's College of Engineering are developing reactor technology for the production of biodiesel fuel. They plan to build and operate a pilot-scale facility on campus, using waste grease from campus dining halls. **(Continued on page 7)**

(Continued from page 6) According to Dutson, OSU will form standing committees to help determine Sun Grant research needs and criteria for competitive grants. Members will include representatives of the agricultural and industrial communities in the West.

DVD PROJECT HELPS LAND MANAGERS PLAN FOR THE FUTURE



Rural land managers reflect on their past and plan for the future in a new DVD produced by the Oregon State University Extension Service. "Landmarks in Conservation" is designed to help rural landowners, farmers, ranchers and foresters devise sustainable natural-resource management plans for their operations. The interactive multimedia project utilizes both DVD and web technologies.

"This project draws on the experiences of nearly 30 land managers from across our state," said Bill Braunworth, agriculture program leader for the OSU Extension Service. "It demonstrates the importance of resource management planning, whether you operate a five-acre farm near Portland or a 100,000-acre ranch in southeast Oregon."

The DVD and its companion website are a cooperative effort funded by the OSU Extension Service, the USDA Natural Resources Conservation Service and a private gift to the OSU Foundation. The DVD holds nearly two hours of video clips, while the website serves as a gateway to more than 120 print, video and online resources.

"We are excited about the scope and potential impacts of this project," said Sara Magenheimer, public affairs specialist with the Natural Resources Conservation Service. "It presents technical, research-based information in an understandable, user-friendly fashion." The project's non-linear structure helps educators customize classroom, workshop or field instruction to meet the needs of specific audiences. It also empowers individuals to select the learning pace, media formats and content that work best for their own situation.

"The insights and stories of these Oregon land managers are really what bring this project to life," Braunworth said. "They help viewers understand that connection between healthy natural resources and a profitable, sustainable operation."

"Landmarks in Conservation" (DVD-1) is available from OSU Extension and Experiment Station Communications for \$19.95 per copy plus \$4 shipping and handling. Discounts are available when purchasing 10 or more copies. To order the DVD, visit <http://extension.oregonstate.edu>, call toll-free, 1-800-561-6719, or fax your request to 541-737-0817.



PORTABLE SAWMILL WORKSHOP & DEMO AUGUST 20, 2005



We will be offering a program for those interested in portable sawmills. If you own, or are thinking of buying, a portable sawmill, this class is for you. It will cover what persons using portable sawmills to manufacture lumber for personal use or sale should know.

Topics will include cutting patterns, handling issues, stacking, air drying principles, and much more. This workshop will conclude with viewing a small sawing operation and a discussion of considerations for running a small mill as a business. This class will be instructed by Jim Reeb, wood products, OSU Forestry Extension. A portable small mill demonstration will be provided after classroom concepts are given.

There is no fee for this workshop, but registration is required for your attendance. This program will start promptly at 9 AM at the Coos County OSU Extension Service located in Myrtle Point, OR. Lunch will be available at a cost of \$5.00 per person. You must request lunch prior to the workshop. SAF credit is available for this workshop. To register email or call Rhonda Fischer at rhonda.fischer@oregonstate.edu or 572-5263.

ODF MAKES CHANGES FOR FOREST OPERATORS & LANDOWNERS

REFERENCE: RULE MODIFICATION TO IMPLEMENT HB 3264 (ODF “Review and Comment” on Practices and Written Plans)

The rule modifications required by the 2003 Legislature’s House Bill 3264 are effective as of August 1, 2005 as temporary rules. The Board of Forestry adopted the rules on July 29, 2005.

HB 3264 changed the Forest Practices Act (FPA) to remove authority to require forest practices activity approval or written plan approval by the Board and State Forester, replacing it with direction to “review and comment” on written plans. The bill reemphasized the Forest Practices Act’s original concept that landowners have a right to harvest timber while following rules that provide for sound forest resource protection.

The temporary Forest Practices rules, in divisions OAR 629-600 to OAR 629-665, OAR 629-001, and OAR 629-670, are available from the Oregon Department of Forestry website, www.oregon.gov/ODF, and from ODF offices around the state. Permanent rule changes are planned for adoption in October, 2005, and will be effective January 1, 2006. Implementation begins immediately, but until then, enforcement will be discretionary. New rule books will be widely distributed by then.



HB 3264 required rule changes to do the following:

- Remove all references to prior approval of forest practices and approval of written plans for forest operations.
- Remove the statutory requirement for an approved written plan for type 3 harvest units greater than 120 and less than 240 acres. However, a plan for alternate practice must be submitted before such an operation may be approved.
- For operations within 100 feet of Type F and D streams, or within 300 feet of specified resource sites:
 - The State Forester cannot provide comments or recommendations until 14 days after the written plan was submitted, nor later than 21 days.
 - Provided a proper notification has been filed, an operation may begin any time after any comments are provided, or any time after 21 days if the State Forester does not comment on the plan.
- Provide that a person adversely affected or aggrieved by an operation may request a hearing if he or she filed timely comments on a written plan required for operations within 100 feet of a Type F or D stream or within 300 feet of a specified resource site. The timing for the request is adjusted to accommodate the changes in when comments are submitted. The Board will consider the administrative law judge’s recommendations and issue its own comments affirming, modifying, or rescinding the State Forester’s comments, if any, within 45 days. These comments cannot be reviewed by the state Court of Appeals.

In making the necessary rule changes, ODF also made some procedural rule changes. Among the key procedural changes is a provision that many of the practices that formerly required “prior approval” will now require a “non-statutory” written plan. These plans are called “non-statutory written plans” because they are required by rule, not by the statute, ORS 527.670(3). It is important to note that these written plans are processed differently than the statutorily mandated written plans required by ORS 527.670(3) and OAR 629-605-0170(1). ODF Stewardship Foresters (SFs) may waive these plan requirements when they deem it appropriate for low risk operations. Operators must submit a plan, or request and receive a waiver from the SF for the practices listed in OAR 629-605-0170(4). When the written plans are not waived, there is a new 14-day review period, created to ensure ODF has time to do a pre-operation plan review. Once the SF has provided written comments to the operator, this review period ends and the operation may begin. It would be useful to review the required content of written plans as addressed in OAR 629-605-0170(6).

Throughout the rules, where rules formerly required “prior approval” to employ other than standard resource protection practices, there may now be a requirement to obtain approval of a plan for an alternate practice. The applicability, content, and obligations related to such plans are described in a new rule, OAR 629-605-0173, Plans for an Alternate Practice.

ODF also added some clarifying detail to the rules addressing Specified Resource Site Protection. These additions address factors to consider when identifying key components of specified resource sites, and descriptions of the protection measures to be provided.

STATE OF OREGON WEED BOARD MEETING

The Oregon State Weed Board is meeting on September 8-9, 2005 at the Douglas County Library in Roseburg. The morning of the first day is dedicated to OSWB/ODA, Douglas SWCD, Southwest Oregon BLM and USFS noxious weed program updates. The afternoon is slotted for a weed tour. The presentations are slated to start between 8 and 9 pm. Landowners are welcome and there is no fee for attending. The second day is reserved for OSWB grant review and awarding.

Please call Jo Davis at (503) 986-4261 for more information regarding this two day program.

NOTABLE NOTES: *LEWIS AND CLARK IN THE LAB, JOURNALS FROM THE CORPS OF DISCOVERY AID WILDLIFE SCIENTISTS*



Notable Notes printed with permission of Forestry Communications, College of Forestry, Oregon State University. Lewis and Clark are remembered as important 19th century scientists and explorers. But can their journals be useful in new scientific research today? To scientists Andrea Laliberte (recent PhD) and Professor William Ripple in the Forest Resources Department at OSU, the answer is yes.

In 1804 the Lewis and Clark expedition, called the “Corps of Discovery,” set out on a two-year journey to map out territory that had not yet been explored by the U.S. government. President Thomas Jefferson hoped the Corps would not only help the U.S. lay claim to the newly acquired lands of the Louisiana Purchase but also exert more influence in the desirable territory known today as the Pacific Northwest.

Lewis and Clark described and catalogued many dozens of species of plants and animals in the West, depicting a time before white settlement. The journals have long been of interest to historians, but scientists are now turning to historical documents like these as sources of valuable data for new scientific research. For wildlife scientists Laliberte and Ripple, the importance of the journals lies not only in *what* the explorers saw but *where* they saw it. They looked at nine of the larger mammals described in the journals to see what effect the proximity of Native American communities had on the animals. They compared the number of animals noted at 506 different Corps campsites with the number of settlements nearby and their distance from the campsites. They found that in areas with fewer people, such as on the Plains, wildlife was more abundant. In the Pacific Northwest near large, established human communities, game animals were scarce. Rather than rely on salmon, the Corps even resorted to eating horses and dogs for a time. In places where different tribes were at war, there was more wildlife—perhaps because less hunting took place on lands where hunters might run into their enemies.

These findings are relevant to scientists today because they may explain why Lewis and Clark did not see animals such as bison, which archeologists believe lived in the Pacific Northwest in the past. They also show how even small groups of humans can affect wildlife.



For more info: www.cof.orst.edu/lewis&clark, Forestry Communications Group, 256 Peavy, Oregon State University, Corvallis OR 97331 • (541) 737-4271, FAX: (541) 737-4077, email: ForestryCommunications@oregonstate.edu



Jonathan Martz, Forestry Educator
Coos County OSU Extension Service
Ohlsen Baxter Building
631 Alder St.
Myrtle Point, OR 97458

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<http://extension.oregonstate.edu/coos/>

Agriculture, Family and Community Development, 4-H Youth, Forestry, and Extension Sea Grant programs. Oregon State University, United States Department of Agriculture, and Coos County Cooperating. The Extension Service offers its programs and material equally to all people.

Quarterly Forestry Extension Newsletter