



# EDUCATION ASSESSMENT

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Prepared for the  
CENTRAL CASCADES  
ADAPTIVE MANAGEMENT AREA  
STEERING TEAM  
by  
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N O V E M B E R 1 9 9 5

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*Special thanks to Diane Rolph, a volunteer intern from the University of Oregon's Community Planning Workshop, who assisted with the interview effort.*

***“Adaptive Management is, by definition, information dependent.”***

**FEMAT Report, Chapter III-27**

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## **I. INTRODUCTION AND PURPOSE**

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The above quote occurs in the report of the Forest Ecosystem Management Assessment Team (FEMAT) in a discussion about the social objectives of adaptive management areas. In the context of that discussion, the word “information” specifically relates to the accessibility of information to local communities — the underlying assumption being that without access to information, community members including non-governmental organizations, local groups, land owners, and citizens, will be unable to effectively participate in the adaptive management process. A further assumption is that land managing agencies themselves do have access to the biophysical and technical information necessary to participate in adaptive management and therefore have a crucial role in sharing that information with the larger community.

Several realities exist that suggest this information-sharing role is one that can and should be distributed among agencies, interest groups, educational institutions, and other community resources:

- the broad spectrum of topics and issues surrounding forest resources
- adaptive management mandate for mutual learning
- diminishing agency budgets and personnel
- range of community “learning styles” and resource knowledge levels

Although the advantages of a community-wide education network is fairly apparent, one significant barrier has been, once again, a lack of information—in this case, easy access to information about community education resources.

This assessment is intended to fill this initial need by providing an accessible and hopefully comprehensive index of natural resource education providers that service the Central Cascades Adaptive Management Area (CCAMA). The index will, in turn, provide a basis for:

- Identifying those audiences and topics that are not being adequately addressed by existing programs
- Suggesting ways in which the CCAMA can contribute to and support natural resource education in the CCAMA
- Identifying how natural resource education in the CCAMA can support the adaptive management process.

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## II. NATURAL RESOURCE EDUCATION PROVIDER INDEX

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A list of education provider contacts was developed based on recommendations from agency and community sources. Several contacts provided additional referrals during the interview process. Programs that did not have a formal natural resource education component in their program were not included e.g. programs oriented primarily to outdoor recreation. Programs were included that utilized the land base and facilities within the physical boundaries of the AMA as well as those whose programs addressed the ecology, management, and issues associated with western Cascades temperate forest ecosystems.

Program information was gathered via telephone interviews. The following information was requested:

- Provider/Program name
- Affiliation: e.g. public or private organization, non-profit status
- Partners: (enclosed in parentheses) partners involved in all programs which may include an formal agreement e.g. a memorandum of understanding as opposed to—
- Cooperators: other entities involved in specific programs e.g. the Global ReLeaf program sponsored by American Forests which has many cooperators.
- Focus: primary subject/topic areas addressed by education program e.g. fish, wild life, botany, sustainable forestry, etc.
- Target audiences: priority audiences in the event that several audience categories are serviced by program.
- Education media: primary communication tools e.g. publications or field tours
- Contact name & number

The entries are grouped according to their primary subject/focus area. In most instances, programs addressed more than one specific natural resource program area or topic. For this reason, many of the categories are necessarily broad to reflect the scope of subjects addressed. Although the intention was to be as inclusive and thorough as possible, there are undoubtedly programs which I have missed. I apologize in advance for any omissions.

### FISHERIES/WILDLIFE

1) Oregon Department of Fish and Wildlife State agency. Focus is fisheries, wildlife, and non-game protection, enhancement and education. Target audiences include K-advanced degree work, interest groups, private landowners, and policymakers. Education media include: Salmon Trout Enhancement Program (STEP), Aquatic/Project Wild, Naturescaping (advice on wildlife-friendly landscaping), hatchery tours, video lending library, presentations, hands-on field opportunities, curriculum development and classroom incubator activities. **Contact:** Lane Co: Dawn Kori, (541) 726-2539/ Linn Co: Gary Galovich, (541) 757-4186.

2) **Oregon Trout** Private, non-profit with many cooperators. Focus is protection and restoration of native fish populations and their ecosystems. Target audiences include general public, middle and high school students and educators, and policymakers. Education media include bi-monthly publication (River Keeper), Portland's annual "Salmon Festival" and Salmon Watch— an annual field experience for middle and high school students and educators throughout western Oregon. Salmon Watch is accomplished through a public/private partnership involving 14 agencies and organizations. **Contact:** Lizanne Saunders, (503) 222-9091.

## **FORESTRY**

3) **American Forests** Private, non-profit with many cooperators. Focus is forest management and policy. Target audiences are citizens conservation groups and policymakers. Education media include publications e.g. American Forests Magazine, curriculum development and teacher training, and the "Global ReLeaf" campaign— a forest and community tree-planting initiative. **Contact:** Zane Smith, (541) 726-6963.

4) **Bureau of Land Management** Federal Agency, U.S. Department of the Interior. Education program involves many cooperators. Focus encompasses full spectrum of forestry topics. Target audience is general public. Education media includes speaker's bureau, field tours, publications, videos, slide programs. Participates in many cooperative education programs e.g. Salmon Watch (see Oregon Trout entry). **Contact:** Doug Huntington, (541) 683-6600.

5) **Cascade Center for Ecosystem Management** (Oregon State University, Willamette National Forest, Pacific Northwest Research Station). Focus is basic and applied forest and aquatic ecosystem research based out of the HJ Andrews Experimental Forest. Audiences include resource managers, interest groups, policymakers, college students, general public. Education media includes publications, field tours, workshops, symposia, videos, presentations. **Contact:** Pam Druliner, (541) 822-3317.

36) **Central Cascades Adaptive Management Area** (Willamette National Forest, Bureau of Land Management/Eugene District, Pacific Northwest Research Station). Focus is innovative forest management and community involvement. Audience includes general public, interest groups, and resource managers. Education media includes field tours, publications, and a quarterly newsletter. **Contact:** Diana Bus, (541) 683-6633.

6) **Ecologically Sustainable Development, Inc.** Private non-profit with many cooperators. Focus is international sustainable development planning, training and implementation, and environmental assessments of forestry joint ventures in Russia. Target audiences are scientists and government and NGO natural resource specialists from other countries. Primary education medium is field trips with local experts providing information (e.g. the H.J. Andrews Experimental Forest near Blue River, OR). **Contact:** Zane Smith, (541) 726-6963.

- 7) **Environmental Education Association of Oregon** Private, non-profit with many cooperators. Focus includes full-spectrum of forest resource topics. Target audience is K-12 educators. Education media includes teacher training, curriculum development and distribution, and Clearing Magazine. **Contact:** Jim Hartman, (503) 590-1096 or Larry Beutler, (503) 656-0155.
- 8) **Forests Today and Forever** Private, non-profit. Focus is forest management, products, manufacturing, and policy. Target audiences include general public, community leaders, decision makers, primary school educators. Education media includes bi-monthly magazine, teacher packets, quarterly Forestry Forums, speakers bureau. Lead organization for the annual Forest Field Day geared to 6th graders involving many cooperators. **Contact:** Jennifer Solomon, (503) 461-3518.
- 9) **Oregon Forestry Education Program** (Oregon State University, Project Learning Tree) Focus encompasses full spectrum of forestry topics. Target audience is educators (pre-school through 12, community colleges/undergraduates) and natural resource specialists. Primary education media are workshops and curriculum development and distribution. **Contact:** Jill Nishball, (541) 737-3005.
- 10) **Oregon Forest Resources Institute** State agency funded by timber harvest tax. Focus is forest practices and products. Target audience is Portland metro adults, opinion leaders, wood product consumers, private forest landowners, and educators. Education media include television and newspaper educational advertising, conferences/forums, publications, travelling interpretive exhibits, teacher training. **Contact:** Leslie Lehmann, (503) 229-6718.
- 11) **Oregon Department of Forestry** State agency. Focus is full spectrum of forestry issues. Target audience is private land managers. Education media include publications, issue sheets, speakers bureau, video lending library. Education effort is cooperatively facilitated by OSU Extension Forestry program, Oregon Forestry Education Program, and Oregon Forest Resources Institute. **Contact:** Doug Decker, (503) 945-7421.
- 12) **Oregon State University Extension Forestry Program** (Oregon State University, US Dept. of Agriculture, Oregon counties) Focus is forest management and applied technology. Target audience is forest managers, workers, wood manufacturers, and general public. Education media includes publications, field demonstrations, workshops, and Master Woodland Manager volunteers. Forestry Extension Agents serve all Oregon counties. For Lane Co.— **Contact:** Mike Cloughesy, (541) 687-4243. For Linn and Benton Cos.— **Contact:** Rick Fletcher, (541) 757-6750.
- 13) **Public Forestry Foundation** Private non-profit. Focus is sustainable forestry. Target audiences are resource managers, interest groups, policymakers. Education media are field tours, workshops and publications. **Contact:** Patty Keene, (541) 687-1993.
- 14) **Society of American Foresters** Nationwide, private non-profit. Focus encompasses full spectrum of forestry issues/topics. Target audience is resource managers. Education media include workshops, conferences, field trips, monthly magazine. **Contact:** Rex Mills, (541) 345-5204.

15) **Temperate Forest Foundation** Private, non-profit supported by sponsorship. Focus is resource conservation and sustainable forestry. Target audience is general public with products aimed at middle school level. Primary education media are Eco-Link (a quarterly publication), videos, software, exhibits, and presentations. **Contact:** Sharon Simmons, (503) 579-6762.

16) **Talk About Trees** Private, non-profit. Focus is basic information on forestry, botany, tree identification, and forest products. Target audience is pre-school through 6th grade students. Education media are classroom presentations and curriculum packets. **Contact:** Dana Bergstrom, (541) 689-3750.

17) **U.S. Forest Service** Federal agency, U.S. Department of Agriculture. Most programs involve several cooperators. Encompasses full spectrum of forest/watershed topics. Audiences include general public, interest groups, elem/middle/high students, senior citizens. Education media include field tours, hikes, outdoor schools, presentations, annual Free Fishing Day. **Contact:** Blue River RD - Ruby Seitz, (541) 822-3317; McKenzie RD - Kathy Keable, (541) 822-3381; Sweet Home RD - Joanne West, (541) 367-5168; Willamette NF - Jerri Marr, (541) 465-6524.

18) **Weyerhaeuser** Private industry. Focus is forest management, wood and paper products, recycling. Target audience is technical and professional groups and educators, and general public. For field tours for resource professionals — **Contact:** Julie Stangell, (541) 741-5210. For class room presentations — **Contact:** Susan Oldham, (541) 741-5499. For paper mill tours — **Contact:** Phyllis Burns, (541) 741-5478. For information about a self-guided tour through a demonstration forest near Cottage Grove — **Contact:** Sue Bowers, (541) 741-5251.

19) **Willamette Industries** Private industry. Focus is forest stewardship. Audiences include company employees, influential community members, children, educators, customers. Education media include field tours, publications, presentations. **Contact:** Mary Atkinson, (541) 926-7771.

20) **Woods Quest** Private, non-profit. Focus is timber production and related harvest, silviculture, and manufacturing practices. Target audience is international forest managers. Education medium is field tours including stops at mills, log yards, harvest operations, tree nurseries, seed orchards. **Contact:** Steve Woodard, (541) 942-8372.

21) **The Working Forest** Private, self-supporting. Focus encompasses full spectrum— forest ecology, management, policy. Target audience is visitors and new residents with little prior knowledge but an interest in resource ecology and forest management issues. Education medium is field tours. **Contact:** Bob Leonard, (541) 343-0434.

22) **World Forestry Center** Private, non-profit. Hundred of cooperators, project-specific partners. Focus encompasses full spectrum of forestry topics. Target audiences include general public (K-12+), K-12 educators, professional resource managers. Education media include World Forestry Center Museum (Portland), Magness Memorial Tree Farm (Wilsonville), publications, conferences, speakers bureau, curricula and teaching kits. **Contact:** Rick Zenn, (503) 228-1367.

## NATURAL HISTORY

23) **Dennis Lueck** Private, self-supporting. Frequently cooperates with Lane Community College and University of Oregon. Focus is natural history and "Forest History"—the evolution of the forest landscape/ecology. Target audience is general public. Primary medium is field tours (as weather dictates) with slide presentations during winter months. **Contact:** Dennis Lueck, (541) 689-6215.

34) **Friends of the Iron Mountain Area** (Sweet Home Ranger District) Focus is natural history. Audience is general public. Education media include seasonal field tours/hikes, winter slide/lectures, newsletter, and speakers bureau. **Contact:** Shirley Hilts, (541) 928-0951.

24) **Lane County Audubon Society** Private, non-profit. Focus is natural history with an emphasis on birds. Audience is general public. Education media include monthly meetings on a natural history topic (public welcome), newsletter (10x/per year), briefing papers, regularly scheduled field trips and bird walks, a speakers bureau and a bird biology class: *Birds! From the Inside Out*. **Contact:** the Audubon Hot-line, (541) 485-BIRD or Barbara B. Gleason, (541) 345-0450.

25) **\*McKenzie Experience** Private, self-supporting. Focus is natural history, the history of forest management, and hands-on forestry experience (e.g. tree measurement, stand survey techniques, tree ID). Target audience is general public with an emphasis on visitors with little prior knowledge of forest management. Education medium is field tours. **Contact:** Fred Dutli, (541) 822-3476.  
*\*Note: This program slated to begin Spring of 1996*

35) **Mount Pisgah Arboretum** Private, non-profit. 118 acre site with 7 miles of groomed trails. Focus is environmental education and natural/cultural history of the S. Willamette Valley. Target audience includes general public, (children & adults), college students, and school groups (K-5). Education media includes school tours (Spring and Fall), year-round walks and workshops, wildflower and mushroom festivals, guide training, teacher inservice, 122 page guidebook. **Contact:** Fran Rosenthal, (541) 747-1504.

26) **Native Plant Society of Oregon** Private, non-profit. Focus is native plant and habitat conservation and restoration. Audience is general public. Education media include monthly meetings with invited speakers, field trips, monthly newsletter, and event booths. **Contact:** Bruce Newhouse, (541) 343-2364.

27) **Northwest Eco-Ventures** Private, self-supporting. Focus is water and riparian natural history. Target audience is general public. Medium is rafting expeditions which include the McKenzie, Deschutes, Willamette, John Day and Grand Ronde Rivers. **Contact:** Chris Culver, (541) 686-6789.

## RESOURCE CONSERVATION

28) **Corvallis Environmental Center** Private, non-profit with many cooperators. Focus encompasses a wide array of environmental topics including forest resources. Audience is general public.

Education media include quarterly newsletter, document and video library, internet access. The Avery Park Nature Center which will host a wide variety of interpretive exhibits is slated to open in spring of 1996 and is a partnership effort with the County and City Parks and Recreation Departments. **Contact:** Connie Wieggers, (541) 753-9211.

29) **Eugene Water & Electric Board** Municipal utility. Focus is water and energy education and conservation. Target audience is elementary and middle school educators. Education media include EWEB facility tours, teacher workshops, school presentations, curriculum development and distribution, and a speakers bureau. **Contact:** John Femal, (541) 341-8528.

30) **Institute for a Sustainable Environment** University of Oregon interdisciplinary institute. Focus is conservation and development studies, human population pressures, community stability. Target audience is general public including K-12. Education media include field tours on request, workshops, video lending library (250 titles). **Contact:** John Baldwin, (541) 346-3895.

31) **McKenzie Watershed Council** (Willamalane Parks & Recreation District, Willamette National Forest, Lane Co., Springfield Utility Board, city of Springfield, Eugene Water & Electric Board, city of Eugene, Pacific Rivers Council, McKenzie Residents Assoc., Weyerhaeuser Co., McKenzie Fisheries Restoration Project, Agripac Coop., Rural Resources Development Committee, Oregon Water Resources Dept., Bureau of Land Management, Division of State Lands, East Lane Soil & Water Conservation Dist., Army Corps of Engineers, Mohawk Community Council) An advisory body formed to promote collaboration between member organizations and watershed residents. Focus is water quality, fish & wildlife habitat, recreation, human habitat. Target audience is watershed residents and resource users. Education media includes field tours, videos, publications, demo projects, citizen monitoring programs. **Contact:** Kathi Wiederhold, (541) 687-4430.

32) **Natural Resource Conservation Service** Federal agency, US Department of Agriculture (USDA) / East Lane Soil and Water Conservation District. Focus is soil, water and air. Target audience is general public and K-12. Education media include demonstration projects e.g. riparian restoration in Mohawk Valley and field tours slated to begin summer of 1996. **Contact:** Lorna Baldwin, (541) 465-6648.

33) **Pacific Rivers Council** (McKenzie Watershed Council) Private, non-profit. Focus is watershed habitat conservation, protection, and restoration. Target audiences are policymakers, resource managers, interest groups. Education media include field tours, workshops, publications. **Contact:** Louise Bilheimer, (541) 345-0119.



### III. THE MATRIX: numbers refer to those in the Education Provider Index

SUBJECT	K-12 EDUCATORS	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	COLLEGE	AUDIENCE		SENIOR CITIZENS	INT'L GROUPS	POLICYMAKERS (Agency & elected)	RESOURCE MANAGERS (Public)	RESOURCE MANAGERS (Private)
						GENERAL PUBLIC	INTEREST GROUPS					
BASIC ECOLOGY CONCEPTS	1 2 4 7 8 9 11 16 17 19 22 23 24	1 4 8 16 17 19 22 23 24 25 35	1 2 4 8 15 16 17 22 23 25	1 2 4 11 17 22 23 25	1 5 9 11 23 35	1 2 3 4 5 11 15 17 21 22 23 25 28 30 35 36	1 2 3 4 5 11 12 13 14 15 17 19 21 23 25 28 30 36	1 11 17 23 24 25	1 5 6 11 17 21 23 25	1 2 3 5 6 11 13 20	1 2 3 5 6 11 14 36	1 2 3 5 6 11 12 13 14 36
LANDSCAPE & WATERSHED PROCESSES	1 2 4 7 9 17 18 22 23 32	1 4 17 18 22 23 32	1 2 4 15 17 18 22 23 32	1 2 4 17 18 22 23 32	1 5 9 18 23	1 2 4 5 15 17 18 21 22 23 28 30 32 36	1 2 4 5 12 13 14 15 17 18 21 23 28 30 32 33 36	1 17 18 23	1 5 6 17 18 21 23	1 2 5 6 13 18 33	1 2 5 6 14 18 33 36	1 2 5 6 12 13 14 18 33 36
PLANT / ANIMAL HABITATS & RELATIONSHIPS	1 2 4 7 9 10 17 18 22 23 24 26	1 4 10 17 18 22 23 24 25 26 35	1 2 4 10 15 17 18 22 23 25 26	1 2 4 10 17 18 22 23 25 26	1 5 9 18 23 24 26 35	1 2 4 5 10 15 17 18 21 22 23 24 25 26 28 30 35 36	1 2 4 5 12 13 14 15 17 18 21 23 24 25 26 28 30 36	1 17 18 23 24 25 26	1 5 6 17 18 21 23 25 26	1 2 5 6 13 18 24 26	1 2 5 6 14 18 26 36	1 2 5 6 12 13 14 18 26 36
FISHERIES & AQUATIC ECOSYSTEMS	1 2 4 7 9 17 18 22 32	1 4 17 18 22 32	1 2 4 15 17 18 22 32	1 2 4 17 18 22 32	1 5 9 18	1 2 4 5 10 11 15 17 18 21 22 27 28 30 32 36	1 2 4 5 11 13 14 15 17 18 21 27 28 30 32 33 36	1 11 17 18	1 5 6 11 17 18 21	1 2 5 6 11 13 18 33	1 2 5 6 11 14 18 33 36	1 2 5 6 11 13 14 18 33 36
ECOSYSTEM MANAGEMENT	1 2 4 7 8 9 11 17 18 19 22 23	1 4 8 17 18 19 22 23 25	1 2 4 8 17 18 22 23 25	1 2 4 11 17 18 22 23 25	1 5 9 11 18 23	1 2 3 4 5 10 11 17 18 21 22 23 25 30 36	1 2 3 4 5 11 12 13 14 17 18 19 21 23 25 30 36	1 11 17 18 23 25	1 5 6 11 17 18 21 23	1 2 3 5 6 11 13 18	1 2 3 5 6 11 14 18 36	1 2 3 5 6 11 12 13 14 18 36
NATURAL HISTORY OF THE CENTRAL WESTERN CASCADES	2 7 9 16 17 22 23 24 26 32	16 17 22 23 24 26 32 35	2 16 17 22 23 26 32	2 17 22 23 26 32	5 9 23 24 26 35	2 5 17 21 22 23 24 26 27 28 32 34 35 36	2 5 17 21 23 24 26 27 28 32 33 34 36	17 23 26	5 17 20 21 23 26	2 5 20 24 26 33	2 5 26 33 36	2 5 26 33 36
CULTURAL HISTORY OF THE CENTRAL WESTERN CASCADES	2 9 17	17 25	2 17 25	2 17 25	5 9	2 5 17 21 25	2 5 17 21 25	17 25	5 17 20 21	2 5 20	2 5	2 5
HISTORY / MISSION OF MANAGEMENT AGENCIES	9 11 17 22	17 22	17 22	11 17 22	9 11	3 11 17 21 22	3 11 17 21	11 17	6 11 17 20 21	3 6 11 20	3 6 11	3 6 11
FOREST PRODUCTS (Intake, e.g. water)	1 7 8 9 10 11 17 18 22 29 32	1 8 10 17 18 22 25 29 32 35	1 8 10 15 17 18 22 25 29 32	1 10 11 17 18 22 25 32	1 5 9 11 18 35	1 3 5 10 11 12 15 17 18 21 22 25 28 29 30 32 35 36	1 3 5 11 12 14 15 17 18 21 25 28 30 32 36	1 11 17 18 25	1 5 6 11 17 18 21	1 3 5 6 11 18	1 3 5 6 11 14 18 36	1 3 5 6 11 12 14 36
FOREST PRODUCTS (Extraction, e.g. lumber)	7 8 9 10 11 16 17 18 19 22	8 10 16 17 18 19 22 25	8 10 15 16 17 18 22 25	10 11 17 18 22 25	5 9 11 18	3 5 8 10 11 12 15 17 18 21 22 25 28 30 36	3 5 11 12 13 14 15 17 18 19 21 25 28 30 36	11 17 18 25	5 6 11 17 18 20 21	3 5 6 11 13 20	3 5 6 11 13 14 18 36	3 5 6 11 12 13 14 36
RESOURCE CONSERVATION & RECYCLING	1 2 7 8 9 10 17 18 19 29 31 32	1 8 10 17 18 19 29 31 32 35	1 2 8 10 15 17 18 29 31 32	1 2 10 17 18 31 32	1 9 18 31 35	1 2 3 8 10 15 17 18 21 28 29 30 31 32 35	1 3 13 14 15 17 18 19 21 28 30 31 32 33	1 17 18	1 6 17 18 20 21	1 2 3 6 13 31 33	1 2 3 6 13 14 18 31 33	1 2 3 6 13 14 18 31 33

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#### IV. MATRIX ANALYSIS

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The matrix on the previous page represents an attempt to visually portray the indexed education programs for use in discussions about future education program planning. Education providers were asked to position their overall program on a subject/audience matrix. The individual matrices were then collected and the consolidated matrix was produced. It was used to initiate discussion among educators at a meeting at the HJ Andrews Experimental Forest on October 17, 1995. Five of thirty-seven invited educators attended including representatives from the US Forest Service, OSU Extension Service, the Cascade Center, the CCAMA and one citizen educator.

This analysis and the assessment as a whole is meant to be a continuing process. The discussion and the following summary were not intended to be conclusive but to further define the resources available and the needs of the community. The discussion in itself was of considerable value.

Initial comments concerned a couple of inherent limitations in the matrix design – specifically, that the matrix does not address either the quality or frequency of the education programs. For instance, one provider may address a particular topic but may limit coverage to a single event a year whereas another provider may focus an entire program with several annual offerings around the same topic. Both programs are represented on the matrix in the same way. Given those limitations, participants still felt that the matrix was a useful tool for beginning a discourse.

We next discussed the selection of the audience categories. One question was whether all of the audiences listed were of equal importance when considering both the demographics and public participation objectives of the CCAMA. For instance, relative to the CCAMA and its pool of citizen participants, are international audiences as important as senior citizens? Are programs directed at K-12 students as important as those directed to adults? The consensus was that relative to public participation within the CCAMA, resident adult audiences may be a priority.

The following questions surfaced regarding matrix subject categories. First we discussed whether there should have been a separate category for *Forest Management* to differentiate it from *Ecosystem Management*. This was a response to a lingering confusion about the difference that is still encountered by several of the providers. In hindsight, making that distinction on the matrix would probably have helped underscore the difference. To facilitate future clarification, educators need to have, at the ready, a clear definition and/or examples to illustrate the difference.

We next addressed the subject category *History/Mission of Management Agencies*. Attending educators agreed that information about policy process and adaptive management should be emphasized in programs directed to CCAMA participants. However, there was some concern that although the subject category might contain information considered essential to citizen participants, it might not generate much interest as a presentation topic.

In fact, the above observation concerning the perceived popularity of *History/Mission* offerings leads me into the meeting's next discussion concerning the gaps or less frequently addressed cat-

egories seen on the matrix. Again as a subject category, *History/Mission* is receiving scant coverage. As mentioned above, this could be because it is a topic that is considered of low interest to a public increasingly frustrated or confused by government processes. Still, providing both current information about and a historical context for resource management and the policy process seems an essential backdrop to effective public participation.

Another gap in the matrix is apparent for the subject area *Cultural History*. As is the case with *History/Mission of Management Agencies*, *Cultural History* falls under the broad heading of what is commonly referred to as the human dimension. In fact, a case could be made that the history of the development of national resource management programs and policy could also be considered cultural history. Here the qualifier *Cultural History of the Central Western Cascades* narrows the focus to the history of human interaction with the environment on a local scale. In this subject area, most of the educators referenced programs dealing with Native American's relationship to the resource. Although programs about the history of indigenous people seem to be increasing, there were still fewer educational programs dealing with the period of time from European settlement to the present. Again, it would seem that information concerning the history of the relationship of human communities to the resource as well as the trajectory of human population growth and development, would be an essential complement to information about the basic biology and resiliency of ecosystems. Put another way, if natural resources are the supply side, we represent the demand side. One provides context to the other.

Two other gaps were evident in looking at the matrix, both of them audience categories: *College* and *Senior Citizens*. With regard to college audiences, our assembled educators thought that offerings were sparse because college students have natural resource education readily available at their colleges and universities. Adjunct programs such as those offered by our providers would be somewhat redundant. As for senior citizens, we thought that they often are lumped into the *General Public* audience category since, unlike children, they do not require a substantially different program than adults. However, considering the demographics of the McKenzie basin which has a large population of senior citizens, we did recommend that educators keep this audience in mind when developing and delivering programs relevant to the CCAMA and its community participants.

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## V. ADDITIONAL RESOURCES

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### A. Facilities Index

An index to facilities in and close by the Central Cascades Adaptive Management Area that have a strong natural resource education objective or component. Does not include facilities which were previously mentioned in the Provider Index (e.g. Mt Pisgah Arboretum, World Forestry Center). Nor does it include facilities such as community centers or public schools which may also be utilized for educational events, or interpretive panels, nature trails, and information kiosks that are not associated with a larger educational complex.

#### **Delta Amphitheatre (US Forest Service)**

**Available to:** General public

**Wheelchair accessible:** Yes.

**Location:** 46 miles east of Eugene, off Highway 126 on Aufderheide Scenic Byway at Delta Campground.

**Description:** Rustic open-air amphitheatre situated in an old-growth setting. Raised stage area with cedar bench seating arrayed in a semi-circle. Adjacent to Delta Old-Growth Grove Nature Trail.

**Site Capacity:** 50+

**Season Available:** Weather dependent—approximately May through September.

**User Fee/Permit:** Fee and permit may be required in some instances.

**Contact Name/Phone:** Gene Flint, (541) 822-3317

#### **H.J. Andrews Experimental Forest - Headquarters (OSU/US Forest Service)**

**Available to:** Natural resource science and education organizations.

**Wheelchair accessible:** Yes.

**Location:** 50 miles east of Eugene, off Highway 126, near Blue River Reservoir.

**Description:** Headquarters facilities for surrounding 16,000 acre experimental forest. Includes labs; conference room; cafeteria; outdoor, roofed pavilion; lodging.

**Site Capacity:** 35 (Capacity for all facilities will increase to 75 by 1997. Currently, outdoor pavilion seats 75+; overnight lodging for 75)

**Season Available:** September to June.

**User Fee/Permit:** Fee required — Call for current rates.

**Contact Name/Phone:** Greg Downing, (541) 822-6300.

#### **Longbow Organizational Camp (US Forest Service)**

**Available to:** General public.

**Wheelchair Accessible:** Yes.

**Location:** 18 miles east of Sweet Home off Highway 20.

**Description:** Historic 1930s era rustic camp, constructed by the Civilian Conservation Corps (CCC). Last remaining CCC vertical log construction complex in the National Forest System. Includes a dining hall, 6 sleeping shelters (8 bunks ea), and amphitheatre

with campfire ring.

**Site Capacity:** 50.

**Season Available:** Year-round.

**User Fee/Permit:** \$50 per night.

**Contact Name/Phone:** May-September reservations call: 1-800-280-CAMP (reservations taken starting in January)

October-April reservations call (anytime of year): Katy Haberkorn, (541) 367-5168.

**McKenzie and Leaburg Fish Hatcheries (Oregon Department of Fish and Wildlife)**

**Available to:** General public

**Wheelchair Accessible:** Yes.

**Location:** 22 miles (McKenzie) and 23.5 miles (Leaburg) east of Eugene off Highway 126

**Description:** Salmon spawning viewing areas, picnic facilities, naturescaping, interpretive kiosks.

**Site Capacity:** 50+

**Season Available:** Year-round

**User Fees/Permit:** None.

**Contact Name/Phone:** Dave Rodgers, (541) 896-3513 (McKenzie)

Steve Wells, (541) 896-3294 (Leaburg)

**\*Old McKenzie Hatchery (Lane County)**

**Available to:** General public.

**Wheelchair accessible:** Yes.

**Location:** 24 miles east of Eugene on Highway 126.

**Description:** Forty-six acre historic fish hatchery complex with trails, low-barrier fishing ponds, and visitor information center.

**Site Capacity:** 100+

**Season Available:** Year-round

**User Fee/Permit:** For visitors, none. Fee may apply to some group uses.

**Contact Name/Phone:** Peter Thurston, (541) 687-4062.

**\*Note:** Scheduled to open Spring of 1996.

**South Santiam Fish Hatchery (Oregon Department of Fish and Wildlife)**

**Available to:** General public.

**Wheelchair accessible:** Yes.

**Location:** Just east of Sweet Home, below Foster Dam.

**Description:** Fish viewing ponds and raceways, interpretive kiosks, bird-watching.

**Site Capacity:** 50+. **Season Available:** Year-round.

**User Fee/Permit:** None.

**Contact Name/Phone:** Victor Shaw, (541) 367-3437.

## **B. Continuing Education**

In addition to the education offerings listed previously in this assessment there are, of course, established natural resource education programs offered through colleges and universities. In addition to their regular undergraduate/graduate coursework, most of these same institutions also have programs designed for non-degree seeking, working adults. These programs generally fall under the heading of continuing education.

Most continuing education program offerings are scheduled on evenings and weekends and some are available at satellite facilities in adjacent communities. Although some continuing education offerings are limited to selected courses, a few institutions, particularly community colleges, will custom design courses on request. For instance, Lane Community College is willing to arrange a course for 13 or more students (or fewer in some instances), providing they can locate a qualified instructor. Community members can recommend an instructor and suggest a classroom facility near their community. Tuition will be charged but for the most part, tuition for continuing education coursework is substantially less than courses offered for degrees. Some regular courses, though, are offered on weekends and evenings providing additional choices as well as accessibility to working adults.

The following contact information is provided for those colleges and universities nearest communities in and around the CCAMA.

### **Lane Community College / Continuing Education**

(541) 726-2252

### **Linn-Benton Community College / Extended Learning Center**

(541) 917-4845 Albany

(541) 757-8944 Corvallis

(541) 451-1014 Lebanon

(541) 367-6901 Sweet Home

### **Oregon State University / Office of Continuing Higher Education**

1-800-235-6559

(541) 737-2676

*\* Also see information in the index in Part II of this assessment to contact Oregon State University Extension Forestry Program for forestry related workshops.*

### **University of Oregon / Continuing Education**

(541) 346-4231

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## **VI. SYNTHESIS AND OPPORTUNITIES**

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One of the overriding themes that has surfaced in this assessment is that of integration. There are a large number of active natural resource education entities operating in and near the CCAMA, some of which may not be fully aware of the scope of others. The index to education providers in section II of this assessment will hopefully further that awareness. However, integration implies taking things a step further, including the sharing of information and products.

Integration not only makes sense as a way to promote an exchange of knowledge but also to extend both financial and personnel resources. It is obvious that individual organizations can't do it all, nor is it desirable to produce redundant programs and products. The educators at the October meeting underscored the need to focus future efforts on distributing established education products rather than attempting to deliver more programs or develop new tools.

What is now needed is a way to maintain and massage an integrated community-wide natural resource education network. Networking possibilities might include the following:

- Adding other education providers to regular program mailing lists
- Exchanging information about each others newsletter/publication schedules and submission deadlines. As an example, at the October education provider's meeting, both the OSU Extension and CCAMA coordinators agreed to exchange information about upcoming events or available products to run in their respective quarterly newsletters.
- Organizing annual gatherings where educators and community members come together to deliver program updates and describe future education opportunities. These could be hosted by a different provider each year.
- Providing special opportunities for providers to visit and host other program providers. The following are examples suggested by educator contacts to date:
  - Mt. Pisgah Arboretum suggested that its cadre of nature guides visit the HJ Andrews Experimental Forest (Cascade Center for Ecosystem Management) to learn about the ecosystem research program and the latest findings generated by the various studies.
  - OSU Extension suggested the CCAMA and Cascade Center host a young stand tour and an ecosystem science workshop for private landowners.
  - OSU Extension suggested the CCAMA and Cascade Center host an ecosystem science workshop and a monitoring techniques workshop for the Extensions' Master Woodland Managers to "teach the teachers".

The above examples are not the only possible routes to a more integrated community-wide natural

resource education network. There are bound to be more that will arise as providers learn more about each others programs.

For the CCAMA, the largest obvious resource to share is the wealth of ecosystem information generated by the historic research program at the HJ Andrews Experimental Forest and Cascade Center. This is reflected in the suggestions above. The only new communication tool that was suggested at the October meeting capitalizes on this same resource. OSU Extension suggested the CCAMA install a low-power radio site(s) in the McKenzie corridor to deliver forest ecosystem information. The Extension Service utilizes this technology on the I-5 corridor in a radio program called "Forest Talk". In the McKenzie River valley, the probable broadcast range would be 7-10 miles.

The previously mentioned examples of mutual learning have focused on opportunities to expand distribution of information about the forest resource. Another recommendation from the October meeting was to fold more cultural history programs relating to the human dimension into the mix. A corresponding suggestion was to enlist community residents in the development of programs to present at venues like Nature Talks! These might include topics relating to local Native American history, early European settlement of the area, local land management and policy history, and the Civilian Conservation Corps.

*If you are an education provider or community member  
and wish to explore these or additional integrative approaches,  
or simply want to learn more about your natural resources, please contact:*



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