

The Murreletter

Society for Northwestern
Vertebrate Biology

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PRESIDENT'S MESSAGE

It's Time... In an effort to be forward thinking, our 2005 annual meeting has come to my mind. It's time for Oregon to come to bat I think, with our 2003 California angelic adventure behind us and our 2004 Washington venue marinating for the grill. Time, yes. It's all in the timing.

As it turns out, I've been chatting up the President-Elect for the Oregon Chapter of The Wildlife Society, Dr. Richard (Dick) Schmitz (OSU Dept. Fisheries & Wildlife), and he's posed the query to their Board, and we are now wondering if we could do our '05 do's together. Hmm. Could work. They typically get 200+ participants, and we are in the 100-150 category. That's a meeting with probably 4 concurrent sessions, and quite a bit more on the bird and mammal front, with more of a gamey aftertaste. Would help with conflicts many of our sometimes-participants have, we could draw from a different sector ... could be good! Ah, but the timing. Could we meet a bit earlier in the year, as in mid-to-late February? Before you answer that, there is a space-time continuum to be considered. Only a few places can house 300-400 avid wildlife enthusiasts: Portland, Corvallis (maybe, with the new Hilton on the OSU campus), Eugene, Bend, and Sunriver. Where would a meeting in Feb. fare well? Would our members be interested in winter ecology field outings?

Another timing thing is the re-election of SNVB Executive Board positions. We need you! Also, as you likely know, our Vice Presidents usually organize the annual meetings that occur in their domains. Hence, Dick Weisbrod is fully in charge at the moment for Washington. Go Dick W! The 2005 Oregon meeting possibility shunts the duties southward. Timing has it

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that the OR VP spot is up for re-election in 2004, meaning the VP-elect likely would be taking charge. Also, they will need a set of elves to help out. Time to help out all you Oregonians!

Please ponder all this, then email me your input on where, when, and with whom. Those of you in Oregon, let me know if you'd like to be part of the select inner circle, as VP nominee or elf. I'll compile the responses and get back to you.

-Cheers, Dede Olson



2004 ANNUAL MEETING

24 - 27 March
Ellensburg, Washington

The Society for Northwestern Vertebrate Biology has chosen Central Washington University in Ellensburg, Washington as the site for the 2004 Annual Meeting. This meeting will be held jointly with the Northwest Science Association and 7 other regional scientific organizations. Plan to attend now! Stimulating papers, intense intellectual discourse, wonderful workshops, fabulous field trips, and unabashed social festivities are planned. Amaze your friends and astound your colleagues with your most electrifying researches and outrageous observations. Conduct that Workshop only you can teach about the exciting new developments in vertebrate biology. Take your friends and colleagues on the Field Trip *you* are leading into the wilds of central Washington. Watch for the 2004 Annual Meeting Announcement and Call for Papers in a *Murreletter* coming soon. Mark your calendars now: "24-27 March 2004 at Central Washington University, Ellensburg, Washington for the 2004 Annual Meeting." If you want a head start or you wish to help in planning, contact A. R. Weisbrod at <weisbrod@rockisland.com>, or 'phone 360.378.5460. Be there or be square!

Literature Cited 101

By Dede Olson

Scientific writing styles may vary but several "rules of the road" for references are constants. Some of us write from our references in an historical approach starting at page 1 and proceeding, while others may "know" the background material and write Methods and Results sections before going back to fill in the early context and final interpretation. For all types of writers, the actual completion of the Literature Cited section can be an afterthought. References come at the

end of an article and it's easy to delegate them to the last thing to assemble. For new writers, some rules of the road for referencing need to be taught and ingrained ... lest we forget.

My purpose now is two-fold. First, in my capacity of reviewer and "associate editor" I've noticed some of us have forgotten, or perhaps never were taught, the process for citing literature. These are not trivial matters, and although most of you might be thinking these are common sense topics, I've seen the 10 topics listed below in papers submitted for peer reviewed publication over the last year. As you write or serve as reviewers, please take note. Second, new guidelines have emerged that heighten scientific accountability. In particular, the federal Data Quality Act enables federal research findings to be challenged when they affect regulations. Such challenges include documentation of both data quality and assumptions, which gets to the use of citations in a couple ways. I've heard of a case where the authors had to demonstrate the relevancy of articles they had cited. They essentially were required to cross-check and highlight the relevant portions of each cited publication. It is possible that if additional literature was suggested in a peer review comment, and it was not included in the published copy, the rationale might be needed. A copy of the resolution letter might speak to this. There are debates ongoing whether the Act also should apply to others, such as University studies, in cases where the research results are used to support federal rules. Although the idea of being challenged may be scary, there's no doubt that scientific writing should hold up to such scrutiny.

To help, here is my top 10 list, for your reference. I thank Burr Betts, Hart Welsh, and Stephanie Wessell for their comments on an earlier draft of this document.

1. Citable sources may be published or unpublished. If a report is available to the public, it may be citable in a bibliography section. Theses and agency technical reports generally are available. Talks or posters at conferences are generally not available unless abstracts are published

in a Proceedings or in a journal, such as *Northwestern Naturalist*. These go out to libraries and institutions, and have a reliable source for copies. Publication of meeting abstracts in a pamphlet or paper-back book dispensed at the meeting is usually not a source available to the public. Presentations may be based on preliminary data, and results may change as additional data are compiled or analyses are conducted, so they need to be considered with caution. Web-based literature may have an uncertain lifespan. You may be able to cite these very gray sources as “unpublished data” or “personal communication” with the consent of the author.

2. Laundry lists of all relevant literature generally are not needed. Recent advances on a topic should be included. The few chosen publications could be preceded by “e.g.” (*exempli gratia* (Latin), for example). Reviewer suggestions for literature citations, for inclusion or deletion, need serious consideration.
 3. Keep a copy of the cited publication. You might highlight the relevant section, for future referencing if interested parties inquire. For unpublished data and personal communications, it’s a good idea to keep a copy of the specific information and consent.
 4. A reference supports the concept you are conveying, and may be conceptual or more factual. A conceptual reference is one that broaches the idea, but may not have definitive support for it. It is speculative or conjecture, a hypothesis that warrants investigation. A more factual reference has data that more soundly supports the idea. If you can distinguish between these two extremes in your writing, your readers will be better served. For example, the end of the sentence “Global warming...” easily could clarify its level of support, and there are relevant references for this idea that are both conjecture and more supportive.
 5. Related to this, be careful whenever you use conclusive rather than conditional verbs. In science, we never prove a hypothesis (only provide support for it)! Whether a previously speculative, or “hedged,” conclusion is kept or dropped in your citation is a choice that should not be made lightly (Horn, K. 2001. The consequences of citing hedged statements in scientific research articles. *Bioscience* 51:1086-1093).
 6. The inference of your reference needs consideration. A study on an organism at one site in one year may not warrant the findings to be a maxim for the species elsewhere or in other years.
 7. A reference might oppose the idea you are conveying. You can include it along with supporting references by a caveat such as (Jones 1999, but see Smith et al. 2000).
 8. The exact words used in another publication can be put in your writing, if you put quotation marks around the excerpt and include the reference. However, straight quotations should only be used in the rare cases when the specific wording is important to maintain; in almost all cases information should be put into your own words. You cannot lift another’s words, even from a textbook or field guide, without citing the reference and including the quotation marks. If you do, you commit literary theft, or “plagiarism.” And yes, there is a gray zone if only a few words are reiterated, or if phrases become dogma. Furthermore, copyright laws protect both published and unpublished work, and might need consideration. The Council of Biology Editors Style Manual speaks to the application of “fair use” guidelines when copyright protections do not apply. Fair use applies when “the borrowed material is a small, insubstantial fraction of the entire work.” As material becomes more substantial, the author might need to request permission for its use. This might be a courtesy, an ethical rather than legal issue.
 9. A citation means you have read the reference. It’s a slippery slope to reference a paper only because other relevant papers also have referenced it. Do your homework, others may be neglecting
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points mentioned above. If you absolutely must reference something that is not available to you, be clear that is the case. For example, "...Smith (1999, cited by Jones 2001)" shows you are relying on Jones' information. You might need to do this for articles published in another country or language.

10. Take the information for your Literature Cited section from the original document. Do not trust others to have no typos, nor the author to have used proper wording in the title of their publication!

SNWVB Elections

This spring 5 positions will be open. Candidates are needed for 3 Vice-presidents (Oregon, Northern Region and Southern Region). The treasurers position and one trustee's term are ending as well. Contact Dede Olson or any board member for more information.

"Decision-making time for the graduating senior: What next?"

Editors Note: This is the first of what may become a regular feature in the Murreletter. We asked Brittany Barker to be our first "volunteer" as we explore the stories of members of our community. Often the circuitous path that a career as a Vertebrate Biologist can take makes for an entertaining story. We hope to provide an avenue for professional exposure for people in the earlier stages of their careers and maybe provide some career ideas by featuring more established professionals. Let me know what you think. Submissions are encouraged and nominations are accepted. Thanks Brittany for being a good sport and helping us get started.

By Brittany Barker

I am an Oregon State University Zoology major and graduating at the end of Fall term, which is sneaking up really fast. I am interested in ecology, evolution, behavior, and conservation. While at OSU, I worked in Dr. Stevan J. Arnold's evolutionary biology laboratory for two years as a work-study research assistant. I collected specimens out in the field, performed live animal care, and helped out with field work at the annual "snake camp" event where numerous snakes were collected for research. With Dr. Arnold's guidance, I also conducted an NSF Research Experience for Undergraduates research project studying quantitative genetics in the wide-ranging garter snake, *Thamnophis elegans*. I had the great opportunity to present my results of this project via a poster presentation at the Society for Northwestern Vertebrate Biology annual meeting last March. Last spring, I signed up for research credits and began working on a project designed to determine the levels of inter- and intra-specific variation in a gene that encodes for a salamander pheromone component, which was an excellent learning experience. My laboratory colleagues, graduate student Catherine Palmer and post-doctoral research associate Richard Watts were extremely helpful and they allowed me to have a glimpse into what the life of a graduate student may be like. Last summer, I participated in a tropical conservation ecology course in Bocas del Toro, Panama. Besides having the time of my life running around in the jungle, I learned many new ecological field methods and participated in education activities with the local Ngobe Indian community members. During my spare time, I volunteer at Chintimini Wildlife Rehabilitation Center in Corvallis, where I nurse sick and injured wildlife back to health and participate in education outreaches. In particular, I love working with the raptors and waterfowl that come through the clinic! I enjoy birding, especially out at wetlands, and hiking in the beautiful Pacific Northwest. I have also been a leadership council member of the Life Sciences Club at OSU and we often go on na-

ture excursions and other events such as habitat restoration projects.

Since I am graduating very shortly, I am faced with the tough decision: What next? It seems like there are so many different avenues a graduating student can take, and it can leave one feeling overwhelmed and stressed. Recently, I have been applying to some graduate schools for next fall in Ecology/Evolution/Behavior related graduate programs. From my research experiences, I feel that I have narrowed down my interests enough to start working on a research project related to conservation biology, but sometimes I do wonder if I should just stay out of a school a little bit longer and gain more experience in the non-academic world. It's a tough decision. I have found that there are government jobs I could apply for, such as those offered through the U.S. Forest Service or U.S. Fish and Wildlife Service. Additionally, I am planning to look into jobs at private environmental consulting firms. Since I had such a fantastic experience in Panama, I am even thinking about looking for another internship abroad where I could conduct research in another tropical environment. Lastly, I have also enjoyed my teaching internship this term at OSU and have contemplated finding a job as a teacher. Do you see what I mean about there being so many options?

It has been a rewarding experience studying at OSU, conducting research in an evolutionary biology laboratory, and studying abroad in Panama. I recommend that an undergraduate student really make the best out of their time at college because it is the prime time to become involved with research on campus, apply to study in a foreign country, and gain other valuable work skills. I am glad that I became involved with the Society for Northwestern Vertebrate Biology as well because I learned a lot from my experience in presenting my poster at the annual meeting and getting the chance to meet many other vertebrate biologists. While I am still a little confused about what I am going to do with myself now that I am graduating, I am exploring my options, and I know for certain that I will someday apply my research to-

wards the conservation of wildlife populations.

Species At Risk Conference

March 2004, Victoria, B.C.

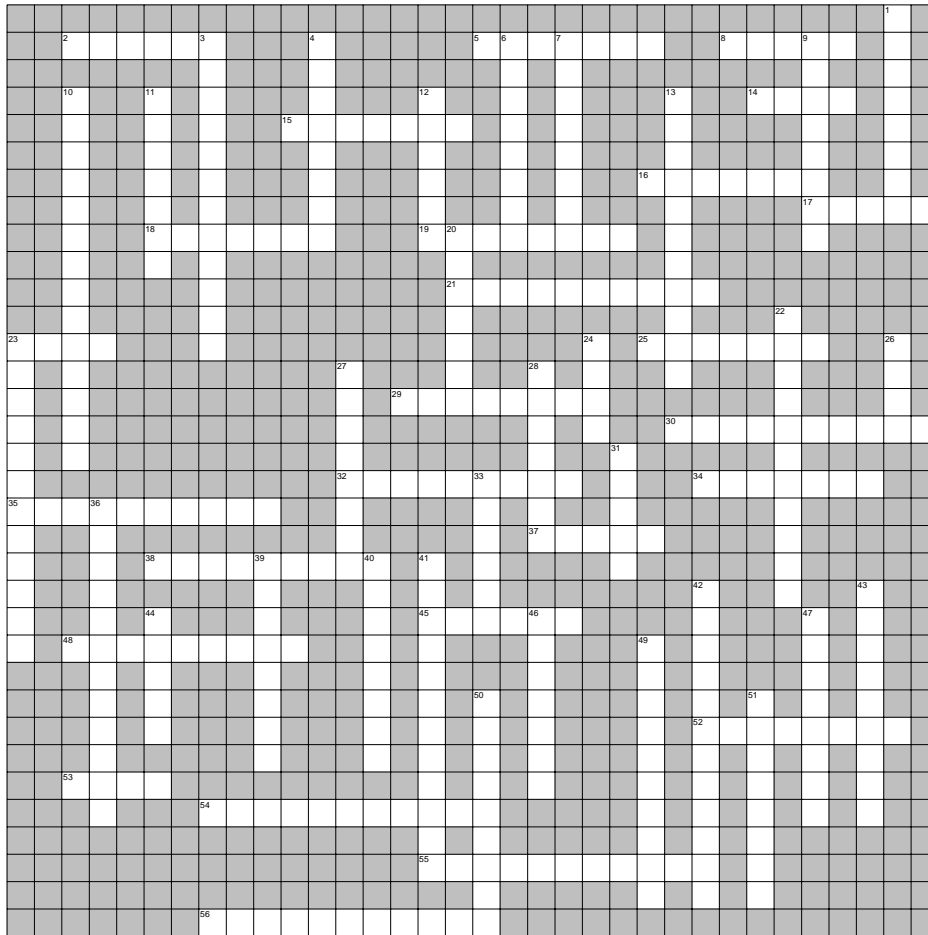
Organizers are expecting > 700 people (e.g., all the wildlife biologists in the province) for this conference. The first day features a free workshop discussing working on recovery teams. For more information go to: <http://www.speciesatrisk2004.ca/>

Conservation Education in the Intermountain West

By David Pilliod

In early November, the Idaho Herpetological Society and Idaho Partners in Amphibian and Reptile Conservation sponsored a conference on the use of amphibians and reptiles in education. Held in Boise, Idaho, the conference brought together educators with diverse backgrounds, including local high school teachers, university professors, and instructors from Zoo Boise, Idaho Natural History Museum, and Idaho Parks and Recreation. Presentations such as Wildlife Educator Frank Lundburg's "Cold-blooded Learning: Children, Pythons, and Monitor Mentors" demonstrated the use and benefits of amphibians and reptiles in educational activities. Karen Dvornich from the University of Washington delivered the keynote address "Expanding herpetological education and training opportunities through the Nature-Mapping Program". Conference organizer Chuck Peterson hopes to pursue this topic at other meetings. There will be a special session on Conservation Education at meeting in Ellensburg. See you there!

For more information about this or future herpetological conservation education programs in the Intermountain West, contact Chuck Peterson at petechar@isu.edu or David Pilliod at dpilliod@fs.fed.us or visit the Idaho PARC website at http://www.isu.edu/~petechar/iparc/iparc_menu.html



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Crossword—Wet and Slimy

by Elke Wind

Across

2. Tadpole tails do this during metamorphosis
5. Swimming tool
8. Gill filaments attach to this
14. Opening
15. Related to Pufferfish?
16. Carnivorous young and old
17. Some toads use this for digging
18. Appear immature
19. Orientation of toad vent
21. Home of terrestrial salamanders
23. True frog
25. Museum specimen
29. Endangered *Rana* in PNW
30. Focus of Chytrid research in CO
32. Dual life
34. Keeps *Ascaphus* tadpoles in place
35. Have internal fertilization
37. Amphibian eggs lack this
38. Blunt mouth
45. Shape of some toad eggs
48. Found on hatchlings
52. Only amphibian north of Arctic Circle
53. Have 'grainy' skin
54. Vulnerable to this
55. Common predator
56. Common laboratory species

Down

1. Exudes poison
3. Slender salamander
4. Common characteristic of Tiger salamander ponds
6. Identified by tail feature
7. Nonnative predator
9. Trait of terrestrial salamanders
10. Common aquatic predator
11. Breeding habitat
12. Orgy call
13. Exposed by rock and roll
20. Young anuran
22. Spadefoot family
23. Torrent salamander
24. N.A. amphibian and reptile org.
26. Found in BC and OR, but not WA (4-letter code)
27. Trait of anurans
28. Climbing aid
31. Respiratory organs
33. Habitat protection measure
36. Tadpole sensory system
39. Respiratory opening
40. I like it cold and fast
41. Issue for high elevation ponds
42. Frog that lives in streams
43. These are amorous in the fall
44. A home of stones
46. Small limb buds or adhesive glands
47. Hollywood favourite
49. _____ groove
50. Call like a plucked banjo string
51. Egg masses laid together

Balancing Ecosystem Values: Innovative Experiments for Sustainable Forestry

This international workshop will be held August 15-20, 2004 in Portland Oregon, USA. In addition to the value for scientists and land managers, this workshop represents a significant step in identifying themes for the IUFRO Congress of 2005.

Sessions Will Include:

- (1) Role of experiments in designing silvicultural systems
- (2) Wildlife and biodiversity
- (3) Design and analysis
- (4) Public perceptions and social acceptance
- (5) Modeling and simulation
- (6) Role of experiments in policy and management decisions
- (7) Implementation of operational treatments

Abstracts are due January 30. For details and other important dates, please visit the webpage at <http://outreach.cof.orst.edu/ecosystem/>

INTRODUCTION TO WETLAND DELINEATION

SNWVB will be hosting an Wetland Delineation Workshop at the next annual meeting in Ellensburg, WA. The workshop will be held *all day on Wed. March 24th, 2003*, with instruction from WA Department of Transportation wetland delineation staff (Brent Haddaway and Bill Leonard) and Mark Schuppe (Ecology permit assistance office). The first half of the day will be in the classroom, followed by a field component in the afternoon:

Topics covered include: Wetland definitions (common terms demystified), Wetland classification (HGM, USFWS, Ratings), Regulations (laws, legal stuff, typical permit basics), Delineation concepts (hydric soil, vegetation, wetland hydrology indicators), Wetland functions and values - how they are assessed, Delineation techniques applied Wetland function indicators

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Society for Northwestern Vertebrate Biology Membership Form

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Renewal or New Member (circle one)

Area of Interest/Expertise: _____

Mail your payment (US funds) and this application form to:

Membership Category (check one)

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Life (\$300 one-time payment)

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