

STUDENT FORESTERS AND PUBLIC RELATIONS

by

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Permanently
OLD RELIABLE BOND

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STUDENT FORESTERS AND PUBLIC RELATIONS

CHAPTER I

INTRODUCTION

We, as people of this universe, are witnessing rapidly changing events, occurring yearly and even daily. The horse and buggy days are gone forever. Those days when the old hitching rack, town livery stable, and blacksmith shop were a common sight in any town are now gone. A memorable characteristic of the old trading center was the pot-bellied stove decorated with the iron rail, closely surrounded by an enumerable assortment of chairs and the ever-present spittoon. All of these were common sights within the life-time of the youngest student forester. But times have changed to an era of modernization.

The population has increased, customs have changed, people as a whole are dependent upon each other for their means of living; but, individually, each is far remote from the group. Today, each individual sits at home, twirls the knob of the radio or sits comfortably in the easy chair and reads what is happening around them. Public opinion is now formulated from what is read in the newspapers or various other literary publications that is their pleasure to read and what they hear over the radio. Public opinion is not so greatly influenced by the old type of town meetings or group gatherings as took place in the past but by the newspapers, radio, and even the theater. Unfortunately, it can be truthfully stated that

much of what is delivered for public consumption is not true public relations but is merely propaganda for personal satisfaction. "Public relations or publicity work is not new; it is merely more complicated." (1)

Forestry is a great movement dependent upon favorable public attitude, and in the last half century has moved rapidly forward motivated by men interested and who have worked to get favorable public opinion. Forestry is a national enterprize; the public is the backbone of the nation; therefore, they must accept, or they, as a multitude of many, can destroy by carelessness all efforts previously put forth to build up and to protect the forest. To cope with the modern problem successfully, by those men who believe in forestry and plan to make it their life work, is needed a clear understanding of how to regulate public opinion. But paramount to that understanding is a well-grounded training in public relations work.

The objective of this thesis is to expose some means whereby the embryo forester may receive such training. Briefly, it is divided into three parts, namely:

1. To point out the close relationship between forestry and public relations.
2. To point out the position of the student forester in public relations and how he as a student may introduce himself to the principles and practices of public relations.
3. Presentation of the Press-Radio Guild organization

at Oregon State College as one means of providing opportunities for student foresters to receive public relations training.

"The professional forester should first be sure that he has a thorough training in the technical aspects of his profession and then, if he will superimpose upon this basic training some skill in public relations functions, he will be better equipped to serve and to advance." * A means of providing such learning now exists in the School of Forestry at Oregon State College as an organization known as the Press-Radio Guild. How successfully the Guild will be is for the future to unfold, for, as with all new creations, there must be a testing period which this organization is now being subjected to. The purposes of this newly created organization are to advertise forestry and to provide for student foresters excellent experience in some of the mechanics of public relations.

Sources of data are personal experiences received through affiliations with the Press-Radio Guild organization and others connected or interested in Guild work; also, public contact work during the summer, references on public relations, journalism, radio, and from valuable information furnished by George E. Griffith, in charge of Education and Information of Region Six.

* Letter received from George E. Griffith, January 20, 1941.

CHAPTER II

PUBLIC RELATIONS--RELATIONSHIP TO THE PRACTICE OF FORESTRY

What are Public Relations? More and more everyday are we hearing about public relations, public opinion, public interest, publicity, propaganda, and hordes of other confusing terms not clear in meaning to many of us. The Salient problem now confronting the public is to have a clear understanding of what real public relations work consists of. Public relations is a relatively new term that is not given the credit for what it honestly deserves. Since this thesis is based upon public relations, it was thought best to devote a portion of this writing to the discussion of true public relations.

One author defines public relations as "simply a name for those activities and relations of ours which are public, that have a social significance . . . It is simply the name for a class of personal and group activities whose changing dimensions affect the lives of all of us." (3) Another states in his paper that it is "the process of finding out, and of making known the factors of an enterprise which are of public interest." (4) These two quotations have similar meanings far different than the old time press agent or the present propagandists will have us to believe. Publicity or press agency is more of a means to disguise the true purpose of their intent for, instead of having a social significance, publicity does have a selfish significance. Public relations is merely putting the case before the pub-

lic.

"Public relations, however, has become popular as a term not only (perhaps not chiefly), because it expresses a wider conception, but in the hope that a grander title may deflect that scrutiny and criticism which has been turned upon Publicity. The cloak will serve, however, only if its wearer lives up to it." (1)

Some people have considered it as a foul bit of work, used for unscrupulous purposes. From this writer's point of view, it is neither, if it is done for the good of those who are socially influenced by its results. If not, it is justifiable in stating that public relations is merely publicity of the lowest rank. True public relations is for public benefit.

Public Interest and Public Opinion. Very closely associated with public relations are the terms public interest and public opinion. A presentation may create some interest for or against the issue, and if it does, a certain degree of interest has been created. An expression of such unlimited enthusiasm is public interest. Of similar definition, "public opinion is any collection of individual opinions, regardless of the degree of agreement or uniformity." (3)

Today, both business and governmental agencies are spending enormous quantities of money and many hours of their time devising some means to win the support of public opinion. The problem is not so simple for them to solve as a diversity of opinions are in order from such a multitude of people.

The broker is interested in those people who have money to invest; the storekeeper is interested in those people who will buy his merchandise and will pay for it now or by terms; the railroads are vitally interested in all who use their trains and can pay for that service received; all of these concerns, and many more, are interested in public opinion and must operate their business accordingly. Some are interested in only certain classes of people and others are interested in all classes. But either class is fully capable of formulating public opinion, for a public is simply any collection of individuals, and "public opinion is any collection of individual opinions, regardless of the degree of agreement or uniformity."

(3)

One may ask, should these firms be so vitally interested in what the public thinks? Are they not managers of their own business and have the right to do as they please? They are not complete masters of all that they have, even if they own it "lock stock and barrel." The usual trend of most businesses is to operate according to the amount of returns received for the products sold. The purchasers of these products are the public as a whole, and how well they purchase these products is an expression of public opinion. Consequently, the merchants, brokers, trainmen, farmers, and others fully realize the importance of public backing. In reality, public opinion is an unseeing, powerful, dynamic force. Abraham Lincoln, a man who under-

stood the importance of such an issue and experienced the pressure of public opinion, once made this statement, "Public sentiment is everything. With public sentiment nothing can fail; without it, nothing can succeed." (5)

Probably, foremost in the reader's mind is the question of how public opinion or public sentiment is formed. Various methods have been used in the past, but an ideal way, and the basis of all public relations work, is the problem of public education as a builder of favorable public opinion.

The problem is not to educate in a way to hide the true intent of the purpose but to actually present the facts. Very idealist indeed, but human individuals like to know, their minds are shaped and ready for things as they are. In fact, if for their benefit, a bit of human interest connected with the educational plan will impress the individual greatly, if not used to an unfair advantage. Today, education is the one and only ideal way to form public opinion.

The Trend of Public Relations. During the early stages of civilization, the movements causing the formation of the term public relations have developed gradually until recent times. Beginning with the period when man had his own factory in his home, he dealt with those arts that he possessed as he pleased. The manufacturing process was not dependent upon others for the necessary products in

which to keep the mills operating and people working. In those days, it was simply every man for himself.

Moving to this country, the environment of living changed somewhat. People were living in a new world, surrounded by new and unconquered danger, and to protect themselves, they grouped together, resulting in a social set-up of greater complexity than ever before witnessed by people. Governments were set-up, laws were made, taxes were levied, each having a decided effect upon the grouping together of individuals and creating a gradual social and economic change.

The farmer is a good example of the independency of his group to be less affected by the social and economic changes. It can be said that he is the only individual who lived as he saw fit. He acquired his piece of ground, tilled the soil, planted the seed and harvested crops, raised stock, and a large family as he chose. If he succeeded in his work, no one felt better about it than he and his family; if he failed, no one was affected but he and his family. Public relations, publicity, propaganda, affected him not.

Public Relations and The Present. The situation has drastically changed during the past seventy-five years. Out of this change has come a dogmatic control of personal freedom. An increasing and widely spread population over large geographical areas has been the contributing factor in greater social control. As a result, indivi-

duals are treated as groups and are organized as groups in areas particular to them. Each increase in population has raised the need for group attention rather than individual attention for problems common to individuals are now common to the group as well.

The ramifications of the modern social scheme has been another very great decisive factor in forming present social groups. The everyday trend of need and the dependency of people upon modern changes has caused them all to group together. In meeting those demands, it is necessary that people work together for successful planning, development, construction, and completion of those modern improvements.

In the grouping of people has evolved the problem of group control. Individuals in groups have more power to express their thoughts than they have as separate individuals. Yet, all such action has a decided effect upon every individual in this nation. Consequently, the term public relations has been derived to express the means whereby cases are presented to these groups for them to decide. Whatever the decision may be will effect every individual in the entire social set-up, which expression is decidedly different than the old system of individualism. The problem is becoming more complex each succeeding year as individuals become increasingly dependent upon each other for an existence.

Public Relations Ethics. To produce an idealistic

public relations system there must be some controlling device or certain implied regulations to make it that way.

J. D. Guthrie, in his article "Public Relations of Forestry" (8) has listed a code of ethics which are outstanding qualities of good public relations. The code that he has listed is as follows:

1. Public relations or publicity must be true.
2. It must be honestly presented without attempt to conceal its source.
3. It must be interesting.
4. It must be intelligent.
5. It must never be self-laudatory.

Briefly summarizing, public relations is presenting the facts in an honest and sincere manner for the public to decide, far remote from the usual method utilized by the propagandist or old time press-agent.

Public Relations and Forestry. The first part of this chapter was to introduce the reader to the problem of public relations and to some of the things involved in that problem as applied to other fields. To the forester, there is another side to his work that has not been considered, completely, as a deciding factor in the practice of forestry. Fortunately, progress is being made toward public education and will ultimately be considered wholly as important to the forester as silviculture or timber management. And the sooner the climax of opinions are reached, the better will be the public attitude toward forestry.

The remainder of this chapter deals with forestry and public relations, pointing out the close relationship between the two.

History of Forest Public Relations. Within this country, the history of public relations work in forestry is relatively new. Although the work is new here, a similar form of this work has been very active in some of the European countries for many years. One author writes (5) that public relations work extends back to the times of the great prophets, Isaiah, who lived in the 8th Century, B. C. and, Joel, the Hebrew prophet of the 5th Century, B. C. Both of these men were believed to be great expounders of forest conservation.

The shortage of timber, large population, and the everlasting threat of war with their close neighbors has proven to the Europeans the importance of a good timber supply. Through the efforts of the governments and certain interested individuals, the forests have been built up and properly protected in these foreign countries.

The present war crisis has upset the proper management of the European forests, again. But after this war, attempts will be made, as has been the practice in past occurrences, to properly manage the forests in preparation for another war crisis. These countries have come to realize just how important forests are in war time.

Here in this country, the situation is vastly different. The timber supply appears to the casual observer to

be inexhaustable, which conception has led many people to believe that there should be no worry about the future supply of timber. Little do they realize that they do not see the trees for the forest and have come to believe that timber is plentiful. To these individuals each tree that they do see is just another tree and all of equal value. A great deal of publicity was put forth during the timber famine era of the latter part of the nineteenth and early part of the twentieth century which was greatly over emphasized, and this alarm may have been an early cause for the mis-conception of the forest problem. It seems that too much emphasis was placed upon the theory of an early timber famine. Today, the issue is more of how to properly utilize than to preserve.

It was not until about 1915 that foresters woke up to the fact that there is more to forestry than just plain woods work. A complete understanding by the public of forestry was found to be a good half of their work, and it was their job, as foresters, to create this favorableness through proper public education. With this realization, it was also discovered that a forester must use other tools less severe looking than his woods equipment but just as important. The proper use of English, how to write, speak and impress the public are becoming foremost as tools of the forestry profession. Today's forester must be able to step out of the woods and sell his profession to the people ---a forester is a public leader.

In 1920, the branch of Public Relations was established in the United States Forest Service and has grown to be one of the important departments of the Service. The Forest Service now firmly believes that proper public relations is necessary and they try to get the favorable attitude of the public by presenting forestry to them in an educational way. When pressure is being applied by the public upon the legislative bodies for proper forest measures is evidence enough to realize the value of the work.

Public Education -- the Solution. The old theory of "the public be damned" is gradually changing to the cry "we'll do it by public education". At nearly every convention attended today, having to do with the natural resources of this country, will be heard discussed the subject of how important public education is in solving some of the pertinent problems. And so it stands for the forester as well.

The objective of forest public relations may be defined as: "To stimulate public understanding and quicken public interest in forestry problems so that there may be nation-wide support for the practice of forestry principles".

(5) One of the faults of the foresters of the past, and to a certain degree the present, in their attempts to educate the public has been to talk and write in terms which the average person cannot clearly understand. The one problem of great importance is to write for the man on the street so as to cause him to look beyond the lumber pile or

that patch of lodgepole pines and see the actual trees.

An outstanding factor for the forester to keep in mind in public contact work is that the public does not like to be thought of as a group but as individuals, and one way to put across the problem is to make it a personal problem; connect it with the individual as to how its results will affect him as an individual. When this procedure is taken, a great step has been made toward solving the problem.

Public attitude is far from being favorable when tin cans, papers, bottles, and other human rubbish is found strewn over the landscape, and until this condition is eliminated the foresters have not been successful in their field.

The few words written in this chapter presenting "Public Relations--Relationship To The Practice of Forestry" are merely highlights of the subject. Today, very little can be found written on public relations work in forestry. With this chapter as a guide to orient the reader, the remainder of this thesis deals with a relatively new field of educating the public to forestry.

CHAPTER III

THE STUDENT FORESTER'S PLACE IN PUBLIC RELATIONS

The Student and His Profession. Whether the student forester knows it or not, he, as a beginner in the study of forestry, is in a position to learn some of the tricks of the trade in public relations and at the same time help to build up a favorable public attitude toward forestry. The first objective of the student is to become schooled in the technical aspects of his field. But if it is possible to receive training in public relations with his technical training, he is in a better position to be of benefit to himself and to the public he serves.

The upward trend of public education has been stressed several times earlier in this thesis, but in connection with the student's place in public relations, a quotation taken from a booklet written by George E. Griffith, titled "Talking Forestry", very clearly expresses the picture of how important public education is becoming to the forester of today. This quotation is as follows:

"Foresters today are not on the sidelines. The work of the Service has been dramatized to a spotlight position in the American scene. Foresters are in the very thick of the struggle to build for the future of America. Their horizons have widened out and reached beyond silviculture and strict forest management into the related fields of economics, social planning, and human engineering. When foresters get together to discuss the problems of forest fire prevention, forestry extension, sustained yield or multiple use management, public education is invariably recognized as one of the necessities." (6)

The upward trend of public education will continue as the

acceptance of public relations practices by governmental forest agencies and forest industries clearly indicate. Yesterday, the work of the forester was mainly in the woods. He was remotely separated from anyone but his few companions. Today, the scene changes to find the country practically settled and the forester or woodsman closer associated with the public. The result is that the forester must recognize public education and proper public relations as a necessary form of a new tool as a mediator between him and the public.

From another angle, the prospect of public relations in forestry as a career is quite promising when reviewing the following quotation taken from the 1941 February issue of the Journal of Forestry (9) which reads as follows:

"There are now very few specialized information men in forestry---men who have both a professional knowledge of forestry and a wide knowledge of information technique. It would help in developing such men if forestry information were recognized as a career line within the profession, along with forest mensuration, and so on. It is conceivable that a young forester, advancing along the line as an information specialist, might some day make a good Chief Forester"

As this quotation will indicate, the field in public relations is wide open for those far-seeing, energetic individuals in search of a job. One public relations man working for a timber company located in the Inter-mountain region stated recently that the problem now of the public relation-minded was to convince management that public relations work would be conducive to their business. This

forest industry is now spending approximately \$10,000 a year on public relations work alone.

For the forester acquainted with his profession who has some knowledge of public relations techniques, opportunities are present if he has the initiative and the ability to accept the challenge.

The Training. Having pointed out the possibilities of public relations work in forestry, it remains for each student forester to adjust his forestry curriculum so as to include courses essential to such work. The student has entered school to learn forestry. He is determined to complete that learning, but little does he know that a working knowledge of speech, journalism, human understanding, and his personal qualifications are as important in his future practice of forestry as will be his knowledge of the principles of forestry. Yet, with a little planning and course juggling, the student is able to take courses that will familiarize him with public education methods.

The basic requirements. To take an active part in public relations work, and help to put forestry before the public, certain pieces of equipment are necessary before successfully accomplishing this objective.

Some of the tools, as they may be called, that the student should be familiar with and able to use effectively are: a background of forestry training; effective use of English; an understanding of people; and his own person-

al qualities.

These qualities, as listed, are not complete by any means but are those that the forestry student is able to study or acquire during his time at school.

As it has been mentioned before in this thesis, to do work in public education in forestry requires a well prepared background of forestry training. With this background he is able to talk in terms of forestry and is acquainted with the problems connected with forestry. In this way, he is better prepared to sell forestry to those he comes in contact with.

A forester will find it of value to use the English language effectively, both in speaking and in writing. During the course of his work, he meets people who differ greatly in their environment and who have a special dislike for those people who act as though they live above their environment. One way of getting along with these people is to be able to converse with them in their own language. Consequently, effective use of English is the working tool of effective public relations.

Another very important tool in forestry work is understanding of people. This country is populated by thousands of people who differ in their ways of living and have certain peculiarities. Although these differences are similar in more or less definite territorial divisions, actually each person must be considered separately. To meet that situation with success, the forester

must be interested in people and understand them.

Last but not least, the personal qualities of the student are of importance in this work. The personal qualities that the student should create, if he does not already possess them, are merely nothing more than those that make up the "rules of the game".

To get along with people requires a good personality. But can anybody define personality? Usually not, for personality is a general term applied to an unlimited list of qualities such as, leadership, tact, sincerity, appearance, and etc.

To possess all of the qualities that the term personality implies, one would have to be a very unusual person. But everybody should strive for perfection in at least the following cardinal qualities: Interest; Loyalty; Sincerity; Courtesy; and Diplomacy. The forester must have interest in the job, be loyal to the organization and to his fellow workers, courteous to win the respect of the public and his fellow workers, and diplomatic in seeing that the job is done well with the least disturbance or friction with those whom he comes in contact with.

Meeting the requirements. Forestry students are handicapped in taking many courses in journalism, speech, and other courses of importance in order to learn some of the mechanics of public relations. If the student works for a minor in some field connected with forestry, he is unable to take these extra courses unless a longer time than the

regular four year schedule is spent in school.

The plan has not been set up but it seems practical that a minor could be worked for in some phase of public relations. The courses are taught at Oregon State College so that the student could do this if he chose.

Approximately twenty five (25) credit hours in the technical forestry curriculum are left open for the student to take those courses that he believes he needs to round out his education. Those students who are interested in public relations have an excellent opportunity to take such courses as will prepare him for work in their chosen field. After taking these courses, each can gain experience in certain phases by practical application, namely, in speech and journalism, and even during the summer in public contact work some of the points learned from courses in human relations may be applied.

Not all of the student's time is spent in regular class work. If he is not restricted otherwise, extra outside activities will permit him to gain this knowledge by increased effort. Yet, to do even this, the student should prepare himself basically with courses in speech and journalism.

As to the personal qualifications, the student must strive to better them himself. Merely reading books on the subject will not make the perfect personality, one must see to it that loyalty, sincerity, honesty, courtesy, and many other attributes are in force each day. Many of us

find it difficult to do this but actually only continued practice will make the perfect personality.

There is offered in the course of study at Oregon State College many courses in journalism, speech, psychology, and sociology to be of interest to student foresters who are public relations minded. Some of the courses which are available at this school are as follows:

Speech:

Sp 111,* 112, 113. Extempore Speaking-----	3 hrs. each.
Sp 120. Voice and Diction-----	3 hrs.
Sp 121, 122, 123. Interpretation-----	3 hrs. each.
Sp 221. Speech Composition-----	3 hrs.
Sp 222. The Extended Address-----	3 hrs.
Sp 231. Parliamentary procedure-----	3 hrs.
Sp 234. Radio Speech-----	3 hrs.
Sp 250. Speech Defects-----	3 hrs.
Sp 247, 248, 249. Community Drama-----	3 hrs. each.

Actual experience may be gained from participating in oratory and speaking squads, and in the presenting of dramatic plays.

Journalism:

J111, 112. Elementary Journalism-----	3 hrs. each.
J211. Copyediting-----	3 hrs.
J223. Editorial Writing-----	3 hrs.
J312. Special Feature Articles-----	3 hrs.
J313. Public Information Methods-----	3 hrs.
J314. Technical Writing-----	3 hrs.

Before taking these courses, it is required that Elementary Journalism, J111, be taken by each student.

Practical experience may be gained by working on the staff of the School paper, Oregon State Barometer.

*Sp 111 is required of forestry students.

Human Relations or Social Science:

Psychology:

Psy 201, 202, 203. Elementary Psychology--3 hrs. each.
Psy 211. Outlines of Psychology-----5 hrs.
Psy 212, 213, 214. Logic-----3 hrs. each.

Sociology:

Soc 201, 202, 203. Elements of Sociology--3 hrs. each.
Soc 211. General Sociology-----4 hrs.
Soc 364. Rural Sociology-----3 hrs.
Soc 411, 412. Social Problems-----2 or 3 hrs.
Soc 474. Social Psychology-----3 hrs.

Merely as a possible suggested course of study in public relations the following course outline is offered:

Speech:

Sp 112, 113. Extempore Speaking*-----3 hrs. each
Total 6 hrs.

6

Journalism:

J111. Elementary Journalism-----	3 hrs.
**J312. Special Feature Articles-----	3 hrs.
J313. Public Information Methods-----	3 hrs.
Total	<u>9 hrs.</u>

9

Human Relations:

Psy 211. Outline of Psychology-----	5 hrs.
Soc 211. General Sociology-----	3 hrs.
Soc 364. Rural Sociology-----	3 hrs.
Total	<u>11 hrs.</u>

Grand Total $\frac{11}{26}$ hrs.

A student who has taken courses as listed in this suggested outline should know enough to properly speak and to write with some degree of accuracy. He is then in a position to go a head in the practical application to be

*Sp 111 is required of forestry students.

****Optional: Sp 231. Parliamentary Procedure.**

moderately successful in his efforts.

The student who is interested may, through further research or choice, select other courses which apply to his particular case. Any of the courses taught will, undoubtedly, improve the student's way of speaking and writing greatly. It remains for the student to see the knowledge learned is put into actual use. Also, it stands to reason that the greater the number of courses taken, the faster he will improve.

Actual Application. Through the application of the knowledge learned a person is able to see the results of the time spent in learning the "Why" and "How" of speaking and writing or getting along with people. Little does the student forester realize that he has a limitless store of material upon which to speak or write.

The school libraries are loaded with material about forestry well suited for writing or for building radio programs. Subjects on "What is Forestry", "Forest Conservation", "Land Use Problems", "Life in The Woods", "Life Up There Among the Clouds", "Sawmilling", "A Trip Through a Sawmill", "Different Woods of The World", "Oddities of The Woods", and many other similar hypothetical cases as these that the student may find are readily available.

A bit of human interest in a story increases the attraction of that story to the reader. What reader is there that wouldn't like to read about a student fire fighter who was injured on the fire line by a falling snag and had to

be packed two miles for medical aid? With a little imagination and the time to spend in writing, the student should be able to publish many articles pertaining to forestry.

There has been no novel classed as a best seller, as yet, written about forestry using the emotional appeal to sell the book. There is opportunity for anybody who likes to write and has a good imagination.

An example of material for story writing or radio program building is this quotation taken from "Forest News Reporting" (10) by George E. Griffith.

"Take the case of the boy from the east side of New York, who was seen seated on a log in a Yakima camp. He was bare-footed, and was wriggling his toes in the dirt. Asked why he was doing that, he replied, seriously, "Dis is de foist time I evah had my feet on real ground." A trifling incident, you say. Yet it has been used several times, effectively, to put over some of the more serious facts regarding the welfare aspects of the C.C.C. It is human interest at its best."

Many more incidents are witnessed during the course of a year's time in forestry work that might as well be used profitably. As in the above case described, it is for the benefit of the reader or listener that he realize just how important that "real ground" is.

Again the writer turns to the pamphlet "Forest News Reporting" (10) by George E. Griffith to quote a few paragraphs about the use of human interest in stories.

"Most successful human interest stories are built around kindness and human sympathy. This is an important point for Forest Service writers to remember. Stories that hurt, that present mis-

fortunes as humor, that offend the cannons of tact or good taste, have no place in our press contributions."

"Humor and pathos lose their effectiveness when the attempt to be humorous or pathetic becomes apparent. They are effective only from the truthful presentation of a humorous or pathetic incident. The humorous writer tries to find the elements in an incident which made him laugh. These he presents clearly and truthfully. His readers then laugh with him instead of at him."

"Local color is closely akin to human interest. It is the quaint, the bizarre, the unusual in local customs or facts. It is the thing which distinguishes this place, these people, this event from every other."

For those who like to write and as yet haven't started, the opportunities are unsurpassing while as a student in forestry. The student forester can use speaking and writing to an advantage.

Working Media. Opportunities to talk and act before the microphone; have written material published; speak before an audience; participate in dramatical plays; be an active member of discussion groups; be active in campus affairs and in church and club activities are within the reach of every student. He can in this manner put into practice some of the principles learned from books.

The students of Oregon State College are fortunate in having for their pleasure a State owned radio station on the campus. Here are offered excellent chances for them to get broadcasting experience. The staff of the station always welcomes any student who shows interest in some phase of microphone work. Some of these phases consist of

presenting dramatical skits, musical numbers, campus news, and departmental contributions. Radio work proves to be very interesting and even exciting at times.

The public relations problem is coming into the lime-light today and it will probably continue as an active field for sometime to come. Although an attempt has been made in this chapter to connect the problem with the student and show how the problem can be attacked, it is suggested that the interested person study the problem from his own angle and adjust his course of study to best fit his own needs.

CHAPTER IV

A WORKING PLAN FOR STUDENT FORESTERS TO FOLLOW

Herein is presented a plan not because of the name or because the writer has been active in its work, but because it has a good double purpose noteworthy to all students or persons that may come in contact with the organized plan.

To interest students to take courses in journalism or speech, and be active in student functions, there needs to be an incentive which will tend to create that interest. An organized body working toward a worthy aim will keep the "spark alive" and will become that incentive, through membership, to create interest. The Press-Radio Guild has such possibilities.

The Press-Radio Guild. At Oregon State College an organization, known as the Press-Radio Guild, was formally established January of 1940 with the purpose in mind of being of great service to forestry as a student forester's service organization. Not merely in name but in actual works, it is an organization active in public education to make the average person forestry conscious.

The Guild has a double function which is to advertise forestry in order to form a constructive attitude toward forest industry and conservation and to provide for student foresters excellent experience in some of the mechanics of public relations.

Members of the organization consists of students and

interested members of the school faculty. The group is a student organization, governed by themselves but advised by the faculty members of the group. One faculty member is to be the main advisor during the year.

Membership. Until recently, men were selected who had successfully completed certain quantitative and curricular standards. Six credits of speech, or six credits of journalism, or three credits of each and one-hundred points were required for membership. The one-hundred points were earned by taking part in radio programs, talking before groups, and writing of articles on forestry for publication. Each type of work carried a certain number of points.

Recently these requirements have been changed, and now men are to be admitted for membership who have been active in school functions, especially in speech and journalism, and on the degree of attitude. The quality of performance and attitude is to be measured by a rating scale. Each person who is in close contact to men interested will rate these men according to the scale set up by the organization, and from these various ratings, each man receives, will determine his eligibility for membership. At the time of this writing the rating scales are being formulated.

To carry on the work successfully requires men, not of high scholastic ability, but men who will put forth an honest effort to do the job well. Men of this caliber who become members are then foresters fully capable of carry-

ing the work forward.

The members are distinguished by a pin with a design displaying a tree, ink bottle, manuscript, and a radio transmitting tower.

To first get the organization started, certain men who were interested were set up as charter members and formed a neucleous from which to build further. The members making up the charter group were: Robert Evenden, George H. Schroeder, Henry Vaux, and Ira A. Nettleton, members of the faculty; and Dan Robinson, Wallace Anderson, Clarence Curry, and Harold Sasser, student members.

Administration. The governing body of the Guild consists of one Chief Director, three Assistant Directors, Recorder who is actually secretary and treasure, and one faculty advisor. The three assistant directors are known as radio director, press director, and membership director. Each assistant director is responsible to the chief director for the job which the name of his office indicates. Other minor work is carried through committees.

Activities of the Guild. To fulfill the purpose of the Guild, it combines the use of the radio and the various news publications available for publishing news about forestry. These mediums have not been used to the fullest extent at the present, but in time the club expects to do greater things.

During the fall term of 1940, fire stamp sales were sponsored by the Guild within the boundaries of the for-

estry school. This sale tended to advertise the organization within the school and at the same time do its bit toward advertising forestry to the public.

The use of the air waves is one of the important mediums utilized for student training and in advertising forestry. Each Thursday evening at 8:45 P. M. over KOAC, the Guild presents a fifteen minute program that was originally organized in 1936 by George H. Schroeder, faculty member of the organization. Usually at broadcast time approximately ten interested persons take part in presenting the program. Practice for the broadcast starts each Thursday at 7:30 P. M. and continues up until broadcast time and then the program is presented over the air. James Morris, program director of KOAC, directs the boys and very ably guides them over the hurdles in the use of voice and correct studio procedure.

The programs are in the form of a group "bullfest" in which all of the cast take part. Sometime during the program, a member of the group "tells a tall one" for which he is greatly criticized. Some phase of forestry is also discussed in the program so as to make the "bullfest" educational as well as humorous. To increase the interest of the listener, music is sometimes in order, furnished by a member or members who can play an instrument. In the past these musical instruments have ranged from a foursome of guitars, banjo, and a violin, to Scottish bag pipes, to an accordin, to vocal numbers sung by a group or by a

quartette.

Each student learns some of the techniques of radio procedure during these short broadcasts. One of this group, before the Press-Radio Guild was organized, received a position as an announcer over KOAC and this is an indication to other members of the possibilities there are from that angle as well as in selling forestry.

The scripts are written by members of the Guild. Material for these scripts are gathered from personal experiences, books, magazines and other literature on forestry.

During the fall term of this school year, pictures were taken of the "action group" and then printed upon postcards. Announcements were made that these pictures were available to any listener who would write in for one. The response received will be an indication of what increase there will be in the future after efforts have been made to increase the listening audience and when KOAC increases its transmitting power to 5,000 watts this coming summer.

Of equal importance is the writing field which is open to any student who has the initiative to try it. This activity is the most difficult to get students interested in. After taking courses in writing, the knack for it comes through practice and continued study. The Guild acts as a guide for those students who write.

To date, articles have been published in the Oregon State Barometer which provides training ground for those

beginning writers, in home town papers, Hi-Lead -- Forestry Club paper, Timberman and The West Coast Lumberman, American Forests magazine, Timber Topics, and the Oregonian.

There is a wide range of work which so far has not been entered in by many of the members or prospective members. The plans now are to extend this activity in the future.

Future Possibilities. This organization has not been active very long. But during this time, it is believed that a certain amount of success has been realized. Time will tell how successful this organization will be and it must not be judged until a period of trial has elapsed.

The future possibilities look very bright. The Guild is extending the radio program, Foresters in Action, on through the summer by electrical transcriptions. Work such as this is the fulfillment of the efforts put forth by members of the organization.

Money for the move has been provided by the administration and a member, paid under N. Y. A. funds, has been writing the scripts. To complete the summer series, eighteen transcriptions are necessary. This possibility has been in mind since the radio program was developed in the fall of 1936.

In the future, another program may be presented over KOAC in the form of a round table discussion. It was thought that each activity group within the school could

take part therefore releasing the load upon all those taking part, and at the same time get more students interested in the Guild work.

There are possibilities of presenting programs over the newly organized radio station, KWIL, at Albany, Oregon. Also, there is a possibility of presenting a program over KSLM Salem. Of course these are all possibilities to look forward to in the future.

If the time does arrive when all of the programs are recorded then it will be possible to send these records to any radio station desiring them and these will be broadcasted from there.

The Guild plans to extend its writing department. People still read the newspapers and here is provided a means of contacting them. It has been found that the small home town papers are read thoroughly by nearly every person and this is a place where an article about forestry is not as apt to be overlooked as it may be in papers of larger circulation. Consequently, the small newspapers are to be worked more and more.

An attempt has not been made to mention all of the possibilities of the Guild but enough to give the reader some of the potentialities of this organization. The work can only be extended as more students become interested in the work. Since the student comes to college to get a technical training, he is not going to spend all of his time on work such as this. He cannot be expected to do so

but should spend at least some time in certain phases of this work. Only by proper planning of the work and through the cooperation of all of the persons working toward the objective of the organization will this interest be accomplished. The future does look bright for the Press-Radio Guild.

Examples of Past Work. To exhibit some of the work completed by a few of the members, it was thought a good plan to include a sample in this thesis.

A sample in writing and radio work has been included. The two scripts herein included are arranged for two types of programs. One is adapted to a narrator type of a program, and the other is adapted to a group of persons such as the Foresters in Action program. Both of these scripts have been broadcasted over KOAC.

The samples have been placed in the Appendix.

CHAPTER V

CONCLUSION

Within this thesis has been presented the field of public relations as it may be used in the profession of forestry. The importance of the problem is increasing each year and there is no time like the present for the student to enter into the picture. It is the hope of the writer that this subject has been presented clear enough to give to the reader an understanding of where the student may enter the picture in public relations work and how he as a student may do a great deal toward developing a constructive attitude toward forestry.

As was brought out in chapter II, public relations work consists of presenting the facts to the public so that they may decide and show people that these facts are vital to their own welfare. The public does not have the time or does not take the time to gather all of the data and the factors relating to these facts, therefore, it is the place of the public relations counsel to furnish them with these facts in a condensed form so that they may form an intelligent opinion.

Of course public relations is just what each individual thinks that it is. If they want to still connect it with the old form of publicity there is no one refusing them that right. Publicity and public relations, however, are not synonymous terms but are widely different in meaning; public relations must be for public benefit.

The forestry student is in a position to do a great deal toward advertising forestry. It is his social obligation to be of service to those people he associates with or comes in contact with. His work may easily be fit for public consumption and such activity is a fine way to provide means of writing or talking to the public. The mediums of public contact are more developed today than ever before in the history of this country. The work of this type is not only an excellent way to put forestry before the public, but is educational to those men who take part and later enter the forestry profession. Only by making the people forestry conscious can the forester attain a high measure of success in the correct practices of his field.

When the student enters college he, or she, is not prepared to set-up a course of study to follow. Yet, little do they realize the importance of certain fundamental principals that, if acquired, may greatly control their future success. This situation applies especially to foresters.

As a result of this thesis certain recommendations are suggested for students in the future to consider. It is suggested that:

1. The student get a good background of English, preferably received during the pre-college years.
2. Take as many courses in speech, journalism, psychology, and sociology as possible. A suggested

plan was set-up in chapter III that might be an aid to some students.

3. Take advantage of the educational activities offered on this campus, such as writing for the Barometer, extempore speaking, and radio broadcasting over KOAC.
4. Take part in school activities but limit the amount to the time available.

An education does not depend entirely upon the educators themselves but partially upon the students receiving the education. At any institution are waiting many opportunities for the student to learn valuable training in addition to the major field. Education is whatever the student desires to make it.

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APPENDIX

Examples of Past Work Completed by
Press-Radio Guild Members

Present "Forestry in Action"



Here are the members of the Press Radio Guild of Oregon State College who participate each week in the "Forestry in Action" broadcast.

Radio Carries Idea of Woods Life to Public

Oregon State Students and
Faculty Give Weekly Show,
"Foresters in Action"

By
ROBERT C. LINDSAY

Public education in forestry is coming to be an increasingly important matter each year, for through education that vast majority of the people who are inexperienced in forestry and who do not understand its principles, high ideals, and ultimate goals can now be convinced of the tremendous potential value our forests have offered and will continue to offer in years to come if they are given proper treatment.

Realizing the need for creating public interest and winning the average laymen over to forestry, a group of students and faculty members at the Oregon State College School of Forestry have organized into a Press Radio Guild to encourage writing and speaking

to popularize forestry. Each week the guild sponsors a radio program, "Foresters In Action," designed to please the public with a balanced script combining humor and fun with thought-provoking ideas. Members of the organization take part in this program which is built around a group of forestry students gathered about a fire telling tall stories and serious facts.

The organization also encourages its members to write articles on forest topics of general interest for publication in magazines and newspapers of the Northwest, and to make speeches whenever the opportunity presents itself. With the aim of giving the men training and experience in writing, speaking and radio work while they are in college, the Press Radio Guild will produce graduates ready to enter the field and carry on this practice of public education in forestry.

Since it was formed two years ago the membership has been increased carefully to keep it a tightly knit organization, but the Guild plans to gradually expand and establish similar organizations at other forestry schools throughout the country.

A sample of work in journalism as published
in the "Timber Topics" by one of the members.

The following radio script is a copy of the script used during the first "Foresters in Action" program presented over Radio Station KOAC. The script was written and read over the air by George H. Schroeder, Assistant Professor of Forestry. This script is adapted to use by one person.

FORESTERS IN ACTION

Radio Program #1 - KOAC

George H. Schroeder - Narrator

Often we never realize the vast experiences our neighbors know. What a pageant of comedy, tragedy, and adventures we could see thru the composite eye of their experiences! The forest school at Oregon State College is crammed with a life that has so far hidden successfully behind an inconspicuous personality. Babe the Blue Ox, who could snake two million board feet of lumber along the skidways in one load, stalks unyoked thru the halls. Wherever she stops beside a crowd of laughing fernhoppers the mighty loggers who stripped bare the great American plains live again. From the woods we hear of an amazing instinct for logging possessed by "old timers" who have no respect for the science taught in forest schools. A fernhopper cruising timber in British Columbia was teamed up with a greybeard of remarkable memory. Thru years of experience as everything from "whistle punk" to "bull o' the woods" he

had developed a skill which allowed him to hold the figures for an entire forty acre plot of timber in his head as he cruised it. Imagine the contempt he had for this forester who reported for work every day burdened with notebooks and tables. "Huh, what was the sense of all that figurin' when a feller could keep it in his head if he knew his stuff." Science took a beating at the hands of woodcraft 'till one day the very forces of nature worked to justify science's voluminous records. Having completed a "forty", the lumber jack stopped to tabulate his results. Busily laying his forms out on a log, he didn't notice a big black bear who shuffled happily along the trail after a hearty meal of blackberries. Oblivious to everything but his own content, old man bruin ambled near-sightedly on, until he ran smack-dab into the lumberjack! More frightened than angry the bear reared up on his haunches with a short "Woof!" Falling over himself to get out of the way, the old timer forgot every figure for the forty he had just covered. There was nothing to be done but to cruise the whole tract over. That night you might have found the old timer inquiring just a little sheepishly into the use of the forester's note forms.

Not always consistent, Mother Nature provided another surprise to Oregon State Foresters -- this time in eastern Oregon, where a group of fernhoppers were attending a Forest Service fire school. Pet of the camp was a bull pup belonging to "Cooky" Bloom. On the last day a fire was set

to apply the fire-fighting principles learned at school. Galloping about the fire, the pup scared a fawn out of its bed, ran it down, and started to eat it. The fawn's mother, browsing near by, heard the fuss and went to investigate. A moment later the fire fighters were astounded to see the dog flash by, his belly an inch above the ground as he streaked ahead of an irate doe, swaying from side to side as she bounded twenty feet at a jump -- gaining at every stride. With the click of sharp hoofs cutting thru sticks and striking sparks from stone -- pounding in his ears, Towser swerved suddenly and dashed across the fire line. Panting happily from between scorched lips, he watched the doe halt before the flames and turn away. Yet all day long she lurked nearby, to come out whenever the dog threatened to come from behind the line. Truly, the hunted had become the hunter!

(Music)

In these days of concrete speedways and supercharged cars we are likely to miss the best parts of our auto trips. How often have you driven along some forest road and wondered what life was like in that tiny green and white house on the sharp peak to your right? Have you ever wished to share a lookout's peace and solitude? What beauties of color, music of winds and birds are yours for a little time out on your next forest trip! Just an hours walk off the highway in Crater Lake National Park a lookout was stationed this summer in surroundings of incomparable loveliness.

Hear, from a letter to one of his friends, what thousands of hurried visitors to the park missed.

"I'm in heaven; at least, it's so lovely here that the angels dance down a moonbeam every night to see my part of Oregon. I've never seen the angels, but the moon sends a gold-and-silver stairway to my doorstep every evening, and everyone knows angels come to earth on moonbeams. I've never seen them; yet I've heard the rustle of their wings as they flit around my cabin to peer with envy at me thru the windows. I've heard them whispering with awe as they slip through the trees and over rocks to find a new wonder to stare at, hushed for a moment, then whispering, hurrying on. The rangers who pack my water in say it's only the wind in the trees. But how would they know? They haven't lived in heaven a week, as I have.

See how balmy I've become in only a week! No telling what kind of wreck I'll be by October. It is wonderful, though. To the north, half a dozen snow-clad peaks tear a pack of fleecy clouds to shreds, pushing rocky noses 10,000 feet into the air. As the range slants off to the east, its timber-covered slopes flatten out to form a great plateau, a patchwork of trees, desert and swamp, bordered in the distance by the blue haze of another range of mountains. South of me, Agency and Klamath lakes laugh up from their bed in the middle of a hundred little hills, while Mount Shasta rears grandly over the rim, boasting of California's superiority.

However, California can't equal the sight spreading out before me to the west. Endlessly, row after row of ridges stretch up to the sky, blue and hazy during the day, purple and gold at sunset. At my feet lies Crater lake itself--clear, yet mystic; always blue, yet always changing its surface as full of moods as a temperamental movie star, as expressive of these moods as a child's face. I live in an enchanted world. I hope my eyes can't find a smoke in so much loveliness!"

In every National Forest in Oregon are many such scenes--yours for an hour or so of your holiday. Don't hurry then! Take time enough for Mother Nature to drive off that impending nervous breakdown. A single day of climbing along a laughing mountain stream to the bright, cloud--washed air of a lookout's peak will prove a panacea for every worry of a week in civilization.

Many such stories are met by the Fernhoppers in their travels thru the country. Tales of bravery unsung - of beauty unknown to many. From dark, brush-choked dampness of Douglas fir forests, from sunny, park-like forests in the Western Yellow Pine region, from low coast ranges to the upper Cascades, the high Sierras, and the Rocky Mountain divide we have returned to school. Scattered thru the National Forests, logging operations, sawmills, and business the graduates live a life of ever-changing experiences as they adapt their schooling to field requirements. McDonald Forest's poison oak and hazel brush have grown up

to veil stories of early settlers - forced out by a changing economic structure, of hidden gold, murder - forgotten tales that should be told. The forest's themselves present a vivid epic of struggle for life against the odds of cold and heat, disease, attack by enemy, plant ratcheteers, a thousand whims of fate. Great opportunities for recreation lie unknown in some nearby corner of the forests; unspoiled lakes and streams shine in the sunlight of little-travelled primitive areas.

Then let the School of Forestry, in these talks, bring you its "whoppers", its stranger than fiction truths from the vast store of its experiences. Discover the great wealth of our forest lands - in timber, recreation. Walk dim trails beside the forest ranger; dodge blazing snags along the fire line. Hear how a fire lookout was caught in this summer's Bandon fire. Lost in a maze of recollections and dreams these things will come to life thru the members of the Forestry Club. Edited by Clyde Walker in the School of Forestry, these stories will bring to you all the drama and color of the foresters secret life.

----o----

Revised

Adapted to a group of foresters, and a sample of the scripts now used on the program, is the following radio script written by Bert Mason, junior in forestry at Oregon State College and a member of the Press-Radio Guild.

FORESTERS IN ACTION

Script No. 5

Real Name _____

Nickname _____

Director--James Morris

Station KOAC

February 6, 1941 - #5

Sponsored by the Press-Radio Guild --- School of Forestry

"Big Trees and Ancient Logging"

(Fade in conversation)

1. Clay:) (On mike) By golly, Bill, this'll be the big-
)
) gest banquet in our history.
)
2. Gene:) (Off mike) You bet, Gib, the best place to get
)
) started is at the fernhoppers' banquet.
)
3. Bill:) (Off mike) Yeah, they tell me they're goin' to
)
) feed 700 people this year.
)
4. Gib:) (Off mike) Do you really think I can get a job
)
) there, Gene?

5. (Fade to single conversation)

6. Clay: (With enthusiasm) 700 is right, boys, and brother let me tell you those fellows will be so full of turkey, they won't be able to leave when the program starts.

7. (Chuckles and laughter)

8. Dave: (Hotly) Whatta you mean, leave! That's going to be a swell program with fun and music for

1. everybody!
2. Spud: (Emphatically) Yes, sir! And no one's going to walk out when Lyle Watts starts his address! He's really got something on the ball.
3. Camp: (Very sure) Oh, the banquet can't help being a success. What with the forestry club behind it; and every man in the organization doing his best.
4. Bert: (Chuckling) Say, Camp, speaking of organizations You may be pretty good, but I'll bet I know of one you couldn't even qualify for.
5. Camp:) (Amazed) An organization I couldn't qualify for?
)
6. Bill:) Boy! That must be a plenty high-class outfit.
7. Bert: (Slowly) Well, it is kinda exclusive all right.
8. Dave: (Breaking in) If Camp can't get in, it's got to be exclusive!
9. (Laughter)
10. Camp: (Chuckling) Aw, seriously now, Bert, come down to earth and tell us about it. I'll admit there might be an outfit that I couldn't get into.
11. Bert: "Might be" is the word for it, Camp; but I don't doubt that Charlie McCarthy could get in.
12. Camp: (Warming up) Now just a minute, feller. You can't say I'm not as good as Charlie McCarthy. That's going just a little too far!
13. Bert: (Soothingly) Contain yourself, Camp, contain yourself. All I meant is that Charlie's better suited to their purpose. You see, it's called

1. the Live Oak Society; and all its members are trees.
2. (Questioning chatter)
3. Camp: (Understanding) Oh, well, now that's a little different.
4. Dave: (Puzzled) Trees? What kind of an outfit is this anyhow?
5. Bert: (Chuckling) Sure enough, boys, all the members and all the officers are trees--even the president.
6. Clay: (Sarcastically) I suppose next you'll try to tell us that the dues are acorns!
7. (Laughter)
8. Bert: Now that little joke wasn't as funny as you fellows think because the dues are acorns---25 from each member, payable on or about New Year's Day.
9. (Exclamations of disbelief)
10. Gene: (Seriously) Well, Bert, you seem serious about this. Perhaps there is such an organization; but surely there's got to be some human agency to carry on the work.
11. Tom: (Breaking in) Yeah, these trees can't vote or carry on business by themselves.
12. Bert: O. K., Tome. I'll admit it does sound a little tall all right; but here's the way they do it. You see, each member is represented by an attorney, either the owner of the trees or some per-

1. son interested in it; and these men carry on the actual business.
2. Tom: By golly, that sounds all right. But what kind of business would a society of trees have?
3. Clay: (Wisely) H-m-m. Big oaks from little acorns grow. Am I right, Bert?
4. Bert: You hit it right on the nose, Clay. All of these acorns that are sent in are planted along the Old Spanish Trail highway in Louisiana. They've got 5,000 live oaks in sight of the roadway--and it's only 170 miles, too.
5. (Door opens and closes)
6. Hal: Hi, there, gang!
7. (Chorus of greeting)
8. Hal: (Enthusiastically) What th' heck's going on here--looks like a first class bull-fest to me!
9. Spud: That's what it is, Hal. Bert's been telling us about the Live Oak Society.....
10. Hal: Live Oak Society? (Chuckles) Well, don't let him string you--he got that out of a magazine. I read it myself.
11. Gib: Then it really does exist, eh, Hal?
12. Hal: (Enthusiastically) Yeah, it exists all right. And, boy, is that president a whopper! It must have grown from a giant acorn!
13. Tom: Hm-m. The president's probably the biggest one of all.

1. Hal: (Chuckling) Yeah, it's one of the biggest in the world all right. Talk about your big first--this oak's a hundred and seventy-eight feet high--thirty-five feet around the trunk, too.
2. Dave: (Amazed) Boy, oh, boy, oh, boy! Just think of the oak veneer that tree would make!
3. (Chuckles)
4. Gib: Commercializing again, eh, Dave?
5. Hal: (Chuckling) Yeah---and here's something else to think about. Those great lateral branches spread over a circle a hundred and seventy feet across. How many firs will do that?
6. Dave: Man, that'd furnish a lot of shade on hot days!
7. Bill: (Breaking in) And a lot of shelter on moonlight nights, too, Dave.
8. (Laughter)
9. Gene: Well, they must have to prop those big branches up don't they? Those things are really heavy.
10. Hal: Yeah, they put iron pipes under them for braces--just like a cane for an old man. That tree started growing a hundred years before the Revolutionary War.
11. Tom: (With wonderment) A hundred years before the Revolutionary War! Boy, that's a long time!
12. Gib: A long time is right. I'll bet if that tree could talk it could really tell some interesting stories about the history of Louisiana.

1. Bill: That may seem like a long time, but it's not so long when compared with the sequoias and a few other species of trees.
2. Spud: Naw, I've read that some sequoias are over 5,000 years old. Believe me, that's real age.
3. Clay: Are you real sure about your sources of information about these trees, Spud? Although it's known that the redwoods and big trees get to be pretty old, scientists think now that their ages are overestimated in lots of cases. They are convinced that some of the large ones are over 3,000 years old, but they rather doubt that any are more than 4,000 summers.
4. Gene: You know, I was reading today about some trees that're pretty interesting historically. Who would have thought that hundreds of years before Christ there were forest reserves set aside by the rulers in Egypt?
5. Spud: (Amazed) Forest reserves in northern Africa? Why, I thought that country was completely denuded, Gene.
6. Gene: Well, it almost is now, Spud; but you should have seen it two or three thousand years ago when the Cedars of Lebanon were in their prime--they were a principal forest crop.
7. Tom: They were never used for lumber, were they?
8. Gene: Yes, sir, that's a fact. Cedar of Lebanon used

1. to be one of the most valuable woods in the world.
2. Gib: You mean the same cedar of Lebanon as we have here on the campus?
3. Gene: Yep, the very same. Why back in Biblical times, old Solomon was a real he-man logger.
4. Spud: (Amazed) Solomon a logger! Boy, I'd like to have lived in those times and seen him in action.
5. Gene: Well, I'm afraid that's impossible now; but we might bring Solomon up to modern times.
6. (Chatter and expressions of doubt)
7. Tome: (Irritated) How're you goin' to bring Solomon here? He's been dead nearly 3,000 years!
8. (Agreement)
9. Gene: Sure, but can't you just imagine yourselves hidden behind a pillar in Solomon's house and listening.....
10. (Fade to Solomon's house)
11. Sol: (Gruffly) Hey there, knave! Where the heck's that guy, Hiram? The Tigris and Euphrates Camel Express from Tyre was due in here yesterday!
12. Knave: (Timidly) I don't know, sir. There have been bad sandstorms, sir.....
13. Sol: (Gruffly) Don't stand there offerin' excuses. Go hunt 'im up. I'll show him he can't keep Solomon waiting around like this.

1. (Doorbell)
2. Sol: There's somebody now. See who it is.
3. Knave: (Meekly) Yes, sir.
4. (Door opens and closes)
5. Hiram: Hi, yah, there, Sol, old sock, old kid! How's tricks?
6. Sol: Hiram! Say, what's the idea o' keepin' me waiting around like this? When I order logs, I want logs and I want'em quick!
7. Hiram: (Calmly) Now, Solomon, old boy, you just ease your pants back into that gilded chair o' yours an' listen to me a minute. Just because you settled a fight between a couple o' wild women quarralin' over a 2-weeks-old kid, you seem to think you've got a pretty big think-tank hold-in' your ears apart
8. Sol: (Breaking in) Why you puffed up pig-squeak you, who do you think you are?
9. Hiram: (Calmly) Listen, bud. I'm the guy who's got about a billion feet o' the best cedar in the Lebanon Mountains--and you're the bird that's gonna be needin' cedar mighty bad when you start on that new WPA project you call a palace.
10. Sol: Where'd you hear about that! If that administrator's been shootin' off his mouth again, I'll

1. Hiram: Calm yourself, calm yourself, Solly, old boy.
The trouble with you is you get het up too easy.
These things just get around.
2. Sol: (Relenting) Oh, all right. But he'd better
keep his trap shut. I'm gettin' fed up with
him. (Pause) Now look here, Hi. I'm gonna'
be usin' a lot o' big timbers for pillars and
roof structure in this cabin I'm throwin' to-
gether; an' they gotta be good stuff. Now, in
three months from today, you'll lay down on the
palace-site 500,000 feet o' timbers 18 inches
square an' 40 feet long. They'll be straight-
grained clear stuff, free o' rot, splits, an'
checks. You'll get 5,000 measures o' wheat and
ten measures o' the best olive oil in the king-
dom on delivery.
3. Hiram: (Warming up a little) By George, Solomon, if I
look as much like a jackass as you seem to
think I am, I hope I never see a mirror. Why
it'd take all the donkeys in the kingdom of
Tyre to yard that much stuff in three months.
At the rate I'm goin' now, it keeps half my
donkeys busy just brayin' "six whistles" for
the ones that can't take it.
4. Sol: (Very businesslike) Now listen, Hi. I gotta
have them logs, an' I gotta have'em quick. If
you haven't got a bull-o-the-woods who can han-

1. dle the job, I have Hey there, knave!
Send for Pete Bunyan on the hop. (After thou-
ght) An' don't you "yessir" me!
2. Knave: (Timidly) Yessir! er, no, sir! er, right away,
sir!
3. Hiram: Now, about that wheat an' oil, Solly. If you
want them logs as bad as you seem to, you're
gonna put up twenty-thousand measures o' wheat
and twenty measures of oil--and brother, that
ain't hay! My family's kinda on the increase
an' I gotta keep up heavy insurance premiums.
4. Sol: (Pleading) Just hold on, now, Hi. You know
that'd break me up in business
5. Hiram: (Breaking in) Like heck it would, you old
coot! Maybe you think my secret agents haven't
been keeping an eye on you! Maybe you think
I don't know you've got 70% o' the gold in the
world hid in a rabbit hole out there in the
hills! One day the rest of us'll go off the
gold standard an' you'll be holdin' the sack.
Maybe you'll gild your throne with it! Nyah!
6. Sol: (Very disheartened) Oh, all right. Have it
your way
7. (Interrupted by door opening and closing)
8. Pete Bunyan: (With a Swedish accent) Hey dar, boss!
You sent for me?
9. Sol: Yeah, Pete. I want you to meet Hiram, he's

1. king o' Tyre.
2. Pete: Hiyah, Hi.
3. Hiram: Hi, Pete.
4. Sol: Hiram, here's, just contracted to get some logs in for me, but he needs a little help. I thought maybe I could send you and some o' the boys over to push the work.
5. Pete: Why shore, boss. Me an' my boy, Paul could go over dar and whup through dat cedar in no time. Paul got a little calf he calls "Babe". Dat calf growin' mighty fast too--be big enough to skid logs by de time we get dar.
6. Sol: By gosh, Pete, that's fine. How many fernhoppers d'you think you'll need?
7. Pete: Vell, I need 'bout 80,000 o' dem CCC loggers o' yours an' 70,000 more donkey punchers and pond monkeys. Den I take 'bout thirty-t'ree hundred gude men to keep de odders busy.
8. Sol: (Slowly and confidentially) Say, Pete, Hiram's really puttin' the bee on me with high transportation costs. That's too far to pack timbers with mules; we've got to cut down loggin' costs!
9. Pete: Yah, Boss? Vell, I var luki'g over de maps dat Hi's cruisers turned in an' it seems to me dat if we'd skid dese logs from Lebanon down to de sea an' den make 'em up into rafts, we could

1. float 'em over here to your place.
2. Sol: (Elated) Say, that'd really slice costs in half! Pete, you get a bonus already! And now I can gild my house and throne with pure gold.
3. (Fade to studio)
4. (Chatter and comment)
5. Spud: Gee, that's a swell story, Gene; but it sounds tall about Pete Bunyan's using 80,000 loggers, 70,000 punchers and pond monkeys, and thirty-three hundred foremen and straw bosses.
6. Tom: (Derisively) Yeah, a fella really has to draw on his imagination to swallow that one.
7. Gene: I'll admit that it's hard to believe, but it's actually recorded that Solomon did have that many men at work doing just that thing, and it's also recorded that he had a contract with Hiram, king of Tyra, for cedar logs to use in his palace.
8. Bill: They must have really cut timber while they were at it.
9. Gene: Yep, so they did; an' that's what is responsible for the fact that there are only a few isolated groves of these magnificent Cedars of Lebanon left in the world today.
10. Gib: (Breaking in) Say, before you fellows actually get to weeping about the lack of Cedars of Lebanon, let's liven things up with a tune from

1. Sto and his accordian!
2. (Agreement and encouragement to Sto)
3. (Fade out with the music)

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