

The Memoirs of

Bernard Elden Knapp

School Essays and Writings

COMPILATION NOTE

This document contains essays and writings from Bernie's high school and college days.

Many of the essays included in this document are not dated.

School Timeline

- Graduated from Idaho Falls High School 1948
- Graduated from Ricks College 1953
 - Majored in general agriculture with a minor in Animal Husbandry.
- Attended Utah State University 1955–1958
 - Studied for Secondary School Teaching Certificate
- Attended BYU 1961–1962
 - Finished requirements for Teaching Certificate

ALL FILES ARE PRESERVED IN THE ORDER THEY WERE FOUND IN

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FOREST

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fir-
16
hat

Forestry

Forestry has followers from the entire world because they like the clean air and the beauties of nature which are so beautiful.

Forestry is the study of the out-of-doors and of the trees, fowl, and animals.

The forests have many uses first lumber production, second its watersheds and power, third grazing, fourth recreation, fifth wild life, sixth berries, nuts and wild fruits.

Uses of Forests

Good



LUMBER PRODUCTION



GRAZING



BERRIES
AND
WILD FRUIT



WILD LIFE



RECREATION

WATERSHEDS
AND POWER

April 9, 1945

WHAT YOU SHOULD LOOK FOR WHEN STUDYING OCCUPATIONS

①-4 Selecting a Career

BASIC OUTLINE *As to the little things 5-6 that count.*

- 7 I. Importance of the Occupation and Its Relation to Society
- 8 II. Number of Workers Engaged in Occupation (Give source, date, and area covered by figures used.)
 - A. Total number engaged in occupation
 - B. Total males under 18, over 18
 - C. Total females under 18, over 18
 - D. Number of other significant groups, e.g., Negroes and others
- 9 III. Need for Workers--Trends (Note increase or decrease in number of workers in relation to population and other occupations. Note whether there is an over- or undersupply of workers and explain. Note principal centers where undersupply or oversupply is especially outstanding. Summarize important trends that will effect number of workers.)
- 10-11 IV. Duties
 - A. Specific tasks performed by workers in each occupation; divisions of the work; other occupations with which this work may be combined; nature of the work; tools, machines, and materials used in the performance of the work.
 - B. Definition of occupation
 1. As given in the law (e.g., in licensing legislation for barbers, undertakers, architects, etc.)
 2. As determined by an official organization (union, professional association)
 3. Carefully formulated definition acceptable to those in the occupation (The definition may be found in the Dictionary of Occupational Titles, Government Printing Office, Washington, D.C., 1940)
- 13-16 V. Qualifications
 - A. Sex (Opportunities for both sexes. Mention restrictions on married women if any.)
 - B. Age (State what age, if any, is required for entrance, for retirement; age qualifications preferred by employers.)
 - C. Race or nationality (Restrictions regarding employment of special races or nationalities.)
 - D. Other qualifications (Include special physical, mental, social, and moral qualifications. Do not include qualifications that obviously are necessary for success in any type of work. Give any information about the use of tests for employment or selection.)
 - E. Special skills (Special skills essential to performance on the job.)
 - F. Special tools or equipment (Any special tools or equipment essential for the performance of the job which must be supplied by the worker.)
 - G. Legislation affecting occupation (Any laws regulating occupation. State if a license or certificate is necessary.)
- VI. Preparation
 - 16-19 A. General education
 1. Necessary (State definite amount of general education that is absolutely necessary for successful performance of duties.)
 2. Desirable (State amount of general education that is desirable and whether there are any special courses of value)
 - B. Special training (Include probable cost of training.)
 1. Necessary (State definite amount of special training that

Basic Outline

is absolutely necessary for successful performance of duties.)

2. Desirable (State amount of special training that is desirable and note special courses of value.)

3. Training Centers

a. Schools offering special training (List special schools preparing for this occupation--local and elsewhere.)

b. Training on the job (Cite special plans for training on the job--apprenticeship system, classes in the plant, etc.)

c. Others (Cite any other type of training possible.)

C. Experience

1. Necessary (State definite experience necessary before entering this occupation. Related experience on other types of jobs.)

2. Desirable (State type of experience desirable before entering this occupation.)

19 VII. Methods of Entering (Give any specific ways of entering occupation, such as civil Service Examination, etc.)

A. Use of special employment agencies (List names of agencies which specialize in placing workers.)

19 VIII. Length of Time before Skill is Attained (Include special regulations regarding union or other apprentice rules. Instruction may cover a period of one week to three months. How soon is the maximum rate of pay reached?)

19-20 IX. Advancement

A. Line of promotion (The jobs from which and to which the worker may be promoted.)

B. Opportunity for advancement (State difficulty or certainty of promotion and on what promotion depends.)

20 X. Related Occupations to Which Job May Lead

21 XI. Earnings (Include statements of deductions for uniforms, equipment, etc., and additions because of tips, commissions, etc.)

A. Beginning (Wage or range of wages received by beginners.)

B. Most common (Wage or range of wages received by largest number of workers.)

C. Maximum (Wage or range of wages received by most highly skilled workers. Give information per hour, month, or year, according to common method of payment. Reduce to weekly rate; state number of scheduled hours per week, e.g., "based on 44-hour week." Yearly--life earnings, pensions, unemployment compensation, regulation of union, of laws. Indicate whether worker would normally receive benefits of Social Security Act.)

D. Regulations: Laws, Labor Board, Union, etc.

21 XII. Hours

A. Daily

B. Weekly

C. Overtime (Give frequency.)

D. Irregular hours or shifts (e.g., telephone operator)

E. Vacation (Include only if allowed with pay.)

F. Regulations: Laws, Labor Board, union, etc.

22 XIII. Regularity of Employment (When occupation is regular, omit A, B, and C, and state regularity. Give reason for regularity or irregularity.)

A. Normal months

B. Busy months

C. Dull months

Basic Outline

D. Shut-downs of plant

E. Cyclical unemployment

(Indicate number of workers employed during these various seasons. Do plants shut down entirely during dull months? What per cent of the force is retained? What per cent added as extra workers during busy months? Cite attempts to regularize employment, and the effect of seasonal employment on the worker.)

22 XIV. Health and Accident Hazards (Cite special health and accident risks connected with the occupations and the ways these may be guarded against. Refer to any state legislation, e.g., compensation bearing. Mental health hazards should be included.)

23 XV. Organizations

A. Employers: function, purpose, size, etc.

B. Employees: function (State activities, purpose, and strength, e.g., does union have employment bureau, benefit fund? If so, what? Cite any difficulties of entrance or especially large fees and dues. Where there are two or more unions, state size of membership of each, if possible, or other evidence of relative strength.)

23 XVI. Typical Places of Employment (For example, electrician may find employment in electrical repair shops; doing wiring with construction companies, with a gas and electric company, in a power house, in the maintenance department of factories using electrical machinery, etc.)

23 XVII. Supplementary Information

A. Suggested readings

B. Magazines

C. Films

D. Pictures

E. Other sources of information (Governmental departments-- U.S. Census Reports, U.S. Employment Service, or Bureau of Labor Statistics. List of key firms and persons who may be contacted for further information.)

F. History of the occupation

24-28 *a day with a Woodsman*

29-30 *Mr. Crowley's Talk*

30 *Mr. Christiansen Talks.*

Selecting a Career

In selecting a career one should consider early in high school what he wants to do or become so that he can prepare for it. He should have a realistic interest in his future. Instead of looking for some mysterious sign, or waiting for a lucky chance. One must use reason based on a thorough assembling of facts about one's self.

The problem of selecting a vocation is two-fold: to study the occupation and ascertain their requirements; and to analyze one's self in order to see how well he would fit into a certain occupation.

Mr. Harry Dexter Witson gives us the following: "The mere selecting of a field of work is not the entire story.

One must also plan a course of training and so far as he can see

advance, must map out his career in the vocation he has chosen. Naturally the carrying out of these plans will cover a period of years. In thinking of this important matter one must constantly take a long time to view and ask: if I should take this step where would I be twenty-years from now?"

The first thing to do is to look over the fields of work and become acquainted with their scope and variety. Most young people fail to do this. Without any thought they say, "I guess I'll be a doctor". They go off to college without asking whether the occupation of a doctor is over-crowded; without considering the number of years one must study and the expense he must undergo before he can practice medicine, and without asking whether they have the abilities that are required of a physician.

The elementary subjects and the required high school subjects are needed by every normal person regardless of what he may do in later life. He must be able to read, write, spell and use arithmetic. We must have an understanding of government and social problems so that we can intelligently do our share of maintaining democratic government.

The elective or optional subjects are taught to meet the needs of students who have special abilities and to prepare for particular kinds of work or further education.

The years between now and high school graduation will go by much more rapidly than one would now think possible. These years in high school are among the most important in one's life because they are the years in which one is forming his character.

4
and laying the foundations for
later success or failure.

Its the Little Things That Count

The skills of reading, writing, figures, speech and using them easily and correctly plays an important part in one's life. One should master speech because in all kinds of work speech is an important phase. Being able to use numbers is a great part in almost every occupation that one might choose. Reading and writing are both important because one should be able to correspond with others by letters or written material of some kind.

Many college seniors graduate and are unfamiliar with times tables and simple arithmetic. All these elementary learnings become tramped under in the studying of algebra, geometry, and other advanced mathematical courses. Because of this the senior should review these items over and over in his daily life. Speech is relied upon by most

6
every occupation. Learning the correct usage of speech in the English and grammar classes is something of great importance.

Not all people can use this because of physical defects. But we should try and master grammar and put it in use outside of the school room.

If your English is sloppy the people will give your occupational job to a person who might apply and who has good usage of English. In occupations such as salesmanship and teaching a person would have to have a good vocabulary and be able to use it correctly.

A person's appearance is always judged as to his character or in other words his character is judged by his personal appearance.

In stenography work a person should train themselves to listen correctly and to concentrate on reading and be able to remember subjects.

Logging

The importance of this occupation and its relation to society is as follows:

1. secures logs for potato cellars.
2. poles for fences and corrals.
3. lumber for sheds and outbuildings.
4. wood for boxes and crates.
5. lumber strips and other wooden commodities for houses, factories, and shops.
6. lumber and other wooden pieces for use as cement forms and scaffolds.
7. fire wood and kindlings.
8. telephone poles.
9. bridges, gates, pens, chicken runs, and such.
10. For use to the thousands of schools in their wood shops. Here boys can learn to make things of this lumber which is a satisfaction to them.
- For stage decorations and ornaments.
11. For garden seats and for bird houses. also for structures for plants to climb.
12. paper, newspapers, and magazines.

II Number of workers engaged in Logging

a. The number of men working in the logging industry plus those working on stock leases and forest grazing lands number up to 38,000. The total including government foresters is amounted to 115,000 men.

B. It isn't very probable that there would be many working at the actual work who are under 18. Being that the work of the logger is a hard task and there are few jobs to be held by boys. Helpers are sometimes hired to work around sawdust pits and help take care of horses and such odd jobs.

Then there is a certain amount of work that can be carried on in the timber such as: carrying tools, driving wedges, and measuring cuts.

These above figures were collected from the book "Careers in Forestry" written in 1935.

III Need for Workers

Because of the war many men have been inducted into the armed forces. Among these there is almost an entire knockout to the 3 C-S because they were composed of young men who worked mostly on road gangs. Also many lumbermen have enlisted and been drafted into the army, navy, and marines. Because of this there is now an under supply of men. The CCC boys who fought forest fires are now fighting Germans and Japs. Because of this the rangers have had an added amount of work placed upon the shoulders. Many from the logging camps have went into the service and now it is up to those left at home to put in longer hours and produce more lumber and timber than they have ever before produced.

IV Duties of a Logger

Tasks performed by lumberman and loggers are skillful. Cutting down trees, filing saws and axes, skidding logs, offbearing and sawing, and many other smaller ones.

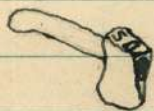
The forester has many duties. Watching from lookout stations for fires. Cutting out and keeping open roads. Spotting timber, selling timber, putting up signs and keeping account of stock run on forest grazing land.

Tools used in this work number high and also the machinery. ax, crosscut saw, sledge hammer, wedge, cant hook, carry-all for small timber.

Machinery is catipillars, bulldozers, trucks, wagons, sleds, horses and equipment.

The foresters have surveying outfits, tools to fix telephone lines and such things. scale boards, stamping ax and road equipment.

Woodsmen tools



A foresters spotting ax



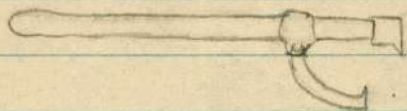
A double-bitted ax



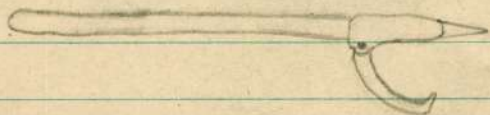
a crosscut
saw



A sledge hammer and wedge



A cant hook for turning logs on
skidways and at sawmills.



A pence used for skidding, loading
and hauling logs. Also used by
rivermen when floating logs.

The divisions of Forestry are many. There is that of the logger, lumberman closely related. Also the forester who watches over the forests and works of course to government time and regulation.

There are many different types of work in the Forest Service. Most National forests have range land that can be leased from the government through the forest service for use to run cattle and sheep on. Every year many sheepherders ship sheep into these forests where they feed under the watch of a herder upon the great sagebrush flats, grassy meadows, and forest orchards.

There is no licensing required for work in the private industries in the national forests, But the foresters being government employees, and having recieved diplomas from forest schools.

V Qualifications

Women don't work at lumber jobs because it is a very strenuous work. Many men have quit work at logging to go into other jobs. To qualify a person should take it upon himself to be in good health. Generally a person is hired who can ~~with~~ be dependable because there are many chances of accident to the employee and this would cost money for the employer. Also much property rest in the liability of the worker other than lives.

To have ~~an~~ knowledge of this work and to be able to use tools properly is a good qualification for someone entering this work.

A person entering might be hired at sixteen or above. Generally the best time to begin at lumbering is in the twenties according to one's education and experience. Old men don't often enter but those who start young often work until

old.

Foresters are required to graduate from a school of forestry.

Jobs offering employment

Private Lumber Companies
Lumber Associations

Pulp and paper mills

Industrial Research Units

Forest Schools

State and private forest departments

U.S. Forest Service Department of Agriculture.

In the year 1935, 1,400 men were employed to protect the white pine forests from blister rust.

This is a disease which is very difficult to stamp out. Of this number employed a large percentage is made up of expert foresters.

This is because these men understand the trees and are able to go about this work with skill.

Manual and mental skills are required of foresters. The mental

skill requires that he be above average physically and have graduated from mathematics, physics, chemistry, and botany. He should be a good student of English also.

He should be able to adapt himself to the out-of-doors and be a good horseman, hunter, and fisherman.

A logger should be able to benefit by size, stature, and mind. He should have a scholarship record for best progress in advancing but it isn't required because manual skill is absolutely necessary in this work.

Equipment supplied by the logger is usually an ox. Foresters work for the government and horses are about all that he furnishes to fit his needs. If by chance a great many were required or needed they would be furnished. Generally dogs and horses are privately owned by foresters if so desired.

16

There is no licensing required only to qualify as a forester by graduating from a school of Forestry.

General education is the graduation from a forestry school and from Physics, Chemistry, Mathematics, and English and Botany.

Necessary for employment in forestry is to have graduated from a school of forestry. He should be of better manual skill than average and also above average in physical skill. He should be able to scale logs, spot trees, fight fires, repair telephone lines, know how to find landmarks, operate lookout stations, and put up signs that do to his chemistry study are treated so as not to deteriorate and stand weather.

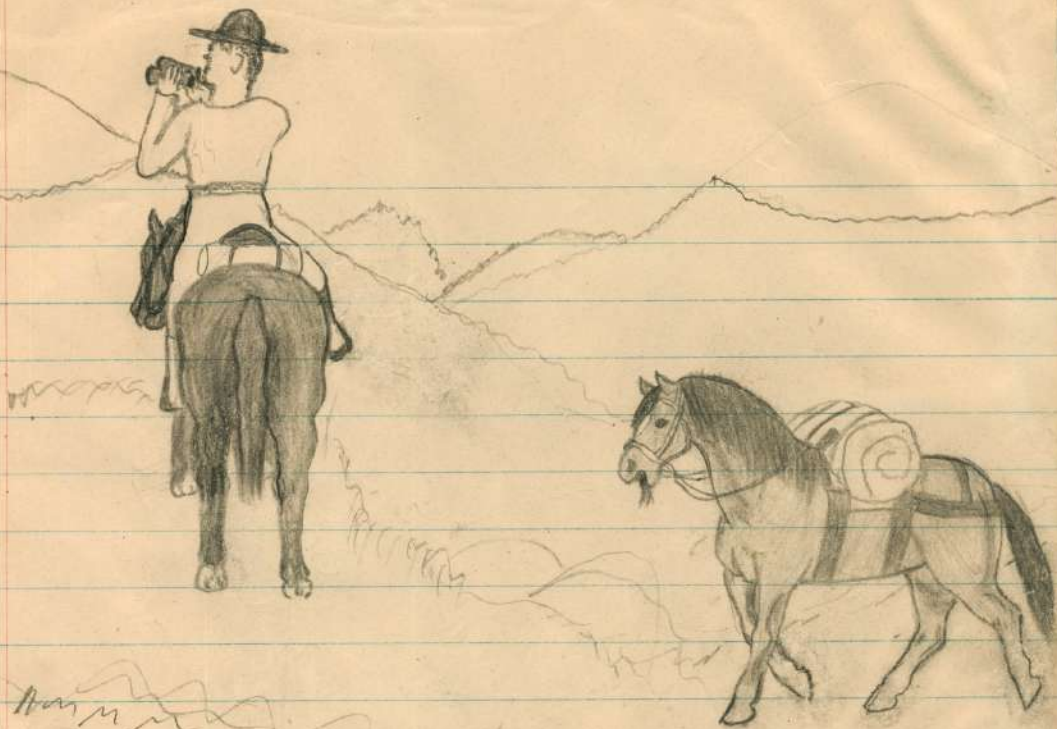
Desirable for entry into logging is to be of good physical skill. A lumberman should be trustworthy and capable of handling tools and not damaging property. An incapable man might endanger a crew of men as well as a loss of fianace to his employer.



A Forester spotting a tree.



A Forester putting up a sale area sign.



A forester checking land marks
A lookout station



Schools of Forestry

Name of School	New York State-
California	College
Colorado State	North Carolina
Connecticut	Oregon State
Cornell	
Duke	
Florida	
Georgia	
Harvard	
Idaho	
Iowa	
Pennsylvania State	
Purdue	
Utah	
University of Washington	
Washington State	
West Virginia	
Yale	
Yorisiaana	
Maine	
University of Michigan	
Michigan State	
Minnesota	
Montana	
New Hampshire	

The training on the job is the actual experience. At the forest schools they are taught how to do this and how to do that and the use of the various instruments.

When they go out as an assistant they soon learn to put these things into every day life. This experience is acquired by the act of doing. This ~~the~~ is the real thing.

The logger and lumberman can work for a lower wage until skill is attained and a minimum wage is received. After a year of this he is able to work by himself if he wants to. It takes many years for a person to become a good skinner or Sawyer. This cannot be learned from a book, for it takes the actual experience.

Working around the sawmill, turning logs for the Sawyer and getting a knowledge of the work. This is learned through the see and experiencing of it. Though it takes a good many years of experience to become a Sawyer.

A fireman can be easily taught by another if he is of course a capable man.

Methods of entering are taking the civil service examination for better jobs in forestry. He must also have a forest degree.

A forester must be a good woodsman, horseman, hunter and fisherman. He should understand animals both domestic and wild in order to help conserve them. He must be capable to handle a forest, either national, state, or private. The length of time for a forester to develop into a good ranger would be quite a few years.

A lumberman or rancher who runs stock upon the forest lands take three or four years of work to understand it fully and to go ahead in this work themselves.

IX Advancement in forestry comes with more pay considerable. As assistants foresters and forest rangers get the same salary. Forest Supervisors and Commissioners get the highest salaries.

In the other businesses which take place in the national forests the wages run about the same. The cutter who works in the timber works for so much a foot and the sawmill workers are paid regular wages. The sawyer of course getting top wages.

Opportunities for advancement come with good work. Sometimes the foresters are moved from one locality to another in order to keep better peace. Like the game warden they are moved because of making friends they neglect little duties.

Jobs of related occupations which offer advancement are Private Lumber Co., Lumber Associations, pulp and paper mills, industrial research units, and road department work.

Social security rates are very important the hazards of the job of lumbering. But the state and national forest services provide for these things.

In 1935 these were the salaries
 Forest rangers and assistant \$2,000 each
 Technical forester \$2,200
 Assistant Forest Supervisor \$2,300 to \$3,500
 Forest Supervisor \$2,900 to \$4,600
 Regional office assistant \$2,000 to \$5,400.
 The average wage of a cutter \$7 to \$8.
 A sawmill worker \$7 to \$8
 a Sawyer \$10 to \$15.

The Daily hours of a logger is generally eight.

weekly forty eight hours Sunday and holidays off.

Overtime is very frequent unless of breakdowns. Those who sell lumber at the mills sell sometimes under lights at night.

The foresters hours vary. Their daily hours are irregular. Commonly they have scouting to do, fixing up to do and quite often some checking on stock or work to be done for lumberman and seldom forest fires to fight.

The shifts are only carried on at the lookout stations where there is watching to be done day and night.

Normal months for the sawmill man and forester are May October and November. Busy months June July August September.

Dull months are December, Jan. Feb. March and April.

A cattle or sheepman's busy months are May & June when he is putting his stock to graze. Also in the fall months of Sept and October when he removes his stock from the reserves.

Downs of plants or mills are in the stormiest months when the logs cannot be handled. Cutters work all the winter though progress is very slow.

XIV Health environment is good for people with hay fever and other ailments because of the clean fresh air.

Hazards are getting cut or hurt by tools or machinery. Legs broken by skidd horses. And frequently steam engines blowing up due to improper running.

Wild Life Animals that are Hazards



A Cougar is a hazard to:



cattle ranches



horse raisers



deer



sheep men



a Wolf is harmful to:

cattle



deer



horses



sheep



A bear is a terror to:



cattle



sheep



horses



A Coyote is a menace to:



sheepmen



cattlemen



horsemen

the leagues are lumbermans association.
 Typical places of employment forest
 jobs, sawmills, and ranches.
 Sheep companies, logging camps.
 books are encyclopedias.

Novels are the Blazed Trail
 by Stewart Edward White
 who tells of contests between
 rivermen and how they work
 logs in the rivers.

The History of lumbering
 is very old. In the time of
 King Solomon a temple was
 erected in which logs and
 such were built. Men have
 always had access to trees
 in America and conservation is only
 a young thing.

Conservation of forests started
 about 1884 and is now
 grown to a large size.

① protection of forests from forest
 fires. ② Control of grazing and ③ building
 over old burned down forests.

Now every state in the Union has
 some small forest sections at least.

A Day's Work With a Lumberman.

Early before breakfast the horses are watered by their drivers who harnessed and fed them also. Soon the meal is over and the lunches are handed out as the people take their tools and proceed the day's tasks.

We will leave ahead of the trucks with one of the wagons. We shall sit on a soft pile of hay which will serve as the horses noon meal.

Soon we arrive at the cutting area. Today the cutters will be cutting further down the hill so we shall start ~~here~~ and follow them up. We get out skidding logs with hooks and axes and because the timber is small and that standing thick we will single the horses out.

The team are a well mannered team. Both well built, light and easily gaited and strong. These horses we take to the start of the hill where we hook

them to logs and let them go down the trail which our axes have cut out. The horses will know from long experience that at a bend or a stump a swing to the opposite side is likely to save them a jar on the shoulder and also work for the teamster. When they come to the skidway they are received by a man who unhooks them and sends them up the drag trail again.

Now the cutters are here and an axman is knocking a tree while the sawyers are saving it. Soon the long call is heard T-i-m-b-e-r-r and every-one looks to see which way the large giant might be falling. With a crash it measures its length on mother earth. Almost instantly axmen are upon it cutting the limbs from its huge body and piling them away. Now the fellers move to another tree and some men with wedges, saws and a sledge hammer come to the felled tree and are soon logging it up into logs of

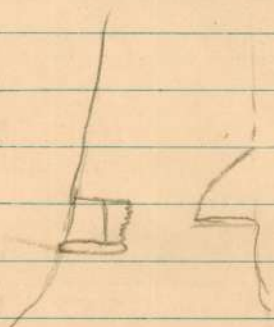
lengths according to there size and edges.

Soon many trucks are leaving for the mill with loads of logs.

At the mill the engine has got up ample supply of steam and as every thing is greased ready to run the engineer pulls the whistle twice which is a signal to start. The sawyer has just finished filing the saw and soon the mill is under way. With a whistle the petcocks throw steam and water from the pistons as the large two cylinder Cylinder Bromney goes into action. The throttle is now wide open and the speed is governed by the governors belt which controls the governor.

Now the carriage is moving up to the skidway where a log is placed onto the blocks. The sawyer turns the log until it is at a right position and then sets the logs into it. Pulling back the lever into low gear it moves into the large buzzing saw which

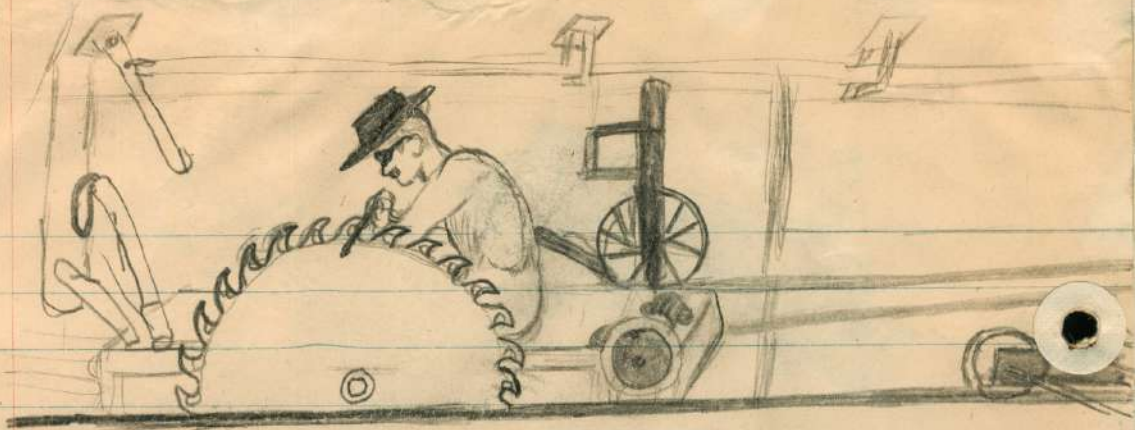
A skidhorse



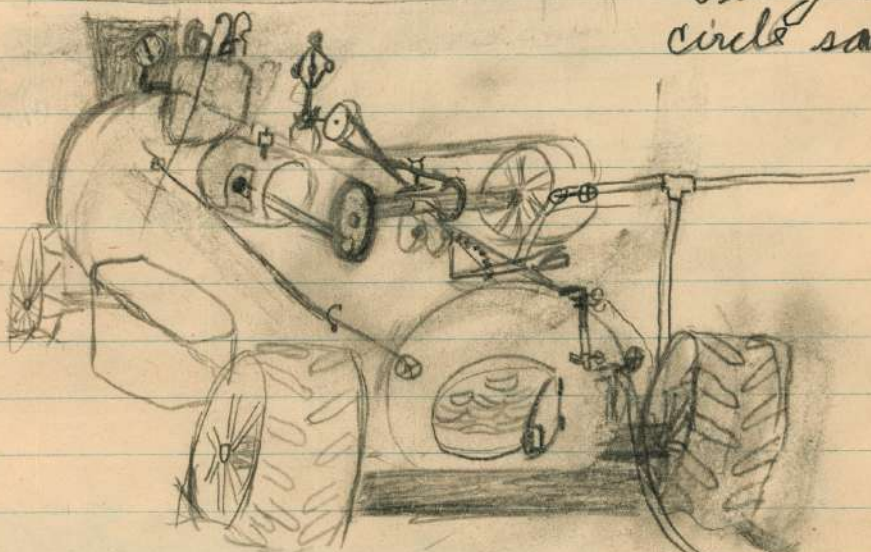
A tree knotted ready to fell.



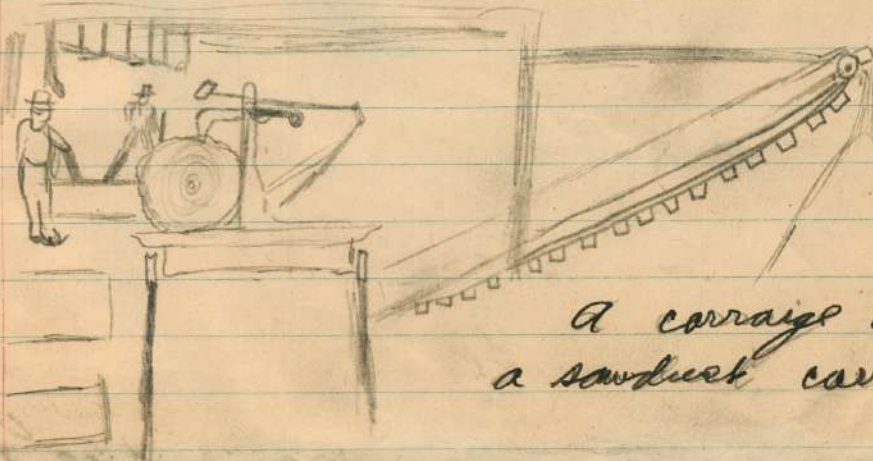
When a saw is pinched a wedge
is used to pry apart the logs.



Filing a
circle saw.



A Steam Engine.



A corraige and
a sawdust carrier.

eats out the sawdust and throws it into the sawdust carrier where it is carried on out and dumped.

The offbearer now takes the slab and throws it out the side of the shed where it is put on rollers and taken to a truck.

Now the Sawyer pulls the lever into reverse and high and the carriage is suddenly back to his side. Removing the dogs with much ease he turns the log onto its other side and dogs it and soon it is depositing another slab to the offbear.

With a loud hiss the packing bursts out of the piston and with one single toot on the whistle the power is quickly shut off by a ~~lever~~ lever pulled by the Sawyer.

While the engineer is packing the engine the Sawyer puts false teeth into the saw. The mills with circular saws have teeth which can be replaced easily.

Now the horses are now taking the sawdust ~~throu~~ from where the

carrier has deposited it.

Now the truck has skidded up to the side of the skidway and the binders and stakes removed the logs are rolled off by the use of a cant hook.

At night the fireman washes his grubby hands and after the meal there are a few songs sang, a few letters written and they retire to their beds.

Tomorrow the Ranger will be going out to spot some more timber along with the boss. They will be spotting big stuff and from now on the teams will skid as a team and not single. This will also require a horse for loading.

Mr. Crowley's Talk

The reason for the need of so many workers is that many go into something else.

the average workers wages as follows for
 teacher \$1,500 a year
 doctor \$10,000
 veterinarian \$2,600
 factory worker \$2,000
 nurse \$2,000

One-fourth of the teachers are paid under \$1,000 a year. others \$1,000 to \$2,000. They are expected to pay taxes contribute to the community chest and other various organizations. There is no insurance offered to the teachers.

Teachers can be likened to ice-bergs for 9/10 of their work is after school and in the summer.

In case of bad conduct of teachers their contracts are taken away.

~~Good~~ W.W. Christiansen Talks

What are you going to be?

95% of the workers drift into their occupations.

The occupation of an engineer depends almost wholly of mathematics.

One track occupation is when people are not qualified for it and persist in trying.

Parents often try to make their children fulfil their ambitions.

① Know your self
take intelligent tests

know what you rate
take adaptitude tests for self interest.

If not for the war schools would have guidance teachers to help students in their vocational problems.

② Know occupations open to you.
interview welders, millers, farmers, foresters and such.

③ Know what you have to work with ability range.

Plan your future now.
plan school work

It is better to have a plan and change it than have none at all.

CLASSES IN VOCATIONS
O.E. BELL JUNIOR HIGH SCHOOL

STUDENT SURVEY

The following questionnaire is for the purpose of gathering some facts in order to be helpful to you. Your answers will be treated as strictly confidential.

PART I

Name Knapp Bernard (Last name first) Date Mar. 26, 1945

Address 347 Cleveland St. City Tel. No. 874-M

Where were you born? Goshen, Ind. When Nov. 14, 1929

Last school grade completed _____ When _____

FAMILY

1. How many brothers do you have? 2 Their ages 30-22
2. How many sisters do you have? 4 Their ages 26-28-24-23
3. Do you live with your parents? yes If not, where? _____
4. Which members of your family have graduated from elementary school? all members
5. From High School? all but one brother
6. From college? one sister
7. Besides your father, how many members of your household work to earn money? all brothers and sisters married but one
8. What do you do in your spare time at home? Work at chores
build things with wood. Tie flies.

Part II

PHYSICAL RECORD

1. What is the condition of your general health? average
2. Do you suffer from headaches or any other pains? tonsils
Where? slight rheumatism How often? not often

3. What contagious diseases have you had ? Diphtheria no
Scarlet fever yes Whooping cough yes Measles yes
4. Have you ever had any trouble with your eyes ? no
5. Have glasses been recommended to you ? no
6. Do you wear glasses ? no
7. Have you ever had trouble with hearing ? no
8. Have you ever had heart trouble ? yes
9. Have you ever had stomach trouble ? no
10. Have you any other physical defects ? no
11. What are they ? _____
12. Have you ever had a surgical operation ? no For what ? _____
13. Have you ever had an illness which kept you out of school for a month or more ? yes What ? scarlet fever When ? in first grade.
14. Have you ever had any serious injuries ? no.
15. What is the condition of your teeth ? good
16. Do you have trouble breathing through your nose ? no
17. Do you have a frequent sore throat ? no
18. Have you had your tonsils removed ? not yet
19. Have you a tendency towards nervousness ? yes
20. Have you, or have you had a speech defect ? no
21. Have you regular hours for sleep ? yes
22. What time do you usually go to bed ? 10: o'clock
23. What time do you usually get up ? 8: o'clock
24. What kind of exercise do you take ? running
25. Do you have regular hours for exercise ? no
26. How much overweight or underweight are you ? average
27. Do you drink coffee ? no More than once per day? no
28. Estimate times absent last year because of illness one week
Cause tonsils.

29. What is your usual breakfast ? eggs cereal
30. Time of your meals ? 8 o'clock: noon, 4 o'clock

Part III

SCHOOL LIFE AND ACTIVITIES

1. Do you like to go to school ? yes Why ? interesting subjects
2. What elementary school did you attend ? Emerson
3. What subject or subjects do you like most in ninth grade ? shop
English study hall
4. Which one do you dislike most ? social science ^{Gen. Math}
Please answer "why" to questions No. 3 and 4 shop work
with tools English because of prose and poetry
study hall. time to draw
5. Do you take home books to study each night ? no
6. How long do you study at home each night ? about an hr
7. What subject takes the most time ? social sciences
8. Do you have a room at home where you can have quiet for study at all times ? yes Is the light good ? yes Is it warm ? yes
9. Do others study with you ? no
10. Is there anyone at home who can help you with your school work such as father, mother, older brother, or sister ? yes Who ? mother
11. Do you play a musical instrument ? yes What ? guitar
harmonica
12. To what school clubs or organizations do you belong ? none
13. Do you try out for any of the school teams ? no
14. What school offices have you held ? none
15. Are you interested in athletic sports and games ? yes
16. What are your favorite kinds or types of recreation ? basketball
17. Have you a special hobby or interest ? horses yes
What ? horses
18. What kind of books do you like best ? stories of wild animals
19. What is the best book that you have read ? Gray Wolf
20. What is your favorite magazine ? Readers Digest

Part IV

SOCIAL AND OUTSIDE ACTIVITIES

1. What work do you perform daily or weekly in your home? (as helping with dishes, tending furnace, etc.) get in wood
Kindling and chickens
2. Are you paid for this? no
3. Have you a job outside your home? no
4. Where do you work? _____
5. What do you do? _____
6. How much do you earn? _____
7. How many hours do you work each day? _____
8. How many hours do you work each week? _____
9. How late do you work at night? _____
10. Do you want a job after school hours? yes
11. In what kind of work have you had experience? wood shop
shop work
12. Are you given spending money (for which you do not work) by a ^{a small amount} parent or other relative? no How much? as much as I want
13. How much of it do you usually spend? most of it
14. Do you have a savings account? no
15. How do you spend your spare time? (answer fully) Working
around home, fixing things.
16. Do you belong to the Scouts? yes
17. Do you belong to any other organization or clubs outside of school?

18. What are they? _____

Part V

PLANS FOR FUTURE

1. How far in school do you intend to go? through college
2. Do you expect to finish high school? yes

3. Do you expect to go to college ? yes To what college ? Ricks
4. Have you decided what you want to do to earn your living ? yes
What ? a rancher and a lumberman
5. Are you doing anything to prepare yourself for it ? yes
6. Have you consulted any person who can tell you what to do for this preparation ? yes
7. Have you talked it over with your parents or others ? yes
8. Do they encourage you ? no for lumbering yes for ranching
9. Have they other plans for you ? no What are they ? _____
10. In what other occupations are you interested ? ranching
lumbering. carpentry
11. Make a list below of all the different relatives you can think of and the kind of jobs they have.

RELATIVE	JOB
<u>brother-in-law</u>	<u>lumbering inclue</u>
<u>brother</u>	<u>U.S. Air Corps</u>
<u>uncle</u>	<u>farmer</u>
<u>uncle</u>	<u>rancher</u>
<u>uncle</u>	<u>railroad machinist</u>

Note: A recent state survey shows that many students follow the occupations of their relatives. That is why this question is being used.

Part VI

MY DAY--List activities of typical day.

Hour of rising and breakfast 8:00
 Hour II Social Science Study Hall
 Hour III and shop and assembly
 Hour IV Seminary study of
the new testament

Hour V dinner
 Hour VI study hall
 After school work
 After dinner _____

A-

You have some good
free hand drawings.
Try to improve on your
penmanship.

College Essay:

Shooting Animals with a Camera

Shooting Animals with a Camera

Bernard Knapp

April, 24, 1951

G. J. Nature photography

I. S. Photographing animals is an art.

J. S. Photographing animals requires skill and patience in operation and an understanding of animals.

I. The first thing needed is knowledge.

A. A knowledge of what to accomplish is necessary.

B. A knowledge of equipment is essential.

1. One needs to be familiar with equipment.

a. Type of equipment to use should be known.

b. Knowing how to use equipment is necessary.

2. One should what limitations are present.

II. Each subject may require a different approach.

A. Cats are common, but not uninteresting.

1. Setting up equipment is an important step.

2. Arrangement is a must for feline portraits.

B. Song birds are usually easy to photograph.

1. There are many ways of locating them.

2. Care is important for making set-ups.

3. Patience makes good composition.

C. Birds of prey are not easy to photograph.

1. One must know where to look for them.

2. These set-ups require patient efforts

a. Set-ups are unique for this phase.

b. Knowing their habits is very useful.

D. Captive animals offer a good source of study.

a. 1. Domestic animals are easily reached.

2. Goos contain an easy source of study.

E. Small animals are usually abundant.

1. Finding them is not too difficult.
 2. Set-ups are slow, but successful.
 3. Care is needed to obtain good pictures.
- F. Large mammals are hardest to photograph.
1. Locating often is result of skilful hunting.
 2. Tackful methods must be used for getting close-ups.
 3. Here the problem of composition is the hardest one.

you have under-
taken a big task
then.

Shooting animals with a Camera

Animal photography is a large field of study. It has many angles, each with almost limitless bounds to be discovered and brought out. To begin with, the easiest place to start looking is in the backyard, where birds are usually found. It requires only a small amount of simple equipment with a lot of creative ability from the photographer to obtain good results and experience in picture taking. (1) All pictures should be planned before they are taken. (2) Composition is not as easy here as with the artist, who can arrange his trees, birds and other points of interest into a well composed, balanced arrangement. (3) A successful photographer must go below the outside appearance and bring out the desirable characteristics. Good pictures are the aim. The difficulty in filming any subject is no excuse for fuzzy out-of-focus effects, or poor quality in printing. "The criticisms of one's friends are worthless. Be your own critic and be a severe one." (4) Sometimes a great deal of time is needed in order to get the picture that is wanted. (5)

(1) Carlson, Raynold "Photographing the Birds" Recreation 38:386 Oct., 1944

(2) Engelhard, Georgia "Photographer on Horseback" Amer. Photography 39:8 Oct., 1945

(3) Finley, William and Irene "Bird Photography" Encyclopedia of Photography 2:442

(4) Frazer, Frank "The Editor's Point of View" Amer. Photography 38:7 June, 1944

(5) Crichton, W.V. "Notes on Bird Photography" Amer. Photography 40:10 June, 1946

It took one photographer over three weeks, putting in a total of seventy hours at his blind, to make a picture story of a nest of young owls. (1) More than one shot should be taken to give opportunity of selection in case that one might be damaged or turn out poor. (2)

One cannot expect to do a job without becoming acquainted with the tools with which to work. Certain supplementary equipment is necessary for use with the camera such as, a rigid tripod, a lenshood, and flash equipment to be used according to various circumstances. (3) A lenshood is used to shade the lens and keep out unpleasant reflections. (4) A common box camera can be used, such as an Agfa PD116 with a portrait lens attachment costing only six dollars, with very good results. (5) An ideal camera, however, has a ground glass focusing unit, a double extension bellows, and fast shutter speeds. (6) One particular camera which was used in all types of rugged work was the Victor 16-mm Model 5. In the mind of the photographer using it, on an Arctic ^{Sp} trip, it is the most adaptable camera he has ever used. The viewfinder allows for quick

(1) Walker, Lewis "Photoflashing Western Owls" *National Geographic Mag.* 87: 476 pp. '45

hand in (2) Simmons, Albert "Bird Photography" *Encyclopedia of Photography* 2: 451

(3) Crick, W.V. "Notes on Bird Photography" *Amer. Photography* 40: 10 June, 1946

(4) Van Tienhoven, G.K.C. "The Photography of Birds" *Amer. Photography* 41: 11 April, 1947

(5) Layne, James "Capturing . . . Camera" *Amer. Photography* 38: 19 Feb., 1944

(6) Crick, W.V. "Notes on Bird Photography" *Amer. Photography* 40: 10 June, 1946

sighting for action shots; and the push button shutter release for easy tripping, even in sub-zero weather when gloves must be worn. (1) There are several reasons for using a 35 mm camera. It takes film which can be bought economically in sixteen or thirty-six exposure rolls with a wide range of emulsions available. It is compact for carrying purposes, and has a depth of field with a wider range than most cameras. The range finder is built in, and interchangeable lenses are available including telephoto lenses. (2) A reflex camera is good for shooting up from a low angle as the viewfinder can be seen through from above, whereas the eye-level type finder proves awkward. (3) A rifle stock attachment is useful in holding the camera steady; it is particularly useful for following moving animals or flying birds. (4) An extension cable release can be bought, from a few feet in length to twenty-six, for use in remote control shots. (5)

A reflex camera does not need to be focused as carefully as many other cameras for close-ups. (6) The mistake should not be made of trying to exceed the limits of the camera. (7)

OK (1) Albrecht, C. J. "Artic . . . Camera" Popular Mechanics 92: 129 Aug., 1949

hand in (2) Simmons, Albert "Bird Photography" Encyclopedia of Photography 2: 452

(3) Stengel, Steven "Animal Pictures" Amer. Photography 43: 501 Aug., 1949

(4) Van Tienhoven, G. K. "Photography of Birds" Amer. Photography 41: 9 Apr., 1947

OK (5) Carlson, Reynold "Photographing the Birds" Recreation 38: 385 Oct., 1944

(6) Davis, William "Cats and Cameras" Amer. Photography 38: 32 Sept., 1944

(7) Crick, W. V. "Notes on Bird Photography" Amer. Photography 40: 10 June, 1946

In order to make the image appear larger on the groundglass, the range finder should be used and not the viewfinder. (1) Care should be used to hold the camera steady; the greater the focal length of the lens the greater care must be used in holding the camera steady. (2) When the picture is ready, the shutter release should be snapped quickly to avoid unnecessary motion. (3) A small lens stop blurs out details in the background when focused on close-ups, and brings out soft tone masses to aid in making contrast for the subject. (4) Exposure readings should be taken from an exposure meter; ^{SS} however, when birds are in flight the sky records a false reading and the exposure time should be shortened from that on the meter. (5) Remote control devices are a "dandy" aid for close-ups. Tying a string to the tripping lever is boyhood's crude way, although it works. (6) Screw eyes can be used to guide the string from the camera to the operator's blind. (7) Electrical current can be used working in the same way as a doorbell nookup. (8) Field glasses are good to find out at just what moment to pull the string, so that

This paragraph is too long

you must make these ideas clear!

(1) Van Tienhoven, G. K. "Photography of Birds" Amer. Photography 41: 9 April, 1947

(2) Simmons, Albert "Bird Photography" Encyclopedia of Photography 2: 452

(3) Van Tienhoven, G. K. "Photography of Birds" Amer. Photography 41: 9 Apr., 1947

(4) Davis, William "Cats and Cameras" Amer. Photography 38: 32 Sept., 1944

(5) Van Tienhoven, G. K. "Photography of Birds" Amer. Photography 41: 9 Apr., 1947

(6) Harrison, Hal "Shooting Birds With a Camera" Popular Mechanics 82: 72 Oct., 1944

(7) Carlson, Reynold "Photographing the Birds" Recreation 38: 385 Oct., 1944

(8) Harrison, Hal "Shooting Birds With a Camera" Popular Mechanics 82: 72 Oct. 1944

handing

the subject can be caught in a good pose. (1)

This profession can lead to all parts of the world. (2) It extends beyond the limits of any single expedition for pictures. (3) The library is useful in obtaining information about birds, which makes photography easier. (4) Getting pictures of wild life is an art, which challenges the skill and patience of those participating. (5) Bird photography includes pictures of life history of birds, nesting, and other habits. These fields are yet little developed. (6) Only a perfect negative can be used to get a good enlargement. (7) A picture must be planned. If a bird occupies only a small space in a negative, much more enlarging is needed to increase the bird and "graininess" appears on the print, whereas with close-ups this is avoided. (8) Shots, unplanned, are not very good, and one should never take a picture while riding horse back because lopsided, uncertain shots are sure to be made. (9) If the subject, date, place, lens data, distance, type of light, meter readings, and exposure time are kept on each

- (1) Harrison, Hal "Shooting Birds With a Camera" Popular Mechanics 82:75 Oct., 1944
- (2) Finley, William "Bird Photography" Encyclopedia of Photography 2:440
- (3) Pack, Arthur "Animal Photography" Encyclopedia of Photography 1:208
- (4) Simmons, Albert "Bird Photography" Encyclopedia of Photography 2:460
- (5) Harris, Leo "Wild Life With a Camera" Amer. Photography 42:418 July, 1948
- (6) Finley, William "Bird Photography" Encyclopedia of Photography 2:440
- (7) Simmons, Albert "Bird Photography" Encyclopedia of Photography 2:452
- (8) Carlson, Reynolds "Photographing the Birds" Recreation 38:386 Oct., 1944
- (9) Engelhard, Georgia "Photographer on Horseback" Amer. Photography 39:9 Oct. '45

These paragraphs
divisions do not
follow your outline.

picture taken; it will serve as a guide to discover how results are obtained. (1) Lack of a good background can be overcome by making one out of tinted wallboard, which can be adjusted for different effects by changing the angle of it to the light source. (2) Owls can be made into comical characters by using bow ties and glasses for striking arrangements. (3) Nature photography usually limits the use of stuffed animals as a source of study, and deals only with reality. (4) ^{What?} It is not limited to hunting with the camera, alone, but can be carried along on hunting and fishing trips to secure shots of appeal to the sportsman. (5) There are no legal restrictions against photographing subjects found in nature, except maybe the subject itself. (6)

One rule for cat portraits is to let the cat come up to the equipment and get accustomed to it before starting to take its picture. (7) A common house cat cannot be photographed by harsh words and force, but rather by coaxing and feeding it so that it will relax in front of the camera. (8) A

- (1) Swain, Joseph "Nature in Color" Amer. Photography 40:17 May, 1946
- (2) Davis, William "Cats and Cameras" Amer. Photography 38:12 Sept., 1944
- (3) Rolling, Charles "Camera Shots of Wild Life" Amer. Photography 41:21 Jan., 1947
- (4) Brownell, L. W. "Nature and Wild Life" Amer. Photography 39:37 Feb., 1945
- (5) Lanks, Herbert "Hunting ... Camera" Amer. Photography 43:703 Nov., 1949
- (6) Evans, Edna "Camera Trails" Nature Magazine 42:390 Oct., 1949
- (7) Davis, William "Cats and Cameras" Amer. Photography 38:32 Sept. 1944
- (8) Traprie, Frank "Editor's Point of View" Amer. Photography 38:7 June, 1944

dish with some sort of food, a tidbit, or some glittering object dangling from a string will get the eye of the cat to brighten up with expression. ^{or} They do not respond very well to the photographer's "birdie," however. To make set-ups, the camera should be placed about four or five feet from the subject. A stand or table can be used to good advantage to limit the freedom of the model and keep it from moving out of focus. The table should be set about two feet in front of the back-drop, which can be made by hanging drapery. (2) Having the angle of the light such that the strongest light comes from one side of the camera and from back of it, is the best. Sunlight is the best light source, although two "Photofloods" can be used; one set to one side and well above the camera, and the other at a greater distance on the opposite side, if high speed panchromatic emulsions are on the film to be used. (3) Explain

Arrangement is a big thing for feline portraiture. In photographing cats, the camera should be ready so that whenever a desired pose is taken it can be taken quickly without having to wait to adjust the camera. (4) The height of the viewpoint is important in composition, regarding vertical foreshortening and the apparent size of the animal. For filming grown cats the lens should be about

- (1) Engelhard, Georgia "of Cats and Cameras" Amer. Photography 41:11 Jan., '47
 (2) Davis, William "Cats and Cameras" Amer. Photography 38:32 Sept., '44
 (3) Ibid. :33
 (4) Ibid. :32

head high; and for kittens a little higher will show the effect of their relatively smaller size. When the knack is acquired of snapping the shutter just at "that motionless instant," a slower shutter speed may be used and a better picture taken. (1)

The important focal points about a cat are the eyes, whiskers, and texture of the fur. The eyes should show up sharp with a lot of expression to make the picture striking in appearance. (2) Flash bulbs are poor to use for close-ups of cats as they make the eyes appear glaring and ugly. (3) For an ~~extremely~~ unique shot of a kitten, it was held by an assistant and dropped about a foot onto a soft bed. A cute and startled expression was obtained by snapping the picture just the instant the kitten reached the bed. (4)

A knowledge of the climate and which birds live in the different climatic zones can help one to locate birds. (5) If one is in a strange locality looking for pictures, observers of the area may know where to direct one to likely spots. (6) Usually farm boys know of the whereabouts of nests in the vicinity of their home. One may lie on their back in a grove of trees, and watch the birds to see where they

- (1) Davis, William "Cats and Cameras" Amer. Photography 38: 33 Sept., 1944
- (2) Engelhard, Georgia "of Cats and Cameras" Amer. Photography 41: 12 Jan., 1947
- (3) Davis, William "Cats and Cameras" Amer. Photography 38: 33 Sept., 1944
- (4) Rada, Rudi "Cat Photography" Encyclopedia of Photography 2: 670
- (5) Allen, Arthur "Touring '... Camera" National Geographic Mag. 85: 695 June, '44
- (6) *Id.* : 690

carry food when flying to their nests. (1) Birds usually sing in the vicinity of their nests, prior to nesting, so that one can observe where they are by going out early to see where they are locating. A greater number of nests can be found if one looks about the edges of marshes and woods than in them. In the winter time when the leaves have fallen from the trees, the nests can be sighted easily; this information if remembered or jotted down can be valuable in the summer when the nests are covered. (2) A feeding station kept well supplied with seeds will draw many birds in the winter. (3) If the area is one where the weather is hot and dry, water set out can be as helpful as feed in drawing birds. (4) Any animal or objects that might frighten birds should be kept away from feeding stations. (5)

The birds should be given some consideration when setups are made, to protect them. The remote control method is the best, and if the camera is camouflaged it is better still. ^{SP} (6) Loud noises may cause birds to desert their nests. ^{less} The least trips made to a nest, the better, as a prominent trail invites the

- (1) Parsons, Arthur "Photography of Common Birds" Amer. Photography 43:636 Oct., '49
- (2) Crick, W.V. "Notes of Bird Photography" Amer. Photography 40:12 June, '46
- (3) Brownell, L.W. "Nature and Wild Life" Amer. Photography 39:48 Dec., '45
- (4) Allen, Arthur "Touring, ... Camera" National Geographic Mag. 85:694 June, '44
- (5) Carlson, Reynold "Photographing the Birds" Recreation 38:370 Oct., '44
- (6) Van Tienhoven, G.K. "Photography of Birds" Amer. Photography 41:11 Apr. '47

natural enemies of the birds. If twigs must be moved aside to allow the camera to pick up enough light, they should be tied back and then released after to keep the nest shaded. Staying too long at a nest may keep the birds from the nest, and the eggs will get cold so this should be avoided. (1) A good time to set up the camera is while the birds are away from the nest. (2) A camera with a ^{Explain} long focal length is desirable for close-ups in order to get good sized bird in picture. (3) There are two types of bird pictures, nesting pictures and pictures taken away from the nest. (4) The camera may be secured to a branch for nest pictures, if remote control shutter release is used. (5) Set-ups should be made so that background will add to the picture rather than ^{detract} distract. The subject should be kept out of dark shade, if at all possible out of any. If birds are coming to feeding stations, spots are usually picked upon as favorite places to perch. This is a good place on which to focus camera, but the background should be kept in mind. (6) Some birds always light upon a favorite branch before flying to the nest. This gives the photographer

(1) Hodges, James "Precautions Photography" *Amer. Photography* 42:250 Apr., '48

(2) Scott, Henry "Robins Flight" *Amer. Photography* 40:11 Jan., 1946

(3) Carlson, Reynold "Photographing the Birds" *Recreation* 38:385 Oct., '44

hand in (4) Simmons, Albert "Bird Photography" *Encyclopedia of Photography* 2:450

(5) Carlson, Reynold "Photographing the Birds" *Recreation* 38:385

(6) Ibid.

a good spot to focus upon. (1) Exposure readings should be taken. When colored pictures are being taken, exposure is the greatest cause for failure. (2)

Many good pictures are taken by setting up the camera and waiting for bird to arrive, then tripping the camera by means of remote control. This requires time and patience. (3) Shooting too soon may throw away chance for a better picture. It would be better to take a picture of the bird on the nest first; then if it is frightened off, it is likely to come back soon to perch near the nest. (4) Remote controls are necessary for bird pictures because they do not flee from inanimate objects, as bad as moving objects. (5) When the right situation comes along, the camera can be focused, and a remote control device set up in a house window. It can easily be observed and one can go about his chores until the bird comes around. (6) A mouth organ has been used to attract the attention of a willow ptarmigan in order to get close enough for a good picture. (7) One should not shoot too soon but wait for a pose where the head is sideways to the camera as this

- (1) Parsons, Arthur "Photography of Common Birds" Amer. Photography 43: 638 Oct., '49
- (2) Swain, Joseph "Nature in Color" Amer. Photography 40: 17 May, 1946
- (3) Carlson, Reynold "Photographing Birds" Recreation 38: 370 Oct., 1944
- (4) Swain, Joseph "Photographing 'Color'" Amer. Photography 42: 220 Apr., '48
- (5) Harrison, Hal "Shooting Birds With Camera" Popular Mechanics 82: 73 Oct., '44
- (6) Carlson, Reynold "Photographing the Birds" Recreation 38: 385 Oct., 1944
- (7) Albrecht, C. J. "Artic " " Camera" Popular Mechanics 92: 129 Aug., '49

makes a better looking picture, except for birds of prey, which have eyes in front of their heads. (1) About all that is needed, for geese in a sanctuary, as a lure is a bait tied on a string, and a good hiding place. (2) The activity of the birds seem to be inversely proportionate to their size. The little chickadee move in tiny quick jerks. The fastest equipment is not fast enough to stop this action at close range without the skill of a photographer, to catch the bird at a quiet position. (3)

The best prospects for pictures of the birds of prey are those found in captivity. Good pictures of them taken in the wild state are uncommon. (4) The barn owl often nests in the rafters of the hay loft in barns. (5) The great horned owls followed by the eagles are the two earliest birds to mate, often as early as February. (6) Close-ups are often made from a tree adjoining the nesting tree. (7) At one nest approached at night, the owl feigned as if hurt and tried to lead the photographer away from the nest. But as soon as the flashlight was turned away, it would fly into

(1) Scott, Henry "Bird Shooting Without Bloodshed" Amer. Photography 38: 14 Oct., '44

(2) Sheldon, H. H. "Wild Geese" Amer. Photography 39: 35 Nov., 1945

(3) Scott, Henry "Bird ... Bloodshed" Amer. Photography 38: 14 Oct., 1944

(4) Brownell, L. W. "Nature and Wild Life" Amer. Photography 38: 36 May, 1944

(5) *Ibid.*

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(6) Brownell, L. W. "Nature and Wild Life" Amer. Photography 41: 40 Apr., 1947

(7) Walker, Lewis "Photoflashing Western Owls" National Geographic Mag. 87: 482 Apr., '45

the beam of light and try to mislead the observer. (1) A pair of lineman's spurs and a rope looped around the tree can aid in climbing to a high nest of an owl, hawk, or eagle for a picture. (2) In one case a golden eagle left its nest when the blind was entered and would not return while the photographer was there. Later he brought a friend to the blind, who left soon, and the eagle came back to the nest. (3) Another photographer had about the same results, except he thought that the bald eagle could count up to three; for it took three extra entering and leaving the blind, before the old bird would return. (4) An owl's nest was transplanted from a high tree top to ~~to~~ a crotch in another tree close to the blind on the ground. A card board blind was set up and used only at night. (5) A small trouble light was set up and focused on the nest, being run from a car storage battery. (6) Flash bulbs frighten some owls at first, but usually they become accustomed to them. (7)

Some owls after becoming used to the lights and fly directly into the nest without stopping at the edge

- (1) Walker, Lewis "Photoflashing Western Owls" National Geographic Mag. 87: 481 Apr., '44
- (2) Layne, James "Capturing 'Camera'" American Photography 38: 19 Feb., '44
- (3) Rolling, Charles "Camera Shots of Wild Life" Amer. Photography 41: 20 Jan., 1947
- (4) Crick, W.V. "Notes on Bird Photography" Amer. Photography 40: 13 June, 1946
- (5) Walker, Lewis "Photoflashing Western Owls" National Geographic Mag. 87: 475 Apr., '44
- (6) *Ibid.* : 476
- (7) *Ibid.* : 475

of the nest to perch. A piece of black paper was hung inside of the entrance, and caused the old bird to stop when entering and leaving the nest. (1) Owls can fly almost noiselessly, and one must watch carefully to observe them when they are in range. (2) Some close-ups have been made in a large outdoor studio fenced in, however. (3) This was aided by a speedflash, the first accessory, for filming these night flying birds in action. When moving about in the blind, changing bulbs, and equipment, the owls at first are suspicious of sounds, but soon become accustomed to the noise and quiet down. (4) One of the most difficult studies of birds is that of flight. (5) Wing beats have been determined on a scale basis, and the time to shoot is at the moment they are at the top or the bottom of the stroke. (6) One time when descending from a tree set-up, after dark, an old owl attack the photographer and nearly caused him to fall. So one should not turn out their flashlights or ^{turn his} backs on these birds, for they can be aggressive if they feel they are in danger. (7) Dangling clause.

- (1) Walker, Lewis "Photoflashing Western Owls" National Geographic Mag. 87: 485 Apr., '45
- (2) Ibid. : 476
- (3) Chase, Lynwood "An Owl by Speedflash" Amer. Photography 42: 441 July, 1948
- (4) Walker, Lewis "Photoflashing Owls" National Geographic Mag. 87: 476 Apr., '45
- (5) Simmons, Albert "Bird Photography" Encyclopedia of Photography 2: 452
- (6) Ibid. : 454
- (7) Walker, Lewis "Photoflashing Owls" National Geographic Mag. 87: 482 Apr., '45

It is easy to obtain specimens of captive animals, as they are evenly distributed throughout the country, generally. In order to photograph an animal well, the photographer should try to bring out the points of beauty. He should know enough about the animal to treat it with understanding and kindness. (1) Food can be placed about in order to get animals in a position suitable for photographing. Various foods can be experimented with to determine which cast the most influential spell or power. (2) Neighborhood homes and farms harbor many good subjects for the photographer to practice upon. (3) Pets give one a big opportunity to experiment. Taking pictures of pets alone is not as interesting usually as when they are arranged with something to show their size or indicate environmental factors such as, a bucket, an old shoe, a hat, ^vvase, basket, or chair for dogs and cats, to aid the attractiveness of the picture. (4) On one farm a pet rooster would crow, whenever placed upon a post or other elevation. Acts such as this give one a chance to get good pictures from common animals, with a little imagination and creative ability. (5)

- (1) Fraprie, Frank "Editor's Point of View" Amer. Photography 38:7 June, 1944
- (2) "Animals Enact Aesop's Fables" Popular Mechanics 92:132 July, '49
- (3) Stengel, Steven "Animal Pictures" Amer. Photography 43:500 Aug. 1949
- (4) Guitafson, Eugene "Let's Take Pet Portraits" Amer. Photography 42:106 Feb., '48
- (5) Hadley, Paul "Take ... Farm" Amer. Photography 43:520 Aug., '49

Zoo animals are easily reached, but the best time to visit the zoo is at a time when the animals are active as they will be more likely to be out in the sunshine at these times. (1) Here the lighting is usually sunlight, and meter readings can be obtained by the use of a white card for ^{Explain} exposure data for light colored animals. (2) Some sign of architecture adds to zoo pictures, as you cannot hide the fact that they were taken at a zoo, anyway. (3) Good practice can be obtained at zoos, and the beginner can learn much there. (4) Lots of time can be taken at the zoo. (5) The subjects do not go very far when they do move, and sometimes pose purposely. (6) These close-ups reveal character and power not noticed in most pictures of wild animals. (7) Even tamed animals, such as a fawn deer raised in a park, has to be followed quite a bit before a good picture is taken. It seemed as though when the fawn would be approached close enough; it would be against an undesirable background, usually. (8)

- ok
- (1) Bein, Isaac "Watchful Zoo" Amer. Photography 43: 311 May, '49
 - (2) Brownell, L. W. "Nature and Wild Life" Amer. Photography 42: 722 Nov., '48
 - (3) Bein, Isaac "Watchful Zoo" Amer. Photography 43: 311 May, '49
 - (4) Brownell, L. W. "Nature and Wild Life" Amer. Photography 42: 721 Nov., '48
 - (5) *Ibid.* : 722
 - (6) *Ibid.* : 721
 - (7) Bein, Isaac "Watchful Zoo" Amer. Photography 43: 311 May, '49
 - (8) Chase, Lynwood "Field With a Naturalist" Amer. Photography 38: 15 June, '44

Most often seen of small animals in wild states and even near populated areas are the squirrels and their little cousins. They are most abundant in coniferous forests, where they feed on the seeds. They can be easily lured by placing nuts and seeds where they can find them. (1) In the northern states during the winter months, these animals are least active ⁵⁵ however, by observing tracks found in the snow, along with putting out feed for them, they can be found. Porcupines can be found easily, since they do not try to hide or run from intruders. They live in trees much of the time, moving about mostly during the day, as they live on bark of trees. The scarred trees leave a trail of their presence. (2) Frogs can be found near and in pools of water, and can usually be easily pursued and caught. (3) Protective coloring is even in evidence on domestic animals and a keen eye is needed to pick these animals out of hiding. (4)

A stump is a good place, to place food to lure small animals to one's camera, as it usually can be easily observed from a distance. (5) The equipment should be placed where the animal can get used to it.

(1) Brownell, L.W. "Nature and Wild Life" Amer. Photography 38: 44 Jan., '44

(2) Ibid. : 47

(3) Brownell, L.W. "Nature and Wild Life" Amer. Photography 43: 581 Sept., '49

(4) Stenzel, Steven "Animal Pictures" Amer. Photography 43: 501 Aug., '49

(5) Brownell, L.W. "Nature and Wild Life" Amer. Photography 38: 44 Jan., '44

The camera should be concealed as much as is possible. When making set-ups for burrowing animals, the camera should be focused about a foot in front of the hole. (1) Hazy sunshine is the best source of light, although cheese cloth hung over the area will cut down the sun's brilliance quite a bit. (2) The raccoon is easy to photograph as he will come near to accept food. (3) Several days were required after a wild fox had been located in a vicinity, before a successful picture could be taken. Remote control methods had to be used as well as hours of waiting. (4)

Remote control devices are usually necessary for pictures of small wild animals. (5) In the case of one of the most successful animal photographers in the art; an outdoor studio is used, fenced in of course, but still spacious. He uses motion picture cameras, also. Each animal is turned into the studio to move about, and acquaint itself with bright lights and gadgets. The photographer watches while this is going on, watching for natural habits that can be brought out to make interesting portrayals. A fox was used by him to enact the Aesop fable "The Fox and the Grapes". In order for

- (1) Brownell, J. W. "Nature and Wild Life" Amer. Photography 43: 318 May, '49
- (2) Davis, William "Cats and Cameras" Amer. Photography 38: 32 Sept., '44
- (3) Brownell, J. W. "Nature and Wild Life" Amer. Photography 38: 58 Jan., '44
- (4) Trump, Richard "I Photographed a Fox" Amer. Photography 43: 351 June, '49
- (5) Brownell, J. W. "Nature and Wild Life" Amer. Photography 38: 44 Jan., '44

you should
complete this
part of your
discussion

the fox ~~to be~~ ^{at} pictured jumping up at the grapes, a piece of meat was hung ~~to~~ ^{at} one side of a grape cluster opposite of the camera. (1) Of the various picture stories filmed were, "the tortoise and the hare". One showed the fox dining with the stock; the fox eating out of a saucer and the stock looking on. In the follow up of the story, the fox was shown sniffing at a large deep vase while the stock's long beak reached down into it. (2) *Not enough detail.*

There are two primary techniques in wild animal photography. One is that of getting in range of the game, and the other is getting a picture without getting "Buck Fever". (3) Wonderful opportunities are available in our National Parks where animals are protected from guns. Here a bear may even come too close for comfort, as in Yellowstone National Park. (4) A sports-minded individual, who could go on a long trip if necessary into the wilds, would probably be a good helper to a photographer if he is not that, himself. (5) When driving in the mountainous clamps can be attached to the car door so that one need not get out of car to shoot at game ~~that~~ ^{which} might feed by roadside or travel across

(1) "Animals Enact Aesop's Fables" Popular Mechanics 92:132 July, '49

(2) *Ibid.*

:133

hand in (3) Pack, Arthur "Animal Photography" Encyclopedia of Photography 1:201

(4) *Ibid.*

:202

(5) Brownell, J.W. "Nature and Wild Life" Amer. Photography 43:317 May, 1949

the

the high way ahead of car. (1) The methods of trappers ^{Too general to be good} and woodsmen are better than those used by most modern hunters, today, who hunt with only the long ranged, high-powered rifle to depend upon. (2)

Close-ups are not only hard to get, but may give the cameraman a thrill while getting them. One piece of equipment which should be carried at all times is a high-powered rifle, just in case. (3) On one particular jaunt, while in Alaska, a brown Kodiak charged the photographer for no apparent reason. When it got about so close; he traded his rifle for his camera and the bear was brought down only a few feet from the tripod. (4) Spoiled meat can be used to attract bear, and salt licks seem to invite most animals for a taste. (5) Blinds are widely used as a means of getting in range of animals. Telephoto lenses are important for use from a blind. (6) Mountain goats can be lured by using a mounted head and placing it at a point where the photographer can get the best pictures by hiding in rocks or brush. Also a white costume can be worn to good advantage, if the one

(1) Rolling, Charles "Camera" "Life" Amer. Photography 41:21 Jan., '47

(2) Pack, Arthur "Animal Photography" Encyclopedia of Photography 1:203

(3) Albrecht, C. J. "Artic" "Camera" Popular Mechanics 72:232 Aug. '49

(4) *Ibid.*

:127

(5) Pack, Arthur "Animal Photography" Encyclopedia of Photography 1:203

(6) Albrecht, C. J. "Artic" "Camera" Popular Mechanics 72:126 Aug. '49

wearing it can appear just to the goats from above them on a higher plane. (1) An umbrella camouflaged is a good blind when colored to fit surroundings. (2) Natural blinds should be used whenever possible, such as grass or branches, piled up. (3) Sage brush can be used for antelope at a water hole where they are used to attending. (4) Because of the keen sense of smell of game it is important ^{or} to always keep the wind in your favor when stalking game. (5) One should move quietly and slowly as motion is the easiest way an animal has of picking up one's whereabouts. (6)

The problem of composition is hardest for game animals since most all work is done from a blind. (7) Calmness should be exercised in order to get the best pictures and prevent any losses from mistakes. (8) One sure method is to use the trail, which game travel to make setup on and wait. (9) The self-tipping flash synchronized unit can be used here to a very good advantage. The

(1) Rolling, Charles "Camera Life" Amer. Photography 41:20 Jan., '47

(2) Pack, Arthur "Animal Photography" Encyclopedia of Photography 1:206

(3) *Ibid.* :205

(4) Brownell, L. W. "Nature and Wild Life" Amer. Photography 40:50 Dec., '46

(5) Pack, Arthur "Animal Photography" Encyclopedia of Photography 1:204

(6) *Ibid.* :203

(7) *Ibid.* :201

(8) Engelhard, Georgia "Photographer on Horseback" Amer. Photography 39:8 Oct., '45

(9) Pack, Arthur "Animal Photography" Encyclopedia of Photography 1:202

camera can be set up, and left by the trail, already in focus, with string attached ready to be tripped.

A good hook-up is one where a mouse trap is placed between the camera and the string; used to spring the trap. This string is tied to a tree or other object and put across the trail high enough so that any animal coming along will be able to trip it when passing on the trail. The mouse trap will be set off and in turn will trip the shutter by another string. The pull from the trap will not be hard enough to break the camera and as it is fastened down; will break the string crossing the trail. (1) This method is very interesting as the results are never known until after the lockroom is reached.

Trap closing

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College Essay:

A Stout-Hearted Man

A Stout Hearted Man

He reminded me of the smithy in the poem, "The Village Blacksmith." In appearance he was a fine well built man of probable German ancestry. He was not a young man for he had fought in the first World War. His muscular ability amazes me, but what I wonder about most is what goes on under that cover of white hair, which drives him to such perseverance. No animal has ever more tenaciously clung to its home amid oppressions than has he.

After two removals from his cabin located near the head of the Buffalo river high in the Island Park country he still came back to live there. He lives there in a quiet spot perhaps motivated to do such by some secret ambition, as there is no outward act to show reason of such a life.

Shift in tense. It is about ten miles by road and six miles down the river from his cabin to Ponds where he obtained his provisions.

One summer night about ten o'clock he left Ponds, pushing an iron-tired wheel barrow loaded with a car battery and some other supplies on the long road home. I know men who have lived in Island Park for years who wouldn't walk the first four miles, which is well graded for a considerable sum of money, let alone the last six miles of upgrade passage consisting of two

Read this
aloud.

guttled tracks, lined with stumps and roots winding through jack pine thickets and deep narrow canyons shadowed even from the sunny rays of daylight. ^{what happened.}

What car?

When his car failed to start he carried the battery slung over his shoulder in a gunny sack back to Ponds to get it charged. His old car ran about two trips and stopped again and he was forced to abandon it at Ponds. It has never run since.

In the winter time and on certain occasions ^{sp} he uses the river. The few game trails along its banks are awkward, winding around knarled ^{sp} entanglements of limbs and windfalls and often steep slopes that end in the river. In winter the deep snows completely stop travel up these trails and his choices of travel are either going cross-country by snow-shoe or wading the river. He has often waded the stream pulling heavy loads in an old row boat up to the cabin. His last boat he made by using green lumber. Even it skunked after a while so that such large cracks were in its bottom it was completely <sup>un-
usable</sup> inaccessible. I often wondered how he crossed the many logs and fallen trees spanning the banks as I have fished there.

Q

Where was he?

Starvation forced him to abandon his shelter in the long winter of '51 and '52 about in the middle of February. ^{sp} He was not seen again until late summer.

He looked thin and pale. His clothes were worn badly and were not characteristically clean.

One day someone picked him up on the road in a truck to give him a ride part way. ^{Where?} He was carrying a gunny sack half filled with potatoes and other supplies.

"How is life treating you?" he was asked.

"Not good," came his cool reply. "Been gone. They break my door in - find everything gone - my snow-shoes, my ax, saw they all gone - even my dishes they are gone. They take it all."

Seems to
lack a dominant
impression.

Bernie Knapp

Jan. 4, 1952

College Essay:

A Great Responsibility
The Building of the Idaho Falls Temple

A Great Responsibility
The Building of the Idaho Falls Temple

A-

February, 21, 1952

Religion, 178

Bernard Knapp

A Great Responsibility

"This is the will of the Lord to his people, — trace their genealogies as far as they can, and to be sealed to their fathers and mothers. Have children sealed to their parents and run this chain back as far as they can." Given in 1894 by President Wilford Woodruff to the Church. Joseph Smith taught, "If you have power to seal on earth and in heaven, then we should be wise. 'the first thing you do, go and seal your sons and daughters on earth unto yourself, and yourself unto your fathers in eternal glory.'"

"And again, let all the records be had in order, that they may be put in the archives of my Holy Temple, to be held in remembrance from generation to generation, saith the Lord of hosts." Doc. & Cov. 127:9

In about 1919, or soon after the S.D.S. hospital in Idaho Falls, Idaho was being completed, it was necessary that boilers be obtained for use in the heating plant. The only ones available for immediate use were of a much larger capacity than would have been needed. The matter was taken up by Pres. Heber Austin of the Idaho Falls Stake, who was in charge of a meeting of a committee to decide. Pres. Austin stood up and said, in words to this effect, "The ground to the north of the hospital belongs to the church, some day these large boilers will be used and adequately to heat a

temple which will be built on the banks of the Snake River." The committee voted to install the large boilers.

Today this single heating plant not only supplies the hospital and the temple, through a 350 foot tunnel, but also the newly built J. D. S. Nurses Home, with heat.

On March of 1937 announcement was made church-wide that a temple would be built in the exact location where Pres. Austin had referred to nearly 20 years earlier.

On Sept. 20, 1937 C. Milton Christensen, no patriarch of the Idaho Falls Stake, a Civil Engineer, began the first survey work for the new temple.

Sept. 26, 1937 six architects from Salt Lake City looked over the site.

During the summer of 1938 sand test holes to lava were dug.

In the summer of 1939 sand pressure tests were made.

In the fall of 1939 Plans for the temple were completed, with John Hetzer architect heading the work.

Dec. 19, 1939 Excavation work began with a celebration.

March 1940 Excavation of sand finished. 56 holes 2 in dia were drilled 5 and 10 feet deep into the solid lava. Depth of sand removed to the lava was eighteen feet.

July 15, 1940 Building contract let totaling \$ 548,258

271 tons of reinforcement steel was used in the construction.

Aug. 5, 1940 Bishop Bryd Hindlayson was awarded the general contract. Footings for the temple were placed upon lava but the footings for the annex were placed on sand.

The main temple proper is $131\frac{1}{2}$ ft. long and $95\frac{1}{2}$ ft. wide.

Oct. 19, 1940 Cornerstone was laid on southeast corner by

Pres. David O. McKay.

Aug. 19, 1941 Stainless Steel cap stone was laid.

The temple has a district including 25 stakes and one mission at the present time. During its construction all the possible labor that could be brought from its own district was put to use. Work directors were assigned from each stake who classified labor as to their availability and skill. The church hired a man, J.W. Knapp, as regional director to work with the contractors and supply the type of labor they wanted from his files which were made up from the files of the stake directors. Men who worked there had to have recommend from their bishop such as tithpayer, and other qualifications.

The Temple was dedicated Sept. 23, 1945 by George Albert Smith, President of the Church. The dedicatory services were given at six separate sessions in order that all of the temple districts could attend. Sessions were held Sunday the 23rd, Mon., and Tuesday at 10:00 am. and at 2:00 P.M. 3000 people attended the first day.

The first floor is 125 ft. 9 inches from the top. The building contains 155 rooms and halls. All doors are either bronze, oak, birch or tempered glass.

Four types of marble have been installed:

Utah Golden Travis or Birdseye, quarried near Thistle, Utah was used in the entrance hall.

French marble from Southern France used in door casing and stairway of the main hall.

Swedish, light green colored, known to have been quarried

COMPARATIVE REPORT OF ORDINANCE WORK IDAHO FALLS TEMPLE

ORDINANCES	1945	1946	1947	1948	1949	1950	1950	Total
BAPTISMS (Dead)								
Male -----	2363	33439	35454	22630	21742	30946	35192	181766
Female -----	2194	32277	33566	25053	23409	33185	34427	184111
Total ---	4557	65724	69020	47683	45151	64131	69619	365877
Ordinations for dead -----	877	877 25944	26933	35587	35337	33041	34628	192347
ENDOWMENTS (Living)								
Male -----	38	790	717	624	571	746	709	4195
Female -----	49	896	802	621	612	793	922	4695
Total ---	87	1686	1519	1245	1183	1539	1631	8890
Endowments (Dead)								
Male -----	877	25944	26933	35587	35337	33041	34628	192347
Female -----	920	30303	30558	31810	29246	30479	33211	186527
Total ---	1797	56247	57491	67397	64583	63520	67839	378874
Sealings (Wives to Husbands)								
Living -----	28	746	647	527	562	746	792	4048
Dead -----	325	9422	9957	14912	15862	16416	15339	82233
Total ---		10168	10604	15439	16424	17162	16131	86281
Sealings (Children)								
Living -----	21	723	702	600	594	801	1082	4523
Dead -----	410	23376	16052	38135	41691	47675	46282	213621
Total ---	431	24099	16754	38735	42285	48476	47364	218184
Adoptions -----	3	37	45	22	25	36	43	211
Living -----								
Total Ordinances	8105	183907	192376	206111	204990	227905	237255	1,260,649

IDAHO FALLS TEMPLE ENDOWMENT REPORT

-Stakes listed in order of male Endowments

STAKE	January 1950 Monthly			January 1949 Monthly			Total	Total	Incr.
	Male	Female	Total	Male	Female	Total	1950	1949	Decr.
Shelley	550	305	855	380	257	637	855	637	218
No. Idaho Falls	290	300	590	385	243	628	590	628	- 38
Rigby	239	127	366	45	47	92	366	92	274
No. Rexburg	216	269	485	228	213	441	485	228	257
Rexburg	205	147	352	415	453	868	352	868	-516
East Rigby	197	132	329	217	122	339	329	339	- 10
Blackfoot	175	143	318	82	66	148	318	148	170
Idaho Falls	152	120	272	133	106	239	272	239	33
Star Valley	129	121	250	34	29	63	250	63	187
Yellowstone	110	83	193	108	97	205	193	205	- 12
West Pocatello	97	66	163	7	15	22	163	22	143
So. Idaho Falls	94	92	186	335	255	590	186	590	-404
Pocatello	88	97	185	65	84	149	185	149	36
Lost River	32	17	49	5	4	9	49	9	40
Burley	22	4	26	0	4	4	26	4	22
Teton	14	24	38	32	43	75	38	75	- 37
Minidoka	14	1	15	0	2	2	15	2	13
Weiser	5	1	6	11	0	11	6	11	- 5
American Falls	5	5	10	4	4	8	10	8	2
Boise	3	21	24	53	12	65	24	65	- 41
Twin Falls	3	10	13	48	29	77	13	77	- 64
Blaine	2	3	5	0	0	0	5	0	5
Cassia	0	7	7	0	0	0	7	0	7
No. W. States Mission	1	0	1	4	2	6	1	6	- 5
Big Horn	0	0	0	0	0	0	0	0	0
Nampa	0	0	0	0	0	0	0	0	0
Others	130	35	165	79	35	114	165	114	51
Totals	2773	2130	4903	2670	2122	4792	4903	4792	-111

TO ALL STAKE CHAIRMEN:

Soon after the close of the month a report will be prepared giving the male and female endowments by stakes and a comperison with the same month last year where possible.

Please instruct your people to register so that you may get the proper record for report. The Name of stake should be written in full on registration slip to avoid mistake. Please call for your slips at an early date as you need them for your report.

IDAHO FALLS TEMPLE RECORDING DEPARTMENT.

in Sweden since the 17th Century. It is used in the altar of the Garden Room.

Italian marble from Italy used in the Terrestrial and Celestial Rooms in the altars.

Approximate cost at completion was \$750,000 with \$150,734 going for steel and concrete. Marble cost \$13,000. Cost of stone for exterior walls cost \$63,336.

Included is a sheet showing the stakes in the temple district and the comparative amounts of work from each, also is shown the total and different ordinances done up to 1952.

There are several major rooms in the temple. The annex, The assembly room, The hall, mural there painted by Peter Kamps;

The Creation Room painted by Mr. Weiberg,
The Garden Room painted by Mr. Sheppard,
The World Room painted by Mr. Everett,
The Terrestrial Room, The Sealing Room, The Celestial Room, The Prayer Room, The Baptismal Room with paintings by Lee Greene Richards.

All of the artists were members of the L.D.S. Church.

The baptismal font is mounted upon the backs of twelve oxen which were moulded in the United States of White Bronze. It contains an elevator and is the most modern of any temple due to its recent construction. It has its own laundry, kitchen, cafeteria, and nursery.

And so the temple was built, dedicated one hundred years to the month after the

dedication of the Nauvoo Temple. The Idaho Falls temple is the tenth one to be built since Joseph Smith brought forth the Gospel in this last dispensation. "For Behold it is my work and my glory to bring to pass the immortality of man."

"The greatest responsibility in this world that God has laid upon us is to seek after our dead." Joseph Smith

March 28, 1951

I Religion Assignment

Bernard Knapp

Chronological Dates in Church.

Born 14, Nov. 1929

blessed 5, Jan. 1930 by Joseph N. Christensen

baptized 5, Feb. 1938 at Stake House 4th Ward Idaho Falls.
by Arthur T. Hansen

confirmed 6, Feb. 1938 by Justin W. Knapp (father)

ordained a deacon 7 Dec. 1941 by J. W. Knapp

ordained a teacher 19 Nov. 1944 by J. W. Knapp

ordained a priest 24, Nov. 1946 by J. W. Knapp

ordained an elder 29 Feb. 1949 by J. W. Knapp

Line of authority in the priesthood

ordained an elder by J. W. Knapp a high priest

who was ordained by Francis M. Davis

who was ordained by Alfred Salomon

who was ordained by George L. Cannon

who was ordained by John Taylor

who was ordained by Parley C. Pratt

who was ordained by Oliver Cowdery

who was ordained by Peter, James, and John.

Given a patriarchal blessing in spring of 1942.
by stake patriarch, brother Telford of the Idaho
Falls Stake. Then a member of the fifth ward
and now I belong to the 7th Ward after division
of the 5th Ward.

Influence of the church on my life.

College Essay:

The Dispersal and Occurrence of
the Sweet Potato in Relation to
its Native Distribution

THE DISPERSAL AND OCCURRENCE OF THE SWEET POTATO IN RELATION TO
ITS NATIVE DISTRIBUTION

PLANT GEOGRAPHY

Botany 550

July 1962

Bernard Knapp

THE DISPERSAL AND OCCURRENCE OF THE SWEET POTATO IN RELATION TO
ITS NATIVE DISTRIBUTION

The occurrence of certain plants in the Polynesian Island groups is complicated, unique, interesting, not well understood, and puzzling to scientists. A classic example is the Sweet Potato (*Ipomoea batata*) found in New Zealand. The writer should like to begin with a history of the sweet potato in modern times.

When Columbus entered the New World he found the natives of Cuba using an edible tuberous root which they called "batata". Subsequently, Spanish explorers found it throughout the Caribbean Sea area and in tropical America. Its use is not recorded among the Indians of the continental United States by the early settlers. They did report however, that in times of great food scarcity the Indians used (*I. leptophylla*) "big root" so called by the Indians. Another species (*I. pandurata*) was used but not cultivated. Roots of this plant attained as much as 20 pounds in weight.

Virginia farmers began as early as 1648 to grow the sweet potato. It is generally considered that they obtained their starts from the West Indies. By 1526 the potato was introduced through Spain into Europe. It was known by its Indian name "batata". The Spanish called it *padada* from whence the English derived potato. Approximately sixty years later the white potato (*Solanum tuberosum*) was taken from America to Europe. It too was called the potato until finally the differentiation came distinguishing the two - The Irish potato for the white - The Spanish or sweet potato for the other. ¹

When Captain Cook first landed in New Zealand he found the sweet potato under cultivation there. This was not considered of any importance however, until much later when botanists began studying the geographical distribution of plants. Then it became of interest since the only other place in the world where it grew naturally was in middle America. Because of the great separation of the two places by sea the subject of dispersal became an interesting one. Studies of the wild genus and species of the world failed to show a single wild species known to be the ancestral parent. ²

1. J. S. Cooley, "The Sweet Potato", Economic Botany 5:378, 1951

2. Ibid.

Most known wild species greatly differ from today's cultivated forms. The most closely related of the wild species is considered to be Ipomoea tiliacea Choisy. This plant from which the cultivated forms may have arisen grows in Tropical America, Isles of the Caribbean, West Indies, and Florida. It is not found native to any other region of the world. Plants of the same genus are found over most of the world, particularly in the tropics and sub-tropics. Generally, they differ from the batata by not having fleshy roots and those which do have fleshy roots are quite unpalatable. ¹

Botanists and plant geneticists have studied the varieties and species of the genus, Ipomoea. Listed below are some of the more conspicuous differences noted between I. tiliacea and I. batata.

I. tiliacea

sepals 8-10 mm. long
stems usually pubescent and twining
leaves simple or angularly lobed
roots sometimes tuberous

I. batatas

sepals 10-14 mm. long
stems usually prostrate and glabrous
leaves simple or variously divided
roots tuberous

Note: Some sweet potatoes have pubescent stems that are upright. ²

A work worthy of mention was carried on over a three year period by King and Balmford. More than 500 interspecific and intervarietal pollinations within the genus were made; none were successful. This indicates a complex cytological make-up which in turn suggests complexity in origin. This field has been little studied however, and further work should be done.

Mutations have been found to frequently occur in the cultivated forms. The chance for genetic variation being possible both in the seeds (sexual reproduction) and in the sports (sprouts) (vegetative reproduction). Such changes have been known to occur. Even new varieties have sprung up from vegetative mutations. In Maryland among the variety, Big Stem Jerseys, one potato differed from others in a field. When called to the attention of a county agent he kept this potato for propagational purposes. From it a new variety, Maryland Golden, came into being. ³

1. J. S. Cooley, "The Sweet Potato," Economic Botany 5:378, 1951

2. Ibid.

3. Ibid.

In temperate zones it does not set seed as it does in the tropics. In Puerto Rico where seeds are set there is a wide variety of differing plants. Known forms are highly heterozygous in genetic make-up producing a variety of offspring differing from the parents. Thus wide changes could have occurred both sexually and asexually. Available strands of evidence seem to point to an origin in Tropical America where the greatest variety of forms are present. Other authors feel that the sweet potato was grown by the pre-Incas in an early Peruvian culture.

Ancient America had two civilizations of major importance. In middle America it was the Mayan. Pre-Mayan history extends as far back as 3000 B.C. The Mayans were considered to have a highly developed agricultural society. They raised several varieties of corn (maize) and supplemented it with the growing of other crops of which the sweet potato is one. The other civilization, the Peruvian, was located in the Andean highlands and also was highly developed, growing maize and sweet potatoes. 1

The Maoris of New Zealand are a unique group of people as are the people of the other Polynesian Islands. Like stone-age man they had no well-developed tools. In Pre-Columbian times they had the sweet potato which served as an important food item among many of the tribes of the North Island since they had no cereal grains. The sweet potato which was referred to as the "Kumara", was closely tied in with their legends and was connected to their culture by extensive tribal ceremonies. These ceremonies took place at planting time, during cultivation, and at digging time. At planting time the whole village turned out for the affair. The chief chanted while the people went about placing the whole roots into hills or mounds. The fields were not tilled beforehand; but the hills were built up and the soils made loose by the natives bringing in sand and gravel and mixing it with the soils of the hills. In one area a field of 200 acres was found which had been entirely cared for in this manner. 2

The Maoris displayed a great deal of knowledge concerning the horticultural aspects of the sweet potato. The care and storage of the sweet potato is a problem in temperate regions. It is vital too to the perpetuation of the species, since it does not set seed in this zone. The history of the sweet potato in colonial America shows this peculiar problem.

1. J. S. Cooley, "The Sweet Potato", Economic Botany 5:378, 1951

2. Ibid.

The early colonists had been used to storing vegetables such as carrots and onions in dirt cellars over the cool winters. This did not work with the sweet potato however, and it was learned that a warm cellar was required to preserve it, particularly for planting the following year. Today curing takes place after picking or digging at 85-90 degrees Fahrenheit with humidity 85-90 per cent of saturation for a period of 7-10 days.

The digging of the sweet potato by the Maoris was an exacting ritual. The digging began early in the morning of an appointed day, but not before sunrise. The entire village turned out. All digging ceased at noon. In the afternoon the storing of the potatoes took place. This too was a particular practice. The Maoris constructed ground-storage houses by digging into the hillsides and then building a front of elaborately carved wood. Inside the house decaying wood was placed on the floor. Then the potatoes were placed inside; the best ones in the rear for seed, the bulk or average after that, and the bruised or broken and cut ones were placed in last of all, next to the door. Then the door was closed and remained closed for an extended period of about two weeks. It was strictly taboo to open the door before that time, since the natives thought that evil spirits would enter and thus cause spoilage.

Large amounts of potatoes were kept out of the cellar for the evening feasts of harvest time. It is interesting to read of as many as 2,000 bushels of them being used in one feast. This would indicate that the fields involved were of considerably large size. Probably many houses were required for storage also in large villages. Literature refers to it singularly, however, by mentioning that the potato house was the most important house in the village. The same literature does not explain any enormous size to these storage houses but one is led to believe that if the amount kept back for a feast was of a great amount the annual supply must certainly far exceed it. If therefore only one building were used it would of necessity need to be very large. ¹

The physiology of the sweet potato is quite complex and relatively little is known of it even today. It is known however, that where it is cut or broken from the stem it does require certain conditions and time to cure. The potatoes are receiving large quantities of plant materials from the stems when they are pulled or cut loose. When this activity

1. J.S. Cooley, "The Sweet Potato", Economic Botany 5:378, 1951

suddenly stops, curing begins to take place. For proper curing to take place special conditions of humidity and temperature are required. Such conditions must be artificially supplied unless a favorable natural climate supplies them. This then presents the problem in a temperate zone. During curing a periderm or callus is formed over the wounds where the roots have been severed. This prevents the entrance of organisms that cause decay. After curing a different type of treatment is needed. No sharp line of demarcation is visible between the cured and the uncured, however. Freezing cannot be allowed. Optimum conditions provide for a slight amount of activity to be carried on in the tubers throughout storage. This rate should be as slow as possible. It seems like a sleeping bear rather than a plant root.

This aspect raises the question of how the primitive culture learned such a technique. It is true that their taboo may have resulted from experience with losses due to rot and works for them in preserving the stored supply, but where did it originate is a baffling question. As will later be discussed it is also the legend of the Maori that the kumara came by way of canoe from a long distance. Since it does not set seed in that climate and the legends indicate that only one return trip was made to bring the kumara to the island, certainly they must be given credit for a remarkable feat, that of preserving the potato under adverse and changing conditions of environment. Perhaps early in the history of the kumara when it was being raised at some distant isle from New Zealand, near a fringe area of the tropics the natives were able to commute and bring back more starts after early failures, until they developed a successful means of storage. ¹

Perhaps a few of the theories concerned with the general distribution of plants and animals should be discussed here. All of the Polynesian Islands lack terrestrial mammals and amphibia. Hawaii is volcanic in origin and many of the other islands are oceanic in nature. New Zealand on the other hand, is not, although it has had volcanic activity. It shows evidence of glaciation. When the Solomon Islands are compared to New Zealand it is found that they have several amphibia (a peculiar genus), and one marsupial (phalanger). This fauna is more closely related to New Guinea than to New Zealand. New Britain (Bismark), still lies closer to New Guinea than to Polynesia and it has 4 marsupials, yet the flora of the

1. J.S. Cooley, "The Sweet Potato", Economic Botany 5:378, 1951

Solomons is more akin to New Zealand than to New Guinea. Some authors therefore feel that the boundary for the Polynesian Islands should fall between the Solomons and New Britain including the latter with the Australian group.

Some authorities on the subject follow the continental drift theory and say that at one time New Zealand was a part of a great land-mass which joined it with Australia, the Antarctica, and South America. They explain the absence of mammals to the time in which separation took place. Others consider that the glacial age in the Northern Hemisphere forced plants out and moved down to a point that only the plants that were able to adapt well (being trapped by the ice flow from the north) survived. This huge joined land-mass of the Permian age was called the Gondwanaland. Some of the relatives of New Zealand flora are found in the Triassic beds. They also are found in the Permian beds of Ceylon, Africa, and near the South Pole as well as in South America.

There are other forms such as ancient forms of *Peripatus* found also in these same areas. One native rat in New Zealand is generally considered an import with man. A beaked lizard of New Zealand has its closest relatives in the Permian and Triassic beds of the Northern Hemisphere. The large flightless birds have been considered land migrants also and suggest a land bridge once existed. ¹

Seed dispersal by water has been taken into some consideration and studies have been connected with this to quite some extent. However, in the case of New Zealand and Hawaii some very interesting data is presented by Newbigin. Some plants are found on the shores of both island groups growing at sea level as well as at 7-8,000 feet, in the mountains. When shore plants seem adapted to dispersal this seems good evidence for water dispersal, but it does not explain the inland species.

Guppy made extensive studies in the buoyancy of seeds and found a great difference depending upon whether the plant was growing inland or on the shore. A particular note here is that with his work with the family *Convolvulaceae*, he found a wide variation even within species. Of *I. batatas* he emphasizes that there is no buoyancy. The variations that do exist are due to space between the seed and the seed-coat and not any structural or physiological change of the embryo or seed-coat. ²

1. M.L. Newbigin, Plant & Animal Geography, p. 220, Methuen & Co. London 1936
2. H.B. Guppy, Naturalist in the Pacific, MacMillan & Co. London, 1906, p. 22

Newbigin feels that it is safe to say that whether land bridge or Gondwana; New Zealand has been isolated back to the Mesozoic Age. There are few insects, flightless birds, (not modern in origin) and there are conifers of the genus *Fagus* which are remnants of an ancient age (not growing in coastal regions).¹

The evidence seems to indicate that the sweet potato is not a native of New Zealand. It is also indicated that it could not have been brought in by natural means of dispersal. Someone has perhaps very wisely said that man's wanderings can be best followed by looking at the plants that he has domesticated and moved about with him. This is in many ways true. Today weeds are introduced and as man depletes the soils growing his own choice of vegetation, erosion and ruin to the land often follows.

Considering now the last step in solving the problem of how the sweet potato got to New Zealand the writer wishes to make a survey of the literature concerned with man's travels upon the oceans and the possibilities of carrying plants and animals in this way.

From the tenth to the fourteenth centuries long and daring voyages were made by the Polynesians between Hawaii and Tahiti, a distance of over 2,400 miles. Probably seasonal flights of birds served as the only guides. The Easter Island, which was probably the last land on the route between New Zealand and the Western South American coast is 2,200 miles. This does not seem incredible since the current flows in a favorable direction toward a large land mass. The return trip toward New Zealand would be a much different matter and the success would depend on hitting a small island in the Marquesas or Tahitian group for a necessary stop-over.²

A practice among the Polynesians was to carry supplies in their war canoes. Even women were carried, in case they became lost or stranded on an uninhabited island.³ The Maoris having no written language passed their genealogies and legends down from generation to generation from mouth to mouth. Ethnologists have found that generally these vocal records coincide one with another even from various islands when these old natives go back a few generations to common ancestral names.⁴

1. M.L. Newbigin, *Plant & Animal Geography*, Methuen & Co., London, 1936, p.220

2. J.S. Cooley, "The Sweet Potato", *Economic Botany*, 5:378, 1951

3. *Ibid.*

4. J.B. Condliffe, *Short History of New Zealand*, Whitcombe & Tombs, Ltd., Wellington, p. 12-49

Most writers seem to agree concerning the time when the islands were settled. This primarily agrees with legends and genealogies, too. One New Zealand author, a descendant of the early peoples there, claims that the first groups were called Moa hunters and hunted the giant flightless birds for food.¹ Recent discoveries have shown artifacts of man and bones of both in the same vicinities and even the same burial grounds. The following information is nearly the same in the majority of cases of nearly one dozen authors. The first group to arrive by canoe were there by about 950 A.D. The next group came 200 years later and the third group which all New Zealanders feel sure was the most important was known as the "Fleet". There are many legends connected with this group.

Some say that a member of the first group returned. Others say that a third circumstance took place in which a young chieftain was shown the island in a dream and went there. This person saw that there were no Kumara growing there and returned and got some and took them back. Others say that after the third fleet arrived the potato (kumara) did not grow and so a canoe was sent back after some. After its return they never again sailed. There are many versions, many purely mythical but one remains prominent and clear and that is that they did come by water and that there was a large and important migration which stopped at successive intervals along the way.²

"I came from the Great Tawhiti, from the Long Tawhiti, from the distant Tawhiti, from Hono-i-Wairua, (Gathering Place of Souls), from Hawaiki." ³ Other sources often mention the word Hawaiki in reference to the place of origin of the people. Etymologists say that the Polynesian languages all stem from a common language. Captain Cook was surprised when his native interpreter from Hawaii was able to converse with and understand the New Zealanders.⁴ Some anthropologists have tried to make a tie between the Polynesians and the peoples of South Asia and even India through similarities of certain words. This doesn't connect the potato however, since it would still have to come from South America.⁵ The famous author and adventurer who wrote Kon-Tiki points out the similar names of gods and the sweet potato, Tiki and Kumara of the Polynesians and early Peruvians.

1. Te Rangi Hiroa, Coming of the Maori, Whitcombe & Tombs, Wellington, New Zealand, 1952,
2. J.B. Condliffe, Short History of New Zealand, Whitcombe & Tombs, Wellington, 1954
3. F.M. Keesing, The Changing Maori, T.Avery & Son, New Plymouth, N. Z. 1928
4. N.Smith, Maori People & Us, A.H.&A.W. Reed, Wellington, 1948
5. Thor Heyerdahl, Kon-Tiki, Rand McNally & Co. Chicago, Ill. 1950

The theory behind the expedition Kon-Tiki which took place in 1947 was that the early Peruvians became proficient in building rafts of large balsa logs and traveled by means of the currents in fleets. The claim is that they became proficient. Legend has it that there was a war and a group of white invaders were driven out. They fled by rafts and were never again seen. The book, Kon-Tiki, tells of the sailing of a raft from Callao, on the coast of Peru, up the Humboldt Current northward and then following the current westward into the Marquesas and Tahitian Island groups. The journey which carried six Scandinavians covered 4300 nautical miles in 101 days. The point that the author wanted to make was that the ancient Peruvians were expert enough with their crude rafts that they could have reached the Pacific Islands. His interest stemmed from the similarities he found among the names of gods and the potato in the islands, during an extended stay there, and the ancient languages and culture of the Peruvians which he studied extensively over a period of several years. ¹

Today the sweet potato is not even mentioned as a crop in the most recent agricultural journals of New Zealand. When Cook first visited the islands he estimated the population to be about 50,000 with less than 10,000 living on the southern island. The people of the south were mostly hunters. The kumara did not grow well there apparently, and was not as much a staple as once thought. The people fished and ate extensively from the sea. The people of the North Island did however, have the kumara and depended upon it extensively. They also had Taro, dogs and rats which they ate. ²

Since the discovery of the sweet potato it has moved extensively both to the East and to the West. It was taken to the Philippines by the Spaniards and in 1593 an emperor of a south coastal province of China, sent men from the province of Fukien to the Philippines in search of food. The famines and typhoons had destroyed the food and when the sweet potato was brought back it was considered a rare prize. However, it was not long before it had no significance for the people there. In 1786 an imperial order was given to encourage its cultivation to thwart another impending famine. About 1620 it was taken to the island province of Taiwan (Formosa) where it gained popularity. Its most fame came perhaps when it was taken to Lu Chu. From here a Japanese farmer took it to the

1. Thor Heyerdahl, Kon-Tiki, Rand McNally & Co. Chicago, Ill. 1950
2. Andrew H. Clark, Invasion of New Zealand by People, Plants & Animals, Rutgers University Press, New Brunswick, 1949

northern Japan where it met with such great favor that when he died his tomb became a shrine and twice each year a celebration is held in his honor. The tomb was named "Temple of the Sweet Potato".¹

In America the home of the potato, the Irish potato has too become the main-stay over the continental United States. The sweet potato is a generally wanted item for times of feasting such as Thanksgiving Day, and Christmas day, and a left-over item for New Year's Day. It is erroneously called a yam which is a tuberous root of a different family of plants although, it has had a close association perhaps with the potato being a tropical plant also. When Captain Cook arrived in New Zealand in 1773 a young botanist traveling with him, identified a plant growing there as Dioscorea Batata, the true yam, a member of the yam family, Dioscordaceae. This surprised the natives for they had assumed that this particular plant had died off, showing that they were not cultivating it in favor of the kumara.²

1. J.S. Cooley, "The Sweet Potato", Economic Botany, 5:378, 1951
2. Andrew H. Clark, Invasion of New Zealand by People, Plants & Animals, Rutgers University Press, New Brunswick, 1949

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- Cooley, J. S., "The Sweet Potato - Its Origin and Primitive Storage Practices", Economic Botany, Vol. 5 pp 378- , 1951

College Essay:

Wasted Life

Jan. 28, 1963

Bernie Knapp

Wasted Life

JJ. Time has slipped past many years since I first saw him. A middle-aged broad shouldered man nearly six feet tall who carried his one-hundred eighty to ninety pound body with athletic ease. He had stopped at the sawmill with his model A Ford pickup for some lumber to use in his mining operations.

He talked for an hour or so that day about his mine, search for gold, and guarding against men who sought his freedom and his gold. (There identity he did not reveal.) He went on telling of a dream of his youth in which his mother showed him a cabin site and a life of freedom. He had sought out this place and had lived in a cabin located high on the Buffalo River for several years. He was of foreign parentage, likely German, yet was an American veteran of World War I.

During the war he had been shell-shocked and had afterwards received treatment in a mental hospital. He now was a freedom loving man not caring for intimate contacts with society. He made only the necessary contacts with people in obtaining supplies, although at such times he was an enthusiastic conversationalist.

He was especially endowed with strength and integrity. He had been known to tow a fifty gallon barrel of gas up the river by boat crossing windfalls and foot bridges along the six miles of winding river. He had enstalled an automobile engine in his mine several hundred yards above his cabin without aid and only a rugged trail running between the two places. Old timers in the country said that he could hike through the woods much faster than a good horse could walk.

Not Being a veteran he was able to subsist chiefly upon his pension although he had miles of trapline with several line camps which he worked in the winter for rich furs.

Several years after this first meeting he was apprehended while after supplies at Pond's, six miles from his cabin by river, for selling furs of animals that the season was closed on. The confusion and stress at court caused his mind to relapse and he was taken again to a mental hospital. Being so used to freedom it seems as though such a restricted life would place him in the category of a wild animal placed in a small cage of a zoo. He certainly must have felt that he was unjustly treated.

After World War II he again came to his cabin on the Buffalo. The cabin was still in tact, but all of his belongings were gone. The government had not protected his property from looters during his

Dan's being
participate.

life in custody.

Stoves, dishes, even his wood piles had been hauled away. The old car had not survived the attack of scavengers any better. He left his cabin now as he knew he must. He went away to seek work; it was several months before he returned with enough money to get another start.

59 That winter he did not stay in his cabin to trap. But rather spent the winter picking up work on the outside. For several years he did not spend the entire winter in this line of work, trapping. He had never received his pension from the government after his last visit to the hospital. A vital artery in his life had been severed as well as respect to the people about him. Finally in February 1952 he again left his cabin having run out of provisions likely taking the river to the highway he left Island Park. He was not seen again until August. His shoes and clothes were shabby and worn and showed traces of dirt which had never been seen on him before in public.

He returned to his cabin which in only a few months of traversable roads had been entered and completely ransacked. All that he owned most of which had not been replaced ^{new} during his second attempt to recover was gone.

The long dry fall found him walking the ten miles to Ponds for a few provisions, what he could

carry back which was a surprisingly heavy amount.

His mind seemed unsteady now; one could never tell what he was thinking about them. He frequently got in^{to} arguments when at the store. Old friends he ignored and even refused to talk to ~~them~~. Rumors were circulated that he drove fishermen and hunters from his cabin site by peculiar threats. He accepted favors from no one except maybe in the way of a ride along the road or some other manner in which his trust went no further than he did. He had worked hard to accumulate enough to see him through the winter only to find traps, provisions, even his ax gone and the snows of winter hesitantly but inevitably coming.

you can finish this now

College Essay:

Untitled Piece

This essay was found with the Wasted Life essay, and could be a
continuation of it

aa. Ed

The old car ran pretty good I thought as I drove home that day. Crossing the rough stretch of sage brush flat I looked ahead to see the spire of pine smoke from the steam engine rising above the row of pine trees hiding the sawmill. I crossed the railroad and turned into the sawmill.

As I pulled into the lumber yard and skidded to a noisy stop, an old work horse shrieked and bolted away at the sight of my Ford. The boy that was on him was taken by surprise at the sudden liveliness of the old horse and grabbed for harness, reins, or most anything in an effort to stay aboard. He managed though I don't know how. I couldn't help laughing at him as I got out of the pickup. The men at the mill were getting a laugh out of it too. When he finally got control of the horse and came riding back, a faint smile had replaced the scared look on his face.

Hello Ed. How are you said Barney he owned the mill.

Pretty good I replied.

Hello there said Jess the sawyer.

I exchanged "hellos" with the rest of the crew.

Barney I would like a little lumber. I'm going

to fix up around the cabin. I said. Do you have some ten foot 2×4 's and some inch stuff ten or twelve feet long? I guess I could haul it on the pickup alright.

Yes you could tie it on the sides, Barney assured.

Doing a little building are you Ed? said Barney. No just fixing up around the cabin for winter, I'll use some around the mine too. I said.

I wonder which one of us will find gold first said Jess. I used to look around these hills some, of course I'm no prospector but I have wondered if there isn't some gold in these parts. Do you think its worth looking for? he asked.

Its been quite a spell since I came to Island Park I replied. Before I came here, several years before, I had a dream. In this dream my mother told me to travel until I came to a certain place and dig there. It was a pretty place. She told me to live close to nature, something I have always loved to do. As I came through this country I became interested in the Buffalo River section. I was "hacking" ties for the railroad one day when I came upon a beautiful spot. It was the same one I had seen in the dream. I said to myself 'Ed, this is it.' The prettiest place I have ever seen.

nearby was a beautiful place for a cabin. When the tie camp moved on I stayed and built a cabin.

It certainly is a wonderful place for a cabin said Jess. He went on talking about the woods in general and the nice fishing on the Buffalo River.

you trap quite a bit in the winter time? asked Barney.

Aye, I said shaking my head.

Stay in all winter followed Jess.

Aye I trap from the early snow until she is all melted I said.

There must be a lot of animals on the Buffalo to stand that much trapping said Joe. He was the fireman and had just come out from the engine shed. He was young and good looking except he was covered from head to toe with grease and soot. His hat was covered with charred remains of sparks with occasional holes where one had burned its way through.

Trapping is not too good on the Buffalo I said. It's a lot better on some of the other streams.

I'll bet it takes a lot of supplies to last the winter said Jess.

Aye It does. I haul a lot of them in in the fall from town. Prices are too high at

Ponds for all of my supplies. I drive to Ashton many times and haul canned goods and most of my winter provisions back in my pickup.

You make pretty good trapping said Joe
I will never get rich trapping I said All in all I just about break even.

If it wasn't for my pension I would probably be in red. Some years trapping pays a lot better than others though.

Do you get an old age pension said the kid who was perched listening on the old horse.

Ha ha ho I laughed Are you think I am old, huh? Ha not that old, boy.

I knew you were a veteran but I didn't know before that you got a pension said Jess.

It isn't a lot but just a little helps a lot. I said

It is a warm day I said as I loosened my tie a little and brushed a few pieces of sawdust from my shirt.

How's your boiler doing Joe Barney asked I think you better look at it we will not start up until after dinner.

I will look at it said Joe as he disappeared in the smoke stained shed.

Well I had better get along Barney I said
How much do I owe you for the lumber?
Jess tie that lumber with an extra

strand of wire will you? said Barney.

Well lets see Ed I guess about two dollars will do it. said Barney.

Aye I said fumbling in my purse I finally came up with the change.

Lets go eat said Barney to the crew.

Well Ed you better come over for dinner. Said Barney.

Thanks just the same but I better be getting along I said.

It's all ready and you will have to get your own at home anyway.

Now I don't like to barge in on your wife like that I better go. Just then a car pulled up.

That's a pretty car isn't it? said Barney.

Sure it hand new it looks like. I said.

Yep looks like a '39 Lincoln said Barney

A couple of fishermen got out and started talking to Jess.

Well I wish you would come over you're certainly welcome anytime Ed he repeated.

No thanks Barney I really should get home. I climbed down through the window carefull not to brush my pants on the bumper on the side.

The little boy waved as he crawled off the horse and went with the men for dinner.

You are a pretty good rider I said to him; but

6
a half hour later I had all the clearing away done including the pickup. I picked up an armful of wood as I went back into the cabin. This year I had several times more wood cut than I would use. I sat for a while in front of the fire smoking my pipe. The only time I enjoyed smoking was in front of the fire when the weather was rough outside. As soon as this heavy wet snow was settled and the new light snows of winter came I would be able to get out and around easy to start on my trapline. I was hoping for a long winter and with the snow coming early it looked like the right winter for very good trapping.

I sat back on the bench and thought of all the trapping I would be able to do. If the winter was not too cold I would be able to trap the creeks around here this season. In a couple of days I would likely be able to travel to my line camp and do a little fixing for later on as well as look for signs of nests and trails to set on.

I arose; put my pipe on the shelf above the stove and opened the door to take a look at the weather. The snowflakes swirled about the door and lit melting upon my face. They were soft and light soothing my face as they struck it. I felt joyously happy soon

he just smiled.

It felt good to get out on the road again; feel the breeze rush through the car as it bumped along the timber road.

It was about three o'clock when I got home. I made it over the narrow road without hitting any jackpines with the overhanging load. I climbed out of the car and went to the spring for a drink. The best water in the world I said as I filled the tin cup for a second time.

I looked across the river just as a young moose trotted out from behind a windfall. I watched it trot down the river and disappear around the bend. I walked into the cabin to change clothes all the while being scolded by a pine squirrel on the roof.

II

The snow lay heavy on the pines bending the lower branches nearly to the ground. It was a heavy wet snow. There was nearly eight inches and only a two day snowfall. I picked up the shovel and cleared the doorstep and went on with a trail to the woodpiles. About

I would be able to trap.

The next morning there was about four inches of fluffy new snow. I went up the creek that day to the first bunch of cabins about two miles. I only saw one set of rabbit tracks in the two miles. I knew it was too soon after the storm for much of anything to be moving yet. I did see some good looking spots to set on however. I cut across from the cabins about two and a half miles to Skinnerville. There was a little spring here which opened into a fair sized lake. It was wonderful trapping water in spite of the fact it sank a mile from its source without convergence with any other stream. It was well secluded and having no fish was not traveled to by fishermen. There was one cabin here out of the half dozen that was in fairly good shape. It sat on top of a ridge overlooking the entire spring and ravine where the beavers had dammed the lake.

I picked up a little dry kindling wood from one of the other cabins and made a fire in it. It was just as I had left it the year before, except for a few nests in the corners. The bed springs were still in good tack and after warming a little I felt quite rested and took off for my cabin. It

was about three o'clock and I made it home by a quarter to six. Soon I had a roaring fire going and some hot coffee boiling. I sat listening to the radio as the fish and spuds cooked. It was dark when I finished eating and crawled into bed. I had made good time over my line but the snow was not too deep to slow walking down a great deal.

I awoke and put some wood on the dying embers. I looked out the doorway the sky was clear. The storm had played itself out and now a cold snap was coming on. It had been about three weeks since I had caught my first fur. I packed my furs that day and got ready for the trip to Ponds. I scratched a line through the day on the calendar, the 16th of November. I didn't have as many furs as I had hoped for but enough to justify the trip down the river. Perhaps the next month would be better weather for trapping I thought it has been pretty stormy so far this season. The sun was just coming over the mountain above the cabin as I rounded the bend down stream on my way to Ponds.

I shook the snow from my boots and walked into Pond's store.

Hello Ed Said Mr. Pond It surely has been cold hasn't it.

Aye pretty cold all right but colder weather is ahead. I have seen a lot of geese near Tom's Creek today.

Is that a sign that it will be cold? asked Mr. Pond.

Aye I haven't seen that many geese for a long time I assured him.

His son ^{Horace} came in followed by ^{his wife Elizabeth and also} his mother. Hello Ed they ^{all} said.

They walked over to the stove where I was warming my clothes.

I believe there is some hot coffee in the pot there. Would you like a cup said Mrs. Pond.

Aye it would warm a cold man's insides I exclaimed.

She poured out a cup and pushed the sugar toward me over the card table in front of the stove.

I believe there is a letter for you in the Post Office she ^{Elizabeth} said I will get it for you.

Soon she came back with a letter. It was my pension letter. Well I could use this

until my furs are sold I thought to myself.

I got my furs ready to ship, picked up a little tobacco and some hardtack candy and waved good bye as I left the store.

I was a little tired as I came to the cabin. It was a long trip wading upstream six miles. It was nearly dark and by the time supper was on the table I had to light a kerosine lamp to see to eat and wash the dishes.

The following week I did not make it to Ponds. I had to check my line to Tom's Creek. It was about a half mile west of my cabin. The morning I went to check on this line I ran across Barney and his wife. At first I did not recognize them and approached cautiously.

What are you doing out here? I shouted. They stopped until I came up to them.

We are doing a little hunting said Barney. Have you seen any fresh sign of elk?

Aye not even an old one I replied. They seem to have moved out.

Well we haven't seen but one track all day and I guess it was old Barney said it was anyway said his wife.

Which direction are you headed to get out of here? I asked.

Our team is at the Moon Ranch on the creek said Barney. We will drive back around by the meadow. The snow is heavy enough to carry an empty sleigh.

Well I am going that way. I will break trail for you and perhaps that will rest your wife a little more, Barney.

I think she can stand it better than I can he laughed.

In a half hour or less we crossed the bridge and climbed the hill to the cabins. The horses were waiting expectantly near the barn. They came puffing along behind me.

My hell, Ed you take big steps Mrs. South exclaimed. Fast enough ones too.

Ha Ha I have only been taking it easy for you I said.

Well I would hate to try to follow you then if you were going fast said Barney. You certainly can travel I'll say that.

I hope we haven't brought you out of your way she said.

No I replied I am going down the creek anyway.

Well thanks said Barney.

Aye it is okay I said. I will see you.

They waved as they started across the ranch meadow headed for their mill about

a mile and a half south of the Moon Ranch.

College Essay:

I'm Glad I'm American

I'm Glad I'm an American

I'm proud of my heritage and my home here in the Rocky Mountains. It took brave ancestors and strong hearts to come west in covered wagons, on foot, and on horseback across the great plains amidst hostile Indians for freedom of worship.

It took courage, faith in God and in ones self to come from distant lands to America. Life was and is today a burden to most people of Europe and according to history is filled with wars and revolutions constantly. Those brave settlers who first colonized the Atlantic coast and lived in crude cabins and on meager food supplies some of which came from the Indians.

Those men who wrote up the laws governing our country by the help of God have saved us from the scourge which is upon all countries elsewhere in the world freedom is our blessing and their reward.

Today the Europeans live in a country drained of "real" life and enthusiasms. The land and buildings are in ruin. They have been bombed, their homes destroyed, families broken up, and disease rotting their posterity away.

Their social activities are poor with little time for books and schools. Their standards of living are poor and habits unsanitary. They live like animals unaware of modern developments around them. they live by instinct and survival of the fittest.

We have much to be thankful for no kings or rulers to govern us only fair laws made by us and enforced

by us the greatest creative the American citizen, we
have a land filled with beauty where we can see it by
traveling about the country in leisure with the family.
We have great athletes because of mothers and homes are
good, pure and strong and build up a land of strong bodies
and minds.

We have medical science and other things developed for the
good of our country so as the little poem will signify.

I'm Glad I'm an American

If I were a Russian big and bold,
And quarreled and squalled for something not mine.
I'd go about visiting downhearted men and their communions
try to unfold.
And I'd say there's no God as I'd pass by the shrine.
I'm glad I'm an American.

If I were a limy, as the English are called
And lived in a crowded, foggy place.
It would be dark inside and the world would be walled
Outside of my life it's light from my face.
I'm glad I'm an American

If I were a Hawaian I'd swim in the Prime,
I'd watch hula dancers and trees I'd climb.

I'd eat pineapple while under a palm and all would be fine
until a fellil, no doctor on time.

I'm glad I'm an American

Perhaps I'd live in the north; my house be of snow.
The winters are long and the summers are light.

I'd see about home by a flutter filled lamp's glow
And hunt and fish with my dog 'neath the flare of the
Northern Lights bright.

I'm glad I'm an American

If I lived in India or in the south sea
And ate my food rare and barefoot I trod.

If I worshipped a cow or a snake or a tree
Then I'll stay where I am and live by the law and kind
hand of God.

I'm glad I'm an American

I'm glad I'm not foreign and live far away
In a land drenched with hate and pestilence.
Where rulers or custom's I'd have to obey.

Fortunately, a land of freedom is my residence.

I'm glad I'm an American

I'm proud of my heritage. I'm proud of my race.
Both World Wars, civil conflict, Mexican war,

Revolutionary, the pioneers too, my ancestry can trace.
I'm proud of the blood which was shed for this cause.
Men like Franklin and Lincoln have turned over
the sod,

There are other fine men who carry no more
But they were all humble and looked unto God.
I'm glad I'm an American.

This is nice

A

College Essay:

Natural Resource Management

NATURAL RESOURCE MANAGEMENT

paper for
Dr. Paul Sears

10

Bernard Knapp

Natural Resource Management in The Island Park

Area of South-eastern Idaho

Resource management is not a simple matter. It is not limited to just silvicultural practices in a national forest, for example. Good timber raising practices help, however and are important. The control of public lands today must be in relation to the benefits to be derived from the public as a whole. The national forest policy is to regulate forest use in three general categories which are lumbering or timber, recreation, and range management. It seems that in our arid regions of the west where irrigation is actually so dependent for its water supply from the forested water-sheds that it should be considered a use of the forest also.

Perhaps every politician no doubt knows that you can't satisfy all of the people all of the time. Certainly forest supervisors are aware of this fact. When a forest is managed for the best results in growing timber the cattlemen's and sheepmen's organizations naturally complain. In fact when they are regulated for the best grazing results these same people complain. A few years ago the Targhee National Forest changed the date when livestock could be put out on land under grazing lease from June 15 to June 20. The purpose was to protect the interests of everyone. The water-shed here heads the mighty North Fork of the Snake River which is so important to the upper Snake River Valley not to mention the valleys beyond and below. The intent as far as grazing is concerned is to allow for better seeding and more drying of the land before the livestock come in and trample the soft loose earth and young shoots and seedlings. The very people who stood to benefit the most by a practice designed to increase the productivity of the grazing land in the forest complained the most.

The biggest problem in range management and forest management in this area seems to me to be the lack of control. There are no doubt many factors involved. One seems to be in the particular nature of the situation of the forest service personnel management. In this area the forest products are highly specialized. The stands of timber are mostly lodgepole. The forest rangers that come into the area have a short tenure. If their interests are mainly in timber they are anxious to move up or to be advanced

to a forest of bigger timber and larger scale logging operations. The turnover of personnel in this area as a consequence seems rather high.

Being in one district a supervisor begins to be acquainted with the particular problems of the area about the time that he is transferred. The new forester has to start from scratch, with maps and reports he must become acquainted with a large and rather primitive area. At least one-third of the eastern forest bordering Yellowstone Park has no access roads.

Several years ago (about ten) the owners of a large ranch which was mainly meadow land and some leased sagebrush area adjoining, put out in the spring of the year two or three times the amount of cattle that their land could possibly maintain. Their fence bordered the railroad on the west; and the north, south, and east borders of their property was unfenced. Originally this ranch was a sheep ranch and a herder was always in control of the grazing of course. That summer there were white-faced cattle reported at Old Faithful in Yellowstone Park. Every private land owner in the area complained and rightly so because his land particularly along streams and waterways was overgrazed and trampled. The following year enough pressure was applied that the forester also applied pressure and something was done about it. The next year the same thing again happened and the year after that the ranch changed hands.

Two foresters have come since then. This year is the first year for the most recent of them. He is not acquainted with the people or the situation that has existed. The new owners of the land this year dumped one-thousand head of cattle onto their sagebrush land before the end of May. They still have no fences. Their land won't support a cow for a month on 5-6 acres. Before the middle of June there were cattle on every stream to the east of their property as far as six miles onto the forest. This is almost a perpetual problem since those people who once seem to get ahold of the problem are soon transferred.

The expansion of recreational facilities is great. In this area the revenue from forest products likely is less than those of recreation from forest leases for summer homes; and private property is becoming more scarce every year. Last year a tract of 20 acres without a road good enough for a modern passenger car to travel and six miles off the graded roads sold for one-thousand dollars an acre.

Before the forest can be changed to a more marketable type timber than lodgepole it will require an extensive program by the forest service to see how land (much of it poor and shallow over lava and sand bottom) can sustain a desirable timber species or make more efficient use of that which is

presently available. This they are presently doing. This year they are beginning operations of a large mill, the first of its size and kind in the history of the Lodgepole Pine to see if they can utilize economically all of the products. Small mills have been rather unsuccessful and large mills before could not produce effectively and efficiently with logs of such small yield particularly with the amount of waste from rot, crooks, and small tips. Even pulping operations have had it hard in the short scrubby areas which they have been allocated in an effort to cut out the mistle-toe infested areas. It will be interesting to see how this project develops. It has already squeezed the small operators out because the Forest Service placed the timber bids high and of such volume in each sale that small mills have had to move or go strictly to buying timber from private land, or state land which is small in volume and poor quality timber.

As the general public moves about more and more however, as we are a nation on wheels, it becomes a greater threat to our natural resources. People must become aware through some educational process of their individual responsibility for the land and its use and their utter dependency upon it.

College Essay:

The Eyes Have It

Pictures need
caption

The Eyes Have It

Many years ago in a livestock feeding class the professor insisted that we all learn a quotation. "The eye of the master fattens his cattle." I've never forgotten that and I have thought of it many times over the years, sometimes applying it to things other than livestock and feeding.

I once stood at the side of a road where a woodcutter had just sent a skid-horse out to the side of the road with a drag of dead logs. A young couple stopped their car and curiously came over to where the horse was standing. As they approached the front of the horse suddenly they stopped and in astonishment at seeing the ugliness of one eye missing from the old sway-backed bay gelding exclaimed. "That poor horse, how can it see!" Well of course it could see, perfectly well with the other eye.

An old horseman was standing next to me. He happened to be my father. He responded, ^usaying, "Why that horse can see more with one eye than most horses see with two." I know they were bewildered and as they left must have wondered, How could it possibly be? They did not grasp the significance of what had been said.

There are lots of things go by ^{SP}unnoticed by lots of people. As I've seen art and as I view it wherever I go, I notice it. I've always been aware of it. It just seems to reach out and grab me. I've seen art displayed in Europe, England, Holland, Greece, Italy, Egypt, and Jordan. I've seen art in China and Japan. I never miss a chance to walk through the galleries at Jackson when I ^{can} get there. I visit studios of artists ^{I've met} and galleries as often as I can without feeling I am completely wearing out my welcome. I've lived for over a half century now and I spent much of the first half of that time living just over the continental divide from West Yellowstone, Monatana in ^{south-}eastern Idaho. There I learned to appreciate the natural wonders of nature. AS a kid I developed a great interest in horses. ^{that has lasted through the years.} Later I collected all the beetles, bugs, and insects I could catch up with for a collection ^{class} course ^{receiving for} extra credit in my college biological courses. I also collected and identified botanical specimens from the region. ^{for the same reason.} I probably became more absorbed in these courses than any ^{collection} course ^{on-campus} taken ^{I ever took.} on campus. It taught me to be aware of everything virtually that moved plus the plants that didn't move. ^{Such an activity} This tends to sharpen ones awareness of things around them and ^{to} look ^{to} details at the same time. At Ricks College in southern Idaho I enrolled in all of the art classes ^{offered that} available at the time during the winter term ^{over several years} there. They consisted of basic drawing and oil painting. There was no full time art teacher at that time,
classes

but I learned a great deal about the basics in those classes. I became a stickler for detail. In the lower grades I had gone through all the Will James books ^{several times available in our town library.} our library had several times, pouring over the illustrations, again and again. In the junior high library I had done the same thing with Ernest Thompson Seaton's volumes on the ^Mmammals of ^NNorth America. My first love ^{of} ~~was~~ ^{with an interest} in art was, western with attention to the detail I had learned to observe in nature.

Over the years I have developed a keen observation, particularly for details. I haven't wished to criticize other artists for the sake of criticizing or differences of opinion. They also have their likes and dislikes. They have their techniques and own styles and I guess they have their own reasons. And I suppose they have their frustrations. When I see work done by some artists who seem to have every thing it takes to put down the right colors and the composition is just right but then there appears a horrible mistake in the anatomy of ~~an~~ gross error in the anatomy of a subject whether it be man or animal I go away feeling really let down. Just a little home work with a How to Draw Horses book, or some other research by photograph if live sketching or observation is not available could aid tremendously. Well, I do enjoy art today. There are many good artists. There are many young artists. They are trying and perhaps as never before. That's encouraging!

Some years ago I met a young lady at a horse-shoeing class taught at the Utah Technical College in Provo, Utah. This petite girl had been shoeing her own ponies and came into the class to learn more and improve on what she had picked up on her own. I learned that she was interested in art. A few years later she illustrated the first edition of the horse-shoeing text written by the teacher of that class, Marion Manwill. ~~name of book~~

Lillian Detomasi grew up as one of two children. Her sister although a twin was not identical. But it interests they were twins prior to separation by marriage. They frequently entered all the local fairs and shows. They vied for rodeo queens and competed in local riding contests.

In 1961-2 both were members of the BYU Rodeo team. In ~~these~~ years they competed in goat tying etc. ^{band racing - pole bending}
In 1962 ^{they} went to the national collegiate rodeo finals in ^{Illinois} Denver.

At one time Lillian trained a cutting horse from the ground up and still remembers the thrill of winning a cutting event over a professionally trained horse and an experienced rider. She worked with arty subjects in her spare time. Her parents had ~~12~~ ¹² acres in the rocky bench area of Orem, Ut. Here she learned to work with all the pruning to ^{be done in} ~~do with~~ the apples, pears, peaches, and other orchard fruit, ^{trees} they raised. But always in their spare ^{it was}

horses or sometimes arty subjects that captivated Lil.

At one time she studied oil painting under the late Paul Salisbury. She traded art work with local saddle shops for tack etc.

In the mid sixties she married. Her husband worked showing the quarter horse stallion ~~BY~~ Vegas. ^{By 4} After several years they left Utah and spent time in Idaho and Wyoming on several large spreads. Here again Lil spent as much time as raising a small family would allow working with horses.

Also help my in-laws branding cattle etc.

Recently I ran into Lil in a Provo store. She is back on the place where she was raised. Her mother died several years back. Lil is living there taking care of the orchards that are left. Where there once was ^{only} an old barn today there are several new stalls. These are rented out to horse owners living mostly in nearby subdivisions.

Lillian's children, ^{girls} 1 boy and 4 girls which also includes a set of twins have all acquired the love of animal instinct from their mother and like her have their ponies and spend their spare ~~time~~ time working with them. ^{when}

They work together on the place and also spend considerable time ~~with~~ working with teaching youngsters how to properly ride. Many a spoiled pony has been saved from the glue factory by coming onto their place where the bad habits have been corrected and the owners too ^{have been} tutored make the adjustments in their riding habits to keep the ponies ^{necessary} sound ^{to} free of bad habits. ^{reoccurring}

by spending a few weeks on this place where generally horse and rider are given a few valuable remedial lessons.

Today one change has occurred in Lillian which may eventually be a benefit to many of us. As her children are getting older she is sandwiching in time between getting children off to school ^{meeting them as} and when they arrive home ^{Recently there has been} and chore time to spend some time on art. ^{for} It is in the form of sculpting. At first she used anything she could get her hands on it seems. Plaster of paris, paper mache, She's finally been working with a better grade of clay and it is paying off. Her finances have not allowed a studio at this point and that is a drawback. But she is making some progress toward getting more pieces done. Recently she worked up some pieces with a better grade of clay. She does a beautiful job. When you see the hocks ^{& some other} and proportions of her colts they look like a colt should and does look. When you see a rider on a cutting horse he's balanced and in one motion with the horse. Whether it is a cowboy

or a sheik dres-ed in full regalia it's authentic. The one continuous motion of horse and rider are immediately noticeable. If a horse is scrambling up over a rocky mountain ridge or coming off a steep embankment the correct muscles are pronounced, the horse is balanced in a natural manner and the rider is as if one with the horse rather than appearing glued onto the saddle. And when it's completed to the scrutiny of her critical eyes it leaves little to the imagination for the critical viewer. When you walk away you walk away from an experience. You do not walk away wishing the artist would go look at a real horse to see where various anatomical parts fit together., ^{or by God} ~~or to~~ check out a ~~gross~~ ^{gross} body part out of proportion with the rest of the animal. ^{in a piece.} I think that is great. ^{how} ~~that is grossly~~ ^{It is all there and it's right}

She's one fine example of where the eyes have it. As time goes along she's destined to catch a few eyes with her work. And eyes will pop as her work begins to show up in galleries, homes, and shows. AS yet she's ^{hardly} ~~hasn't~~ been exposed. Her output to date has been pretty limited but that will change. Fanciers of western art with appreciation of detail and the finer points of realism as it pertains to conformation and correctness of presence will see to that. With an honest to goodness exposure she will make some eyes pop. Pop for people like myself who enjoy other people's art when it depicts a horse looking like it really doeslook. Yes siree ! I do believe the eyes have it.

Lynn Teylor
author was a pen
name

Miscellaneous
Creative Writing

Creative
Writing

Snowy Pass

Driven by the wind like an autumn leaf
 Loosed from limb its bearing brief
 As down its course it wavering goes
 With lights turned on; yet no relief
 From the penetrating winds and snows.

Then softly the gale does fall
 A welcomed stillness comes to all
 As shimmering rays fall from the sky
 To light the path that it travels by.
 The storm is o'er the road is dry.

Limmerick

There was a young man from Ammon
 Before dates he always eats Salmon
 He once took a girl
 Out for a whirl
 But her rings he forgot to examine.

He husband was really quite big.
 In one meal he could eat a whole pig
 He cornered my pal
 Out in the corral
 From a rope he is dangling a jig.

Zimmericks

There once was a hunter from Thayne,
Went out hunting ducks in the rain.
He went in a slough,
And chased out a few,
But all that he got was a sprain.

Ten O'clock Scholar

Now there is a man in this school
He is certainly nobody's fool
He once told a scholar
a dillare, a dollar
Ten o'clock scholars, usually wind up on the stool.

Rhyme 1

Certainly an Annoying Noise

He shuffled down the hall whistling with the seemingly air of a king. As he moved along he watched for the eyes which he hoped and expected to find falling upon him. Continually he watched for recognition, which he assuredly thought was manifest by the eyes which followed him. Yes, he seemed to crave acknowledgement although he did not try to express it boldly out in the open. He kept it closely guarded beneath his disguised countenance.

There is a peculiar manner in his speech whether he is speaking to one person or several he speaks in tones loud enough that he is always plainly heard for a good range beyond his direct subjects.

His ideas expressed are usually on a grown-up level when speaking seriously although a note of insincerity seems definite in his mode of speech. He speaks of respect to others, of his acknowledgement of his duties to others in the light of respect and yet his actions do not show respect in any form.

His popularity is decreasing rapidly among many of the fellows each time he clomps down the hall after hours shouting or boisterously talking. His manner of showing a false front, of being older-

more grown up, a man, and of looking upon others not as an equal but as little insignificant fellows, who haven't been around in the world and thus have never learned what the world is all about, is fast becoming his downfall. Here it might be said, he is an unwise kid who does not feather his nest.

Lacks focus.

That Hiss of Steam

Whenever I pass by a locomotive and hear the familiar hiss of steam, it puts me in mind of the many hours I spent when a teen-ager as fireman and operator of a steam engine. It is a time in my life which I shall not forget. The many summers I spent at this job are now only ugly memories of drudgery, monotony, and long hours of labor. Joy which may have come because of it are not related to it; only by environment did they occur as circumstances which came about.

There is a responsibility resting upon a fireman which is tremendous that of being careful. In his charge is a force with the power perhaps of a good sized bomb. This becomes a burden upon one and preys upon ^{his} ~~the~~ conscience as a continual worry. So many factors are involved which can effect the safety not only of himself but those who are within a radius of the boiler, especially those working on the same location at the mill. It is so easy to neglect a minor detail which can turn out to be a cause for alarm such as letting the water get too low in the water glass, or the fire has gone down and almost died out. The steam pressure gauge may either rise or lower to point of capacity which is or can be a tense moment. At times the injector may fail to work and usually

results in a loss of time and even a scare if it is not put into operation before the water in the boiler reaches a critical stage. There are a great many minor details which enhance the amount of work and the dreariness with which it occurs.

If one who has not had the experience could imagine the ~~hemmed~~ ^{hemmed} in feeling which accompanies this job ~~they~~ ^{he} would be surprised. The old engine which was once a threshing machine's source of power was lowered into a pit so that its wheels ~~were~~ ^{were} half buried to allow a man to reach the firebox without having to climb. It was housed in a shed of slab walls and tin roof slapped in place to a round log frame work. Hardly a square yard was exposed which was not charred by a fire some time ⁱⁿ its half-dozen years of existence. It contains no windows and one door which must be kept closed in order to prevent cold air currents from coming through and out the opening where the wood is brought into the engine.

How often the engine would have smiled, could it have, ~~when~~ ^{when} reaching down to gather an armful of wood it would jump up shaking the sparks from my shirt and back which it puffed out from the stack as the saw pulled ~~hard~~ ^{hard} to zip through a heavy log. The greatest drudgery to me seemed the exclusion from the outside. When visitors or

came around the sawmill I could not leave the boiler unattended to meet them. Every thing that went on outside was like something in a glass cage in that it seemed unavailable and out of reach.

When the mill was not running, the job remained the same, - that of tending the engine, getting it ready for night and the following day. There was either the laughter and the talk of the mill crew or the silence indicating that they had gone home as the old engine seemingly hesitant in my anxious presence slowly sucked in enough water to fill the boiler ready to begin the next day. There was the climbing to the top of the greasy black thing to give each bearing and moving part a grease job. The engine seemed revengeful as the heat forced from its iron coat up through the soles of my feet warming these often much more than comfortably.

Shoes

High shoes
Low shoes
thick or thin
Carrying burdens
Of women or men.

Read

Little shoes
cloth shoes
sandals too
laden with cares
of children, growing

my shoes
your shoes
new or old
They carry the load
whether sad or gay.

Jan. 23, 1953

Bernie Knapp

Nightfall in the Woods

The gentle babbling of the creek,
As rocks, reeds, sedges, fight,
The endless current, a foothold seek,
To hold them through the night.

A calm stillness comes, unaware
As other sounds intermittently break
The gentle murmur in the air,
And divert attention for their sake.

The subtle splash of wading feet
Reflected on the surface keen,
Causing heart to pound and beat.
As shadowy appearing reflections are seen.

Crimson skies long since have shed
Bright colors for the gray, of twilight.
With pale moon, high overhead,
Amid the first stars of summer night.

Long shadows cast a still embrace,
From pines silhouetted against the space.

Needless to say

Sonnet to The Hills

nature's shine

Oh the hills beautiful softly covered
Pine crested with hillsides splashed by sprays ^{glitter}
Of aspen groves whose trembling leaves are ^{glitter} ^{shine} ^{do shine} ^{with}
O'er ~~sy~~ blue skies and sunny shadow melting rays.

Oh hills I love what have you so enchanting
Oh hills what have you so enchanting
your forest glades your groves where streamlets flow
A mother you with nests upon your slanting
sides where birds, small creatures live and grow.

Oh yes what tales you hold inscribed by hands
Of men upon your creeks and wooded slopes
Hunters, woodsmen and those who fish; their bands
To you are strong. you treasure up their hopes.

^{quiet quite}
Sweet buoyant fragrance and ~~solitude~~ note your presence
Communicating with man's highest sense.

^{peaceful peaceful peaceful peaceful}
In summer ~~summer~~ breezes and dancing
shad ^{sunlit} ^{sunlit} rays.
^{sunlit} ^{sunlit}

^{sunlit} ^{lit}
hit lit

* In summer breezes and dancing sunlit rays

Sonnet to the Hills

Ah! the hills, beautiful, nature's shrine.
Pine-crested, with hillsides splashed with sprays
Of aspen groves whose trembling leaves do shine
In summer breezes and dancing sunlit rays.
Oh hills, I love. What have you so enchanting?
Your forest glades, your groves where streamlets flow.
A mother you, with nests upon your slanting
Sides where birds, small creatures live and grow.
Ah yes, What tales you hold inscribed by hands
Of men upon your creeks and wooded slopes.
Hunters, woodsmen, and those who fish; their hands
To you are strong. You treasure up their hopes.
Sweet fragrance and peaceful quiet note your presence,
Communicating with man's highest sense.

The Wild Geese Fly - moving Jones.

Jan. 57
Relief Soc.
Wyo.

Pencil lines etched in a wind-swept sky,
Far over the river the wild geese fly,
High, wavering wedges, a tremulous skein
In the yam of adventure; their wild refrain
An undulant, resonant, vibrating call
Echoing, beckoning wanderers all.
Far-ranging nomads, unfettered-free,
Seeking instinctively life's destiny;
Beating their way through a wind-weary sky,
Far over the river the wild geese fly.

Pioneer Wagon Wheels - Ruth H. ^{Hayley} Chadwick

Third prize poem

They screeched against the river's icy crust
And groaned in protest to the freezing night;
Behind, the inked skies were red with lust,
A crimson emblem formed by fires of might.
Through dust-green grasses, scorched by summer's sun,
They cut with steady unrelentless pace
A double line of etching, slowly spun
Across the lonesome prairie's swarthy face.
They strained beneath perpetual wear and weight,
Defying nature's cruel, untamed force
Of ruthless weather spelling out their fate,
and craggy mountain peaks that blocked their course.
They built new worlds for men who would be free;
Then on they rolled to their eternity.

fourteen
inches or so
and facts tetrameter

bring magazine to class

Hill Treasure

Dorothy J. Roberts July 1951

5

425

When tiles of shadow / stained with sky, arising
~~through~~^{toward} aspen trembling on the sun's gold reef,
I search the hills to gather peace and wisdom
From beauty twined with water, wing, and leaf. ✓
The hill above me is a green disc lifted
Against a cloud, laced with cerulean dye,
And from the tilted platter of the ridges,
I search the blue eternities of sky.

I touch a tall millenium of pine trees
And ~~know~~^{know} here some wild, tripping heart found rest,
When the ~~knob~~^{knob} was young, upon this pool of shadow,
In some past, silent legend of the West.

I mark the stern economy of mountains,
Each bright-leaved summer layered into mold,
No savage to consume its green, more swiftly
Than autumn's scarlet flame and snow's white fold.

The centuries are carved on hill and canyon.
And truth is here, an integrated part,
But when I look for peace, I find here only
The peace I carry with me in my heart.

though it infringed upon my right holding me there in such a way that I could not leave to associate with visitors or friends who came to the mill. It seemed as an obnoxious force constraining me from the wants of pleasant associations.

When the mill was not running, the job remained the same that of tending the engine getting it ready for night. The shed was inspected ~~many~~ each night to put out any smoldering fires that may have started in the dry slab of its walls or in the sawdust and trash lying about the corners and edges of the old shack. ~~The mill crew~~ ^{There was either the} ~~would all be happily visiting~~ ^{laughter} of the and the talk could be heard above the old engine as the mill crew visited of the mill crew or the silence indicating that they had gone home as the old engine ~~be~~ ^{was} seemingly hesitant in my ~~moment~~ ^{moment} ~~presence~~ ^{awaited} sucked in the boiler full of water to hold it over until the next morning when a fire would be started about one and the one-half hours before the ~~mill crew engine~~ throttle would be opened to start the old engine puffing and sweeping for another day.

achieve. mag.
diff. exp.
had no time
work with
Good Housekeeping

learn basic
forms of conventional
rules
read some verse
in theory

read Fri
323 2 4 line stanza
or 6 line stanza

For Wed
Character sketch
bring out one thing
one focus
2 4 line stanza

to bring for
judging art

{ what has he tried to do and is it worth trying.
did he achieve it.

common
errors

~~when~~ when an independent clause is ~~not~~
introduced by then it is preceded by a semi-colon.
apostrophes in possessives. a comma after
an introductory adverb clause always a
comma before for when it introduces a clause not
as a pref.

applies
poetry

Wed
Jan. 21

page 37 read Chapt.

page 45 6-7 on study

Bring to class a short poem or 2 read to class and give
its ideas. (find in relief etc. mag.)

Setting makes expression poetic

Some characteristics of poetry

imaginative element

presence of emotional element

emphasis on beauty, completeness, logic, fitness, depth, ^{central figures} & person

universal satisfy everyone

might be too by person.

satisfaction sincerity (idea is ones own)

restraint (handling highly emotional scenes)

Tuckers Mourners
Rocky

mom m

Deep desolate lies the canyon
With rocky walls of nature's own creation
Erosion was the sculptor quite supreme
~~carved the~~
Of rock carved spires arising from below
Few reached the lofty heights where eagles nest.

Like the pounding of a mighty heart
The thunderous sound rolled forth
Of waters tumbling far below
From assembling pools emptying above
Resounding in a cloud of milk white spray

A wind worn rock on its teetering perch
Slips from its place of solititude and tumbles
Down the rocky course giving to the gorge
Life anew. Crushing, snapping, cracking,
bursting rocks send up a flare of dust

^{clears away}
The noise is soon still the dust does clear
What ^{the} sudden life of the canyon noticed?
~~Only~~ Only by a bird perhaps nesting nearby.
Or one in flight trespassing the ^{canyon} ~~deep~~ ^{whole} ~~chasm~~
A mere spectator to the tremulous moment.

Awakening to
Gleaming from the sudden ^{move} life the canyons
gratitude for life, pent up emotions
as they ^{leaped} ~~leaped~~ springing up in protest
To the ~~silence~~ lifelessness, save for the waterfall,
whose dismal moaning reflects again the gloom.

Shoes

High shoes
low shoes
thick or thin
carrying burdens
of women or men.

little shoes
cloth shoes
sandals too
laden with cares
of children, growing.

my shoes
your shoes
~~never~~ or old
they carry the load
whether sad or gay.

Hands

Hands,
Clean cut
illuminated
in the dark
Hands that sweep
the face of time.

Wrote
at table in
the parlor
Source by contact
- Alice Brown (author)

Canyon Crier

Deep, desolate, lies the canyon,
With rocky walls of nature's own creation
Erosion was the sculptor quite supreme.
Of rock carved spires arising from below
Few reached the lofty heights where eagles nest.

Like the pounding of a mighty heart
The thunderous sound rolled forth
Of waters tumbling far below
From assembling pools emptying above.
Resounding in a cloud of milk white spray

A wind worn rock on its teetering perch
Slips from its place of solitude and tumbles
Down the rocky course giving to the gorge
life anew. Crushing, snapping, cracking,
bursting rocks send up a flare of dust.

The noise is soon still the dust clear'way
Was the sudden life of the canyon noticed?
Only by a bird perhaps nesting nearby
Or one in flight trepassing the wide canyon.
A mere spectator to the tremulous moment

Awakened by
~~awakening to~~ the sudden move, the canyon's
 gratitude for life, pent up emotions
 as they seemed springing up in protest
 to the lifelessness, save for the waterfall,
 whose dismal moaning reflects again the gloom.
 rumble cries beat
 cry

again the chant.

on stories work on suspense

Learn to recognize weakness and ~~correct~~ them.
 Read some ^{get a book of sonnets.} ~~must~~ ^{Shakespeare wrote some}
 think about a sonnet. Get a sonnet done by end of quarter ^{sooner} ~~do~~ ^{better}
 seek ^{subjects} ~~subject~~ in areas of feelings ^{emotional}
 Hands of clock are not poetic.
 Hands that mean a lot to you.
 Something emotional
 your own or someone else's hands. Some that have meaning.

Have artistic purpose for all writing
 must release story through someone else's eyes for all to see.
 Must know what your purpose is.

Deep, desolate lies the canyon
With rocky walls ~~of~~ nature's own creation

Excursion was the sculptor quite supreme
 carving rocky spires extending
 of scores of spires arising from beneath the rim
 of a rock carved spires
 How reached the lofty heights where eagles nest

Take the pounding of a mighty heart
The thunderous sound rolled out
Of waters tumbling far below
From ^{assembling} pools and streamlets high above
Resounding in a cloud of milk white spray

A wind worn rock ~~plate~~ on teetering perch
Slips from its place of colitudo and tumbles
down the rocky course giving to the gorge
life ^{anew} ~~again~~. Crushing, snapping cracking
beating rocks send up a flare of powdered dust.

The noise is soon still the dust does clear
The sudden life of canyon deep was noticed
only by a bird perhaps meeting nearby
Or one in flight trespassing the ~~char~~ ^{son} ~~cha~~ ^{cha} ~~ma~~
~~It~~ like me a spectator catching a gleam of lifeness,
to a tremulous moment.

4) A mere spectator to

there was a young man from
I have a room mate from Ammon,
Before dates he always ate salmon.
He once took a girl
Out for a whirl
But her rings he forgot to examine.

Her husband was really quite big
In one meal he could eat a whole pig.
He cornered my pal
Out in the corral
From a rope he is dangling a pig

5 - 2

Driven by the wind like an autumn leaf
loosed from limb, its bearing brief,
As down its course it wavering goes
Hardly Penetrating the wind and snows.

Then softly the breeze does fall
A welcomed stillness comes to all
As shimmering rays fall from the sky.
The storm is o'er the road is dry.

Notes on Poetry

a poetry primer
by Sanders

Rebecca McCann Complete ^{Stilwell} Cheerful Character
last line must rhyme

learn {
couplet = 2-line a-a two lines rhyme
tercet = a-a-a a-b-a three lines rhyme or 2 of three
quatrain = a-b-a-b a-b-b-a, a-a-b-b
quintain a-b-a-b-a, a-b-a-b-b, a-b-c-c-b,
lines with one 5 line pattern. 2-2ft. line 2-2ft. and last line 3ft.
sestet a-b-a-b-a-b a-b-a-b-c-c a-b-c-b-c-b a-b-a-b-a-b

(Fundamental examples of)
repetition with variation for effect

7 septimeter a-b-a-b-c-c-c

octave a-b-a-b-a-b-c-c, a-b-a-b-a-b-a-b a-b-a-b-c-d-c-d
a-b-c-b-d-e-f-e
over

Sonnet 14 line poem

Sonnet { ~~Italian~~
~~English~~

a. Italian

8 lines

abba abba

break

6 lines

cdecde, cdcdcd

b. Elizabethan or English

— a
— b
— b
— b

quatrain

— a
— a
— b
— b

quat.

— f
— f
— g
— g

quat.

— g
— g

couplet

Don't weep too much if one you idolize
Should totter on his pedestal and fall -
Grown out the ruins long ago still
To find your friendship wasted - not at all.
Conserve your tears, your power to demand,
For when you stand defunct as a friend!

Feb. Frost's piece

Defunct

107 51
Kleinman

The gentle artisan

Miss Schow

The wind, for all his whistling,
merely clatters up the place;

But snow gives with the woman's touch:
Contains, fresh paint, and lace!

Sonnet to the Woods

The gentle babbling of the creek,
As rocks, reeds, sedges fight,
The endless current a foothold seek,
To hold them through the night.

A calm stillness comes unaware,
As other sounds intermittently break,
The ^{gentle} murmur in the air,
And divert attention for their sake.

The subtle splash of wading feet
Reflected on the surface keen.
Causing heart to pound and beat,
As shadowy appearing reflections are seen.

Crimson skies long since have shed
Bright colors for the gray, of twilight.
With pale moon, high overhead
Amid the ^{first} stars of summer night.

Long shadows cast a still embrace
From stately pines, silhouetted against vast space.
From pines silhouetted against the space.

Read Chapt. 6
Personalized Exposition for Monday

Bernie Knapp

Sonn Fri, Jan. 23

; where conj. is omitted in compound sentence,
, after dependent clause when beginning sentence.
, before conj. in compound sentence.

The Fog

free verse Ex.

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches

and then moves on. - Carl Sandburg

imagery and
picture portrayal
personification

blank verse unrhymed iambic pentameter
free verse unconventional highly emotional
by name free verse on shoes or hands.

(try children story.)

monologue
check on make-up.

Wed next assignment weaving the short story by Beament
Read by Wed / check out Read in library Plot chapter name
Every good plot must be 3 things ① dramatic, ② suspense,
③ probability

see. Roy Giffeth about a book
at Rosa Lee

Read chapter 2.

on page 20 - personal Ex (my char. study)

For Friday. Do a character study in final form.

Chapter III focusing is discussed.

Read

for next assignment + page 15 write on an activity

focus on own feelings also some on the subject.

and bring in others merely to point
or focus toward your inner feelings

probable impossibilities are better than improbable possibilities. - Joseph Conrad - at 53 Leadership

Leave coincidences out of writing

writers should be universal, not compartmental.
they should write to please a broad group, they
needn't end every thought but leave room
open for thought and discovery by the reader. A good
author's works may be read and reread with
new ideas opening up each time. Words merely
say what we make them say.

central idea is a
summary of an individual,
last sentence info
do not state in so
many words what effect
person is

He is an ~~an~~
unwise bird who does
not feather his nest.

object of theme
about a person who
is arrogant

~~MM~~ M
top

possible probabilities
impossible probabilities

blank verse and free verse.

~~scene~~
plot - story must be probable
dramatic (trapped character) must be an
suspense page 78 Study 3 things
" 80

Keep opening sentence short
most emphatic spot of sentence in the end.
make thoughts punchy.

Bement - theme for a story is something true about life.

trap one jaw people
mother (rather independent of others)
(omit his condition of mind.) For story
idealistic nature - very honest.

get these so called civilization interferes with highest ideals
select details of death carefully - add a lot of suspense
play up dream and mind dramatic finish stop sudden
don't preach at end.

then study sentence structure.
end of sentence to carry the punch.
For short story

don't have too much material.

Ah, the hills beautiful softly covered
Pine crested with hillsides splashed

Hand in Folders Wed

by one

Informal Essay n. Personalized Essay

{ People react to
dislikes etc.
certain things to eat.

a good informal essay should be

1st self revelation - see important part of writers
intimacy. (Like a conversation going on between two
people in front of a fire place.

Show reader what he has discovered.

Personal essays are meant for entertainment
characteristic

humor

Find something that is humorous to you
and tell it without thinking of being humorous.

portray inner actions

Organization contains less rigid than formal.

Does not follow outline strictly.

Style should be individual

title

On the enjoyment of unpleasant things.

a Ballad

a-b-a-b

Ballad form 4 line stanza

poem in narrative

iambic pentameter.

Journal to the hills,

Oh! the hills, ^{who own} deep colored ^{whose} purple hills the hills
afar to me. Pine crested ^{with} touched ^{with} groves ^{of sprays}
of aspen whose trembling leaves sparkle ^{glitter}
Heath soft blowing breezes ^{glisten}
Heath summer breeze and pathy sunlit rays
and shadow melting
Heath summer breeze and sun's shadow melting rays.

Deep colors blending in pine crested
hills. Sprayed with groves of aspens

Oh the hills, beautiful, ^{softly} covered
Pine crested with ^{hillsides} splashed ^{by sprays}
of aspen groves whose ^{trembling} leaves are hovered
By soft breezes and sun's shadow melting rays;
Or by soft breezes and shadow melting rays.

Oh Hills! what have you so enchanting.
your forest glades, your groves where streams flow
the mother you with mists upon your slanting
sides. Where birds, small creatures for refuge go
hide and grow.

Oh yes! what tales you hold ^{scribed} ~~written~~ by the
 of men. ~~upon your~~ ^{upon your} creeks and wooded slopes
 Hunters, woodsmen, and those who fish their banks
 to you are strong. You treasure up their joys and hopes
 * you are strong. You treasure up their hopes.

I love you hills your home to me
 Solitude ^{buoyant} fragrance ^{makes its presence} ever present
 Communicating with man's highest sense.

I love you hills your solitude your treasure
 to be found. Your fragrance ^{stirles} the ^{man's} highest sense.
 It stimulates the soul no measure.

I love you hills your ^{solitude} buoyant fragrance ^{reaches}
 the highest hopes of man touching the highest sense.
 The air housing men, touching the highest

I love you hills, your solitude, your fragrance ^{reaches}
 the air housing men. Reaching the highest sense
 I love you hills your solitude majestic

I love you hills your buoyant fragrance ^{reaches}
 the air communicating with man's highest sense.

I love you hills, your solitude, your fragrant scents
 Communicating with man's highest sense.

[Solitude and buoyant fragrance notes your presence. ^{reaches}
 Communicating with man's highest sense. ^{reaches}

Sonnet to the Hills

Ah! the hills, beautiful, softly covered.
Pine-crested, with hillsides splashed by sprays
Of aspen groves, whose trembling leaves are hovered
By soft breezes and shadow melting rays.

Oh hills! What have you so enchanting?
Your forest glades, your groves where streamlets flow.
A mother, you—with nests upon your slanting
Sides, where birds, small creatures live and grow.

Ah yes, what tales you hold inscribed by hands
Of men. Upon your creeks and wooded slopes.
Hunters, woodsmen and those who fish—their bands
To you are strong. You treasure up their hopes.

I love you hills, your solitude, your treasure
Your beauty reveals truths I cannot measure.

Ah! the hills beautiful softly covered
Pine crested with hill sides splashed by sprays
of aspen groves whose trembling leaves are hovered
By soft breezes and shadow melting rays.

Oh hills what have you so enchanting
your forest glades your groves where streamlets flow
A mother you with nests upon your slanting
Sides where birds small creatures live and grow.

Ah yes what tales you hold inscribed by hands
Of men. Upon your creeks and wooded slopes
Hunters, woodsmen, and those who fish their hands
to you are strong. You treasure up their ^{hopes,} joy and

I love you hills, your solitude your treasure
to be found (your fragrance strikes man's highest ^{sense} ~~sense~~)
Your beauty reveals truths which I cannot measure.

Buoyant fragrance and solitude note your presence
Communicating with man's highest sense.

x x x x x x
to be found. Arousing ^{the} soul beyond measure.

Ah the hills beautiful softly covered
Pine crested with hillsides splashed by sprays
Of aspen groves whose trembling leaves are hovered
By soft breezes and shadow melting rays.

Oh hills What have you so enchanting
Your forest glades your groves where streamlets flow
A mother you with nests upon your slanting
Sides where birds small creatures live and grow.

Ah yes What tales you hold inscribed by hands
Of men. Upon your creeks and wooded slopes.
Hunters, wood

Miscellaneous
Painting Notes

Ames. Artist Oct. 6, 1950

with following it is possible to mix any hue or shade,
palette: Zinc white, Cadmium Yellow Pale,
Cadmium yellow-medium, Cadmium orange, Cadmium Red light,
Cadmium red deep, yellow ochre, Raw Sienna,
Venetian Red (or light red) Burnt Sienna, Raw Umber,
Alizarin Crimson, Ultramarine Blue deep (or permanent
Blue) Cobalt blue, Cerulean Blue, Viridian (or
permanent deep green) and Ivory black.

— always put color same place on palette.



→ start

start with white then next to it on the right
Cad pale yellow, cad med. y, Cad orange, Cad red light,
Cad deep red, yellow ochre, Raw sienna, Venetian red, Burnt sienna,
last Raw Umber, then on left side Alizarin crimson,
Ultramarine blue, Cobalt blue, Cerulean blue, Viridian (deep green) last Black
on right of white give warm colors down to warmest black.
On left all cool blues, green, black. Crimson because it is most
often used in mixtures with blues than warm colors.

Oil Painting for the Beginner - by Frederick Taubert
choice of colors:

Fix a little.

white shellac & wood alcohol

A. I. Friedman Inc. 20 East 49 St., N.Y. 13, N.Y. (Brochure of picture frames
(and dealers, FREE)

Royal ART FRAMES 115 West 54TH St. N.Y., N.Y.

M. GRUMBACHER INC. 460 W. 34 St., N.Y. 1, N.Y. white (dealers)

KRYLON, INC. 2601 N. Broad St., Philadelphia (plastic FixaTIP spray in spray dispenser

ATECO, INC. 30 W. 15 St., N.Y. 11, N.Y. ALUMINUM EASEL (Folding Type) weight 2 lbs price \$11.45

Arthur Brown & Bro. 2 West 46TH Street, New York 19, N.Y. (metal table less drawing board ^{till raised lower} ^{25¢} folds flat

a mailbox post made very unique by welding log chain
together and setting it up in cement for mailbox to sit upon.
a second place can be made by running a hook up to
chain and back at the desired angle.