

BRADFORD WOODS ACA SPEECH

(date unknown)

These are my notes on the speech I'm to make, I hope, at
Bradford Woods.

It is my providence or opportunity to relate, step by step,
the progress and events that have been a part of my life and
the development of the concept of outdoor education program,
todate.

It is essential that I speak the how and the philosophy of
the program evolved and how step by step it proceeded from that
time until the present - this will, of course, include the establish-
ment of the Outdoor Education Association, Inc. which, as most of
you know, is a national education organization, non-profit,
dedicated to the purpose, "as stated in the charter which is a
charter which is chartered as a national organization" and
we quote here from the charter.

I guess a story starts actually, so far as I am concerned,
in the state of Kansas. There I was born and raised on a farm,
near a, I hope, nationally known town of Carbondale, which is,
beyond which Topeka, the state capital is only fifteen miles to the
North. Now you know where the state capital of Kansas is
located.

As I look back upon it, much of my early farm life was
spent in camping, though I did not know it. It was not until

many years later that I realized that many experiences I had on the farm, and should I say farm, curricular activities, were to be later known as camping, as far as I was concerned.

When my brother and I camped on the Waturusa, and the Dragoon (Creek), for days at a time, fishing and loafing and exploring, it was not camping in the sense of our particular day, but it was just living. Perhaps the term, "just living" fully, really, in the great outdoors is sufficient for our thinking as of now, as we go forward.

I recall the first organized camp as such that I ever attended was the state YMCA Camp in Michigan. It was Dr. Harold Kauffman for a long time president of the George Willimas College of Chicago, that my first introduction to camping was through his efforts. This may be true and for the moment and for whatever it is worth, I will accede to that. I do recall that when I arrived at this camp, I was introduced to the plan that was becoming a part of the group, and had to subject myself to a ^{swing} ~~swing~~ from a long rope on which I had to sit, and the rope was swung far over a stream, a knot was skillfully tied so that when the weight of the person and the bend of the limb cooperated the bottom of the individual sitting on the knot was bound to get very moist. Yes, I got thoroughly saturated in my mid section and thus duly initiated into the spirit of the camp. At the time, this was, in my opinion, a great event, and it certainly was, a great event in the eyes of those observed. Time has changed, however, in many respects.

There are many other ways in which youngsters and people are introduced into camping by means of adventure, inciting them to explore and discover the things that abound in the outdoors.

It was much later that Mr. Marketty in Michigan, a ranger for The Cleveland....mining company introduced me to some of the rigors and excitement and adventure of exploring the unknown. He and I camped for nearly two weeks on our own, having to provide much of our food.- Certainly we had to establish our shelter and keep ourselves warm. The building of a reflecting fire was essential, also, the know-how of building a bough bed was necessary for comfort and good sleep. Needless to say that I learned a good deal in how to pack a knapsack with only the essentials.

The next event that took place at Columbia University at Teachers College stimulated, inspired by farm life and camping, I proceeded on the long road to a Master's Degree, and finally to a PH. Degree

Perhaps I have my PH.D. on the farm and proceeded through the hard turmoil of convincing Columbia that I had received a PH. D.

I do know that I felt that the life of the open was a highly educational way of living and learning. It impressed me deeply and I avowed at various times, somehow, to pursue the philosophy, the idea further and perhaps, out of it, might come a way of living and educating and education for others.

While studying at Columbia, the story is too long, but I did take charge of the old Life, Fresh Air, Farms, plural. I insisted that the name should be changed to Life Camps, since I did not know, since I knew about wheat farming, pig farming and corn farming, but I did not know anything about how to operate on a fresh air farm. Charles Dana Gibson then a famous artist

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and then president of the old Life Magazine, chuckled, he said, "I think you have something there!" And after that we proceeded.

I re-organized the Old Life, Fresh Air Farms, on the basis of a sound educational program, changed the name to Life Camps. This name continued for many years and became well-known around the country - at least so many have told me. Under this name many experiments and procedures were developed over the years and out of this experience up to 1952 many important developments took place and programs evolved.

At this point it would be helpful and even necessary to repeat the story of many projects and experiments that were carried on to fill in fully the story should be told at this time, but I fear that, I will not be allowed for all of them.

A few of them, however, are essential at this time. The first abrupt change in camping came at the end of the season of 1926 and through the season of 1927. It seemed rather useless to continue with the camping program that seemed to hold out merely stretcher-bearing program for American Youth and not to acquaint them through exploration, adventure and discovery of the wonders of the great outdoors. It was, therefore, essential that a analysis of what had been taking place, and in the light of philosophies of education and newer trends.

To reorganize the program on a sound basis of education goals and purposes.

It was, therefore, conceived that the mass centralization, subject matter approach in camping known as activities, organized and administered by schedule, whistles, bells and bugles, was far short of what the great outdoors could offer in the way of sound,

exciting, purposeful education. It was realized that the subject matter, as known in the schools came from the outdoors in all areas in all subject matter levels and was classified, organized into chapters....study and daily lesson plans. This seemed unrealistic from the standpoint of the way God's creation was made, was intended for man to know and understand.

Forthwith, a complete reorganization from the centralized plan of operation was made to a decentralized plan. The campers were organized into small family groups utilizing the philosophy and basis of the small group of planned operation. This was promulgated and announced as a plan for decentralization and small group camping. It had reverberations from many quarters, resistance and much criticism, however, over the years it has proven to be sound philosophy in methods and results.

One of the basic questions that many raise are about the health of the campers. Could youngsters be subjected to the real camping, exploring in the outdoors, sleeping overnight on the ground and living in the kinds of shelters that were devised and made by campers for the most part? Several studies were made in...the health of campers at the time and results seemed to show that the longer on the decentralized, cabin type program, the campers stayed in camp, the worse their health became. This study may or may not be born of today but nonetheless, it was presented at the time. This played an important part in the thinking and the operation of the camps and we proceeded to ferret out the answer to the

question. Over a long period of time, many tests concerning the health of campers were made and we were able to reach the thought that the longer the campers stayed in camp the worse their health became. We found, quite to the contrary that more they participated in real camping during the summer months, there was less incident to disease and accident. This was further borne out that to the extent that the campers lived in small groups involving much of their own program, exciting their own interests and energies to activities in their own environments, rather than being directed by bells, whistles and bugles, their life was not only happier, but healthier. At this point the tribute is made to the well-known George Chatfield who was at one time, and at that time, the director of the Bureau of Attendance for New York's City Schools. A great tribute should be paid to this man for his enthusiasm and conviction camping was destined to play a great part in the education for American Youth. It is also a great tribute paid to...I can't remember her name...and to Dr. so-so Jansen, then Superintendent of Schools in New York City.

A third area for study and experimentation had to do with youths who were decimated and delinquents. A series of experiments were conducted in this area and without detailing them, the upshot of it was that there is not much wrong with youth except what happens to them in their immediate environment, therefore if a program were instituted to change their environment and this program had substantial and sufficient depth of program and

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opportunities for exploration, it would go far in removing the incidence to delinquency and this, we proved to our satisfaction. But there was an important conclusion I made at the time, which was, namely, that. We could justify a program of camping under the auspices of the school, from the standpoint of the delinquent child but there are, fortunately, fewer delinquents than there are, of the so-called, normal child. Therefore, supposing, I have propounded and have maintained since, that in the long view, the most important and brilliant need is to engage the tools in a program which will first the means of the time, and thus the long view will tend to deterr them in delinquent ways of behavior.

These experiments concerning delinquency, and I would wish I had the time to relate a few stories, but that is not possible, it all adds up however, that our energies should be spent in dealing with the total school use, rather than a special few. From this point on, it was clear that our thinking and programing should go in the direction of a plan that would affect all youth, rather than just a few.

What was, or is so educational about camping? Does it have implications of better health? Is it something to do with English, reading, writing, spelling, social studies, history, geography, governmentry science, advanced science, chemistry, music, art, philosophy? What is there about it that has some relationship to school curriculum?

All these questions came to mind and were pounded persistently and heavily. It was evident that some real study should be made of the school curriculum in relation to life out-of-doors.

Opportunity came at the urgent request of the New York City Schools. A school camping program, in which it was hoped would be introduced to try out some of these ideas in an actual school situation. The chief effort was to see what the various courses of study of curricula in the school at various grade levels and in various subject matter areas might offer as an enrichment addition to what we have known as camping.

An intensive study was launched which lasted for quite some time and in this research, close to fifty courses of studies in the regular schools of New York City were studied from this standpoint of their suitability or parts of them to be adapted to the camping situation.

After studying the many courses of study all areas, all levels, those aspects in the various bits and quantities of material, which related to facts, attitudes, appreciation and other standings that might be carried on in a favorable camping environment, were included as a potential improvement for a camp under the auspices of the Board of Education. These specifics were listed in one column, wherever it was thought that it could be carried on in a camping situation more effectively than in the class room. This column was at first questioned. Education in camp. The second column was listed Education in the Classroom.

As the study proceeded, a list of things to be carried on in camp kept increasing and there was a third column appeared.....

which contained those facts, attitudes and appreciation and understandings on this standing that might be carried on outside of the class room within an hour, within a half of the morning, or half-day, or whole day at school, in the out-of-doors. After considering all of these aspects, there appeared most logically, or was established, a different concept or philosophy and the name was listed over both of these columns, "Outdoor Education." This seemed to make sense. All of these various specifics of the curricula at the elementary of second day level were then divided into two parts. Those aspects that the best be carried on in the class room, and those that could be best carried on outside of the class rooms or in the out-of doors.

The out-of-doors began just outside of the school door, and continued in ever-widening circles of distance and time, until, part of the program ended up in a period of living together as members of the class room with their teacher in a camping environment. A name was given to this part of the program as "Camping Education." This term became popular. It was used many places and with effective results.

With further study on this simple thesis, it was logical to go back to some of the established results of my research during my Doctor Thesis and education in the summer camp. the particular part to be related here is namely ..is that it had to do with learning. It was made clear that no one can teach anyone anything. Rather, each individual must learn by himself and certainly he can learn better in association with another, namely, another fellow student of his peer, or it may be a teacher or someone else.

In the third place it was found increased and effective learning took place better in a small group. The size of the group depended upon many things; it was established that about 8 or 7 or 6 might be effective, much depended upon the individuals and the certain standards in which they were placed.

With the above view concerning how we learn, and taking into account the simple thesis of dividing the content of this to learn, the whole statement involved and concerning outdoor education, the thesis that has been stated in 1934-5 and repeated in many situations is mainly, in respect to any subject matter at any level, any area, that.....is best to learn in the class room shall be learned there, and that which can best be learned under direct experience, dealing with native materials and live situations, should be learned in out-of-doors or outside the class room.

This thesis was accepted generally - slowly by some, and gradually by more and has not been denied and has not been proved unsound. It is in fact, the basis of what we are now considering, outdoor education.

There appeared and was in fact, a lot of mis-understanding concerning the terminology. A school camping idea took hold, mostly because it had more glamor to it, and was more readily understood by more people. Some individuals, and yes, some organizations, did not approve the idea, that schools should adopt a camping program, as an integral part of the curriculum. However, in time, the idea has been generally accepted and there are more organizations than individuals enthusiastic about it, that those opposed. There may be, here and there individuals who may not fully agree to the philosophy, but none-the-less are accepting it.

I should like to mention that two fine gentlemen..... given me much encouragement with the idea of school camping. Both are not with us now, but both were stalwart figures in the organized camping movement. Frederick...Goggenheimer was one, Dr. J. Wolford Allen was another. There are many more, of course, and Dr. George W. Chatfield, but if I start to list all people it will take too long. These three are the ones who come to mind immediately all have in recent years have passed away. I recall early days, debating the merits of the school camping idea. The few opponents were making score the point that it was folly to think that schools should conduct camps, since, in at least one state where a study had been made, there were many vacancies in the all ready established camp. This fact was due to the study schools not extending their learning situations from the class room, to the realistic out of doors and choose to do so.

Much has been said concerning the standards of camping and there is much effective work being done now by ACA standard programs. It is recalled that during 1940, there was an all out effort to make a beginning or advancement in the matter of standards which would apply to camping. This was at a conference held at Clear Lake, Michigan. Another fine gentleman, Frank Keeley, seemed to share the view of the rest that we should spend more effort in improving the practice of camping of camping rather than placing the lid on top under which people should come. Few felt that the lid should be left open. Efforts in deference to that were accomplished that session is a booklet titled "Marks of Good Camping," is a friendly was to bring everybody up to standard.

Concerning the advancement of outdoor education and particularly school camping, another landmark should be noted at this step, in relating some advance. It was in 1936 that through the march of time, I was instrumental in producing the movie "YOUTH IN CAMPS." Many of you have seen this and the demand is still strong with the youth of this film. It is significant to note that the final sentences, as the film ended, was a scene of a small group of campers and a counselor around the camp fire, and the commentator quoted from the prepared script And so optimistic that tomorrow's school youth will have an opportunity as a regular part of the school curriculum to solve some of the problems posed by life outdoors.

In that same film, Dr. John Dewey was reached at his..... estate in Newfoundland and he stated, in answer to some specific question, (I can't think of that quotes now,) but we'll get it off of the film.

In 1940 it seemed the opportune time to establish a national camp--a center for the preparation of leaders in this new, and effective instrument of more education. Since that time, at least 4000 people have, in one way or another, been involved in the National Camp Printing program for leaders in outdoor education and school camping. Too, there have been many other leaders involved, not only in other kinds of camping, but in various aspects of the educational program. This included groups, hundreds of groups of college students who came for ten days to institute for outdoor education.

Generally, of this school camp had proven itself, but it was felt that we must now, almost put up, or shut up concerning the educational effectiveness of this life out-of-doors, as an

integral part of the curriculum. It was not easy to get New York City's Board of Education to agree in the joint experiment. It was through the efforts of Dr. William Jansen, Miss Truda Wild, Mrs.....I forget her name here, and George Chatfield (We better check...George Chatfield, I think)(Maybe he died, maybe before his time, but at any rate let's check). Finally a resolution was adopted which was submitted to the Board of Education and the proposition stated in these brief and pointed words, "To see whether or not some learnings could go in a favorable camp environment, more effectively than in school." The full details of this will appear in the book which, I hope, will not be too far in the distance, but some substance of the result must be stated at this time. Needless to say that the group that came to camp, were an experimental group, did not bring their school books with them, and did not participate in the formal class time studies. The program was entirely an experimental one, and had to do with crass realities of living and learning together in small groups under the favorable camping environment.

One of the points on which I insisted was, that, the experiment should be given a thorough testing and tested according to the standard of Chamberlain's Test, and used to measure school progress. Up to Wayne Rightstone, and his staff to set up the research project and conduct it. No tests were to be given in the camp.

The group that went to camp was the fifth grade and the seventh grade. The sixth grade was not forgotten, but it was left out deliberately to see how quickly some fifth graders would rise to the sixth grade level in extensive experience and reasoning,

and how far down the scale some seventh graders would need to go in order to cope with the realities of the out-of-doors. This aspect proved--the experiment proved most gratifying and was then as we expected. The research technique was by.....?

Both groups were given batteries of tests to establish their status schooled in respect to the things they were studying. At the end of the month, and upon return to school, the experimental group, and the school groups were re-tested by other series and batteries of tests to establish and measure progress and school achievement in respect to their regular lessons. Most of you, I'm sure, know the outcome of this startling study which showed that the camp for experimental groups measures far ahead of those who stayed in school and pursued their regular lessons by the hour. It is, of course, obvious that the tests were successful, otherwise I would not have the opportunity to be here to tell you about it.

In addition to the advancing over the school group, those who participated in living in camp gained in innumerable ways and various aspects of living together, sharing, and under their general heading, as some call it, improvement in social living.

Is the program advancing throughout the U.S. at the present time? Nearly every month, some new document appears, in some part of the country, announcing the beginning of new programs for or telling of increased results and success of places here and there. And having just returned from a swing around the country, it was a thrilling fact to note that California now claims 75,000 school youths who have spent at least one week in a camping

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situation each year ~~who/ways/says/~~ under the auspices of the Board of Education. Long Beach, California, now projects six thousand campers for the coming year. Michigan, the well-known leader in the movement in the state, is claiming at least 55,000 campers each year, in addition, there are many other parts of the program involving class a part of the day or a full day, and are necessarily taking part, or not necessarily staying for the full week of camping. Other parts of the country, in Indiana, Illinois, New York, Ohio, Kentucky, Florida, and no doubt many other states report increasing progress. It is indeed a thrilling sight to see thatState Park, the school buses appearing at the park with class rooms of children, and their teachers, & assistants, using the park and its facilities to further relate the things about which they try to read in the class rooms and find them in reality in this fine educational park. The staff of this park system are very effective in cooperating with the teachers and helping in every way possible. These same things, undoubtedly happens in the country, if not, they soon will be.

It can be stated, it should be stated here, the definition that is given to outdoor education on many occasions, that outdoor education comprises all that learning involved in the curriculum at any level, in any area, that can be best be carried on outside the class room, out of doors. And school camping is all of that learning, implied in the total school curriculum that can best be carried on in a favorable camping environment.

Perhaps it will be helpful, at this time, to make to state the difference of the planes, outdoor education, including school camping and organized camping as we know it. It is perfectly clear that outdoor education including a ..trips by the hour, by the half-day or day, or day, and on to camp for a week or longer, is in school time. There are very few, if any places where the schools operate such programs out of school time.

Organized camping as we know it in this country, might be better referred to for clarity's sake here, as camping outside of school time. With this simple definition and classification I don't see how there can be any conflict of philosophy or views or cross-wires of feeling of responsibilities for one program or the other.

~~In the field of education have the schools and colleges, both public and private~~

Those people who naturally have responsibilities for this movement are the teachers in our schools, the principals, the superintendents, state departments of education, and representing the governmental interests, the U.S. OFFICE OF EDUCATION. Matched along with these, having professional concerns and interests are all of those educational, professional organizations, dealing with the schools and colleges as a whole and with the various departments, and the subject matter areas. The NEA with its various fields of interest and organizations, each having a national set-up or

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organization which was the association for curricular development--second day school principals association--the elementary schools principals association--and the many departments included in the schools, such as physical education, music, art, English, science and all around the large circle.

It is significant to point out that the patterns seems to be in Michigan for all of these associations involved in the school program have, for the most part, or at least, made a good progress in absorbing the outdoor education philosophy of programs and a part of each one's program. Many of these groups are very active in studying and conducting activities within this field. Another person, to whom real tribute should be paid at this time, and who has notdied in recent years, Dr. Lee Thurston, state commissioner of education, was a pioneer in interpreting this program and putting it into operation. He leaned heavily upon one of his associates in the department at that time, namely, Julian E. Smith.

While I am mentioning something about Michigan, another person to whom we owe a great debt of gratitude and to one who no longer is with us is, Petooff Myster, who was the head of the conservation department and he and Mae Thurston teamed together to make a joint effort in using state facilities--parks and so forth--that were available to them and how to use them. The resounding success of this effort in one of the outstanding examples of good

team plans in state departments in this country. It is a pattern that can well be emulated where ever--in many other states.

It might be stated, or it can be stated, in the light of all the foregoing that the responsibilities for outdoor education, including camping, could be placed...(try this again) Outdoor education and all that this includes in the realm of education is the chief responsibility of the organized forces of our schools and colleges, all the professional agencies and schools are aware of what this outdoor education means, but there is rapid increase among these groups in becoming acquainted with, and utilizing, the programs.

It must be pointed out here, to make clear that outdoor education is not a subject and it should not be treated as such. Also, it is not a department within the school system. It applies to all areas of learning, particularly in the out-of-doors.

It is therefore a responsibility to see to it that schools make advantage of this program philosophy, and that the responsibility would, in most instances, would rest chiefly with administration on the local level and higher levels as well as in colleges. 2nd: The Board of Education on the local level and the Boards of higher education on the listing level. 3rd: Superintendents of schools, principals, teachers, and of course, the PTA--and other agencies that are dealing or working closely with the schools.

Since this concept of program immanates from the class room,

it is the responsibility of the elementary or secondary or college teachers to re-organize courses of study or curriculum, and divided on the basis of where things can best be learned--inside the class room--or in the out-of-doors. Wherever possible, the youngsters should be taken to places and situations where they can gain as much first-hand experience as possible. There is far too much learning trusted to second, third, fourth, and fifth hand of learning, and there is no real reason for it.

In due time, and already well under way, much of material about which children read, having been written by other people, is now beginning to be written by the classroom children themselves, as a result of their discoveries, explorations and activities carried on in the out-of-doors. Nothing can match the first-hand experience, when it comes to writing, and reading. Along with this there are many evidences of a new kind of research to be conducted on elementary as well as, more advanced levels in our grade and high schools. It is hoped that, and expected, that this will swell into the higher levels, also. The school use of the out-of-doors in a camping situation is a boon to our organized camping movement.

The upsurge will be--as a result of this program and program content--not only the activities of the school children in the out-of-doors by day--or for a week's duration, but it will and is having an interesting effect on other camp programs, and this all to the good.

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One of the effects of this upsurge is that camps are beginning, and should appraise the programs to see if they also should not be placed on the same basis of consideration, mainly, that the camp is the place to do those kind of things that can best be done there, and leave to the city, and the schools and other places the kind of experiences that can best be done in those situations. If this simple program is carried out, indeed, our camp programs will change, drestically.

In school and in camp, there will be less conflict or no conflict of departments, since departments would not be necessary, particularly if a small group process is used. The out-of-doors standpoint of subject matter content offering is not divided into departments or segments--it is a flow of experience all related, and as youngsters move about, seeking, finding, discovering, they themselves, along with the teacher are learning in the "integrated fashion" or way. There are far more questions being raised by campers as they make these discoveries, themselves, and the wise teacher will start them on the inquiry of answering their own questions, a percentage of which, can be answered by themselves if the wise teacher will lead them to that kind of reasoning.

Outdoor education including...giving school youth, and teachers the opportunity to adventure over varied periods of time out-of-doors in relation to their classroom studies, will increase in an untold manner the realistic approach to living and learning. The up-grading of first-hand experience will be a startling.... will provide for a startling growth as we measure things in education today, and it is hoped, and suggested, therefore,

that this consultation in the sessions here will consider out-door education as a chief function of our schools and colleges. And in these places it should be the responsibility for all departments, and not the problem of any other agency or group, or professional association.

It is well that camping groups in and out of ACA--particularly ACA--should feel that outdoor education, as a function of organized education and all ACA members be appraised of this field of activity and its program and help to understand it. Also, it is hoped that ACA members will be in every way lend assistance wherever possible and there are many ways in which individuals can assist, particularly, on the local level.

One of the most important areas of help can be in making camping facilities available to schools. There is great need for these facilities. Far too many camps, with very heavy capital investment, lie idle nine or ten months of the year. An appraisal of this situation, and making known to school authorities where camps are available would be of constructive help. Throughout the many states, there are health laws--codes which apply to school groups wherever they go--either in parks or in camps. These groups are under the guidance and surveillance, of these laws and regulations the same as any other groups. All other guides and laws concerning human conduct and morals and business practices are likewise, under the auspices of...well set up, under education procedures.

Through these school laws the policy of education and boards of higher education, qualifications for teachers are established and are being upgraded as new requirements are needed. When teachers go into the outdoors for varying lengths of time, their activities will be dealt with in the many channels already established for school practice. Any new adjustments and interpretations would be chiefly the responsibility of local boards of education and the superintendent and his staff. I am a person long devoted to the camp, and also have for many years, an ardent member of ACA. I have long been established with the idea of outdoor education and school camping, and it is clear in my mind, and I believe clear in detail... Understanding the two, otherwise I could not have established the outdoor educational association, if I had any feeling that there was any conflict with any other existing national organization.

What is needed here, it seems to me, is clarification, of terms and areas of interest and responsibilities of program. But most of all, to join hands in these great areas of interest and activity. Education is a recognized part of our American system and camping is a recognized movement of necessity and one of high standing in its effect and program. There is no conflict that should prevent each other from....

I can speak with much feeling and knowledge in the organized camping area, and knew full well, there is much that needs to be done in a program of enrichment removing harmful regimentation and improvement of methods in camp programs.

There is no good reason to regiment and schedule camp activities and dividing them into departments, as so often is found in schools... and is too often found in schools.

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Organized camping and camps contribute much to education by leading the way in the out-of-school camping program, by using the highly improved methods in helping campers learn, rather than using the out-moded methods which even schools abhor. Camps are free to do this, and it is to be hoped that, one of the great advancements in organized camping will be improved practice--improvement in the message of learning.

I hope your patience has not ended, and that you will fully understand a rather difficult task has been for me to speak in this manner. I hope you will take it from the standpoint of my deep sincerity and my great concern for all of us to use more wisely and fully the great advantages found in exploring, living, and learning in the out-of-doors for all people, in all times, under all circumstances. May your deliberations bring clarity and unanimity and dedication to better living and camping in the out-of-doors. Hoya, Hoya, Hoya.

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