

"CAMPING IN THE NEXT DECADE"

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Introduction by Dr. John R. Mc Curdy, President of George Williams College

This is the tenth time for bringing to the college someone outstanding in breadth of knowledge with regard to questions that vitally affect the life of the people. This weekend we have had the privilege of having a seminar on "Trends in Camping" or "Camping in this Decade", and we were very fortunate indeed in having Dr. Lloyd B. Sharp as one of the leaders of it. Dr. Sharp is, as you all know, a pioneer in the camping field and in the whole area of outdoor education and outdoor living. He is presently a professor at Southern Illinois University and he lectures a great deal at different colleges and universities. He has been on the faculty of the University of Chicago, Columbia and New York Universities, and in fact, he used to be an old neighbor of ours when he was at the University of Chicago. We are extremely happy that he could be here to give the Tenth Jenkins Lecture. I take great pleasure in presenting him to you: Dr. L. B. Sharp.

I am in a rather embarrassing situation and those of you who were not here in the seminar won't understand. You see, this is a seminar on Trends in Camping or Camping in this Decade, and they have given me the title "Camping in the Next Decade." From the topics discussed in a day and a half we have covered what has been happening from one end of the country to the other and also steps in moving ahead and now they expect

me to scoop up some new material. My situation reminds me very much of milking a cow. (Story of the strippings)

Additional stories which illustrate experiences which had great importance to the individual and were real learning situations. It also stresses the importance of pets and how much one learns from them.

1. Story of the runt
2. Hunting with your father and brother
3. Story of the colts
4. Sleeping out all four years because you liked it
5. Story of the boat you built and the fish you caught
6. Sports - running the $\frac{1}{2}$ mile race in the 8th grade, no coach but the accomplishments of the team
7. The 26 mile mail route everyday

There are very few from here on out who have had such an opportunity. Our problem today is finding kinds of experiences for young people that will have the same effect and produce the results that were provided by the real first hand experiences common to all in an earlier period.

There is no question but what our general program of camping is far too soft to get the kind of results desirable for the most part.

I remember being old enough to take a team and plow a field and I would be up and on the road by 6:30 every morning. Many sounds, odors, and situations are attached to my boyhood days. On those early mornings I remember so well the mourning doves. They had that very cold and powerful song which came out m-o-r-n-i-n-g. I always expected them and apparently they always expected me. It has only been in recent years that I figured out why they're called the mourning dove - out of deference to this hour and to me.

The decade of 1900 to 1910 was one of meeting adversity. Life was getting more real and there was less to do with and more was expected. Meeting adversity helped to build moral strength. There was the reality of the outdoors such as how corn grows, how it withstands drought as well as the beauty of the grass and soil. When the earth produces through man's efforts there is the realization that work is not an end in itself but a means to a larger end.

I always remember my father's comment when a city resident came along and said, "John, you do a hell of a lot of work here on the farm." My father stuck out his chin and said, "Nope, we don't work, we are farmers." This made a great impression on me and it means this to us in camping and all other activities that when the program is important enough and the course is big enough, young America will work its fingers to the bone but not get very far or excited about a program where it is work for the sake of work.

So, it was a long time ago that I learned there was a mixture of fun and effort in duties and obligations. I always thought the combination of learning and work for a larger purpose might be a kind of an education.

Now looking back to my early days although I never heard the word "camping" I had been doing it and didn't know it.

The period from 1910 to 1920 was a decade of conflict. You remember, for it was the first World War and a world struggle for power and control. We hoped to make the world safe for democracy. It was certain that there had to be a test of authoritarianism versus free man. It was a victory at least for the time being, however, it has had a lasting affect on what we call organized camping. I am sorry that we could not have had in the early beginning of the camping movement a broader base on which to rest our case. We didn't know at the time we started camping what camping

really was.

The carry over of military life to camping can be seen in the regimentation; terminology with such words as line up, chow, mess hall, etc.; the style and arrangement of buildings; and the affect on leadership as well as program. The transition of that regimented, military life into a camping program has caused lasting damage and made deep wounds.

In the decade of 1920 to 1930 I really began camping in earnest. It was during this period that the small group, decentralized type of camping evolved. In 1927 I wrote the first article on school camping. It was a very great issue at that time. People were riotous and opposed to the idea that schools might go into camping some day.

I participated on a panel in reference to school camping; two members were opposed and I was in favor and I was the losing third. The arguments all emphasized that school camping was not needed. The opponents to school camping stated that in a certain state a study had been made and there were so many vacancies in the camps which already existed that it was ridiculous to think that the schools should consider camping. As Dr. J. Wilford Allen and I were walking down the street following the session, he patted me on the shoulder and said, "Young man, you were right; you should stay with this. These people don't know what they are saying. Time will prove that you are right." And he stated that it would be a help to the camping movement rather than a hinderance. So I pay respect to J. Wilfred Allen who has long since moved his cabin to the high plateau.

At that time there was a place in Georgia and Michigan that had a camping program called school camp but in either place it wasn't during school time but rather on weekends and holidays. We do not count that as a school camp. School camping, if we use that term, must be during school

time and an integral part of the curriculum. It is not on extra time. It is not a frill on the outside.

Now from the standpoint of realism, instead of getting my PhD at Columbia I really got it on the farm but it took me about four and one half years at Columbia to convince them that I had it. The point of my thesis was how we learn. We don't teach anybody anything, really. We use the term but what is happening is that the person is learning. You cannot get anyone to learn for you. Each must learn by himself. That is the cardinal point that has been proved over and over. You learn most by yourself. Then you will learn next with somebody else, a team, sharing. You will learn next in a threesome and then with four or five or six. At some point, the results or the effects of learning begin to diminish for each individual as the number increases. So, out of this then, came the small group from the standpoint of how learning can best take place and it was very easy to transfer this to a camping situation. Then with a goal, specific objectives, procedures and an evaluation process, philosophy and program can be developed.

Somebody asked me to please state what my aim or goal was in camping. In my discussion I led up to it and thought someone might figure it out. But I will say this, it won't do any good to copy it down because you can only use what you have evolved. One time when I was returning recently I was snow-bound at a friend's home and the little ten year old girl said to me, "I think that our winters are getting more severe every year." Now if a person ninety years old said to me, "L. B., I think that our winters are getting a little more severe." Whom would you believe? One is immature and the other was speaking from experience. The fact was the same with both. I mean by this that one has to test out his philosophy. Mine is so simple that I'm almost afraid to give it. The first time it took me about

four and one half pages of type-written material to state it. Then it took three pages, then two and one half, then two, then a page, a half page and then to a paragraph and finally down to this simple quotation, "To me camping is loving to live in the woods and open spaces." That's all there is to it. I could stop with the word loving to live. That's quite a thought. I think I could hold to this statement and its importance in all kinds of situations and adventures for I love to live. To live in the woods and open spaces means something else. I didn't mean in a park or a hotel but actually devoid of buildings.

The other day I was in New York doing a survey for a church organization and had a telephone call from Shorty Urchart who is well known in radio and television. Back in 1926 Shorty was the counselor in charge of the dramatic department at our Life Camps. An experience he had emphasizes how a camp can divide into small groups when a philosophy has been established.

In the middle of the season we decided that every boy should have an opportunity of taking his bed roll and spending the afternoon, evening and night on an overnight camping experience. The staff agreed but we were on a centralized plan with departments and activities and would have to find a way to change for it had to be on the basis of the stated philosophy.

There were one hundred boys each two weeks and in order to give them all an overnight experience it would involve a lot of change.

Out of the two week periods it takes the first two or three days to get settled and to organize the program. The last day is taken in preparation for going home and the day before that to wind up other program activities which leaves only a small amount of time in between

for the real camping program.

One day Shorty Urchart came stomping up to me and said, "Chief, you can't go on with this program. I can't put on this dramatic performance without a rehearsal." I replied, "What do you mean? Have a rehearsal." He said, "The boys are not here." "Well, where are the boys?" "They're out of camp." I said, "You can't have a rehearsal in dramatics because the boys are out of camp? Isn't that fine! Marvellous! You ought to be thrilled to death. That's my answer. Congratulations, Shorty. That's great, wonderful. They're out camping. Do you get it?" He said, "Oh, all right, then we'll wait until they come back. They can do something creative, portraying to us what they have been doing and we don't have to have a department to do that."

So after thirty-four years Shorty reminded me of this incident and tells how it has helped him many times in developing his program of communication and dramatics.

Another person who was a great inspiration to me and whose philosophy helped give us direction in camping was Admiral Byrd. When the reporters asked him, "What is the purpose of your Polar Expedition?" His answer was, "We're going to explore an unknown area." He didn't say we are going out to do some winter camping. It would have been ridiculous. How much money would he have raised to help him support an expedition to do some winter camping? His answer "To explore an unknown area" gave us a new outlook. Camping skills were not an end in themselves, but a means to an end. There was a bigger purpose here - to explore an unknown area. This would give a new direction to camping.

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One bit of philosophy which I picked up at that time while in the mountains of Tennessee has never left me and will be of great help if we ever have another depression. I had come to a detour and thought it best to check with one of the mountaineers who was sitting on his porch. He was sitting there with legs crossed, a pipe in his mouth, whiskers, a straw hat and his clothes were neat but had been washed one hundred fifty times, no less. As I approached he didn't change his position. When I asked, "Will this road go someplace?" He replied, "Well, I reckon if you keep on you'll get to where you wanna go. It is a detour. It does not end but it is a little rough. Can I help you further?"

I said, "No thank you, but would you mind if I admired your place?"

"Well," he said, "I like it too."

Since we were in the height of the depression I said, "How's the depression hitting you?" He removed his pipe, took a good spit and said, "Depression?" "What depression?" "Depression for what?" "Getting back to where?"

I thought he really had something so I continued, "How can you say that?"

"Well, I'm pretty happy here. Don't take much money if you know how to live. I have plenty to eat. On the back porch there is a good pile of sowbelly in these barrels and I'm not fussy about my vittles. I don't eat much nohow. I have some chickens out there. Well, you speak about the depression, I don't know what you're talking about."

Now that was a great lesson for me. A depression can give one great training and the realization that much of what one has is not essential.

During this period I started the covered wagon camping. It was most

exciting and added to the spirit of adventure. In my article "Catch Up, Catch Up" some of my friends chided me a bit because of the title, thinking that I was up ahead some place and telling them to hurry up and catch up. But that wasn't it. I referred to Duffus who reminds us of the lure of covered wagon days, "Let us sit around the old campfires, before the ashes quite grow cold, and throw on such leaves and buffalo chips as we can still find. Perhaps, as our eyes strain into the mist and dark, the fierce and glowing memories of the old trail will again flame into vivid reality. Again we shall sleep under the naked sky, and again, in the bright morning, hear the stamping of many hoofs, the shouting and the cry that begins the day's march, 'Catch Up, Catch Up'".

For our covered wagon camping we had two wagons, four horses, and a riding horse and settled in a new location every night. And so I wrote, "Little did the pioneers realize that their crude but sturdy moving homes on wheels would eventually become a model for a part of a great educational program of the present day, and that their way of living would become a method of camping."

"The pioneers lived in covered wagons through necessity. Today our campers are living in them by choice, because they want to, not because they have to. We live for the most part in a life of security and eagerly seek adventure. The pioneers used adventure to seek security. We now emulate them as a way of education. Their way of living with certain adaptations and refinements, now becomes a way of good camping. The covered wagon is again on the trail."

But I lived to see the time when we had to take them off the road because we couldn't find anybody who knew how to handle horses. But we

have come to life again when we designed the trailer, like the model Gunnar Peterson has here. We like to say the covered wagon has had another start and is again on the trail but this time using horsepower.

In this decade there was the great issue of school camping, I remember being introduced one time as, "Here is L. B. Sharp, who is to camping, what the bull is to the china shop." I didn't know what to think of that introduction but I replied, "Okay, china shop, watch out, here I come."

School camping became a major issue at the national convention of the American Camping Association in Washington. I happened to be chairman of the committee presenting a bill which involved the principle of camping in the school program. We lost at that time but I'm proud to say that it wasn't but a few years later that the A.C.A. board passed a resolution endorsing school camping.

This is part of the history which shows that a change does take place and as long as we can keep an open mind and take things as they come, all will be fine.

The term "camping education" evolved when I was helping the New York City schools establish a camp for educational purposes. This term became very popular and many used it thinking that by tacking the title education on something it might change the program. This, however, is not true for it is necessary to go from philosophy to procedure to bring about change.

In working with the New York City schools it was necessary to make a study of some forty-five to fifty courses of study and to list the attitudes, facts, appreciations and understandings in the curriculum at each grade level that could best be carried on in a camping environment. In starting out I made two columns - one for those which could best be carried on in a camping environment and those which could best be carried on in the

classroom. It was not long, however, before I discovered there was a third column of items which could best be carried on outside the school but not necessarily in a camping environment and I headed this column "out-of-doors". And that was the beginning of the concept of outdoor education.

By definition then outdoor education is "That which ought and can best be learned through direct experience outside the classroom, dealing with native materials and life situations should there be learned and that which ought and can best be learned inside the classroom should there be learned.

The out-of-doors begins the minute you put your foot out and be sure the door is behind you. I have seen teachers who have learned this method hold the interest of the group by discussing all kinds of educational material right around the building. Many training periods are now being conducted on this basis.

From the standpoint of the school we cannot justify using the out-of-doors unless it results in more efficient learning. Efficient learning involves happiness also.

One can hold a class in a room where there are windows, doors and controls but out-of-doors there are no controls except self control. It puts a higher premium on the responsibility of one to another. People say this will never work because teachers son't know what to do, and youngsters don't know how to behave. That may be true but for many years teachers have been prepared to teach inside and we can't expect them to go outside without adequate preparation.

With the turn of the decade National Camp, a leadership center for outdoor education began. This will be its twenty-second season and we will be giving graduate credit in outdoor education both at the master and doctoral level through Southern Illinois University.

Much pioneering has been done in Michigan and California and there are excellent programs in Indiana and Illinois. Northern Illinois University is outstanding in its program of outdoor education.

One of the most significant developments is taking place in New Jersey. Every student in the six state colleges who is going to be a teacher, will spend at least one week in an outdoor laboratory in order to explore the environment in terms of curriculum potential.

If you stop to think about it, everything that one reads about in the library comes from the out-of-doors in one way or another. We're getting so much material piled up that you have to have a course in how to find it. Now the more complicated part of the program is to go out where the original material is and try to find it. Many educators are lost because there is no dictionary to read out-of-doors. You can't look up and find S for the squirrel. That doesn't help a bit. You still don't know where the squirrel is because it moves. You can go to the library and find it because pictures and words don't move.

In 1942 we had our first outdoor education institutes for the state colleges of New Jersey and New York at National Camp. Now twenty years later I was invited back to the six New Jersey State Colleges where everyone of them is involved in a program of outdoor education.

During the 40's we had another World War which had a serious impact upon camping. It added to the wounds and scars incurred by the first World War. Methods and procedures took on a new military emphasis and there was more regimentation:

The campers picked up new gadgets after World War II. In fact there are so many gadgets I expect to see everyone with a radar set on his back.

I gave a talk one time in Dallas, Texas about T.V. in camp and was lampooning the situation. An example of what we are coming to was illustrated by the parent who came in and said to the director, "I want to see my boy." "What's his name?" "Fred." "What do you want to know about him?" The director had pictures and everything.

"Well, he's my son."

"Is there anything you'd like to know about your son you don't know?" Then he pushes another button and says, "And this is what he'll be someday."

"Amazing, but I'd like to see him now."

"Stand right still. There he is now. Right now it's 10:02. They should be passing the second group of tennis courts right now." He pushed the button and said, "Oh, Fred, your're father would like to talk to you."

"Okay, Fred, where are you heading?"

"We're going on a hike."

"Where are you going?"

"Down to the old red barn and railroad tracks."

"All right. Be careful son." Then he watched him. Freddy was a little heavy set and was the last one to cross and the director said, "Hey Freddy, watch out, raise your foot a little higher." Freddy didn't do it so fell and like now, the mechanism broke down.

This is the camp where the dining hall was controlled by a system of green lights. When number six showed up on one side the boys at table six could go and get their food. When the light showed up on the other side they could take their trays out. It so happened the day I was there the system wasn't working and one little fellow had a big tray of dishes and someone else bumped into him and his dishes fell and broke. Automation is a good thing, but all is confusion when it doesn't work.

We move now from the 40's to the 50's and there were two significant events.

The first was a conference held at National Camp on conservation education and outdoor education. Among those who attended were two great men, Pete Hoffmeister, head of the Conservation Department of Michigan and Lee Thurston, State Superintendent of Education in Michigan.

These two men came to grips with their responsibility to education. Lee Thurston, ~~State Superintendent of Education~~ said, "Education is a state function." and Pete Hoffmeister replied, "We're responsible too for the people. When Lee heard what their budget was he said, "What are you in conservation trying to do?"

Pete's reply was "We try to educate the people how to use their land."

All of a sudden Lee Thurston said, "Why, Pete, that's education's job."

"Okay, I can use my money for something else."

And so there was born in those few moments a concept that education has a larger function and that it includes a lot more than what they had been doing. If the Conservation Department had to teach the people how to use their land, to respect it, care for it, and use it wisely then why not have the children educated in how to use the land as a regular part of school. That's why Michigan let off and they're still doing so.

The second significant event in this decade was the first leadership training program for church camp leaders in 1951. It consisted of a four week session with 35 to 40 of the key leaders throughout the country in church camping.

This was the start of a camping experience which has never been matched to my knowledge. It has continued now for two years at National Camp and has grown so that there are now three such national training centers throughout the country and many on a state basis.

During this one decade there have been forty or fifty substantial pamphlets written by the National Conference of Churches on their camping program.

At the present the committee on camps is struggling with the definition of the word "camping." Some people think that camping is recreation only and that it is not a Christian education program. They say, "Why should a church do camping when there are the Boy Scouts, Girl Scouts, and other agencies doing camping as well as the private camps?"

Without a doubt the greatest strides in the next decade or two will be the growth of church camps. I think you'll find too that the name will change and it will not be referred to as camping so much but rather Christian Outdoor Education.

I have been told that there are more boys and girls going to institutes, conferences or camps operated by churches than all the camps combined. The number would be between 35 and 40 million, and the potential is even far greater.

Camping in the 60's I think will be far more mobile.

With men being sent around in orbit we can expect anything. If you have your field glasses out some night and you're looking up and see a missile going by with a tepee on it, that's me.

I'd like to see every elementary school child travel 5,000 miles under the auspices of the school before finishing the 8th grade. I would like to have every high school youth travel at least 10,000 miles under the auspices of the school before graduation and college graduates I believe should travel 12,000

Trailer Travel camping has a tremendous appeal to youth. We have a group of youngsters going out for five weeks at a time camping each night and loving it. The harder the m squitos bite and the tougher it gets the better they like it. Don't tell me that American youth are soft. They are soft if you want them to be soft but they can be hard if the situation demands.

to 15,000, maybe 20,000 miles as a regular part of their education and some if it should be over seas.

I think it's too bad that our railroads are having to close down as much as they are. Idle cars could be used since the tracks are still there.

It's finally being recognized that we have to have land for learning purposes.

At the time of the Louisiana Purchase and shortly thereafter, provision was made for every 16th section of land to be set aside for education. What a concept that was and yet no one knew what to do with it, so the property was sold. It took a long time to legally dispose of that land. Now we'd give our educational shirts to get that land back.

Mobile County, Alabama, had 35% of the land that was originally turned over to educational purposes. It was sold because it was felt that all that was needed for educational purposes was a little red or white schoolhouse with two little buildings behind it and a well.

Now we're sore in need of land for discovery purposes for the schools.

I'm involved in a 2000 acre plan for public school use down in Southern Illinois. The fact that it is being planned for school use is quite significant.

Three counties in California have consolidated for their outdoor school. Lorado Taft in Northern Illinois is one of the outstanding places in this part of the country for teacher training in outdoor education. ~~In the municipal~~ Another example is in Louisville, Kentucky where there is a municipal park. Rockford, Illinois, has a park with 350 some acres.

In the future you are going to hear much more about Community Agency Camps. Many agencies in a community cannot afford to own land and maintain property. They can start and get the money to build the buildings and while everything is new all is well but when the sewer system breaks down or the

buildings begin to fall to pieces, or the pipe lines rust, it takes every dollar you can scrape up and there's nothing left for program. And that's the story over and over and over again. An agency takes on more than it can conceivably support. So this concept is that the community buys the land. Columbus, Ohio has nearly a 1000 acres of land as a community agency project as a result of a survey that I did two years ago. This survey is in a report called, "Camping Beyond Tomorrow." The recommendation was made because of the intolerable conditions which existed.

Some of the camps were so run down because there wasn't sufficient money to operate that these agencies were trying to get their children in other agency camps.

The Community Agency Camp said that this agency will provide the land and the facilities and each agency will provide the camping program and operate from that agency.

That puts camping back into the agency's program where it ought to be. Each agency can organize its own group, prepare them for camp and be responsible for them. Now what's the gimmick? The gimmick is that there are no dining halls in this community agency camp. That means there is no maintenance for all that part of the program. If a group is not willing to plan, prepare and cook, to say nothing about eating 18 meals for one week than it shouldn't go to camp. This puts the responsibility back on the group. A group is not eligible to participate in the program unless it participates in a one week training program at this particular agency's camp and operated by the agency. Also, the cooperating agency must conduct a training program on its own ~~site~~ site at the community agency camp in order to be eligible. This is the second year for the Ohio Community Agency Camp Cooperation and they already have 600 youngsters signed up through the various agencies. The camp itself does not register campers. This type of organization has great potential and will be on the increase.

Another problem we must face in this decade is that we are losing our older campers. We've had several suggestions to prevent the drop out. I pointed to the wonderful expedition that Whitey Lauhrs and his group have. It's a vigorous exploration program. It's difficult and has an element of discovery in it. The program is vital, and important. That's the way to get the older camper back into camp.

I visited a girls' camp and I can say the same thing for boys' camps where they were hiring a cleaning woman to come three days a week to clean the latrines. I wondered why that was so I asked the woman who was doing this job if she lived here and she said, "No, I only come on certain days."

"What days?"

"Monday, Wednesday and Friday, and if they are going to have open house on Sunday, I come back on Saturday." When the youngsters are too small to even clean the latrines, then, it's time for a change it seems to me.

There should be a great increase in family camping during this decade. Families are divided so much of the time they ought to have a period when they can be really alone.

A very important matter which I hesitate to mention for fear of being misunderstood has to do with standards in camping. Now I'm for them and I compliment the A.C.A. on the fine work that they are doing with standards. There has been real progress. I would however, like to have seen some other efforts either go along with the work on standards or precede it. There must be something beyond standards or else we lose the effect of our standards.

The other day respect was paid to Hedley Dimmock. There is another person I would like to pay respect to and that is Frank Cheeley. At the 1940 workshop on standards Frank Cheely and I were the king's most royal opposition but we had a marvelous time. I made a wager with Hedley Dimmock when he said

that the standards will be changed in another year that they wouldn't even be written inside of five years. I won with several years to spare.

One time when I was at George Williams College I dropped in to see Hedley and he said, "L.B., I'm glad you came. I want to show you something. Out of deference to you and your good friend, Frank Cheeley, we have changed the title of our workshop on standards and he showed me the book 'Marks of Good Camping'".

I said, "Well, I feel very good. I'm very anxious to see the inside. You changed the cover, but how much have you changed the inside?" Then he laughed and said, "You're not supposed to ask me that." Standards can help lift one up but as soon as one starts to rise just start moving ahead. I'm afraid of our losing contact with the individual camper - the purpose for which we have camp. I'd be more concerned about aims and objectives for improving the practice of camp.

I often wondered why the camping movement started out almost imitating word for word the organizational pattern of our formal schools? There is the same language and titles such as classes, activities, departments, department heads, etc. The whole pattern more or less follows the school. It was started by people who had a love for the out-of-doors but when they went out, they organized themselves pretty much as to the kind of a job they were doing. My good friend, Dr. J. Wilfred Allen, a medical man, gave his girl campers a most meticulous inspection every morning because he was anti germ from beginning to end. Take Frank Scully, a very dear friend of mine from the Red Cross, he of course had a swimming camp and everything was regulated according to that.

As you think of directors you've known how often they have been influenced by their jobs.

Now as you think it through can you find a sound philosophical thesis for the camping program? Hasn't it more or less been an imitation of something else?

I remember when we were in the midst of progressive education the term was

used by everyone. I picked up a folder and it said that xx camp is a progressive camp. We have a progressive program. We have progressive counselors. It didn't say they had progressive campers, but they would be after having such treatment there. So we find a tendency to pick up, follow, and imitate. The church schools do the same thing. They go into a camp and call the director "Dean". A "dean" in camping, that's really quite something. The birds would like to know that.

Now how about searching into camping and philosophy? Did we evolve a philosophy specifically for camping? Are we developing a philosophy? I wonder? It's something to ponder and think about.

Out in God's open country departments, classes, bells, whistles ~~are~~ unnecessary when there is self control and deep interest.

We need to go back to the great philosophers - Socrates, Plato, Aristotle, etc. for direction and a basis on which to build our own philosophy for camping.

I was talking to Dr. Axtell who was head of the Department of Philosophy at New York University and now at Southern Illinois University, about going out on an exploring trip together. He thinks this is tremendous and can hardly wait. It will be a great experience to be at the elbow of a man like Axtell and view the out-of-doors intimately and to understand better its interrelatedness. The good Lord never organized the out-of-doors into chapters and sections or recorded it alphabetically.

During the first World War we had a dictator against free man. The second World War was a repeat. Everyone is concerned whether there will be another war. Maybe we're in one. We hope to ~~keep~~ be able to keep cool enough so that we don't explode.

There is a difference in philosophy between a dictator versus free man, or a dictatorship versus a democracy. Under a dictatorship all men are equal

under the one gun. In a democracy all are not equal. It is not possible to have two individuals exactly equal. Even identical twins are not exactly equal. We do ~~may~~ all have equal oppoetunities which is more important than to say they are equal.

There is inequality and harm in treating unequal people equal and there is discrimination. This is a moral issue we are in on a world basis and knowledge, appreciation and understanding of the out-of-doors has a lot to do with it. It is the ~~same~~ sun, the same moon, the same constellations which cuts across all the world. There are many things common throughout the world and we have a brotherhood of man. In times of crisis, strife and anxiety, people turn to two things for guidance and justification. They weill turn to God and religion and to philosophy in order to find an expaänation to justify what they are doing.

And so here we are in the midst of trying to evolve for one important aspect of our educational life, those who are interested in the great out-of-doors. To evolve a philosophy, a procedure, that is at least partially worthy of the opportunity that presents itself.