

## NOTES TAKEN FROM THE OPENING ADDRESS

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at the

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OF SOUTHEASTERN STATE PARK DIRECTORS

I considered it a great honor to accept your invitation to confer with you in <sup>your</sup> the Fifth Annual Meeting of the Association of Southeastern State Park Directors.

While this morning you have been discussing details of maintenance and operation, I am sure there was back in your minds the more important aspect of your program, namely, what life in the open will do for people, through maintenance, operation, construction, and all of those angles of the work are essential. But they are to no avail unless the effect upon the people by using your facilities bring about in individuals a better attitude toward one another and a feeling of pride and respect for our country. Here especially is where I strike common ground with you this morning, as we talk about a program of group camping, which chiefly would benefit our young people. I hasten to add of course that I am interested in camping for all people.

To set the basis for consideration of some of the matters I wish to present to you this morning, let us take a look at a few important matters. It was not long ago our country, and in fact the world, was in a high state of jitters and fear, all because of the atomic bomb. Perhaps you have heard enough of that. But we have not heard enough of it. Frankly I hope we

will hear a lot more, not about the atomic bomb so much as atomic energy. The world had and still does have just cause to be fearful of the bomb. It was a horrible, ghastly thing. But have you noticed in recent months the shift of conversation has been to emphasize atomic energy. The more we know of its possible uses for the good of mankind, to that extent fear will be eliminated of its more horrible possibilities. The discovery of fire was a benefit to man and yet it too can be a horrible thing, and just recently we have had an example of this in the worst hotel fire. You experience the hazards of fire in your forests and you are fearful. Everyone fears fire, but we could hardly live without it. Water is essential but, too, it is a horrible thing when uncontrolled. The same can be said for electricity, and many other elements. It is how we use atomic energy that mankind will be judged. Those who will be chiefly responsible for the use of atomic energy as well as other forces, are our younger generation. And here I would like to point out another kind of energy, far more potent than even atomic energy, and that is the "atomic energy of American Youth." We oldsters are important, but to a large extent we are over the dam, so to speak. Our greatest contribution to the future of our country and mankind is to see that the youngsters can do a better job than we have done. Now let us see who this younger group is. In round figures there are about 27,000,000 of those of school age. Approximately 2,000,000 each year arrive at high school graduation age or 17 to 17½. Every twelve months there is another 2,000,000 fine young men and women. It is of interest to point out that approximately



72% of them graduate from high school. Only 10% of those who graduate from high school go on to any institution of higher learning, and half of that number are ill suited to <sup>the</sup> college to which they go. How many do you suppose are now going on to some higher institution of learning? We are told that the percentage is much lower than 10%. It may well be only about 5%. That is caused of course by the deluge of G.I.'s and no doubt it is right that they should have priority. It is estimated that it will be four or five years before the G. I.'s enrollment will level off, giving the young people a better chance at higher education. But you see higher education is not a solution for this large number of young Americans. Here is what I would call the greatest blind spot in education, and we have had it for many years.

Soon and immediately this country must face the situation and extend educational opportunities beyond high school for a vastly greater number than we have ever provided for before. This calls for new kinds of educational pursuits, and I would say these new institutions provide for the four basic things:

1. Working experience.
2. Study co-related with work.
3. Group living.
4. Cooperation with all kinds of enterprises in industry, business, public service, parks, communities, municipalities, etc.

To go into this phase of it it may take us astray from our chief topic here this morning, so I leave it at this

point.

We have heard a lot about compulsory military training, and our nation does not seem much interested in that. It is a big issue, and to argue that here is not quite the point, except it has implications upon how the energy of our young people shall be most profitably used. We can not ignore the expense in these various ventures either. At one time the program of compulsory military training for a million was estimated to be anywhere from two to two-and-a-half million dollars. You gentlemen take your pencils and do a little figuring and see if you could evolve a plan that would use that money, and perhaps more effectively develop young people in their habits and character, and also to render service to our communities, state and nation.

We all are concerned that whatever is done with young people in our vast educational system and other endeavors, there shall accrue to each person an inculcation of democratic ideals, a respect for his country, himself and others. How shall we get people to appreciate this great country of ours? We are suffering greatly, and always have, from the segmentation of people. One section of the country separated from the other. We are improving our intersectional relationships. The automobile, the radio, the airplane and all transportation has helped, but in the main people stick at home. I should like to see our educational program provide that every youngster, before he leaves the grades, the elementary school, to have travelled at least 5,000 miles from his home base, preferably as a part of his school program. Before graduation from high school I should



like to see that jumped up to 10,000 miles, and certainly increase to 25,000 or 30,000 for college education. It is quite amazing when we realize that a vast majority of our teachers who are responsible for the education of our children do not get out of their own state. How can we get any semblance of understanding or appreciation of our country when we stay in our own back yard most of one's life?

I was quite embarrassed recently in speaking with a very distinguished educator from British South Africa, where only 3% of all the children get any kind of schooling. Yet this African in his native dress, asked me how we saw to it that our young people and others, got acquainted with people of other sections. He said "You call them States, don't you? We need to develop this getting acquainted program in my country. Perhaps you could help us." It was indeed a bit embarrassing to me, as I had not much to offer. We have made some good efforts however in that direction but not far enough.

Now I am very much concerned, yes greatly concerned, because so many people and particularly in our public groups, local, county, state, who are just sitting and licking their chops, waiting for another C. C. C. or its equivalent to come along so they can build more roads and stuff. I hope that you gentlemen are not in this group. The C. C. C., so far as production is concerned and even to the benefits of some of the young men, was undoubtedly good. That is not the point I am making. I am finding fault with the conception of the program. It was brought about in a period of catastrophe. I guess we have a habit in this country of waiting until a

catastrophe is about to hit us, and then we rally. After the last war the situation of our young people became so desperate that something had to be done. The C. C. C. was born. A young person had to be in legal terms a pauper, at least he had to be judged as economically dependent. It amounted to nothing but a palliative and a bit of social salve. Therefore it was not fundamentally a sound program. I hope, and do not believe, it should happen that way again. As a matter of fact I do not believe American youth will accept a program of education based upon a program of relief, and frankly I do not think they should. We had just as well face the issue in this country and do these things because it is right and good, and <sup>to</sup> do it realistically is an enormous program but we can not dodge it much longer.

When you get back to your offices dig up the records and find out what the cost of the C. C. C. program was in your state. Even in your own park program do you think you could devise a program in cooperation with your state department of education and other groups concerned, a plan that would become an integral part of a youth training program for your state that would be better than the C. C. C.? Could you operate it more efficiently with less waste and get better results? Further, could you include also programs for the young women as well as the young men? It is not radical to think in these terms for the United States. Go back home and start the ball rolling. Let us not wait to be told what to do. It is dangerous to wait.

Just one more point about this "youth atomic energy" that is so precious for this country. After V-J Day and up to now, the reservoir of this youth energy is beginning to pile up -



2,000,000 of them a year, and we now have about 3,000,000. What has happened to them? Where are they? What are they doing? By the first of the year we will have another million and within a period of three to four years we will have at least four to six million unemployed youth! And mark you employment of young people is on the decrease. That reservoir is filling up fast and the time is short. I dislike and do not want to be thought of as presenting this as a fear program. Let us think and act realistically and do it on purpose. We would not let valuable building material lie idle, and this is as good a place as any to state that should we not consider conservation in its broadest way, as not just conserving for posterity. Let us remember that much of our posterity is alive today. Therefore conservation means wise use of natural resources.

Let us go further, and <sup>this is</sup> ~~XXXXXXX~~ not a new idea to you. I'm sure, and say the wise use of natural and human resources. If you are in agreement we are off to further consideration of the topic at hand.

I hope you all have a fine respect for group camps as a part of your program and I believe you do have, otherwise you would not have invited me here to discuss the question as one of the main topics of your conference.

As I glanced over the reports of these 11 southeastern states, there were 38 group camps in all, mostly of the Scout, Church groups, FFA, 4-H Club, etc. In 1945 you reported a total of 124,768 camper days in 11 states. As good as that

is, it is far too little. But I understand your program is growing and the demand is increasing, and that is good. There are many types of camps and you are familiar with the usual ones. Of course you do not have private camps in your areas. The country over, including all kinds of camps, private and organization, a generous estimate is that they reach only 5% of our youth. What about the 95%? That is a public responsibility. That means you and particularly your state department of education, and including all of our schools as well as municipal camps for adults. There is not a very clear idea as to what camping is. Regrettably it has in the main been a movement to take youngsters from the city, bag and baggage, and even their programs of what they do including their whistles, bells, inspections, honors, awards, emblems,<sup>a</sup>/regimented form of organization, taking it all to the woods, stirred around a bit, changing a few names - and call it camping! Upon even casual examination it is a continuation of a rather highly regimented pattern of living, and so much of it is not worthy of the name of real camping.

You know the story of the city youngster who, for the first time saw the great forest areas. Looking at it he saw nothing but trees and space, and said: "What a lousy place this is. Not a street to play in."

What I am worried about is that a lot of people felt sorry for him, this lad, and are building him streets to play in in our forests. I hope you are not guilty. You see this strikes at the roots of a major policy. Are you going to give youth and people what they want, or are you going to lead them



into the best that the forest and open spaces can do for them? In other words, what they need. Any policy based upon providing only for what people want is doomed to disappointment because people only want what they know.

With our country so dominantly urban-minded you can count on it that they will want mostly things of the city. They will clamor for baseball diamonds, tennis courts and all the rest, and even a street to play in, and you will provide it for them. The other policy calls upon you to broaden your vision and leadership to give real intelligent, positive and tactful leadership.

To get back to camping, I think of it as loving to live in the woods and open spaces. And as leaders and teachers we want to teach the people to love to live in the woods and open spaces, and you can't do that on a tennis court or in a riding lane or on a basketball court, or a lot of other city activities.

Now we have a basis for group camping. Briefly I want to discuss a bit further the organization. Generally, camping is divided into two types: centralized and de-centralized. The centralized plan which I have already touched upon, dotes upon regimentation. They love "mess" halls. They love a tidy, scheduled program of activities hour by hour, throughout the day, separated by whistles, bugles or bells, and a concern for being a few minutes late for each event. Imagine being 10 minutes late out in the forest! Or imagine that when 9 o'clock comes you inspect the living quarters to

see how many points one cabin gains or loses! And imagine when it comes around to the 4 or 5 o'clock period, they have the unbelievable opportunity of "free play!" Free play in the woods!

I have no regard for material motivators, such as prizes, cups, emblems, awards, etc. They are not needed. The mysteries, the beauty, and the challenge of living are quite sufficient, and we have not begun to explore its possibilities. More important, the damage done by centralization or mass camping is preventing our young people from individual participation.

Regretably our educational system is largely on the mass production basis and we should not inject it into our beautiful open spaces. The central issue of course is leadership. People continue to do the things they know how to do. They have not been taught how to live in small groups and to appreciate the land. As I stated, we are an urban minded nation. Approximately 62% of our population live in cities of over 10,000. But for our purposes here, a better figure is to say that the real urban population is 80%. You can see the domination that we have to work against. So I hope you will not add to the centralization of group camping, but will make, if you have not already done so, an immediate about face. Construction costs are less and individual benefits are infinitely greater.

A bit about de-centralization. The word itself is forceful. It means dividing the campers into small groups of 6 or 8 with adequate leadership. And I would say it means



two adults to each group, and each group to establish its home in the woods and be on its own as much as possible. The youth will respond and ~~are~~ eager for it.

for children  
If in our Life Camp program/we have made any contribution to camping, it is in this area. For 19 years now we have operated our three children's camps on a decentralized plan organization. In a camp of 85 youngsters there would be 10 small camps scattered around in the woods, not too close together and not too far apart, each as a family, a small camp on its own. It appears to be a very rugged experience, and it is. Yet it is not too rugged. Our chief difficulty is keeping the youngsters from doing too much. Briefly there are five areas of living in this type of camp. A few words about each may be helpful.

## FOOD

A dominant interest of all humans, and you can count on it. I have never seen it fail. People are interested in food at least three times a day and usually four. When there is such a recognized need as food, then is the time to bring in a lot of things. Do not deprive the youngster an opportunity to help decide what he should have.

## MENU PLANNING

He will be interested in what he should have from a nutritional standpoint, marketing, per capita cost, cartage to his small camp, ptotection of feed from the elements and insect life, and of course the cooking of the food.

Then, too, he will see the necessity of building a fire for cooking, baking, gathering wood, cutting and splitting, are

essentials. He can<sup>not</sup>/do these under intelligent leadership without coming to realistic grips with practical conservation. Our youngsters on an average, including 8 to 16-year olds, will plan and cook two to three meals a day. Some of the groups will average more.

#### SHELTER

The second area is shelter. They have a free hand, of course under intelligent leadership, to design and build various types of shelter - tepee, lean-to, round-to, Hogans, Platogans, covered wagons, and I hope new types to come. The urge in youth to build is strong. Give it full sway. If you build a shelter with nothing left for the youngster to do but move in you are preventing good education. Incidentally, you are wasting money and increasing maintenance and operation.

I am afraid that park people generally have already committed the great sin of standardization, insofar as group camps are concerned. Programs should determine structure. If you build a structure first you have frozen program. When the youngsters design and build it, it is what they need. It is a better procedure. Are you worried about destroying forests and the looks? Have no fear. The best conservation is practiced where the use of the forest is necessary to living. You can not touch conservation through a program of restriction. ~~Thaxthkdxkxkxkx~~

#### SELF-OCCUPATION

The third area is self-occupation and the meaning of this is already implied. Free space, free time to use as one feels the necessity and has the desire. You will find far more ini-



tiative being used, more resourcefulness will be developed, and a greater amount of constructive and cooperative independence. It is self-occupation versus direction.

We have already put too many crutches under people and under youth. At least let us take some of them away when we have such a good opportunity.

## SPIRITUAL UPLIFT

The fourth area is spiritual uplift. Again by implication you can see what is meant here. I do not know to what church each of you belongs, nor how your spiritual self is rooted, but there is one thing sure - the more you know about the earth and its treasures, secrets - the more you live out on the earth, the more will come to you a deeper sense of spiritual values. To illustrate, let me repeat a poem a 15-year old boy wrote in our camps. One night as I walked past one of the small camps, it was rather late. One boy was sitting by a log in front of the dying embers of their little campfire. I asked him if he should not be in bed. He said "Yes, but I had to finish this first," and he was writing something on a piece of paper. I said "Goodnight, Joe" and left him alone in that beautiful starlit night. The next day he said "Would you like to see what I wrote last night?" His poem was called

Night, What is the Night?

A dark and fearsome thing

That causes us to tremble

To bend our knees and pray for light?

Ah, no! It is duty, it is beauty

Borne of peace and Rest from earthly strife

A part of eternity is the  
Beauty of the night"

You can't get that sitting on "Theity-thoid Street and Thoid Avnue" nor on the streets of any other city. You have to live out in it. And you can't get it following a regimented pattern of camping.

There are many more considerations of the small group and de-centralized procedure, but to save time I will briefly summarize the values of decentralization and the camptivity procedure.

1. A greater amount of the most wholesome personality growth and development for each camper.
2. They will live deeper in the woods.
3. Each staff member will contribute more because they will have a wider range of vital experiences.
4. There is the best opportunity for the application of the principles of group work, and this means the inculcation of the person of democracy without ever using the word.
5. Construction and maintenance costs are less.
6. It puts emphasis upon real counselorship, as counsellors live and share with the campers in all things.
7. It is educationally better, as more of the sound principles in learning can be applied better than in any other situation.
8. It is better creatively, as the campers recognize their needs and are quick to respond in improvising



and being resourceful to provide for their own comfort, welfare and happiness.

9. There is less tendency to copy and follow city administration and methods.
10. The program is easier to adjust to individual needs.
11. There is greater participation by all in a wider range of activity, and most of it is excitingly realistic.
12. The program emphasizes exploration, discovery and adventure, and certainly vigorous living.
13. There is less tension and strain on the campers and staff. There is no need, as is often the case, for a vacation after being to camp. The way many camps end the season on a crescendo and climax of competitions, it is enough to break any youngster's nervous system. It should not be that way.

Now as briefly as possible let us consider the application of group camping to education. Time does not permit a thorough going treatment of this, but we can touch upon a few of the most important angles. I want to make clear of the terminology camping and outdoor education. I am proposing here that our schools throughout the country should move into the out of doors as much as possible as an integral part of the educational program. Out of door education means just what it says. The nub of this is the application of a well-recognized principle in learning, namely, that you learn most through direct experience. It has been proven and has not been refuted - everyone agrees - that you learn most through direct

experience. You learn it faster, retain it longer and have a deeper appreciation and understanding of those things you get first-hand. Check it over in your own experience and see if you do not agree. I am not saying that everything should be learned through experience. Reading is <sup>of</sup> vital importance and should be closely related to experience. It is the separation that I am opposed to. In our crowded system of education and curriculum text book lesson assignment, recitation procedure, it is still largely an academic process and thus the youngster is in danger of separating act from thought. We have ample evidence of that these days. People knowing how to use words and they sound brilliant, but do not know whereof they speak. The reality of experience is a powerful leveling force and brings sense to jaded concepts and nerves. We have lost contact with the soul and those things of nature which are vital to a balanced understanding and what might be called as a philosophy of life broad enough and deep enough to bring about a basis for understanding and co-operation.

Here then, is the thesis about which outdoor education rests. It is so simple that it has been missed through all of these years in the practice of our system of free education. That which ought and can best be learned (in respect to any subject matter at any level, elementary, high school and college) inside the classroom should there be learned, and that which can best be learned through direct experience outside the classroom dealing with native materials and life situations, should there be learned through direct experience.

What will this do to our educational system? It is for the teacher, the curriculum maker and the administrator. Take



any subject you want, at any level. Read what the student is supposed to know and understand, and see where you think it can best be learned. Most subject matter comes from outside the classroom, not inside. And if the principle on learning that I mentioned is sound, will you please tell me what in the world we are waiting for?

We had a "battle of the bulge" in this last war, and there is a sort of a battle of the bulge in our schools. The youth are bulging the sides of the school walls, outwardly staring out out the windows and wanting reality as a part of their learning. A youngster plays "hooky". So many hookies makes him a truant. So much truancy may make him a delinquent, and everyone is opposed to delinquency. You can have a meeting at any time or place to talk about juvenile delinquency. You can raise money to fight it. But to get education out of doors where the kids want a good deal of it in the first place, is a tough and slow procedure. But on with the battle of the educational bulge.

Perhaps a story might make clear some of the indications of this. I visited a cut in a mountain road in a certain state. The cut was to widen the road and straighten out a curve. It was authorized and done by a State Highway Department, no thought of it being an educational venture. This cut laid bare the inside of a part of a mountain for about 45 feet. A quick study of this exposed ~~the~~ interior of our earth was a magnificent display of the layers of soil sediments, stone, clay, coal, fossils, and all representing approximately two and a half million years. A reference book of the finest sort at no cost to education, at no cost to the schools, did not need a librarian to guard it nor to check it out, exposed for

all who would see and ponder. In the schools in the nearby community two miles away, the story of how the earth was formed was referred to 12 levels during the elementary and high school education, and where do you suppose the text books told about evidences of how the earth was formed? There were pictures and descriptions explaining parts of it and the location was over a thousand miles from that community, and here at their front door was a reference book representing  $2\frac{1}{2}$  million years of history, and none saw it.

Would it not be far more realistic and understandable to relate when studying how the earth was formed, to take youngsters to this spot, and incidentally there are many other spots of equal significance showing the formation of the earth.

~~The~~ At another school I visited an 8th grade class studying as a part of geography, contours. To explain what a contour was, the teacher had drawn a couple of wavy lines on the blackboard and had written the word "Contour." When asked what it was, she said it was a contour. In discussing it, of course she said it was not a contour, but the children had been so taught. She had missed the whole point. She had not related the vital matter of saving soil and improving health by way of contour farming, the application of safe flying to contour, transportation - railroads and highways, percent of grade, erosion and all other important matters. As the children left the building they walked over a small rise in the ground, and I am sure there was no connection with the soil on which they were walking, to the lesson they had had in school. Within that class period of time, the teacher and children could have gone out on the ground and made the matter of land elevations, and how the elevation is measured, related the



erosion, transportation, farming and all, to the study of con-  
tour. It would have been a thrilling story and the youngsters  
would have learned it and remembered and what would it have  
cost the taxpayers? Not a cent.

A further consideration is the school camp as an  
integral part of education. It is vitally necessary now in  
our urban minded nation, that as a regular part of school,  
children should have the benefit of living together in small  
groups, pursuing their educational adventures in the out of  
doors. It is right that every Board of Education should only  
own and operate camps as a part of the school plan. It should  
be a year round program. No one need have fear that as the  
number of school camps increase it will interfere with the group  
camping program of establishing other serving agencies. The  
establishment of free or public education would not destroy  
private schools. There will always be private schools and good  
ones will always be needed. The same can be said for camping.

Why haven't the schools used the out of doors as a part  
of education and established school camping? Is it the fault of  
youth? No, they are ready and anxious for it. Is it the teachers'  
fault? Yes. Many of them are afraid they will lose control with  
youth in the out of doors. They are afraid that they will be  
caught and will not know the answers, as in real life things do  
not happen by the pages or chapters. Many of them would not like  
the out of doors. It would be too uncomfortable. They would  
have to dress differently. Most important, basically, they are  
not trained to teach in the out of doors. They are "classroom"  
teachers. They are not entirely to blame however, and I hasten  
to add there are many, many teachers who do use the out of doors

and are helping in the movement to a wider use of camping and out of door education.

Is it the fault of teachers' colleges? Yes. There is a pattern for training teachers. The courses that are required to get a teacher's license ~~in~~ are pretty well set, and the anxious student who wants to become a teacher is willing to do whatever the requirements are to become a teacher. The college could require and carry on much of its teacher education in the out of doors, and then the teachers would be trained in that way. The faculty members have been trained to teach teachers to teach inside, and even college administrators have come up through the program of inside education. Here, too, they are not entirely to blame, as authorities ahead of them have set policies and requirements. There are many teachers' colleges now active in adopting camping and out of door education as a part of teacher education.

Is the State Department of Education at fault? Yes. It is within the power of state officials and the state boards of educational control to set standards and requirements, and they could cause the doors of our schools to be opened outward and have the school buses taking children to the open spaces as well as to the indoors. But here, too, these state bodies and officials have a background of experience which has largely been an indoor point of view as regards education. In some places however, they are beginning to move. May their speed increase.

Is it your fault? Yes. Perhaps you have not come to grips with the problem as it applies to education. If you have not done so in your state I hope you will begin to talk about it



and get the authorities and your cooperating groups active.

Perhaps some of you have made an effort. May your efforts be increased.

Is it the public's fault? Yes. The public has not asked for education to be done this way. Public opinion is slow in moving, but it is not entirely their fault either. As Mr. and Mrs. John Q. Public will respond, though at times slowly, to whatever leaders say is best for their children. The public is teachable, however, and will respond, but they have to be informed. When they are taxed heavily for more and bigger buildings for education, they expect the children to be in them. They need to be informed as well as the educators themselves, that some experiences essential to education can best be carried on in the out of doors. The public will be for us when they understand.

You will be interested to know that I received letters from seven of the State Commissioners of Education in these southeastern states, expressing interest and in favor of this movement in education. Further they hoped that more state property would be made available for educational purposes.

Gentlemen, the door is open and I hope you will join hands with the State Departments of Education and stroll together in your wonderful forests and open spaces for a broader and better program in the interests of our youth.

Perhaps I could summarize by trying to point out some of the implications for you in what I have hurriedly said this morning.

1. You can not teach conservation through a program of restriction. You have an obligation to teach and to lead. Conservation in its broader sense is wise use and you should be interested in wise use

of human as well as natural resources.

2. To implement the camping and ~~admission~~ out of door educational program as a part of our schools, I would suggest that in each state you have a three to five-day work shop session with the people in your departments of conservation and park departments with the departments of education. A carefully planned program set up to deal realistically with these areas I have mentioned and to see if you can evolve programs that will enhance what all are agreed is essential. You need public support. You <sup>the public to want</sup> want/to use your areas and you want them to know how to use them. The schools want better education and if a part of that education is in using the forests and open spaces you will both gain, and in the long view you will have a public that is eager for more and better park and recreation facilities, and consequently that means more financial support.
3. In designing, laying out and construction, avoid standardization. Remember the program should determine structure. That the decentralized plan will mean less cost and maintenance and will mean better individual results for the participants. Let youth have a hand in the designing and building. There is an investment in interest and protection for that property.
4. Acquire more land, and all you can get, and do not be too particular about what kind of land. In this wider point of view there are more opportunities for



using all kinds of land.

5. In the administration of your program, of your park and conservation programs, I hope you will take a strong hand in leadership and not be content in giving people just what they ask for. You have to lead them, even though they do not know it. This means also that you would not be what is often called the "purist" group acquiring, protecting and conserving for an indefinite posterity. But see that proper use is made of all facilities, be they historical, scenic or otherwise.
6. As an additional point in administration policy it is sound for management of facilities to be increasingly active in programs or use. This question is debatable, but it seems to me in the long run that programs should be a part of administrative policy.
7. Do not forget older people in providing camping facilities. Especially I think it important to provide for family camps, not the elaborate, but places where they can drive in, set up their tents, chop their own wood, and really camp as a family.
8. Public relations is of great importance as you well know. Through the wider use of your areas by young people in group camping, by all the good publicity you can get, through a carefully planned visual educational program, you will gradually get people interested in and they will use the park facilities which after all belongs to the public.
9. You are already alert to legislation for the benefit

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of the parks, Federal aid, increased state appropriations and the like. But in addition if it is not legally possible for communities to use public property outside the city limits for school camps, then legislation should be established in each state so that school camps can be carried on. It should be legal for schools to own and operate their own camps as it may not be convenient in all places to use state property.

10. Finance. A great mistake could be made in setting up your budgets, in underselling, in underestimating your importance. <sup>By</sup> What little I have seen of your parks in this area I have been greatly impressed with the great service you are rendering, and I would urge you to step up your budget requirements. It is hard going to get adequate financial support, but here again it is related to many things that I have said. The public will support usually to the extent that it understands needs and services. Do not sell yourselves short, as probably the outstanding need to extend the group camping and the out of <sup>education</sup> door/movement is leadership. Some of you have already spoken to me of ways in which we might be of help through our national Camp Field Service. We will be glad to do anything we can. I wish it were possible for some of you staff members to spend the six weeks summer session with us at National Camp to work out plans for your own state. We would be glad to have you, and in that way could help. Also through our Field Service, we would be glad through consultation services and plans that we may submit. Also we would like to see established here in this area some place, a training center for camping and out of door education along the lines upon which we conduct National Camp. It would be a great help in furthering the development. And if we can be of any



service, we would be glad to do it.

Before I close I want to extend my appreciation for the hospitality extended to me at Myakka River State Park where I was the guest of Mr. Crowley and Mr. Edwards, Vice President of Florida Board of Forestry and Parks. Also the hospitality extended me here at Highlands Hammock State Park. It is a continued thrill to see for the first time in my experience the wonders of your beautiful forests and park areas. I am looking forward to the remainder of the week and to be your guest at Hugh Taylor Birch at Ft. Lauderdale.

I hope always we and others will meet frequently farther out in the woods. And to close ~~with~~ these few words I found from Whittier express our mutual interest and goal I'm sure:

"And so we find it serene to come to this still glen  
 For here the habit of the soul feels less the outer  
 world's control  
 The strength of mutual purpose pleads  
 More earnestly our common needs.  
 And in this silence multiplied by quiet persons on  
 either side  
 The world that time and sense have known  
 Falls off and leaves God alone."

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