provisions, equipment and clothing rooms seem well stocked with the appropriate supplies for hiking and camping in this part of the country.

Students at Adirondack move through four phases of treatment. The earliest phase involves acceptance of placement and mastery of basic hygiene and physical wellness skills in a wilderness environment. The last phase involves a high level of personal and group responsibility, and being a role model for others. It is at this phase that students are informed of their discharge placement. The average length of stay is 45 days, with a minimum of 28. From Adirondack, students typically move on to traditional, therapeutic or emotional growth boarding schools or, more rarely, to an RTC.

During my visit, I had the opportunity to join a group of about eight boys who were out in the field. The group was led by a senior field instructor, who had clearly earned the respect and warmth of the teens; he was assisted by two other instructors, one male and one female. The group included boys from various parts of the US, mainly the east coast, and one international student (close space before the period). The boys, who introduced themselves to me at the start of a short group discussion, described problems with depression, academic underachievement, defiance, entitlement, and drug and alcohol use. Most had been at Adirondack about two weeks, though a couple of "veterans" had been there for about four weeks. It didn't appear to me that any of them was ready yet to move on from Wilderness, though I did have the impression that each was productively addressing his unique issues.

The group discussion centered on a few important themes: Truthfulness, taking responsibility for one's actions, appropriate expression of feelings and not taking the gifts of life (including parents) for granted. The atmosphere was serious and introspective, yet also warm and mutually respectful. When I asked the boys what they would want to change about Adirondack, they genuinely seemed to have difficulty finding things to complain about. They all said that being in Wilderness had helped them. When I asked why, their reasons included the positive atmosphere created by their senior field instructor, and that the Wilderness provided them with the ability to focus on what's really important in life, without external distractions.

I met with members of the Adirondack leadership team, including Executive Director Susan Hardy,

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