

March 17, 1960

To: General Frank C. Hewley, Vice President
From: Alfred de Grazia
Subject: Experimental Center for Camping and Recreation

1. Professor Gabrielson is waiting for a good day to inspect the sites suggested by Mr. Morgan.

Meanwhile, from our discussions, it appears that the sites can be ranked in the following order of desirability:

- 1. Sterling Forest**
- 2. Sugarloaf**
- 3. Farmingdale-Tomahawk Lake**
- 4. Woodbury-Station-Leone property**
- 5. Harriman property**
- 6. Mountainville**

The ideal site remains as Pine Meadow Lake, south of the present location of the University's camp at Lake Sebago.

2. Carl Gustafson, Laurance Rockefeller's Assistant, repeated at lunch yesterday their concern with our plans. I would guess that they might support our efforts at locating on Pine Meadow Lake.

3. I have not seen Commissioner Wilm yet, because when he has been free in Albany, I have not been able to go up there. I'll keep trying.

**A PROPOSAL TO DESIGN A CENTER
for
RESEARCH, EXPERIMENT, AND LEADER TRAINING
in
OUTDOOR RECREATION**

**Center for Applied Social Research
and
The School of Education
New York University**

SUMMARY:

Outdoor recreation and camping, one of the nation's leading industries and educational activities, needs to be placed upon and economically and psychologically sound basis. New York University proposes to design a center in which research, experimentation, and leadership training might be undertaken. Such a unique facility, of which the nation will ultimately need several, requires extensive and careful research to establish needs, planning, and design; its total cost might range between two and three million dollars. The proposed research would assemble many unanswered questions and unsolved problems in camping, outdoor recreation, and outdoor education; it would connect these needs to a new type of research and educational institution. It would present to the Commission plans, sketches, renderings and other requirements and specifications of such an institution in accord with the Commission's purposes under the preamble (Sec. 1) and Sec. 6b of its

enabling Act. Thereafter said plans and designs would be public property available to the many government foundations, and individuals in the United States who might wish to forward the science and practice of camping.

ARRANGEMENTS FOR CARRYING OUT:

By grant-in-aid to New York University as described in attachment.

COST:

\$34,400

DURATION:

One year: January 1, 1959 to December 31, 1960

**I: THE IMPORTANCE OF SCIENTIFIC STUDY OF OUTDOOR RECREATION,
CAMPING AND OUTDOOR EDUCATION:**

The quality as well as the quantity of outdoor recreation facilities is stressed in the enabling legislation of the Outdoor Recreation Resources Review Commission. What we do with what we have is likely to be more important in the final analysis than how much more we can get. In a few years, 200 Americans will be living where once only a single American Indian lived. The need, therefore, for applying science, system and planning to the use of outdoor recreational facilities is great. New York University with one of the oldest successful programs of camping research and education in America, would like to analyze and exhibit in design form, the type of institution that might help fill this pressing need for intelligent use of camping resources.

Since the organized camping movement began in America there has been a gradual shift from camping as a charitable device for under-privileged youngsters to camping as an integral part of education. Outdoor living offers many learning opportunities; it develops self-reliance and serves as a laboratory for the demonstration of democratic principles.

In the days of a less industrialized America, youngsters had the fields, lakes and woodlands as their natural environment. The rapid growth of cities began to cut away this important factor in a well-rounded life. There was a growing need to retain an awareness of nature's contributions to humanity. This need was partially met by organized camping; the 14,000 camps

and 5,000,000 young campers in the United States today attest to the values inherent in camping. Camp staffs number 500,000. There is also a great increase in family camping for which relatively few facilities have been provided.

Urbanization has developed rapidly since World War II. As a result it is increasingly difficult to give America's youth the opportunities for direct learning and broad experience provided by the beauties and phenomena of nature. The restlessness of many of today's boys and girls may be attributed to the lack of a wide range of learning experiences gained in a natural setting.

It has been demonstrated that learning through direct experience -- by actually using nature's materials instead of merely studying about them in books - speeds the learning process, lengthens retention, and as a result creates greater appreciation and understanding. Individual achievement in an outdoor setting is often higher than in the classroom.

A camp community illustrates the converging needs of the individual and society. Meeting the "hardships" of the outdoors turns out to be enjoyable and in addition leaves vivid impressions of human values. By undergoing such experiences as meeting all kinds of weather, preparing his own food, and working with members of different religions and races, the camper comes to realize that his own comfort is directly related to how much he respects the rights of others.

An appreciation of our American heritage is perhaps the most important gift camping can give to youth. America's greatness is and always has been ultimately connected with its forests,

plains, and waterways. Our vast and beautiful natural resources have played a major role in the nation's development. Our long experience as an expanding country with a frontier inspired principles of individual strength of character that could be satisfied with none but a democratic form of government. American Literature, from colonial times to the present day, has held before every youth an image of the frontier hero. It is important, then, that young Americans have a chance to explore the heritage of our land, to come into contact with the soil and the treasures of the earth.

Even though its main contributions to American society have not yet been realized, camping has become a major medium of outdoor recreation for millions of citizens. Camps are operated by such governmental agencies as cities, counties, states and the federal government; by such social agencies as churches, schools, and settlements; by such youth serving agencies as Young Men's Christian Association, Young Women's Christian Associations, Boy Scouts, Girl Scouts, Camp Fire Girls, 4-H Clubs, and Boys Clubs; by employer and labor organizations; and by private individuals and corporations.

Some camps are operated for profit, while others work on a non-profit basis. Some are open only during the summer months; others during the spring, summer and fall; and other all year round. Some camps are for children, others for adults, and still others for adults and children. Some are day camps, whereas others operate on a seasonal basis. Some are just one sex, and others

operate on a co-recreational basis.

Still, it is true that, with millions of Americans engaging in outdoor recreation and camping, the answers have not yet been given as to what type of a camp or camping program best meets this country. Even commonplace questions such as how much a camp facility should cost per day to operate, what facilities are best, and what preparations are needed for camp directors, are largely unanswered.

II. THE TASKS THAT AN EXPERIMENTAL CENTER ON CAMPING WOULD UNDERTAKE.

An Experimental Center needs to be designed and planned (and, hopefully, later on to be constructed) to analyze, and investigate camping problems. Specifically, the ultimate center might help attempt to answer such basic questions as the following:

What is the purpose of a camp? When should the children's camp be recreational (wholesome way to spend leisure hours), curative (a means of alleviating juvenile delinquency, for example), or both?

Who should sponsor a camp? When can the function of camping be best accomplished under government and when under private sponsorship? Where private sponsorship is the answer, what should be the roles of local, state, and federal governments?

Who should the clientele be? In what ways do city and urban residents benefit more from camping than those who live in rural areas?

What should be the qualifications for camp leadership? When should the camp directors be businessmen or business women capable of handling the many clerical details involved in running a camp, and when is an understanding of children and adults the most important qualification?

What type of camp facilities? When should camp facilities be constructed on a decentralized basis (dining room, sleeping quarters, recreation area, etc. as separate units) and when should all activities be housed in one large building or cluster of buildings?

How should a camp be administered? What is the role of the sponsoring groups? What role, if any, should parents play? When is army-style training better than individualistic training? What should the camp program be like? Would greater benefits be derived from a co-educational camp or should boys and girls be separate? What balance between intellectual and physical tasks should be achieved?

The Experimental Center might also aim at the solution of numerous factual questions such as the following:

1. New camping and outdoor recreation facilities are being planned in National Parks, U.S. Forest Areas, and State, County and local parks. New private sites are constantly being selected. The type of facilities best suited for use by future as well as present generations need to be researched.
2. New camp building material, equipment, and supplies

- need to be tested to determine their practicality.
3. Constant study of camp structures, sanitation and program facilities is needed.
 4. There is need for experimentation in camp programs related to the treatment of delinquency, rehabilitation of mentally retarded or physically handicapped children, school camping and other programs which involve the determination of the role of camping in education, recreation and welfare programs.
 5. There is need for the study of the potential relationship of camp facilities to civil defense, particularly in the area of survival training.
 6. There is need for the study of federal and state legislation which controls, restricts, or in any affects the development of outdoor recreation and camping programs.
 7. A study which would establish the competencies required by park officials, if they are to plan and organize recreation and camp facilities and programs effectively, would be valuable to educational agencies throughout the country.

III: CONTENT OF THE PROPOSED DESIGN AND PLAN OF AN EXPERIMENTAL AND TRAINING CENTER FOR OUTDOOR RECREATION AND CAMPING.

In general, the proposed study would develop a plan for an outdoor recreation and education center that can demonstrate

the many potential uses of outdoor life. To do so, it would begin by analyzing potential uses of an outdoor education and camping facility. This means to:

- a. Analyze problem situations in American life that might be helped by outdoor education and recreation programs.
- b. Analyze youth activities to determine potential value of a camp environment for these activities.
- c. Review literature for suggestions on uses for an outdoor education facility.
- d. Survey present outdoor education and camp facilities to learn how these facilities are being used.

Next, the proposed study would formulate requirements, specifications and schematic drawings for an outdoor recreation and education center for demonstrating the uses of camping as found above. It would:

- a. Use current technological data, experience and literature to propose camping specifications pertaining to: Program, facilities, leadership, and administration.
- b. Subject the above proposals to intensive analysis based on expert opinion, existing studies and authoritative reports. Modifications will emerge at this point.
- c. Develop the requirements and specifications for the various uses of camping, and formulate a synthesized set of specifications for a single outdoor education facility for general use.

- d. Support the requirements and specifications presented in c, above, using all available evidence collected in preceding steps.

The proposed design and plan of a center for research, experimentation, and training would include descriptions, drawings, and specifications for the following major elements:

1. Facilities for research and testing in human relations:

Examples: What provisions need be made in the research camp for experimenting with various kinds of entrance testing for young campers?

What means should be provided in the research camp for evaluating different types of leaders of boys and girls of different backgrounds and ages?

What observational techniques should be provided for in the experimental camp; interview and recording equipment, photographic apparatus, specially constructed group rooms, cabins, providing for partitioning of varying-sized groups, etc.?

How should the camp be set up to study young campers, with delinquency records, poor young people, and well-to-do youngsters?

2. Facilities for research and testing of equipment, materials and physical facilities:

Examples: What kind of waterfront facilities should be erected so that different water activities can be planned, observed, controlled, and tested?

What construction, personnel, and apparatus are necessary for evaluating and testing the hundreds of items of equipment going into camps-building and program?

3. Facilities for demonstration of and experimentation with types of programs and camp organizations.

Example: What sorts of personnel, and buildings and layout are required to exhibit to visiting groups and to show to other groups at other locations the latest and best techniques and materials for camping?

4. Facilities for conferences and workshops:

Examples: What buildings, material, equipment, and personnel are needed for conferences, and workshops of city, state and federal recreation officers and rangers, of youth organization leaders, of employer and labor organizations, of universities and college camp managers and of the thousands of individual and corporate private camp owners.

5. Facilities for training leaders.

Example: What classrooms, curriculum, source materials, teachers, student body, and administration would be needed to train future camp and outdoor recreation leaders?

The design and plan of the camp would have to satisfy all of the above types of requirements. For instance, the water-facility of the camp would have to satisfy special needs of everyone of the five types of elements listed above: the water use of the experi-

mental camp would include the study of different organizations of campers for aquatic activities, the testing of boating equipment and docks, and demonstration to large groups of the latest swimmin, life saving and diving techniques, the practice by groups of improved water sports, games and stunts and the education of leaders in water discipline.

COST OF THE PROPOSED PLANNING AND DESIGNING:

The total cost of the proposed project to design and plan a camp for experimental testing and leadership, it is estimated, would amount to \$34,400. The project would be the responsibility jointly of the Center for Applied Social Research and the Graduate School of Education of New York University with the Graduate School of Education conducting the actual research and administration of the project. The report, plans and designs would be submitted to the Commission on or before December 31, 1960.

A detailed breakdown of probable expenditures follows:

Central Direction and supervision by the Graduate School of Education and the Center for Applied Social Research	\$3,000
Study Director	8,000
Associate Director	4,000
Clerical and secretarial aid	3,200
Consultants (including architects)	3,000
Supplies and equipment	500
Travel	3,500
Telephone	500
Preparation of report and graphics	2,000
Rent	2,600
Contingency	1,000
Overhead (10% of direct costs)	3,100
	<u>\$34,400</u>

The director of the study would be a man with extensive teaching and research experience along the lines of the project. (New York University has operated Camp Sebago, a training camp located in the New York State Palisades Interstate Park for the past thirty-two years.) Central Direction and consultation on the project would draw upon the same unique set of experiences and skills of the University augmented by numerous specialists.

Dr. George Stoddard, Executive Vice President
and Dean, Graduate School of Education

General Frank Howley, Vice President for
Development

Dr. Ralph Pickett, Associate Dean, School
of Education

Dr. Charles A. Bucher, Professor of Education

Dr. Milton A. Gabrielson, Professor of Education

Dr. Raymond Weiss, Professor of Education

Dr. Alfred de Grazia, Director, Center
for Applied Social Research