

AN INTERNSHIP IN PUBLIC ADMINISTRATION PERFORMED AT
CITY OF PHOENIX PARKS AND RECREATION DEPARTMENT
PHOENIX, ARIZONA: JUNE 6, 1967 - AUGUST 15, 1967

by

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PREFACE AND ACKNOWLEDGMENTS

This diary has been written to assist the writer in obtaining a broader understanding of the general field of Public Administration, and specifically to give in-depth training in the field of recreation. This was the first intern program completed with emphasis in the field of recreation and was the first done with the City of Phoenix Parks and Recreation Department. The Diary is an accounting of the author's time during a ten-week period with the Department. It will specifically center around the activities of a special project which the Department instituted, and to which the author was assigned.

The Diary is generally divided into four sections. The first section will be concerned with the structure of the organization, its relation to other city departments, and the internal organizational procedures. Most of this information was obtained during the first weeks of the intern program, and is as comprehensive as the time for observation and participation would permit.

The second section is concerned with a special project to which the author was assigned during the internship period. This project afforded an opportunity to apply much of the author's knowledge of recreation, and also served as an educational experience.

The third section of the Diary will be an accounting of the author's time, and will be written in a daily diary form. This section includes a write-up of many of the meetings and events which are not included in the structure section and were an important part of the writer's experiences during the intern program.

The final section will be a summary and conclusion of the internship. This section will be mainly concerned with applying classroom theory with what was observed during this period with the Phoenix Parks and Recreation Department. It is not intended as an evaluation but only as a comparison of theory and actual practice.

To name all of the staff personnel and associates whose grateful aid and assistance are incorporated in this Diary is impossible. Special thanks must be given, however, to Doctor Raymond Mulligan and Mr. Charles H. Ott, of the University of Arizona as well as Mr. Henry T. Swan, Mr. Hubert Boyer, and Mrs. Betty Puckle of the Phoenix Parks and Recreation Department.

Charles Hiatt

Tucson, Arizona

August 1967

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ABSTRACT

This Diary has been written in partial fulfillment of the requirements for a Master's Degree in Public Administration, with public recreation being the selected major field. The internship experience was done with the City of Phoenix Parks and Recreation Department from June 6, 1967 to August 18, 1967.

Orientation to the department's organization structure was of primary importance during the first weeks of the program. This required obtaining a degree of familiarity with all aspects of the department's operations, and a general knowledge of the personnel relations within the structure.

Specific knowledge pertaining to recreation skills and training was used while participating in a special project assigned by the department. Also, in working with highly qualified staff personnel, this project afforded an opportunity to acquire many new recreation skills.

Keeping a daily accounting of time during the internship permitted the inclusion of many significant experiences which might otherwise have been omitted.

Finally, an integration of the theory and practices experienced during formal education with those of actual practice must be completed to result in a full realization of the total educational experience.

CHAPTER I

ORGANIZATIONAL STRUCTURE OF THE PHOENIX PARKS AND RECREATION DEPARTMENT

At the turn of the century, Phoenix boasted a population of 15,000. Phoenicians took pride in their parks and took their recreation seriously. Consequently, the City Charter was amended in 1933 to provide an administrative Parks, Playgrounds and Recreational Board effective February 26, 1934. Now, almost three decades later, Phoenix has developed into a flourishing metropolis of over half a million people. It had in its park system by January, 1967, 65 City parks, 18 swimming pools, 4 municipal golf courses, a museum of ancient Indian artifacts, an Arts and Crafts Center, an Adult Center, 4 desert mountain parks, and more play areas lighted for night use than any other city its size in the world.

History

Annexation programs have contributed to City and park growth. In 1959, four parks were transferred from the county to the city: Berney, Green Valley, Monfort Memorial and Milton P. Smith. In 1960 six more were added to the park system: North Mountain, Squaw Peak, Okemah,

West Plaza, Maryvale, and Harden. In 1961, Holiday and Westtown Parks were added and in 1963, Starlight Park. Playa Margarita and Country Gables were also obtained from Maricopa County through annexation in 1966.

Through the years, many citizens have contributed to the Department's development. There have been thoughts of preserving South Mountain as a park. Acquiring 14,817 acres took ten years. Steps being taken now (1967) to preserve other desert mountain park lands will benefit future generations. From 1961 to 1967, 21 city parks, totaling 272 acres, were acquired through annexation, gifts and purchase through Bond Funds.

Bond Programs

In 1933, a bond issue of \$1,520,000, with a Federal Grant of \$400,000, provided Coronado and Grant swimming pools, bath houses at Eastlake and University Parks, a Municipal Stadium, and facilities at Horsethief Basin, South Mountain Park and Pueblo Grande. Encanto Park was developed with a boating lagoon, band shell, 18-hole golf course, clubhouse, playground and picnic facilities.

The 1948 bond issue of \$1,000,000 provided the Encanto 9-hole Golf Course, Encanto and Harmon swimming pools, community center and gymnasium building at Eastlake and Harmon Parks, recreation buildings at Grant and Central Parks, tennis courts at Encanto, Harmon and Coronado Parks,

and night lighting for most park facilities and 15 school playgrounds.

In 1957, a \$4,800,000 bond issue was passed as part of a \$70,000,000 bond program approved by the Phoenix Growth Committee. Land purchased for sites of future recreation areas received top priority in this program.

In 1961 the Bond Program included authorization for issuance of \$6,100,000 in general obligation bonds for park and playground purposes. Acquisition and development of new parks and construction of specialized activity centers were authorized on this program.

The two bond programs (1957-1961) provided means for acquisition of approximately 1,885 acres of new park sites in addition to developmental programs. New park sites included Papago, Washington, Hermoso, Deer Valley and Marivue Parks. A site at 56th Street and Sweetwater, another at 39th Avenue and Cactus and several smaller sites along with Maryvale Golf Course were also acquired.

Development included construction of four new pools and bath houses, two large pools were purchased, a filter system was installed at Encanto Pool, and paving of several park roads and parking lots was accomplished. Over \$1.7 million was expended for development of golf courses, clubhouse, roads and other facilities at Papago Park. A new clubhouse was built at Encanto 9-hole Golf Course, 17

miles of road paved and guard rails installed at South Mountain Park, and a variety of school playground and park lighting projects completed in all parts of the city.

Construction of the Maryvale Municipal Golf Course was one of the largest projects completed. Other projects were the rebuilding of greens and tees on the 18-hole Encanto Golf Course, and lighting and other improvements at the Rifle and Pistol Range located in South Mountain Park. Hermoso Park was completed in September, 1966. The name "Hermoso" follows the Park Board policy of selecting Spanish or Indian names for City Parks.

Land Acquisition

Land acquisition has played an important role in the Department's past and will play an increasingly significant part as the city continues to grow. Park and recreation studies were conducted in 1948 by the City Planning Commission; in 1957, by the National Recreation Association for Maricopa County, the City of Phoenix and the Phoenix Community Council.

In 1965, a long-range planning study on Outdoor Recreation was begun by the City Planning Department. This will result in the development of a comprehensive Outdoor Recreation Master Plan for the City of Phoenix. These studies, along with the Department's philosophy of remaining flexible, keeping up with trends, and evaluating

past and present park and recreation programs, have been important components for overall planning.

Further developments, now in planning stage, include a new Arts and Crafts Center, Senior Citizens Center, Tennis center and Archery centers, and other special activity centers. Two large parks are to be developed in 1967-68.¹

Park-School Cooperation

Park history would not be complete without the mention of the importance of the school playground program which began in 1933 with supervised after-school games and sports. At its inception, there were 3 school playgrounds. By 1940, there were 13, and 20 years later supervised recreation was offered at 90 school playgrounds with both summer and winter programs.

The City provided supervised recreation programs at 39 parks and 116 school recreation centers in the summer of 1967. Emphasis was placed on cultural activities, special events, sports and games, and children's playground activities. Elementary and high school educational plans will continue to play a significant role in the recreation picture. As competition increases for the tax dollar, more and more use of school facilities is

1. 1967 Recreation Leader's Handbook, City of Phoenix Parks and Recreation Department, pp. 1-3.

envisioned to supplement and complement municipal recreation areas and facilities.

To handle the school coordination, the Department has a School Advisor who works closely with the various school districts in promoting cooperation in presenting recreation programs.

Parks and Recreation Financing

Revenues for the operation and maintenance of parks and recreation facilities are received from the General Fund of the City of Phoenix, from departmental revenues and from a mill tax. The Parks, Playgrounds and Recreational Board must spend annually at least one cent (\$.01) for each one hundred dollars (\$100.00) of the value of all real and personal property for the purpose of improving the parkways of the city and acquiring and planting additional trees and shrubbery on the parkways of the city. All moneys received as gifts, bequests or devises or resulting from the sale of any property or properties received are credited to the Park Board in a separate fund known as the "Parks and Playgrounds Gift Fund". All other revenues from any other sources such as concessions, swimming pool fees, and amusement places are credited to the Parks, Playgrounds and Recreational Board in another fund as the "Parks and Playgrounds General Fund". None of the money in either of the above mentioned funds can be used

for any purpose other than the purchase of parks or playgrounds, or the maintenance and support of Parks, Playgrounds, or Recreational Centers or services owned or operated by the Park Board of the City of Phoenix or the operating expenses of the Park Board. All revenues received by the Park Board are deposited with the Treasurer of the City of Phoenix in the funds designated, and credited to the Park Board, and all accounts of the Park Board are audited by the City Auditor.

Each year on or before the first Monday in May, the Park Board prepares a careful estimate in writing, specifying in detail, by area, the amount of revenues needed to conduct the affairs of the Park Board during the next fiscal year.

The Park Board meets at its usual place of holding meetings on the first Monday in June and hears any taxpayers who may appear to voice an opinion in favor of or against items in the proposed budget. After this hearing the Park Board may modify or amend any item or items in the budget, and at the conclusion of the hearing may adopt the proposed budget, as finally corrected, as its budget for the ensuing year and make final certification to the City Council of the amount necessary for park and recreational purposes.²

2. Charter for Parks, Playgrounds, and Recreational Board (Taken from Phoenix Municipal Code, 1951), Chapter XXII, Parks, Playgrounds, and Recreational Board.

Bond issues are passed to finance most major capital improvements. A brief history of the bond issues was covered in the preceding section. Continuing development of new parks and park facilities as part of the 1961 bond program is reflected in the operational budget of the Parks and Recreation Department.

Philosophy Maintained by the Department

The Parks and Recreation Department is charged with the responsibility of providing leisure-time opportunities for the people of Phoenix. To do this they provide supervised activities in sports, music, dance, arts and crafts, drama, senior citizen activities and children's playgrounds. There are also four golf courses and four desert mountain parks to extend outdoor recreation opportunities.

Primary Goals

The primary goals of the Department are "to make it possible for the people to become self-sustaining in their leisure. To provide adequate physical facilities and adequate variety of program opportunities for personal growth and development whereby they feel secure and find satisfaction in recreationally oriented activities alone or in groups." Secondly, "to promote and further the organization, administration, financing, and operation

of community recreation." Thirdly, "to meet recreational needs with maximum effectiveness and with minimum expense." Finally, "to hold and preserve for the future, land, sea and air spaces to assure essential freedom of choice in recreational experience."³

Secondary Goals

Identify community recreational needs.

Identify goals and objectives and develop a master plan of action to achieve them.

Develop and maintain high standards of professional leadership.

Instill confidence and a feeling of mutual respect among employees at all levels.

Maintain effective communication within the Department between the Department and the community.

Encourage inter-agency cooperation.

Provide activities which are recreational, educational, cultural, character building and have carry-over value for all people of varying levels of proficiency.

Provide specialized leadership, information and advisory services on all phases of recreation and leisure activity.

3. 1967 Leader's Handbook, City of Phoenix Parks and Recreation Department, p. 5.

Control, safeguard and maintain public recreation areas and facilities.

Goals for Recreation as a Profession

Unite the forces of all agencies dealing with recreation.

Promote conservation of natural resources and personal resources.

Promote favorable public recreation legislation.

Promote and maintain a high degree of professional ethics.

Create a favorable public image of the profession.

The Department further states that to reach these goals it is necessary to know something of the nature of the recreational process, the kinds of program opportunities that can and should be offered and the qualities of leadership needed.

They maintain, and rightly so, that recreation is interpreted in many ways and that because of this, what recreation is depends upon what is of interest to the individual and what he considers to be pleasurable activity in his leisure.

They feel that recreation gives zest to living, and that it makes life more abundant, richer and happier. They also agree that the educational values of recreation are enormous through what they offer in teaching skills,

deepening appreciations, understanding the world in which we live, and providing knowledge. Furthermore, recreation of the right kind strengthens the character and citizenship of the individual by equating privileges with responsibilities; encouraging respect for the standards of democratic living.⁴

Some of the basic characteristics of recreation:

It involves activity

It has no single, universal form

It is determined by the motivation of the doer

It is universally practiced and sought

It is serious and purposeful

It is flexible and adaptable

Administrative Structure and Functional Proceedings

The Parks and Recreation Department is responsible for the acquisition, development, and maintenance of park facilities; maintenance of parkways and trees throughout the City; operation of parks, golf courses, and other specialized recreation facilities; and providing a comprehensive organized recreation program.

Parks, Playgrounds and Recreation Board

The Department receives its authority from the

4. 1967 Leader's Handbook, City of Phoenix Parks and Recreation Department, p. 36.

Parks, Playgrounds and Recreation Board. The Board is responsible only to the City Council and directly dictates the actions of the Department. The members of the Park Board are appointed by the Mayor and Councilmen of the City of Phoenix, who also determine the term of office of each of the original members of the Board at the time of the appointment of each member. One member serves for one year, one for two years, one for three years, one for four years and one for five years. A member is then appointed annually thereafter to fill the vacancy caused by the expiration of the term of a previously appointed member. They shall serve for a period of five years. In the event of death, resignation or removal of a member of the Park Board, the City Council appoints a new member to serve the unexpired term.

The Board elects a member to be President and holds meetings at least once each month. They may hold special meetings on the call of the President or three members of the Board as often as is deemed necessary. Any member may be removed for any cause by a three-fifths vote of the City Council.

Some of the powers and duties of the Parks Board are receiving property or proceeds of every kind and using the properties or proceeds as they will, subject to any provisions made by the donor. They must, also, control and

manage all lands, structures and facilities for the passive or active recreational service of the people.

Superintendent of Parks and Recreation

Another responsibility is the appointment of a Superintendent of Parks and Recreation, who has the administrative and supervisory responsibilities of the parks, playgrounds, and recreational areas. He must direct and coordinate the functionalized operations, the immediate responsibility for which is delegated to supervising subordinates. Emphasis is attached to the correlation of a diversified recreational program with appropriate and available park and related facilities, and with related governmental safety and service programs, rather than direct supervision of technical operations. He also exercises general supervision over the maintenance, beautification and improvement of parks and public grounds, as well as the development for public benefit of an archaeological museum and Indian ruins. Policy decisions and general program and plans are rendered by the Parks, Playgrounds and Recreation Board; the execution of policy is carried out with considerable latitude for independent discretion.

Administrative Section

Directly under the Supervisor of Parks and Recreation is the Administrative Section which includes

secretarial supervision, an administrative assistant, an administrative aide, an information representative, and the landscape architects.

This Section provides management control and administrative services for the four divisions of the Parks and Recreation Department. This activity also provides continuous coordination between the Department, the Parks Board, the City manager and the general public.

The Four Major Divisions

There are four Divisions directly under the Superintendent of Parks and Recreation. These are the Divisions of Park Maintenance, Archaeology, Golf Courses and Recreation. Although for purposes of this diary we are concerned with the latter, it would be appropriate to briefly describe the first three.

The Division of Park Maintenance is responsible for maintenance and improvement of City parks, recreation areas, park buildings, and other municipal grounds such as the Airport, Civic Center, Municipal Stadium, Library, and Municipal Building. The Division provides landscaping, gardening and tree trimming services, maintains parkways, constructs and maintains athletic fields, playground equipment, game courts, maintains swimming pools, pool equipment and other facilities.

The Division of Archaeology maintains and operates

the museum located at Pueblo Grande. A comprehensive program has been developed to furnish historical information on the Salt River Valley and the State of Arizona through illustrated lectures, displays, literature and correspondence. The Pueblo Grande museum is open to the general public and also provides special programs for school groups.

The Division of Golf Courses is responsible for the maintenance, care, improvement and operation of the Encanto 18-hole and 9-hole golf courses, the 18-hole Maryvale golf course, and the 18-hole Papago golf course.

Figure 1 shows the City of Phoenix Organizational Chart giving a visual explanation of the relationship of the Park Board and Parks and Recreation Department to the rest of the City structure. Figure 2 shows the organizational structure of the Parks and Recreation Department.

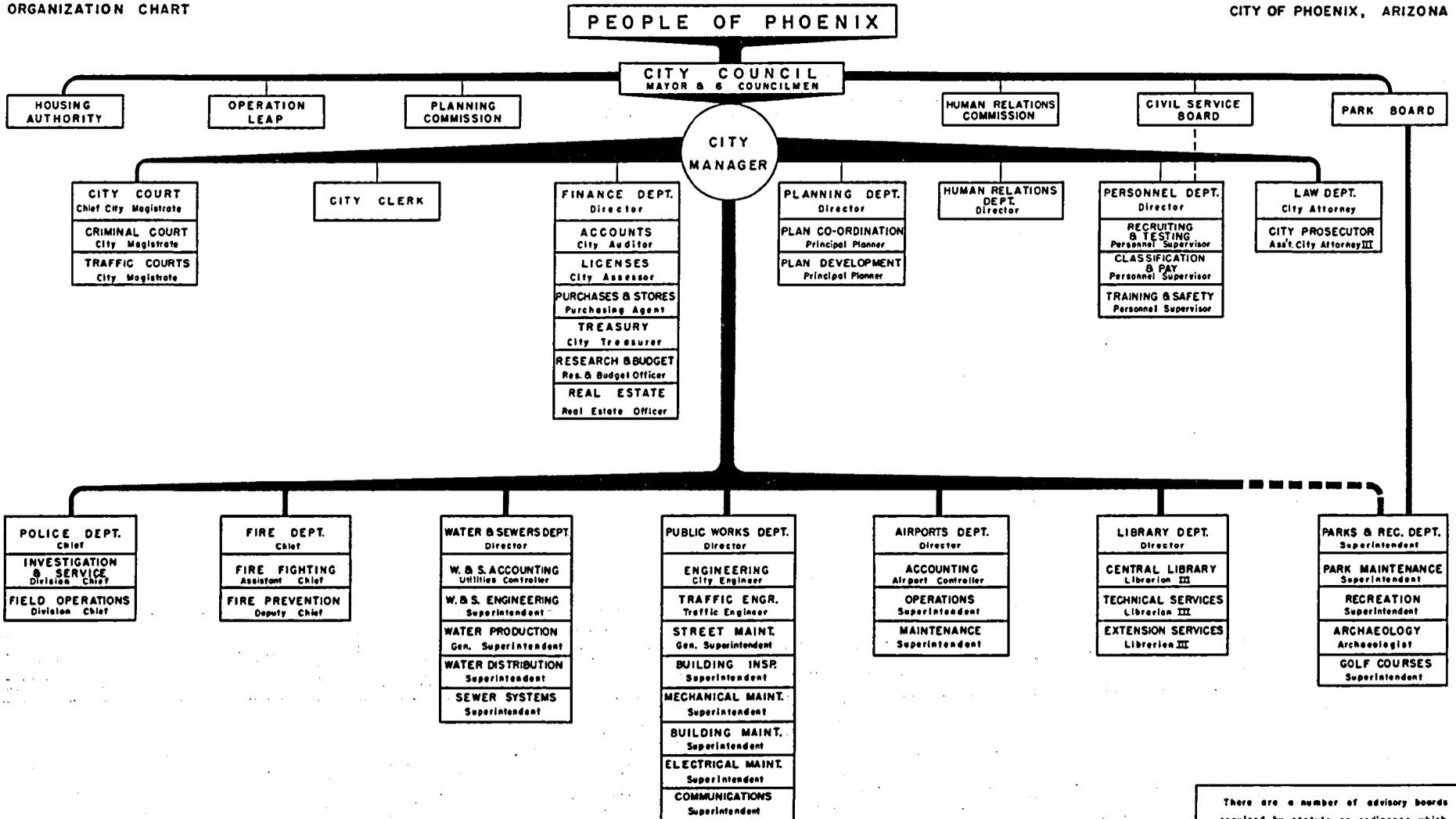
Division of Recreation

The Division of Recreation is responsible for providing a broad program of organized recreational activities at City parks, special areas and, in cooperation with the school district officials, at school playgrounds. This Division provides trained leadership, equipment, and supplies necessary to conduct the City-wide recreation programs.

This Division's organizational structure begins

ORGANIZATION CHART

CITY OF PHOENIX, ARIZONA

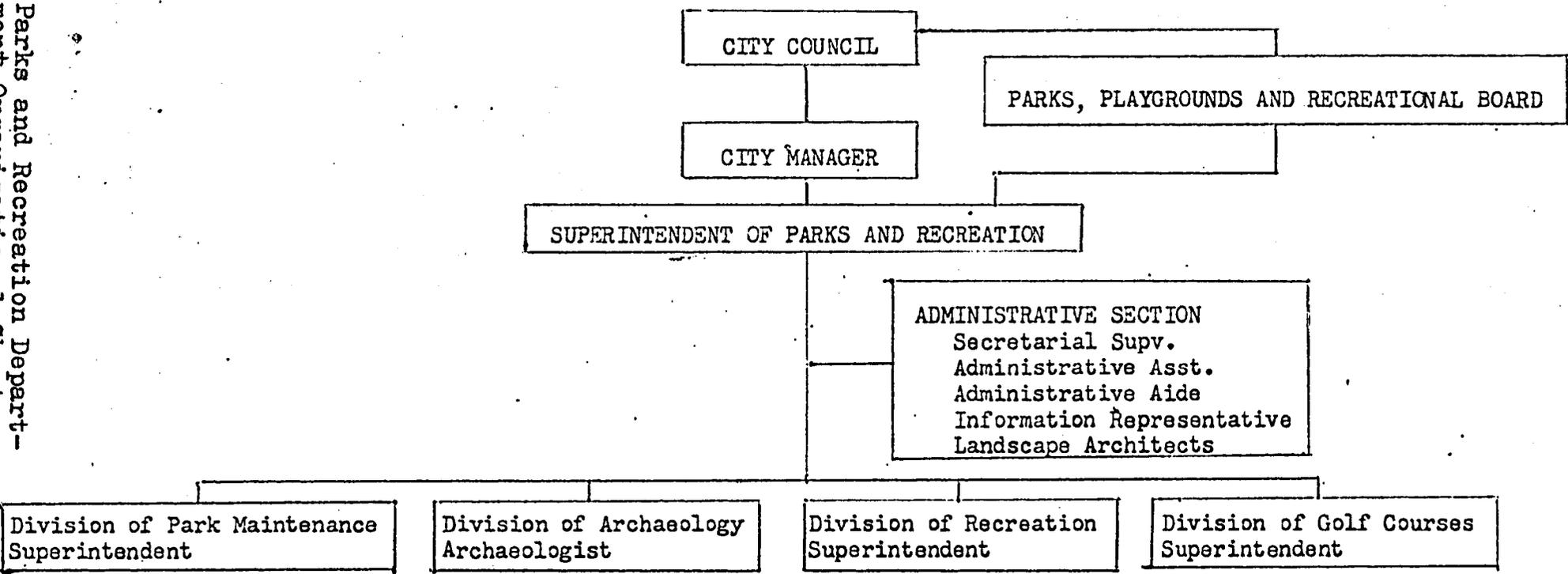


There are a number of advisory boards required by statute or ordinance which are not shown on this chart.

Figure 1 - City of Phoenix Organizational Chart

Figure 2 - Parks and Recreation Department Organizational Chart

CITY OF PHOENIX, ARIZONA
PARKS AND RECREATION DEPARTMENT



with a Superintendent of Recreation in charge of the entire Department. He is a professional recreation worker whose work is of an administrative nature in planning and directing the municipal recreation program. He is responsible for developing and administering a comprehensive community recreation program, including the effective use and proper maintenance of a wide variety of recreational areas, facilities and equipment. He assures that program objectives are accomplished at recreation centers and other locations through the supervision of recreation leaders and supervisors assigned to specific aspects of the program. Work is performed under the general direction of the Parks and Recreation Superintendent, but he must exercise independent judgment and ingenuity in accomplishing program objectives and in interpreting the needs and desires of the public.

Immediately under the Superintendent of Recreation is his administrative staff which has the responsibility for the secretarial, and clerical work which is handled.

Section Services

To meet the needs and demands of the public in the pursuit of leisure activities, the Division of Recreation is broken down into four sections. Each Section is headed by a Supervisor (Recreation Supervisor II) whose work involves planning and organizing a program designed to meet

the needs of the various interested groups within the City, and who has responsibility of the programs, Specialists, Supervisors and Coordinators in his Section. Full staff participation and coordination is obtained through staff conferences and personal visits. Supervision is received from a superior through frequent discussions, frequent observations, regular staff meetings, and reports on the various phases of the planned programs. These four Sections provide a means of offering a comprehensive recreation program which meets the leisure needs of clubs, centers, or other established units, as well as providing facilities and leisure opportunities for community groups, including children, adolescents and adults.

Special Services Section

The Special Services Section, while offering services to the general public, also is responsible for offering services to the other Sections in the Department. The Supervisor in charge of this Section is responsible for twelve major areas which vitally affect the other individuals on the staff.

Research Specialist

Three of the important duties of this Section are carried out by the Research Specialist. The Trainee Program is designed to provide a training program in all aspects of recreation for future recreation professionals.

It is divided into three distinct areas. 1) orientation to department structure, administration, policies, procedures, facilities, personnel, and program. 2) basic principles and philosophy in the field of recreation, and 3) actual leadership training related to skills, knowledge and attitudes. Trainees may be assigned to an area to obtain a specific training experience or made available to local areas to assist in special events, and tournaments. Also, meetings are held with career staff to gain understanding of responsibilities and activities. The trainee may also be oriented in other areas by visiting various programs on the parks, schools and playgrounds or develop through actual participation.

Another duty of the Research Specialist is Consultation Services. In performing this duty the Specialist usually goes to various locations providing training or conducts programs in nature activities, campcraft, or puppetry.

A final area for which the Research Specialist is responsible is the Department Library. The Library contains books, pamphlets, magazines, Program Idea Kits on Nature, Campcraft and Puppetry, as well as Music and Dance Records.

Volunteer Coordinator

The Volunteer Coordinator has two programs, in the Special Services Section, for which she is responsible.

The Volunteer Service. This service attracts individuals to assist the parks and playgrounds leaders. There are two levels on which a volunteer may serve. The first is that of Junior Aide in which less specialized activities are performed by the individual. The Junior Leaders, however, work under more close supervision and are given more responsibilities (these are usually older youngsters or adults). Registration Forms, Work Record Forms and Evaluations are available through the Office. Records of Volunteers' hours and evaluations of their services are kept on permanent file, and a City-wide Recognition Program is planned for all the teen volunteers at the close of the Summer Program.

The Achievement Program. This program is a move toward a new dimension in recreation. It is a program designed to broaden the recreational experiences of the children who frequent the parks and playgrounds. The purpose of this program is to motivate and develop skills in recreationally oriented activities, through a three step program which includes the Flamebird, designed for children 9 years old and two additional levels, the Firebird for children 11 years old, and the Sunbird for children 12

years old. Because the program is in the development stage the only level in use at present is the Flamebird.

During the summer of 1966 the Flamebird program was offered on an experimental basis at only fourteen schools. This summer the program was offered at fifty-seven schools. There are twelve activity areas in the program: 1) Arts and Crafts, 2) Campcraft, 3) Dance, 4) Drama, 5) Games, 6) Magic, 7) Music, 8) Nature and Science, 9) Puppetry, 10) Service, 11) Sports, and 12) Aquatics. The program is not difficult but the participant must complete requirements in the twelve areas to receive the Flamebird award.

The purpose of the program is stated in the Flamebird Manual:

1. To encourage children on parks and playgrounds to take an active part in a variety of recreational activities,
2. To develop, through exposure to different activities, an awareness of the enjoyment to be had in these activities, thus providing a potential basis for a variety of deep and lasting interests,
3. To provide, under trained and preceptive leadership, opportunities for individual growth through acquisition of skills and knowledge, experience in creative expression, and development of

constructive recreational interests,

4. To provide through a continuing program, more effective opportunity for meeting basic human needs for self-expression, belonging, satisfaction in achievement and recognition,
5. To strengthen the bridge between the parks, the playgrounds, the home, school and community,
6. To motivate participation and recognize achievement, interest, and participation through a system of tangible awards.

The aquatics activities that the participant must pass include basic skills (breath control, prone float, back float, treading water, and sculling), safety skills (reaching assist, release of cramp, artificial respiration), written test, kicks (demonstrate one - flutter kick, scissors kick, whip kick, frog kick), arm strokes (demonstrate one - side stroke, breast stroke, crawl, or elementary back). Also a demonstration of at least one stroke (side, back, breast or elementary back), coordinating the leg movements for at least ten yards. Finally, either a jump into deep water or a dive into deep water or the participant must swim 25 yards without resting.

The participant must complete one project in each of the following five categories: painting, print making, sculpture assemblage, paper projects, and wood burning.

Campcraft activity requirements include eight mandatory projects and a selection of one from the final three. The required projects are the Conservation Pledge, knot tying, handling matches safely, laying a fire, telling direction, knowing trail signs, making an article of campcraft equipment, participating in a cook out, and knowing good camper rules. The participant must then choose one of the following: take part in a camp program, make a map, or go on a hike or trip, helping to plan and sharing in the work.

In following the same pattern of the previous examples the participant must complete requirements in dance, drama, game activities, puppetry, magic, music, nature science, service activities and sports activities.

On completing the eight activities the participant is awarded the Flamebird Award and has received recognition for those areas completed.

Senior Citizen Consultant

A third major area that the Special Services Section is concerned with is the Senior Citizen Program. The main function here is one of developing unity among the Senior Citizens Clubs of the City. The meetings of the Senior Citizens Club can provide three basic functions to its members: 1) a place to meet once a week and converse with friends, 2) a visitors' haven in a friendly

atmosphere for meeting people, and 3) an organization point for trips and tours.

There is a Senior Citizens Council which meets about once every two months and sets the policies and provides a vehicle for cooperation of the more than 20 member clubs of the Council. Each club elects three or four members who comprise this Council.

The majority of the Senior Citizen Clubs meet weekly at the Parks and Recreation Department Buildings, churches, and similar facilities. A few clubs meet monthly with sub-groups of the club meeting weekly.

The Parks and Recreation Department has a Senior Citizens Consultant-Coordinator (Recreation Specialist II) who is available to work with Senior Citizen Groups and who has an office located at the Adult Center. Other tasks for this Coordinator include helping Recreation Leaders develop Senior Citizen Clubs and programs, and speaking to groups on club planning, organization and recreational endeavors for this age group.

There are six other areas for which the Special Services Section is responsible. In-service Training sessions are scheduled throughout the year and are designed to contribute to professional growth. This will be discussed in a later section of the diary. The Section Supervisor also is acting LEAP (Anti-Poverty program)

Coordinator, and correlates all of the activities in which the two organizations actively cooperate. Finally, this Section is responsible for audio-visual equipment, Nature-Science activities, special projects, and personnel.

Community Centers Section

The Community Centers Section is responsible for making sure that good recreation and playground programs are available on school and park areas throughout the City. In so doing, the following Department goals are constantly considered:

1. To provide adequate physical facilities and adequate variety of program opportunities to make it possible for the people of the community to become self-sustaining in their leisure.
2. To promote and further the organization, administration, financing, and operation of community recreation.
3. To meet recreational needs with maximum effectiveness and with minimum expense.

Although most programs are conducted by the leaders assigned directly to the areas, coordination with the other sections of the Recreation Division is often necessary in order to assure a quality program, especially in connection with such activities as art, music, dance, drama, and city-wide sports.

District Services

For administrative purposes, the Community Centers Section is divided into five geographic districts, each with a population of approximately 100,000 (Figure 3). Each district is supervised by a career Recreation Supervisor who is responsible for the hiring of staff members, school administrators, and community groups. Most District Supervisors have "Coordinators" who assist with supervisory and administrative responsibilities.

The Northern District. The largest district in terms of land size is the Northern District, located in the northern part of the City. Its lowest boundary toward the center of the city is Glendale Avenue, while its northernmost boundary is Bell Road. The other two boundaries are roughly 43rd Avenue on the west and 72nd Street on the east.

The enormous size of this district presents one of its major problems, and has resulted in its having five coordinators, the largest number of any of the districts. These coordinators are located at key high schools in the District and are responsible for the grade schools that have recreation programs and are located in the vicinity of the high school. The coordinator is responsible for all the administrative and supervisory problems and the recreation leaders of the schools report directly to him when

Bell Rd.

Greenway Rd.

Thunderbird Rd.

Cactus Rd.

Peoria Ave.

Dunlap Ave.

Northern Ave.

Glendale Ave.

Bethany Home Rd.

Camelback Rd.

Indian School Rd.

Thomas Rd.

McDowell Rd.

Van Euren St.

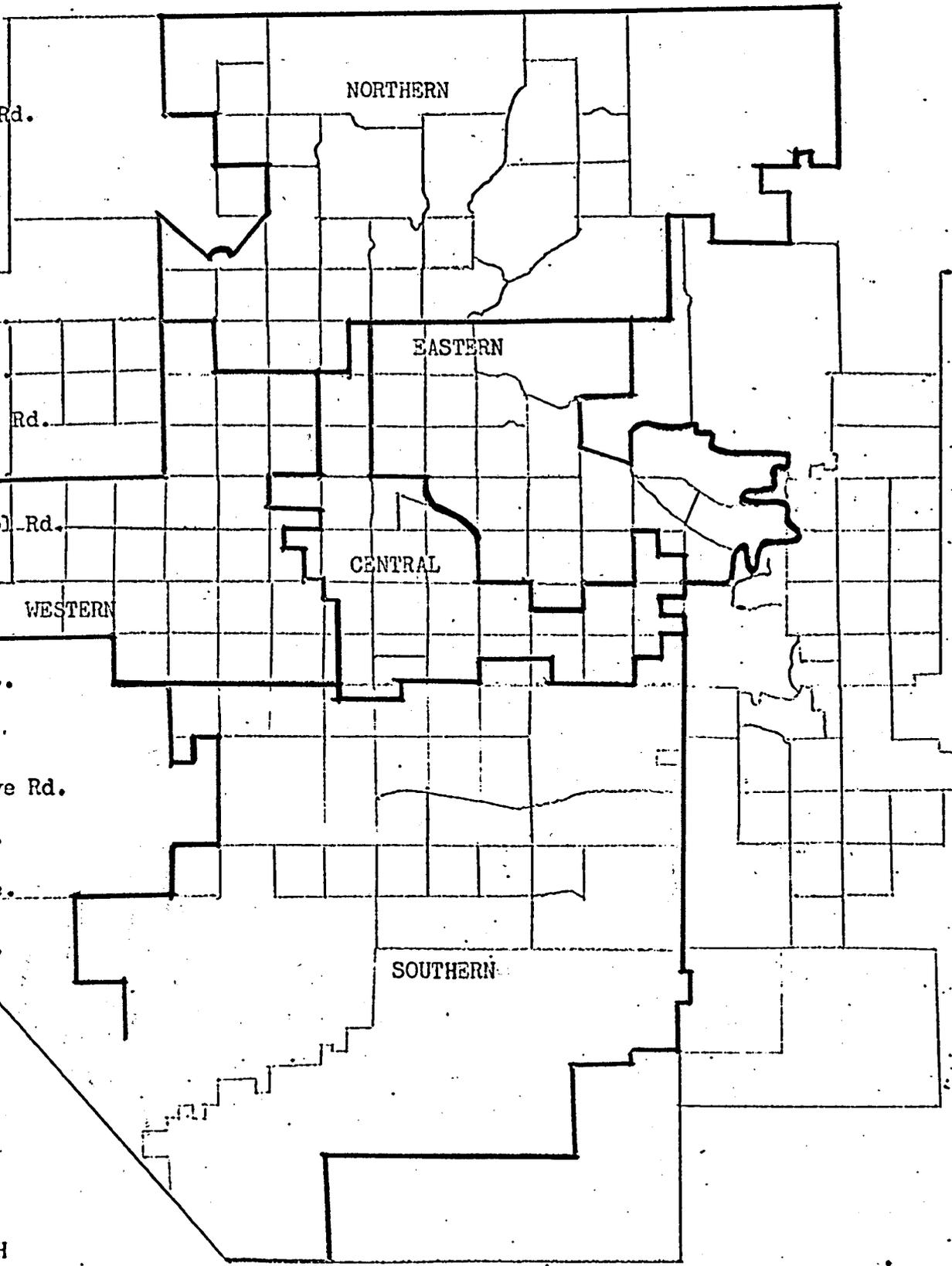
Buckeye Rd.

Lower Buckeye Rd.

Broadway Rd.

Southern Ave.

Baseline Rd.



NORTH

83rd Ave.

75th Ave.

67th Ave.

59th Ave.

51st Ave.

43rd Ave.

35th Ave.

27th Ave.

19th Ave.

7th Ave.

Central Ave.

7th St.

16th St.

24th St.

32nd St.

40th St.

48th St.

56th St.

64th St.

72nd St.

McClintock Dr.

Price Rd.

Figure 3 - The Five Parks and Recreation Districts

needing advice. The coordinator can then pass the information on to the District Supervisor.

To keep the district well informed and handle all the communication problems, there is a workshop held every Monday morning during the summer. This workshop is unique in this district and although it facilitates communication and provides an opportunity to develop and coordinate skills, it requires the closing of all programs in the district for three hours each Monday morning.

This district encompasses five parks and four school districts with recreation programs at twenty-one of these schools.

The Western District. The second largest district in land size is the Western District, which has the greatest population and youngest median age of all the districts. Its boundaries include Glendale Avenue on the north, 83rd Avenue on the west, 19th Avenue on the east and Van Buren Avenue on the south. This large population seems to result in a great deal of participation in a wide range of activities, on many of the schools and parks and also has developed a great deal of volunteer help. Many youngsters and adults devote a part of their day to helping with day camps and in other ways at the recreation programs.

To direct and supervise this district, there are three coordinators to whom the recreation leaders report

and who then report to the District Supervisor. These coordinators are responsible mainly for one or more school districts that have schools where recreation programs are held.

This district has seven parks and five school districts encompassing twenty-seven schools with recreation programs.

The Central District. As the name implies, this district is located in the center of Phoenix. Its boundaries roughly include the Black Canyon Freeway on the west, 40th Street on the east, Bethany Home Road on the north and the Salt River on the south. This area was actually the old core of the city before the tremendous growth began which greatly expanded the size of the city boundaries.

The district is divided into three sub-districts with a Coordinator responsible for each of the areas. There is a total of 50 areas with recreation leadership on approximately 40 of these. The main areas worked with include 10 parks which operate on a year-round basis and 26 schools which are part time and seasonal. All of the parks are full-time, part-time, and seasonal with a few small neighborhood parks. The schools operate under three school districts, Wilson, Osborn, and Phoenix Elementary Number One.

One of the interesting features is the great contrast in economic levels throughout the districts. The economic range runs from very low incomes in the Wilson and Phoenix Elementary school districts, to the very high income of the Osborn school district. A second feature is the use of Traveling Aides, with general skills, who travel within a sub-district and spend about four hours at a time on an area conducting two or three activities for the youngsters. These Traveling Aides also meet on Monday mornings for a workshop at which a specialist might train them in an individual activity which they can incorporate into their teaching responsibilities. This workshop also provides an opportunity for the Aides to exchange ideas on what activities they have been conducting at their areas. A final unique feature of this district is that it is the largest district, by number of areas, of the five districts located in the city.

The Eastern District. This district has roughly these boundaries: the northern boundary is Northern Avenue, the southern boundary is roughly Thomas Road, while the eastern boundary extends as far as 64th Street at some points, and the western boundary is 7th Avenue.

This district has a total of 24 areas in it including five school districts encompassing 28 schools with recreation programs offered. These areas are supervised

by three coordinators who are assigned the areas included in their sub-districts. The District Supervisor, however, maintains a coordinative role over the high schools of the district because many of these have new programs which are just developing and their progress is of special concern.

Some of the unique features of this district include the Hosteling and Fencing Clubs that are not found in other districts, the Teen Choral Group, organized and working in cooperation with graduate students at Arizona State University, and the correlated music, dance, and arts programs which put on a musical at the Open House held near the end of the summer. There is also an extensive city-wide basketball tournament held every year.

This District is characterized by a diversified income level with the lower income families attending programs in the Creighton and Balsz school districts, while the other programs are attended more by middle and higher income classes.

The Southern District. The final district of the Parks and Recreation Department is the Southern District. This district is bounded on the south and north by the city limits of Phoenix and on the east by the Salt River and the west by South Mountain. It encompasses three school districts and fourteen schools. Twelve of these schools are in the Roosevelt School District and there's one school in

each of the other two school districts. Most of the participants served are of the lower economic level, although one district goes up to the upper middle class.

One of the unique features of this district is the use of specialized aides (puppetry, science, magic, pompon) who travel throughout the district and present programs on the areas. This means that three or four specialists will visit the same area on the same day presenting their special program. The District Supervisor feels that this presents supervisory problems but provides a better quality program in the long run. Another feature is the high turnover of youngsters during a single year. This is a transitory neighborhood and there may be a fifty percent turnover of youngsters who have not been exposed to cultural activities. This also makes it difficult to continue programs in depth and necessitates starting new programs at frequent intervals.

Sports and Aquatics Section

The Sports and Aquatics Section Supervisor is responsible to those two areas contained in the title. The only full-time person employed is the Recreation Leader III in charge of men and boys' sports. Other employees include, however, a Supervisor II who is employed part-time (full-time summer) and is in charge of

the Aquatics Section, Recreation Leader III who is the Assistant Aquatics Supervisor and is employed full-time in the summer and part-time during the winter. The Sports Section, on the other hand, hires three Recreation Leader III's (full-time summer) and five Recreation Leader II's, who are responsible for the baseball and softball programs. Also included on the staff of this Section are thirteen Recreation Leader II's and seventeen Recreation Leader I's. There are also eighty-four Lifeguards and forty-three Recreation Aides to man the City's eighteen swimming pools.

The Section's foremost responsibility is to provide a comprehensive city-wide program of activities conducted for all age groups of boys, girls, men and women, and in this environment promote health, and maintain the physical well-being of the participants.

Orientation classes are conducted to acquaint potential participants with activities that may be new to them, and workshops are held to perfect skills of more experienced participants. Leagues and tournaments which challenge various proficiency levels are conducted year 'round in several sports and games. Individuals are encouraged to participate in sports activities to whatever degree they find most beneficial.

The Community Centers Section also provides sports and athletics on a local basis, with cooperative

participation in some of the city-wide events and programs, and cooperative arrangement for use of local playgrounds and park facilities by both programs.

Some of the Sports programs offered include:

Baseball - Class AA (Men's Open) ages 10 years to 18 years.

Men's Softball - Metropolitan Open, Industrial Recreation Council, Slow Pitch, YMCA Church, and Church affiliated.

Women's Open Softball - Open Division (June-August), Industrial Employees Division, and AA Division (highly skilled).

Girls' Softball - Classes A-E, including ages 19 to age 10.

Men's Basketball - Metro, Industrial Recreation Council (closed), Industrial, Teenage (American, National, Arizona) and Harmon Park League.

Women's Basketball - Sun Valley Women's League (Indian only), Women's Open (city-wide).

Other sports include: Shuffleboard, Bowling, Flag Football, Golf and Volleyball.

Some of the Special Groups which the Sports Section maintains or helps to maintain are the Hiking and Bicycling Club, Phoenix Badminton Club, Phoenix Fencing Club, Phoenix Lacrosse Club, Encanto Shuffleboard Club, Phoenix Table

Tennis Club, Encanto Tennis Club, and Junior Tennis Clubs.

Another area for which the Sports and Aquatics Section is responsible is the annual city-wide special events. Included in these events are the Punt-Pass-Kick Tournament (boys), Christmas Basketball and Volleyball Festival (basketball for boys and volleyball for girls), Basketball Tandem Free Throw Tournament (boys), Elementary School Volleyball Play Day (girls), and Spring Relay Carnival (boys and girls).

Aquatics

Swimming is offered six months (April-September) of the year, with free Red Cross swimming lessons and Junior and Senior Life Saving classes at the eighteen pools during the summer months. Classes for children are held in the morning; for adults, in the evening. Swimming teams, meets, and playgrounds Swim Days (free) for participants in the summer park and playground program are included in the aquatic program. A moderate fee is charged for afternoon, evening and weekend swimming for the general public.

Phoenix Industrial Recreation Council

A final program which is under the supervision of the Sports and Aquatics Section is the Industrial Recreation Council. The IRC was founded in 1959, when a small group met to exchange ideas and viewpoints concerning their

particular experiences in the field of industrial recreation. A company need not have an active recreation program to participate, but the main concern of the organization is the development of an effective recreation program or to supplement the recreation programs already established in the companies.

The Council objectives are:

To foster the exchange of ideas, data, and knowledge among member companies.

To clarify the scope and importance of industrial recreation.

Assist and coordinate municipal and industrial recreation programs.

To coordinate inter-council recreation activities on a cooperative basis.

To maintain effective methods of communications among firms actively engaged in Council programs.

To promote family participation in recreation programs.

To assist in the continuing improvement of industry-community relations.

Each of the member companies pays a membership fee of fifteen dollars (\$15.00) and has one representative on the Council. This Council meets once a month where ideas are exchanged and then taken back to the company by the

representative to implement in the individual company program.⁵

Social and Cultural Activities Section

The Social and Cultural Activities Section is under the direction of a Supervisor II and is made up of Coordinators in arts and crafts, dance, and music, who work on a full-time, year-round basis. Also there is a drama specialist hired on a seasonal basis.

In addition to supervising the cultural Coordinators and specialist who work under them, there are also other responsibilities of the Supervisor of Social and Cultural Activities. Many of these responsibilities have to do with the organizing and liaison work with city-wide clubs such as: Phoenix Badminton Club, Desert Knights Fencing Club, American Youth Hostels, Knit-Wits (knitting club), Valley of the Sun Square Dance Organization, Phoenix District Tennis Association.

Also Tennis, on a city-wide basis, comes under this Supervisor with a Tennis Coordinator directly in charge of clinics, tournaments and classes in every District of the City.

The Cultural and Tennis Coordinators are available to help leaders plan cultural programs in their special

5. Pamphlet on the Phoenix Industrial Recreation Council.

fields, and ideally it is hoped that all areas of the city have programs provided in all four activities. These Coordinators may be asked by the District Supervisors to conduct a program in their specialty and assist in obtaining materials, such as records and song sheets, that will aid in programming. The Coordinators also offer training in depth and work closely with District Supervisors, District Specialists and Leaders, especially during the summer months.

The Coordinators act as consultants for the general public as well. They initiate and organize programs to serve special interest groups on a City-wide basis in addition to helping with local area programs and existing special interest groups.

The Arts and Crafts Coordinator has classes for adults and children held on a year 'round basis at the Arts and Crafts Center. Classes in oil, watercolor, and acrylic painting, drawing, sculpture, and design are programmed on the basis of 10-week sessions. Craft classes in the making of jewelry, metal casting, lapidary, gem identification, leather crafts and copper enamelling are also scheduled year round at the Center. A very nominal fee, for the cost of materials used, is charged for each class.

City-wide Arts and Crafts Specialists are assigned to each District as needed to assist in program planning, in training Leaders and District Aide Specialists, and in conducting Arts and Crafts classes. Special consideration is given to program planning for as diversified age groups of participants as possible.

City-wide Specialists are also available to conduct workshop demonstrations for community special interest groups. Their services may be secured by arrangement with the Coordinators.

The Dance Coordinator serves the area Leaders indirectly through dance workshops for District Specialists and in special workshops on request. The workshop material presents dance routines (folk, square, round, ballroom, modern), rhythmic activities, teaching techniques and advice on program and program materials.

The Music Coordinator is responsible for a variety of programs and activities. Included in these are: winter programs (mostly for Senior Citizen and adults), summer musical concerts, women's adult chorus, special performers and groups (must perform free), and beginning lessons, e.g. drum. Also, various band music programs are conducted at specific schools throughout the City. In addition, music workshops are provided for District Specialists and Leaders.

Another responsibility of the Social and Cultural Activities Section is that of drama. This is the direct responsibility of a seasonal Specialist. Classes in all types of drama are scheduled by the Drama Specialist at designated schools and parks through the City during the summer. This Specialist also conducts workshops designed to develop skills and confidence needed by the area leaders and aides in order to organize a variety of drama programs. Oftentimes, this position will also include the producing and directing of musicals, formal plays, movies or other types of drama production.⁶

A final responsibility of the Social and Cultural Coordinators is to provide and prepare written material to be available on request to Specialists, Leaders and the general public as well as recordings and reference material that may be used.

Figure 4 is a visual illustration of the Recreation Department, showing the organization structure from the Superintendent of Recreation to the Districts.

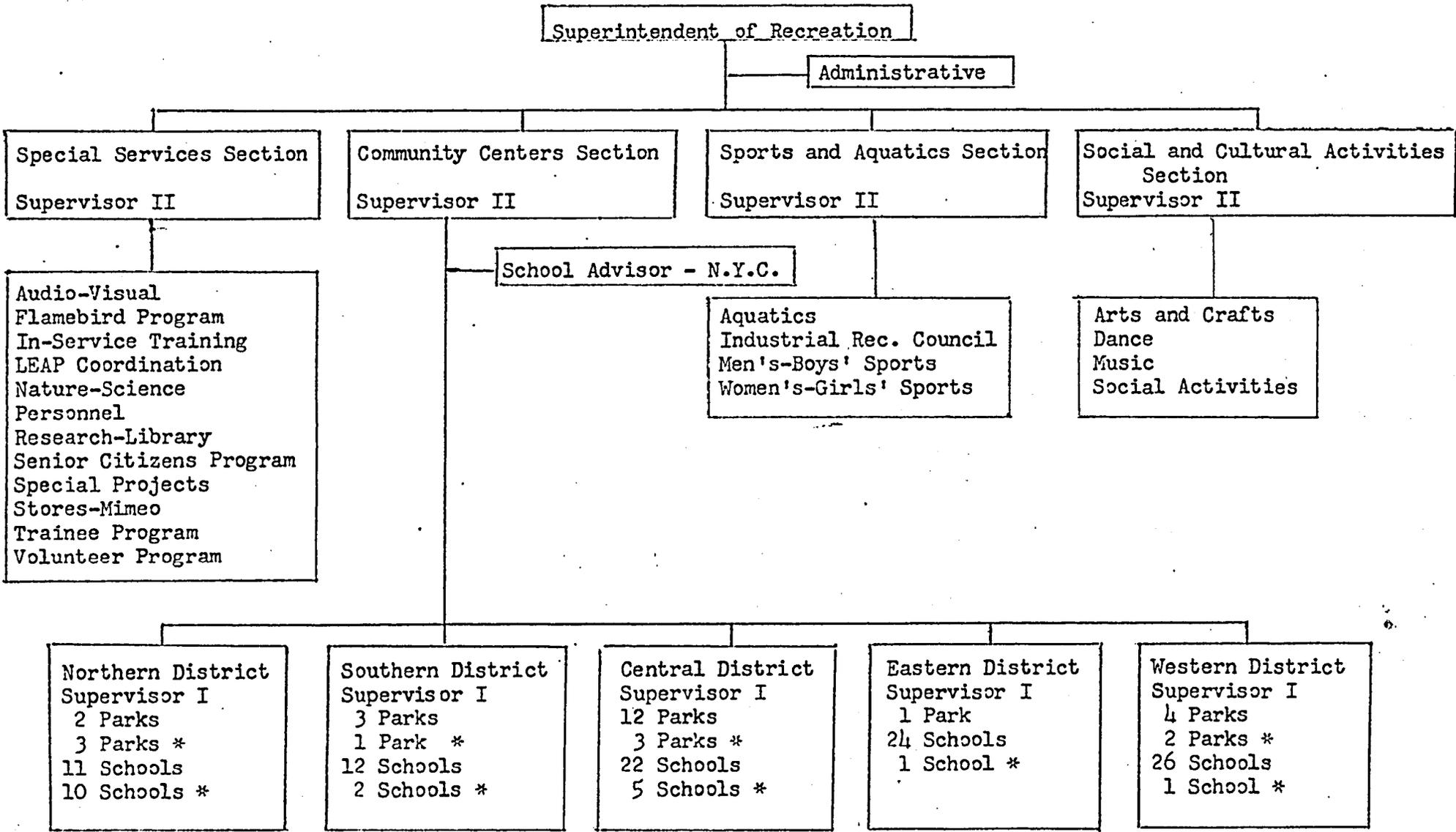
Leadership

Recruitment

Formal recruiting for the Parks and Recreation Department is done by the Personnel Department and every

6. 1967 Recreation Leader's Handbook, City of Phoenix Parks and Recreation Department, p. 15.

Figure 4 - Recreation Department Organization Chart



* Part Time

possible effort is made to obtain the best qualified people for employment. Job openings are posted on bulletin boards in the City buildings as well as advertised in professional releases. No person employed or seeking employment with the City of Phoenix is discriminated against because of race, color, religion, national origin or political affiliation. The City is interested in the individual's ability to perform the work required.

If a person employed by the City is in the classified Service he is prohibited by law from taking any part in political management or political campaigns, other than to cast his vote and express his opinion privately. It is also unlawful for him to solicit or receive any political contributions.

All employees of the City of Phoenix are required to live within the city limits. If non-residents are appointed to positions with the City they are expected to move into the City sometime within six months after completing the probationary period.

There are examinations given for all positions in the Parks and Recreation Department. These examinations are impartial and competitive. They deal with the duties and requirements of the position to be filled. When a vacancy occurs, the Civil Service Board announces a promotional or an open competitive examination, unless the

position is to be filled by transfer, demotion or from the reinstatement lists. The examination may consist of written, oral and performance tests. After the examination, the Board establishes an employment list of applicants, ranked according to the results of the examination.

Appointments

When an employee is hired by the City, his appointment is either regular or temporary. You cannot become a regular employee of the City until you have passed a physical examination and successfully completed the probationary period. A six-month probationary period is required for most classes. In the police, fire, supervisory, administrative and professional classes, a twelve-month probationary period is required. Temporary appointments may be made when there is no employment list. If you are appointed as a temporary employee, your appointment can last only until an employment list is established or not more than sixty working days.

The Classified Service and Classification

Two terms that are frequently heard and should be defined are "classified service" and "classification". "Classified service" refers to those positions which come under the regulations of the Civil Service Board. Practically all positions with the City are within the

classified service. There are only seventeen unclassified positions (one being the Superintendent of Parks and Recreation), and they are important administrative or professional classes.

"Classification" is a personnel term referring to the specification of duties for each position. Each job is classified according to the type of work and degree of responsibility in that job. For instance, if you are a Clerk-Typist I your duties are specifically prescribed, and they differ from the duties of a Clerk-Stenographer I or a Clerk I.

Probationary Period

Before becoming a regular employee of the City, you are required to complete a probationary period of twelve months of satisfactory service. This probationary period is actually a part of the testing process, and during this period you are carefully observed in the performance of your duties. Supervisors instruct you on all the requirements of the position including the length of the probationary period. They do everything they can to help you become a satisfactory employee. At least twenty days before completion of your probationary period, your supervisor submits a performance rating of your work to the Personnel Director. You must earn a satisfactory rating before you can become a regular employee.

If you are promoted to a higher class, the probationary period becomes important again, because you will again be required to serve a probationary period and achieve a satisfactory rating to become permanent in the class.

A "satisfactory" rating for the probation period is very important. If a new employee does not achieve a satisfactory rating, he is dismissed. If a promoted employee does not achieve a satisfactory rating, he will be demoted to the class from which he was promoted.

Performance Rating

Even after you have successfully completed your probationary period, performance reports continue to affect your status. Every six months, on the first of April and the first of October, your supervisor makes out a performance rating on your work, your work habits and relationships with other people, your initiative and dependability and your observance of working hours. In some cases you are also rated on your supervisory, analytical and administrative ability. These performance ratings are very important to your career with the City. They have a direct influence on whether or not you get periodic merit pay increases, and may affect your chances for promotion.

The Department or Division Head reviews and approves your performance rating, with a copy of the rating being shown to you. If you disagree with the rating, you may request that the Personnel Director have the Rating Review Committee investigate the rating. Their findings will be presented to the Civil Service Board, and any change in your rating will be made by the Civil Service Board.

Promotion

Whenever practicable, vacancies are filled by promoting City employees. However, promotion is always by competitive examination. You must meet all the requirements of the position and take an examination just as you do when you first came to work for the City. If you pass the examination and are selected for the new position, you then must go through a probationary period, and demonstrate that you can satisfactorily perform the duties of the new position.

Pay Plan

The pay plan for City employees is set up along the following lines. The plan consists of a series of pay ranges. There are six steps in most ranges, with an approximate 25% increase between the first and last steps. There is an approximate 5% increase between each step.

Each job with the City is assigned to one of these ranges according to the duties and responsibilities of the position. Appointment is usually made to the first step of the pay range. In order to advance from one pay step to another, you must demonstrate your worthiness for an increase in pay; advancement from step one to step two is made after six months of employment. Thereafter, you will be considered for merit pay increases every year until the sixth step of the pay range is reached. (Figure 5)

The entire pay plan is tied to the Bureau of Labor Statistics' Consumer's Price Index (cost of living) for the month of February. You receive an increase or decrease of approximately 5% in pay for every 5% change in the cost of living. These increases or decreases are effective on July 1 following the change in cost of living in February. For the purposes of changing the pay rate, cost of living changes are considered only for the month of February. For instance, if the cost of living is up 5% in February from the previous February, you receive an approximate 5% increase in pay, effective July 1. Pay raises based on the cost of living are automatic and are completely separate from the merit increases described above.⁷

7. Employee Manual, City of Phoenix, Arizona.

City of Phoenix, Arizona
Parks and Recreation Department

FROM: Recommended Salaries, City of Phoenix, Arizona
February 1967, by Griffenhagen-Kreeger, Inc.
1595 West Olympic Blvd., Los Angeles, California

<u>Class</u>	<u>PART-TIME</u>	
	<u>Present Hourly</u>	<u>Proposed Hourly</u>
Recreation Aide	\$ 1.25	\$ 1.42 (1.63 2/68)
Lifeguard	1.36	1.63 (1.78 2/68)
Recreation Trainee	2.04	2.13
Recreation Leader I	1.78	1.87
Recreation Leader II	2.25	2.37
Recreation Specialist I	2.25	2.37
Recreation Leader III	2.71	2.83
Recreation Supervisor I	3.10	3.25
Recreation Supervisor II	3.39	3.55

<u>Class</u>	<u>FULL-TIME</u>	
	<u>Present Monthly</u>	<u>Proposed Monthly</u>
Recreation Leader II	\$ 470 - 588	\$ 490 - 616
Recreation Specialist I	470 - 588	490 - 616
Recreation Specialist II	538 - 676	564 - 708
Recreation Leader III	538 - 676	564 - 708
Recreation Supervisor I	588 - 744	616 - 778
Recreation Supervisor II	676 - 856	708 - 896
Recreation Superintendent	816 - 1026	896 - 1128

Figure 5 - Recreation Department Pay Scale

Job Descriptions and Classifications

Two of the leadership positions have already been described earlier in the diary. These positions were the Parks and Recreation Superintendent and the Recreation Superintendent. In order to have a more complete understanding of the leadership in the Department it is important to describe briefly the nature and kinds of positions an individual can hold. Also, it is important to explain what qualifications are necessary to obtain these classifications.

Recreation Supervisor II (Section Supervisor)

Work involves planning and organizing a program designed to meet the needs of the various interested groups within the City which will gain public acceptance. Full staff participation and coordination is obtained through staff conferences and personal visits. Supervision is exercised over moderate-sized groups of recreation leaders or specialists. Supervision is received from a superior through frequent discussions and by frequent observation, and reports on the various phases of the planned programs.

Some examples of duties performed include supervising and participating in a post-entry training program for new recreation leaders which includes discussions on

methods, materials, recreation philosophy and operative procedures; does demonstration teaching and assists in the conduct of athletic events, dances and productions.

This individual must have a thorough knowledge of the principles of administration and purposes of clubs, centers, or other units established to meet the leisure time and recreational needs of community groups, including children, adolescents and adults. Also, thorough knowledge of the methods involved in organizing, conducting and supervising a program of recreation activities in a recreation center. Thorough knowledge of the principles and practices of public recreation and the philosophy and objectives of public recreation. Considerable knowledge of physical and social activities, such as basketball, softball, manual arts and crafts, dramatics, music and quiet games. Considerable knowledge of first aid methods and safety precautions used in recreation work. Ability to understand the various community social conditions throughout the City so as to determine special recreation needs. Ability to establish and maintain effective working relationships with community leaders, public officials, civic organization representatives and the general public. Ability to write clear reports and good publicity. Ability to speak effectively in public on recreation subjects. Ability to develop and maintain informative financial and activities records.

A final requirement for this position is considerable supervisory experience in both indoor and outdoor recreational work; professional registration in the Arizona Recreation Association or American Recreation Society registration program; graduation from college or university with specialization in recreation or a related field supplemented by graduate level courses in recreation.

Recreation Supervisor I (District Supervisor)

An employee of this class is responsible for the promotion and administration of a comprehensive recreational program and for the coordination of the general recreational program and the use of public recreation facilities within a district of the city. Supervision is exercised over all recreation leaders in the assigned geographical area or specialized activity area. The employee reports to and receives general policy and administrative guidance from the section supervisor.

Some of the required knowledge, skills and abilities are: considerable knowledge of the objectives and principles in the administration of public recreation programs. Considerable knowledge of a wide variety of recreational activities, including both indoor and outdoor activities. Considerable knowledge of facilities and equipment needed in a broad recreation program and the proper arrangement of recreational areas. Knowledge of

construction, repair and maintenance of recreation areas, equipment and facilities. Knowledge of first aid methods and safety precautions used in recreation activities. Ability to plan, organize, coordinate and direct the varied activities involved in a well-rounded recreational program. Ability to select, assign, train and supervise the work of employees engaged in recreation activities. Ability to maintain cooperative working relationships with employees, public officials, community leaders and the general public. Ability to write concise reports and to speak effectively in public on recreational programs.

This individual must also have considerable experience in a recreational activity, including experience in a supervisory capacity; professional registration in the Arizona Recreation Association or American Recreation Society registration program; graduation from a four-year college or university with specialization in recreation or a related field.

Recreation Specialist II (Example: Music Specialist)

Employees of this class collect and analyze data regarding the recreation needs of the various cultural and economic groups in the metropolitan area; analysis is made to discover areas in the City most amenable to the installation of a specialized recreation program. Following such

a determination the employee will develop and implement a specialized recreation program to fit the needs of particular community groups or to fit the needs of the City as a whole.

Some examples of the work performed by this individual include: develops, supervises and conducts square, folk, ballroom and other types of dancing for all age groups; serves as a dancing consultant to recreation leaders. Plans, supervises and conducts a city-wide music performance and appreciation program. Plans and conducts a phase of a city-wide aquatic program. Plans and conducts city-wide sports programs which lend themselves to league activities such as baseball, softball, basketball, volleyball and football; such leagues to include all age levels. Plans and conducts city-wide programs in individual sports. Plans and conducts a Senior Citizens recreation program on a city-wide basis. Acts as resource person in the given specialty to other recreation specialists or leaders and to community civic groups. Acts as representative of the Parks and Recreation Department at meetings or conferences involved with the supervised specialty. Plans, supervises and conducts an Arts and Crafts program for all age levels. Is responsible for purchasing or otherwise procuring all instruments, tools or materials necessary for conduct of a given specialty

program. Keeps financial and activity records and submits periodic and special reports.

The required knowledges, skills and abilities are similar to those of the Recreation Supervisor I, with desirable experience in one or more of the major specialized fields of recreational work; professional registration in the Arizona Recreation Association or American Recreation Society registration program; graduation from a four-year college with major course work in recreation or a related field (which may mean major course work in music, drama, physical education or other activity applicable to the designated specialty).

Recreation Specialist I

This is primarily instructional work, although an employee of this class will assist his supervisor in organizing special recreation programs. Once a program is implemented, the employee will exercise independence in the application of specialized techniques and skills required in the work. Work is reviewed through supervisory observation, staff conferences, and supervisory analysis of activity reports.

Some of the duties required include: schedule and conduct classes in square, folk, ballroom, ballet, and other types of dancing for all age groups; serve recreation leaders as an advisor on dancing. Schedule and

conduct classes in musical instrument performance or music appreciation. Occasionally advise recreation leaders regarding specific problems in the specialty concerned, although full program responsibility remains with a higher level recreation specialist. Buy or otherwise secure project materials. Solicit the services of and train volunteers as necessary to satisfactorily carry out the specialty program involved. Conduct research and write reports regarding the feasibility of specialty program; completed reports are to be used by supervisor in determining program components. Keep financial and activity records and submit periodic and special reports.

Required knowledges, skills and abilities include: working knowledge of the tools and techniques of the crafts or sport or other specialty involved. Skill in the use of instruments, tools or other equipment used in the specialty. Ability to teach classes at all age levels in the specialty. Ability to stimulate interest in and appreciation for the various aspects of the special activities. Ability to deal effectively with groups and to maintain discipline.

The Specialist I must also have some experience in teaching or other work involving inter-group relationships; professional registration in the Arizona Recreation Association or American Recreation Society registration

programs; graduation from a four-year college with major course work in an area related to the special activity taught.

Recreation Leader III

An employee of this class is responsible for planning, coordinating and supervising recreational activities at a large recreation center. Work requires the application of specialized skills and training in the conduct of recreation activities and the meeting of particular recreational needs. An employee receives general instructions concerning the over-all recreational program to be administered, but each employee is expected to develop programs to meet specific needs. Work is supervised through field visits, staff conferences, and a review of activity reports and results obtained. Supervision is exercised over Recreation I's and II's and other subordinates.

Some of the examples of the work to be performed by this individual include: maintaining contact with community clubs and other organizations; visits homes in the area to discuss recreational needs. Plans, organizes and directs a wide variety of recreational activities at a recreation center building and adjacent grounds; and develops schedules for use of facilities by various age groups. Plans, organizes and directs a specialized program

with various community groups on a city-wide basis. Manages a large swimming pool; plans and directs water recreation activities including organized swimming and lifesaving programs. Supervises the issuance, use, care and maintenance of recreation supplies and equipment. Solicits and trains volunteers who assist in teaching various groups on and off the recreation areas. Works with neighborhood community groups on matters of civic and recreational interest. Advises and assists individuals and groups on social and recreational problems in the assigned recreation area. Plans and directs special entertainment such as square dances, community sings, theatrical performances, pet shows, and art exhibits. Schedules, supervises and participates in drama, arts and crafts, music and dancing programs. Attends staff conferences and professional meetings, cooperates with social agencies in the area. Keeps financial and activity records and submits periodic and special reports. Supervises the custodial maintenance of the building and the setting up and moving of recreational equipment as necessary.

Required knowledges, skills and abilities include: thorough knowledge of a major phase of recreation work such as sports and games, aquatics, programming or specialized activities. Considerable knowledge and appreciation of the philosophy and objectives of municipal recreation and the

methods involved in organizing, conducting, and supervising a program of recreational activities. Considerable knowledge of arts and crafts, including the ability to plan, organize and teach volunteer groups methods and techniques of teaching others. Considerable knowledge of first aid methods and necessary safety precautions to be used in recreation work. Considerable knowledge of method and techniques of community organization. Ability to instruct individuals in individual and group activities. Ability to interpret the recreation program effectively to the public and to subordinates; to understand community social conditions so as to determine the recreational needs of the community. Ability to meet and deal tactfully with the public and to solve disciplinary problems effectively. Ability to train, supervise and plan the work of subordinates in recreation work. Ability to speak and write effectively. Ability to maintain financial and activity records and make reports. Good health and physical stamina.

This individual needs considerable experience as a leader in varied recreational activities or considerable experience in one or more of the major specialized fields or recreational work; professional registration in the Arizona Recreation Association or American Recreation Society registration programs; graduation from a four-year

college or university with specialization in recreation or a related field.

Recreation Leader II

This is beginning level professional recreation leadership in directing a wide variety of activities at an assigned playground, park or recreation center.

An employee of this class is responsible for planning, directing and coordinating organized group activities at an assigned playground or park and may assist in the direction of a variety of activities at a large recreation center. General instructions are received from a technical supervisor regarding the program in accordance with facilities available and age groups dealt with. Work is reviewed through field visits, staff conferences, and the analysis of activity reports. Employees may supervise the work of Recreation Leaders I and other subordinate employees.

Recreation Trainee

This is recreation work on a trainee basis with tasks consisting of routine recreation helper duties and increasing in responsibility as experience and learning expand until professional assignments are performed.

An employee in this class works under close direction of an experienced professional Recreation Leader at

first. With the increase of experience and knowledge more independence and responsibility are given in directing recreation activities. Training and experience will cover the full variety of general recreation activities of the city recreation program.

Recreation Leader I

This is beginning level recreational work of a specialized nature in the conduct of recreation activities at playgrounds, parks or recreation centers. Primary emphasis in this class is upon organizing and leading a group of children or adults in a variety of recreation activities. Employees work under close supervision until they become familiar with the routine fundamentals of the recreation program. Specific instructions are received in relation to work methods and procedures. The work is subject to regular inspection and review to insure maintenance of established standards.

Lifeguard

This is lifeguard and swimming instruction work at a municipal swimming pool.

Work involves responsibility for supervision and instruction of various age groups in swimming and diving activities and for the safety of patrons of the swimming area. Employees in this class give continuous attention

to the organization of various age groups for swimming and lifesaving instruction according to development and ability, and planning of activities for each group.

Duties require the exercise of some independent judgment in the scheduling of activities and in emergencies. Work is reviewed by Pool Manager. Employees in this class normally work full-time seasonal schedules.

Recreation Aide

This is routine work involving the performance of a variety of recreational, manual, custodial and clerical tasks at municipal parks, playgrounds, swimming or wading pools.

Employees of this class serve as assistants to Recreation Leaders, attendants in a swimming pool, bathhouse or locker room; supervise small children playing in wading pools, park areas and playgrounds, clean and drain pools and maintain discipline about the areas. Generally speaking, work requires an ability to perform specific tasks which are readily learned after appointment. In some cases, specific skills are necessary before appointment for specialized assignment. Work involves considerable direct contact with the public. Work is usually performed in accordance with specific instructions and is reviewed for compliance with instructions.

In-service Training

In-service training for the Department is handled by the Special Services Section. During the winter months every other Wednesday from one p.m. to three p.m. is used as an in-service training period for the entire Department. Problems are discussed and new ideas are introduced for the benefit of the program. One major problem that does exist with this training, however, is finding things to discuss that are of interest to the Section Supervisors, District Supervisors, and Coordinators. Many of the things discussed may be of interest to one group but not of interest to another.

There is also in-service training for the summer part-time personnel. These training sessions are held at the beginning of the summer and are attended by the Recreation Leader I's and Leader II's, and in some cases Leader III's.

CHAPTER II

SPECIAL PROJECT

The 1967 Summer Crash Program

The Phoenix Parks and Recreation Department in cooperation with Operation L.E.A.P. (Leadership Education for the Advancement of Phoenix) participated in a summer "crash" program. The program was made possible by funds which Congress had available to prevent riots and violence that might occur in cities throughout the nation as a result of racial tensions. The Vice-President of the United States was instrumental in introducing these programs to the states and cities and making a plea to business and voluntary agencies to use the money available. It was his feeling that this money should be used for employment and recreation for the individuals in the less privileged areas of cities and states across the country.

The State of Arizona received \$300,000 of this money, with Phoenix being authorized to use \$100,000.

The Community Council of Maricopa County, in cooperation with Operation LEAP, assumed the coordinating responsibility and contacted a variety of public and

voluntary agencies to consider undertaking a cooperative and coordinated summer youth program which would extend needed employment and recreational opportunities for persons 16 to 25 years of age, of LEAP's "target area". This target area is the 34 square mile area roughly bounded by Roosevelt on the north, Roeser Road on the south, 35th Avenue on the west, and 48th Street on the east.

The immediate and positive response by public and private agencies in the community showed a willingness by many agencies to extend needed services which would benefit children, youth and young adults.

Purpose and Beneficiaries

The major purpose of the 1967 Phoenix Summer Crash Program was:

1. To employ youths 16 to 25 years old from the target area, and provide them with close supervision by public and voluntary agency personnel in a variety of recreational and group work settings, offering services to youths from 8 to 15 years old;
2. To extend a variety of recreational programs ranging from swimming, playgrounds, day camps, building centered activities, camping, cultural

programs, educational programs, and pre-vocational programs to children and youth of LEAP's target area so that those who might have the opportunities or resources to participate would also be provided with these services;

3. To establish a vehicle of closer cooperation and coordination among public and voluntary agencies in a concerted effort to provide added and needed services to children and youth residents of the LEAP area;
4. To encourage closer working relationships among agencies providing recreational and group work services, especially Office of Economic Opportunity programs and LEAP's Neighborhood Council;
5. To provide cooperative training by youth serving public and voluntary agencies in the target area to develop skills which would prepare young people for jobs which may open up for them in these participating agencies;
6. To initiate a continuing study of the special and unique problems of youth in the LEAP area, especially regarding employment needs.

Scope and Content

Three days after meeting with over 30 executives, representing 24 public and voluntary agencies, the following resulted:

1. Eighteen agencies agreed to participate in the crash program which resulted in the employment of 194 youths and the servicing of 43,000 children and youths.
2. There was agreement to continue on-going training for youth from the target area throughout the winter months to develop a reservoir of trained staff for the participating agencies.
3. There was a commitment to employ as many of the trained youths as possible during the winter months;
4. There was a recognition of the need to coordinate training programs through the Recreation Advisory Conference of the Community Council.
5. There was desire to come up with new concepts and innovative approaches of leisure time activities and recreational programs in the light of a growing demand for them.
6. The agencies accepted the summer crash program as a visible sign of their willingness to work together in providing critically needed services

during the long hot summer months.

7. Participating agencies submitted proposals immediately as an indication of their efficiency.

Participating Agencies

All of the participating agencies were then asked to submit programs which they felt would be beneficial in carrying out the objectives of the project. A resume of the component programs was as follows:

Boy's Clubs of Phoenix, Inc.

This component program proposed to serve 12,000 children and employ 24 youths. The Boys' Clubs crash program was designed primarily to provide training and educational opportunities to disadvantaged youths. The secondary goal was to provide recreational and cultural opportunities for other youths. The duration of the program was 8 weeks.

This was essentially a training program. The young people employed were placed throughout the various operations of the Boys' Clubs in an effort to expose them to work preparation, leadership, counseling, and educational upgrading.

Salvation Army

The Salvation Army serviced 40 children in a resident camp. The camp also provided employment for four

youths as counselor aides. Preference was given to youths from the target area who were interested in entering the field of recreation or group work services.

Phoenix Union High School System

This school system employed 16 young people and exposed them to common school operations, such as the library, reproduction printing, clerical, etc.

Wesley Community Center

This agency served 4,000 children and youths in a variety of recreational programs and group work services. They employed five young people from the target area. They drew from an available list in the agency of students in need of work in order to go back to school.

Arizona State Employment Service

The participation of this employment agency was in terms of screening all the applicants for employment in all the component programs. This screening was done by ten screening aides, 16 to 25 years old. The supervisor of these young people was the in-kind contribution of the Employment Service.

St. Joseph's Youth Camp

This is a resident camp located at Coconino National Forest, near Flagstaff, for children 8 to 11

years old. Camp fees for 40 children for the target area were provided.

Catholic Youth Organization

This component program proposed to serve 800 children and 44 youths as supervisors and aides. They expressed their objects as follows: "Ordinarily, the aims and objectives of a summer day camp program would be principally along the lines of recreation and the development of arts and crafts skills. Although we appreciate the value of both these aims, this component program is geared to educational development primarily. We hope to bring to the children we serve a growth in three areas: 1) an increased awareness and respect for the Mexican-American culture, one which is often viewed by society as an inferior subgroup; 2) an increased ability in reading; and 3) an introduction to the Spanish language."

Young Men's Christian Association

This agency served 300 young people and employed 12 youths. The program was composed of a camping program for children and a cultural enrichment program for teens.

Immaculate Heart Center

Immaculate Heart Gym was developed for use as a neighborhood center for recreation in the afternoon and evening to provide needed facilities and programs conducive

to the development of more meaningful personalities, and also provided employment for some disadvantaged young people. They served 250 children in their recreational program and employed five youths to give leadership and supervision.

Phoenix Urban League

The Urban League was aware of the extreme urgency to implement intensified activities to deal with and solve some of the distressing chronic social problems of the young adult in providing and coordinating activities which provided job experiences, preparation for the world of work, educational upgrading, recreation, cultural enrichment, improved well being, and leadership. Through a placement and follow-up system this agency proposed to service 194 youths and employ 6 persons.

Valley Christian Centers

This component program was basically a camp program involving 25 children as campers and 4 youths as employees.

Operation SER (Service, Employment, and Redevelopment)

This agency employed 6 youths as community organization aides. These aides assisted in the outreach and intake of the Spanish-speaking poor, for the purpose of moving them into service oriented public and private

agency programs designed to serve the disadvantaged. Also, provided a learning experience for 6 young Spanish-speaking men and women, designed to prepare, encourage and motivate them toward continued study in the field of human relations.

Arizona Cactus Pine Girl Scout Council, Inc.

This program provided leadership and skills training for 8 youths, 15 to 25 years old, which enabled them to assist in recreation programs for a short time during the summer, and prepare them for such jobs during the year and each summer. They also provided opportunities for children, 9 to 14 years old, to have a camping experience as a part of an on going organizational camp.

Young Women's Christian Association

The Y.W.C.A. provided employment for two youths from the target area. Day camp facilities were provided for five girls per week and resident camp facilities for another ten.

Neighborhood Councils

The fifteen neighborhood councils under the LEAP Commission handled recruitment. The workers in the neighborhood councils have firsthand experience with the poverty areas and people affected. Within the target area the Neighborhood Council workers know the most needy and

poverty stricken families, therefore insuring a fair recruitment procedure.

The Phoenix Parks and Recreation Department Summer Crash Programs

A comprehensive recreation and employment program was proposed by the Parks and Recreation Department, which served 36,203 youngsters and gave employment to 64 youths. The programs included a day camp, playground service in schools in the target area, exploring the arts program, baseball league and a leadership training program.

The latter program was a special assignment to which the author was assigned and will be discussed in detail after a brief description of the first four programs.

Day Camp Programs

Program. A Day Camp program with activities strongly oriented to camping and nature, including singing, drama, crafts, games, survival, nature, camp crafts, games and swimming designed to differentiate the program from usual playground programs.

Purpose. The first purpose was to provide youngsters with opportunities to gain knowledge and skill in out-door nature-oriented activities as basis for present and future interest, opportunity for growth in social

relationship and democratic planning, self-expression and enjoyment. Secondly, was to provide paid work experience, develop leadership skills, and orient youth to nature and camping activities for LEAP area unemployed youth.

Long Range Value. 1) Orientation of campers to structured program may lead to their participation in other youth programs (playground, Boy Scouts, Campfire Girls, Boys' Clubs, etc.). 2) Day camping could be continued all winter on Saturdays if it could be funded. 3) Use of the Counselor Aides (LEAP youth) in other agencies or Parks and Recreation Department Day Camps next summer. Or graduation to Recreation Aides on summer playgrounds (paid).

Program Dates. July 3-14; July 17-28; July 31-August 11; August 14-25. Time: Monday through Friday, 9:00 a.m. - 2:00 p.m. for campers; 8:30 a.m. - 2:30 p.m. (6 hours) for leaders.

Location. Located in the LEAP area at parks with indoor-outdoor facilities within walking distance of a pool, and in an area not served by other day camp programs. The Day Camp was repeated at different areas for each 2-week session.

Children and Youth Involved. The Campers included boys and girls, ages 10, 11 and 12. There were 4 employed youths (16 - 19 years old, 2 boys and 2 girls). Children

and youth involved were from the LEAP area.

Employed Youth. The youth employed were trained to be Counselor Aides, each assisting with a unit of 12 children, helping with games, crafts, singing, swimming, nature and campcraft activities and general supervision. They were oriented to the purpose of the camp leadership techniques and activity skills. Some of the training was pre-camp and some each day relative to the next day's needs.

Playground Service

Activity. Playground services were provided to give the children an educational experience with a recreational orientation. Youngsters at playgrounds learn the social skills needed to live in close contact with their fellows. They also develop interest and skill in leisure activities which they will use in later life.

Activities at a school playground include physical, cultural and social experiences. The age group served were primarily 6 to 15. Specific locations were picked through the target area, on elementary school playgrounds.

The request extended the summer playground program for 15 days - August 14 to September 1.

Exploring the Arts

The Program. "Exploring the Arts" was a four-week (8-session) program in which both boys and girls worked together creatively in the arts; in music, in creative drama or dance and in art activity. All activities were correlated around a central theme. (ex. Indian Folk Art.)

What It Accomplished. The "Exploring the Arts" Program offered to the participant experiences which were designed to give children a better understanding of creative expression in all art forms. "Exploring" is through participation in various kinds of dance, adventures in dramatic activity, rhythmic, and music and in creative expression through painting, sculpture or other art media.

Exploring the Arts offered this same experience to the 4 teen-agers who worked as assistants. In addition the work experience and leadership training they received was of benefit to them in future job hunting. It was anticipated that since these teen-agers were working directly under qualified staff members they would establish good work habits which will make them more employable.

Four young adults were employed as assistants and were ages 16-26. They served 40 participants (20 participants age 10-11 years and 20 participants age 8-9

years). The schools used for this program were in the LEAP target area.

Training Provided. Specifically the teenagers employed were trained as assistants in one of the art activities; music, arts and crafts, drama or dance. In general they learned to relate to both children and to the other staff members. They were instructed in methods of motivating and encouraging children to work creatively in art.

Baseball League Activity

This program provided a recreation experience otherwise not available. The teams were managed by boys 16 and over and the participants were boys 15 and under. Value derived included teaching participants respect for authority, team play, sharing and discipline. The program ran from July to August 25, with games being held on parks in the target area.

Leadership Training Program

The final program undertaken by the Parks and Recreation Department was the leadership training program. It has major significance because it was a special project to which the author was assigned for six weeks of the internship. Before examining the program in detail, however, it would be important to look at the major

objectives which it was hoped could be achieved.

The Program. An extensive leadership training course for the unemployed youth in the LEAP target area.

Purpose. 1) To give unemployed youth an opportunity to develop leadership skills and conscious work habits in two kinds of recreation programs. 2) To help young people grow through group activity and gain competencies and confidence. 3) To develop a corps of young people who might constitute a nucleus for future leadership in the community. 4) To orient youth to career possibilities in several recreationally oriented programs.

Long Range Value of Program. This kind of program would be continued if youth would participate as volunteers or if funding were found. A more advanced course would be given to follow this course which, with the field work, might provide skills that could lead to full time employment, at least in summer, thus perhaps helping with the requisite schooling for full time career employment in recreationally oriented programs.

Program Dates. July 10, 1967 - September 1, 1967 (eight weeks, Monday through Friday) for six hours a day. The specific hours each day would vary with classroom work, visits, on-the-job experiences.

Youth Served. Thirty-two unemployed young people, 16 - 25 years of age (both sexes) from the LEAP target area. The course was given at Phoenix Union High School, with field work at school playgrounds, parks, day camps, and community centers.

The Training Program Content. The training program included:

1. Orientation to leadership roles, and leadership techniques.
2. Understanding of children's interests, needs, age differences.
3. Program activity skills (games, singing, swimming and crafts).
4. Kinds of recreation programs, purposes and planning.
5. Community resources (books, people, agencies, material).
6. Visits to two or more agencies with recreationally oriented or related programs.
7. Field work with two agencies - two weeks each, i.e. day camp, resident camp, community center, pool, park, playground, or Boys' Club.
8. Evaluation counseling. Youth on-the-job would conduct programs, contribute to planning, provide general supervision, and actual leadership of an

activity as skill permits. They would help with preparing for and cleaning up after activities, making signs, and posters as needed.

Cost of Service.

Salary for 32 trainees, \$1.25 per hour for 240 hours	\$ 8,400
Supplies and Equipment (much borrowed) -	
Pamphlets, visual aides	25
Pencils, papers, notebooks	10
Mimeograph Material	10
Transportation (field trip)	150
	<hr/>
Total Cost	\$ 8,595

Youth Training. In-kind cost was furnished by the Phoenix Parks and Recreation Department, was for the Training Coordinator (Recreation Leader III) and the Field Work Directors (Recreation Trainees).

The schedule for the entire eight week program was as follows:

July 10 - 21	PUHS - leadership training
July 24 - August 4	Field work at parks, playgrounds, day camp, or pool
August 7 - 11	PUHS - leadership training
August 14 - 25	Field work at a different park, playground or pool
August 28 - September 1	PUHS - review and summation

The first two weeks of the project was held in cooperation with the Girl Scouts and Valley Christian Centers. These agencies were combined because of the

similarities in the programs they had proposed. Meetings with these two agencies provided an opportunity to divide the responsibilities for training during this first two week period. It was agreed that the Girl Scouts (who provided two leaders) would be responsible for the development of leadership with the Parks and Recreation Department conducting the training in recreation skills and techniques. This was largely sports, lead-up games, low organization games and students taking turns leading games. Also, during this two weeks the trainees were given workshops in crafts, games, puppets, day camp programs, as well as having discussion periods on leadership roles and techniques. This was implemented by having prominent leaders as guest speakers to speak on leadership characteristics. These individuals were from various Phoenix agencies (Urban League, Community Council, and Neighborhood Council). Also, films were shown on pertinent areas that were discussed. The daily activities covered during this first two week period are recorded in the daily diary section (July 10 - July 21).

The second two week period the trainees were assigned to various parks, playgrounds, and school recreation programs. On these areas the trainees were to be provided with an opportunity to use the skills which they had been taught as well as gain further experience by

actually working with children. Each of the Recreation Leaders on the areas where trainees were assigned were contacted and asked to assist in the training of these individuals by providing them with opportunities to use their acquired skills and helping with any problems encountered. They were also given a guide to follow (Figure 6), an evaluation sheet, and time card for each trainee assigned to them. The trainees were given the areas they were to report to and the hours they would spend at that particular assignment. They were also given a list of things they might be expected to do while on these areas (Figure 7). During the last week, visits were made by the Field Work Coordinators to the areas to see and talk with the leaders and the trainees. These visits were to determine if the trainees were receiving beneficial and worthwhile experiences and to resolve any problems that might have been encountered.

As the schedule indicates, the rest of the program consisted of one more week of in-classroom training (again held at Phoenix Union High School), two more weeks of field work and finally, a review and summation week (Phoenix Union High School). The contents of the program are covered in the daily diary section from July 24, 1967 to August 18, 1967 at which time the internship was concluded.

Area Leader's Role

1. Supervise and continue training of these youth. See page 28 of Leaders' Handbook for NYC job possibilities. These are suitable, also, for this group.
2. Schedule daily (and hourly) responsibilities as check-out, game room or outside supervision, help with arts and crafts, etc., on chart attached. Post so student can refer to it.
3. Keep accurate record of the time each day each worker spends on the job. We only do them harm if they find they can be paid when they come late or leave early.
4. Keep In-Kind Costs on attached form. We owe this to Government as "matching funds" for their contribution of cash. Ten percent (10%) of the 6 hours is a rough formula for time spent on the average -- 30-45 minutes per day.
5. You will not have to make out the payroll time cards for these youth. Their time cards are due when regular staff time cards are due (not when NYC cards are due) and they will be prepared in advance. However, you will need to send in a daily work record the day after the youth leaves you so any changes due to absence or failure to work may be recorded and adjusted on the time card or in the next pay period.
6. It is suggested NYC youth and Teen Volunteers might help orient and train and work with these youth. We realize you may be over-loaded for help and might solve some of the problem this way.
7. Staff working with this project -- Betty Puckle, Roger Gaillard, and Chuck Hiatt -- will be visiting the areas to help solve any problems you may have with these youth.
8. If urgent problems arise, call Betty Puckle, 262-6412, or Herb Boyer, 262-6711.
9. Please return to Betty Puckle the attached daily work schedule and daily work-time record, and completed evaluation form the day after the youth leave you so material can be used in counseling.

It's a crash program for all of us. We do appreciate your help.

July, 1967/60

1967 Summer Crash Program

GUIDE TO WORK EXPERIENCE FOR LEADERSHIP TRAINEES

The Recreation Leader in charge of the area where you are placed will discuss your work schedule (the exact hours each day) with you and give you your job assignments. He will be glad to answer any questions.

Leadership Assignments

You may be asked to help with any or all of the following during your stay at the area. (You will have instructions on how to do them when it is necessary).

1. Check equipment in and out.
2. Supervise a games room or part of the playground or park to see all goes well and safely.
3. Help decorate a bulletin board or make signs or posters for it.
4. Coach or officiate for sports events, games, tournaments.
5. Assist with activities for different ages: low organization games, arts and crafts, dramatics, dance, special events, etc.
6. Line the ball field. Put out bases.
7. Set up tables, chairs, materials for classes and clean up afterwards.
8. Inspect area and equipment for safety, picking up glass, etc.
9. Help supervise at movies and playground swim days.
10. Check and put restrooms in order.
11. Answer the telephone.
12. Repair equipment and supplies.
13. Keep supplies in order and take inventory.
14. Help children or teenagers plan and conduct an activity.

It is hoped that you will have most of these experiences. There will be some free moments. Use them to observe activities being conducted by others. This is a valuable learning experience and part of your training course. Use these free moments also to learn games new to you or talk with leaders or volunteers about their work and their goals.

Activities with 2-6 Participants

There will be times when attendance of any age group may be low as on a very hot day, rainy day, around meal time or after a special event when most may have gone home. Here is a list of activities for just a few youngsters who want something to do.

1. Conversation - listening to what children have to say is important.
2. Simple crafts (crayoning, paper cut-out pictures, etc.)
3. Table games (try a tournament to add fun)
4. Paper and pencil or chalk games
5. Practice batting, catching, throwing techniques
6. Story-telling or reading stories
7. Record listening
8. Teen discussion session on subject of special interest to this group
9. Physical fitness exercises

CHAPTER III

ACCOUNTING OF TIME

Daily Diary

June 6, 1967 - Tuesday

On the first day of my internship I reported to the Parks and Recreation Department located in the Municipal Building at 251 W. Washington Street in downtown Phoenix, Arizona. My first important task was to file my application with the department giving required information, and then reporting to have my fingerprints taken. These are requirements for all city employees. My title was that of Recreation Trainee, which is a position in the department available to college students. These college students must be recreation majors so the department can train, recruit and intensify their interest in pursuing a professional career in the field of recreation.

My first assignment was to attend a staff meeting held at 9:00 a.m. This meeting is one that is held bi-weekly and attended by the following people: Superintendent of Parks and Recreation (who conducts the meeting), the Superintendent of the Division of Park Maintenance, the Superintendent of the Division of Archaeology, the

Superintendent of the Division of Golf Courses, and the Superintendent of the Division of Recreation. Also attending are the four Section Supervisors under the divisions of Recreation, Special Services, Community Centers, Sports and Aquatics, and Social and Cultural Activities. The meeting proceeded with each division head reporting on the activities of the prior two weeks in his division. Some of the more important proceedings of the meeting included a discussion of the 1967-68 budget. Also there was a discussion of the television time that will be used by the Recreation Department on Channel 3 KPHZ.

June 7, 1967 - Wednesday

The first part of the morning was spent with the supervisor in charge of Special Services which includes the recreation trainee program. We visited the Naval Reserve Center where the Leader I's and Leader II's of the various districts were being given In-Service Training to prepare for the summer activities.

At 9:30 a.m. the City Manager's monthly meeting was held. All department heads attend this meeting. We only stayed long enough to get an idea of the proceedings of the meeting.

A District Supervisors' meeting was held at 10:30 a.m. The Supervisor of the Community Centers Section of

department holds these meetings once a week with the five District Supervisors, and passes on important information pertinent to all districts. This was the first time I was introduced to the district structure and individuals in charge.

This particular meeting was also attended by the Superintendent of Recreation who had come to explain the objects of the LEAP program and the \$100,000 that the department could use in the city's "target area" (low economic area). One of the chief objects of the immediate use of this money is to prevent riots and violence that may occur in cities as a result of racial tensions.

The afternoon was spent at the Branch Office which is located across from Encanto Park on 15th Avenue. This office is the center of a great deal of activity in the Recreation Department, and contains many of the department offices including the district supervisors, aquatics, and some administrative personnel. There also is an extensive mimeograph office where the handout material, schedules, etc. are prepared. I was given copies of much of the material that was prepared for the recreation program throughout the year. This material pertains to a variety of program features and is pertinent to several levels in the department structure.

There was an employee interview session with aquatics personnel. The interview board consisted of the Supervisor in charge of the Sports and Aquatics Section and the Assistant Aquatics Supervisor. An unusual shortage of summer personnel required that many of the life guards, headguards, and pool managers be considered for more responsible positions in the aquatics section (Leader II and Leader III in many cases). Many of the questions asked were designed to test the individual's knowledge of pool operations and his attitude toward the various program features within the aquatics section.

June 8, 1967 - Thursday

The morning hours were spent traveling with the Community Centers Section Supervisor and the Central District Supervisor. The Central District, as the name implies, covers mainly the central portion of Phoenix. It includes fifteen parks manned by recreation leaders and recreation aides and includes twenty-seven schools in three school districts.

The Community Centers Section Supervisor has arranged a schedule which will allow him and the Superintendent of Recreation an opportunity to tour each district and observe as many of the programs on the parks and school grounds as time will permit. This first morning, however, the Superintendent of Recreation could not attend.

Of particular interest to those on the tour was the progress of the programs in the opening week of the summer activities. This afforded an opportunity for me to meet many of the leaders in the Central District and to observe various program characteristics, not only within each park or school but also of the district itself.

The afternoon hours were spent at the Branch office for more orientation. I was shown the supply room located in the building and the park maintenance yard and its supply depot (large materials) located a short distance from the Branch Office. As part of my training, I was shown the procedures for ordering supplies.

June 9, 1967 - Friday

I visited Encanto Park, a large park located near the center of the city, to observe some of the activities available for recreation participation. The entire park covers 222 acres and includes picnic areas, a lagoon, 9- and 18-hole golf courses, a band shell, swimming pool, playgrounds, and nature trails, among other features. The lagoon provides an opportunity for canoeing and boating while nature lore and adventuring opportunities are provided through guided bird walks and a self-guiding nature trail.

In a small facility located near the heart of the park, a Recreation Leader provides supervised quiet games

and crafts, music, etc. Facilities are available for archery, badminton, croquet, golf, horseshoes, tennis, shuffleboard, table tennis, softball and swimming. Some of the concessions available include dining facilities at the Encanto Club House, golf courses (instruction, equipment and repair service), a Kiddieland for young children, and a snack bar near the swimming pool.

The park has many trees and well-landscaped paths and lawns which lure many large crowds on the weekend to enjoy the many facilities. Another factor which accounts for its high use is the central location in the city, making for easy availability.

My afternoon was spent visiting Eastlake Park located in the central district. This park is in a low economic section of the city and provides facilities to children of all ages. Among the activities a youngster can participate in are: arts and crafts, nature study, organized games, swimming, swimming lessons, campcraft, adventure trips and folk dance sessions. The park has a large building which houses the gym, a teen room ("Cantina"), a game room and offices. The park also includes a large swimming pool and a bandshell for drama activities and movies. Located away from the main structure are two additional buildings. One is the arts and crafts center and the other is used as an adult center

for playing cards, chess, checkers, etc. This is used by men only, however.

Eastlake Park also works closely with the Youth Community Council in this area, which is working toward the betterment of the total community and especially toward promoting a program of activities for high school students. The program would ideally allow the students to spend their leisure hours in constructive endeavors.

To fulfill many of the activities mentioned above Eastlake Park also offers a Day Camp which runs from June 5th to June 16th (9:00 - 1:00 p.m.) It provides an organized program of activities in which children can participate, without charge.

June 12, 1967 - Monday

I traveled with the Central District Supervisor to Verde Park where he was going to have a meeting with his Traveling Aides. This Traveling Aide Program is unique in this district in that these people have well-rounded skills and are traveling from location to location helping the recreation leaders on the parks and schools with their programs.

At this workshop the Aides were shown activity sheets they were to fill out on a weekly basis as they go from area to area. From the reports of the recreation

leaders it would seem that these Aides have been very beneficial and have provided valuable advice.

Next I attended a Coordinators' Meeting with the Central District Supervisor. There are three Coordinators in this district in direct charge of the area programs. These coordinators report directly to the District Supervisor. At this meeting several topics were discussed:

1. There should be very few sub-district meetings (Coordinators and Recreation Leaders).
2. A new school (Phoenix Union) would be added to the district, which will be the only high school program in the district.
3. All schools and parks will be required to have an organized program report of each week's activities.

Finally, I spent the rest of the afternoon observing interviews to fill some of the remaining positions open to the recreation department at the schools and parks. In many cases these people were relatively low on the department priority list.

June 13, 1967 - Tuesday

I attended a Section Head Meeting held at the Municipal Building. This meeting mainly consisted of announcements of various activities taking place. These included a discussion of the T.V. program which is beginning Wednesday from 4:00 - 4:30 p.m. on one of the local

channels. It has scheduled a variety of staff people to be presented on certain days. Also, some announcements were made on the Junior Golf Championship at Encanto. Information was requested on advance notice of vacation times so a schedule could be arranged.

The schedule for reviewing each Section was completed with all the other Section Supervisors making arrangements. Finally an explanation was given on why the Superintendent of Recreation was opposed to setting up lessons for children at the local bowling establishments.

The afternoon was spent reviewing the recreation program at University Park. Some of the facilities available at this park are: a swimming pool and wading pool, playground area, shuffleboard courts, tennis courts, small picnic area, and lighted baseball diamonds. The only problem with this visitation was that a special election was being held and the indoor recreation facilities were not in use.

In the evening I had an opportunity to observe the Harmon Park program which is located in the Central District. Some of their evening programs include baseball games, softball games, movies (Wednesday), archery, badminton lessons, and men's slow pitch softball games. The staff includes a year-round Recreation Leader II, Recreation Aides, Neighborhood Youth Corp and Volunteer Workers.

June 14, 1967 - Wednesday

I attended another Community Centers Section meeting. The meeting was similar in content to the last meeting. It was decided that the summer program is running very well and the participation seems to be up in all areas all over the city. The schedule of hours of operation for the schools was distributed, and it was mentioned that the department had requested more NYC (Neighborhood Youth Corp) workers.

In the afternoon I visited Papago Park, located on the east side of Phoenix. This park is unique in that it is a desert mountain park and maintains proudly the environment of the southwestern area. Some of the features available for visitors are a zoo, a picnic area and a golf course. A special feature, however, is the Botanical Garden sponsored by the Arizona Cactus and Nature Flora Society, Inc. The Garden contains thousands of species of plants from the world's deserts, with only about 10% of the plants from southwestern Arizona.

June 15, 1967 - Thursday

I went with the Superintendent of Recreation and the Supervisor in charge of Community Centers, as well as the District Supervisor, on a tour of the Eastern District. This district includes six school districts and 26 schools, as well as two parks. The schools we visited were Madison

Park School, Madison Meadows School, Creighton School, East High School and Orangedale Elementary School. Also included were Squaw Peak Elementary and Arcadia High School.

After lunch I went to the Adult Center which is located in downtown Phoenix on the site of the old library. There are several Senior Citizen Clubs located throughout the city, with a Senior Citizens Council made up of delegates from each club. This council meets once every two months, generally, and sets the policies and procedures for the clubs. The Senior Citizen Clubs now provide activities for nearly 3,000 people.

The clubs provide three important benefits to the older citizen. First, it is a place for meetings and for meeting other people. Secondly, it provides an opportunity for winter visitors to meet people. Finally, it is an organization point for trips and tours which are arranged for the members by a committee of members.

I was then taken to the Civic Center in Phoenix and toured the Art Museum and Library. This has significance to recreation personnel as a reference resource for ideas to use in programs. Everyone should have a general understanding of both facilities.

Finally, I visited the Arts and Crafts Center, located very near the Civic Center. The Arts and Crafts

Center is open year round and provides instruction in many areas such as; leathercraft, silver casting, lapidary, art activity, jewelry-making, and oil painting. From June 12 to August 4 the classes are scheduled once every week for 8 weeks. Fees are charged for materials and equipment used and then only enough to defray the expense of the material used. There is no cost for the instruction given.

June 19, 1967 - Monday

I arrived at the Branch Office at 8:00 a.m. and discussed the weekly schedule I was to follow. A brief explanation was given about the Flamebird Program. It might be appropriate to mention a few things on the history of the program. It is a modified variation of the basic pattern of programs run by the Boy Scouts and Girl Scouts. The original idea was to provide experience in depth to the youngsters participating. It was first introduced in the summer of 1966. The main weakness that was found then was the difficulty in motivating youngsters to complete the entire program. Another important feature of the program is that although the original idea was conceived by the Superintendent of Recreation, the program contained many ideas from other staff members and all the sections were developed by qualified staff members.

Another part of the day was spent with the Superintendent of Sports and Aquatics, the Supervisor of Aquatics and the Superintendent of Recreation. We traveled through the northern part of town and observed some of the aquatic programs. Since it was early morning, most programs observed were swimming lessons put on with the cooperation of the American Red Cross. One interesting feature of a majority of the programs was the extensive use of volunteer leadership. Most of the pools that we observed were large pools (approx. 50 meters) and were very well equipped.

For a more comprehensive look at the school playground programs in the Central District, I went to Encanto School to observe. Although a movie was scheduled for this particular day, I had an opportunity to get acquainted with most of the program by talking to the Recreation Leader.

During the evening hours, I observed the program at Central Park in a low economic district of the city. The park is located on a one block area, and has a softball diamond and a wading pool, as well as a small indoor facility for indoor games. The only program observed on this day was a league softball game.

June 20, 1967 - Tuesday

From 8:00 a.m. until 12:00 a.m. I observed the day camp program at Maryvale Park. This program is free to those children who want to participate. It includes exercises, arts and crafts, nature study, and many other activities. The program is run by a Recreation Leader and volunteer help. The camp is held outside in the park and under a ramada where benches and shade provide for the children's comfort during the morning activities.

Another part of the morning was spent attending a Junior Aide and Junior Leaders volunteer orientation Meeting. This was held at Maryvale Park to inform the volunteers of the policies of the Recreation Department and mention some of the benefits of being a volunteer. Two important features that could affect the volunteer's future with the Department include: letters of recommendation the Department will write for volunteers, and the preference given qualified volunteers in seeking jobs with the recreation department. The final topic of the meeting was a discussion of the department's philosophy of recreation.

The afternoon hours were spent at Holiday Park. Although this park is relatively small, the program has a good deal of flexibility, and participation. At this particular time, however, there was no activity scheduled

so I was shown around the recreation building and introduced to the weekly schedule.

June 20, 1967 - Wednesday

I visited John F. Long School where the Phoenix Parks and Recreation Department is co-sponsoring the "Exploring the Arts" Program. The other sponsor is the Arizona Artists Guild. "Exploring the Arts" is a four week program with 8 sessions, in which both boys and girls work together creatively in art, dance, and music. The program is offered at four schools (two on Tuesdays and Thursdays and two on Wednesdays and Fridays). The experiences offered are designed to give children a better understanding of creative expression in all art form. All of the activities are correlated around the 1967 theme - "Indian Folk Arts".

The children at this particular school were broken down into two groups: four, five and six year olds, and the lower elementary grades. The children in each group spend an hour and a half in arts and crafts (pottery, jewelry) and forty-five minutes each in dance and music (Indian dances and music).

In the afternoon I visited the Arts and Crafts Center where there was a promotion program called "Teen Day". The idea of the program was to increase the

enrollment of teenage members. The instructors at the Center allowed the visiting teenagers an opportunity to have caricatures drawn, make creative art forms on the Color Whirl, and pan for gold in special containers that were made available. They were also encouraged to contribute to a lengthy mural. The participation at the program seemed to be very good and everyone appeared to be enjoying themselves.

June 22, 1967 - Thursday

At 9:00 a.m. I reported to Cortez High School to meet with the Community Centers Supervisor and the Supervisor in charge of the Northern District. We toured the District, picking up Coordinators at two of the high schools and having them show us the elementary schools which were included in their sub-district. Some of the schools observed included Cortez High School, Alta Vista Elementary, Manzanita Elementary, Royal Palms Elementary, and Sunnyslope High School and Elementary School. This district has a great number of very fine programs, along with a couple of unique features. The first is the fact that the program is so spread out, and secondly, that there is only one full-time, supervised park. This is Monfort Park.

During the afternoon hours I observed the program at East High School. On Tuesdays and Thursdays, the sports program at this school centers mainly around the baseball league in which games start in the morning hours and continue until afternoon. At the conclusion of these games there is badminton, and indoor games are available to interested participants.

There were also rehearsals being held for the musical which the district will present later in the summer. Included in this rehearsal were music and dance practice.

I spent the morning at Harmon Park, and although there was no organized program, the facilities were open for indoor activities. We spent some time discussing the type of clientele that visit this particular park. It presents many unique problems because of its location in a low economic area of the city.

At 1:00 p.m. I went to the Crafts Center to attend a meeting of the Arts and Crafts Coordinators. Most topics discussed were to inform the others attending of the program being pursued in individual areas and of programs that seem to be working well.

The latter part of the day was spent with one of the Arts and Crafts Coordinators at a school program,

which he conducted in a specialist's capacity. At this particular session, the class was taught how to make finger painting prints after designing pictures on a glass. The class was relatively small and the children seemed to enjoy the project very much. This particular class is held once a week, so many of the children are new each time. This presents many problems when trying to develop a sustained lesson.

June 26, 1967 - Monday

I arrived at the Branch Office to discuss the Summer Crash Program. This program is financed by part of the federal money being spent this summer to prevent trouble in lower economic areas of the city. The Parks and Recreation Department project of providing a four-week training program has been accepted and funded. The program will include 32 people to be trained in recreation leadership skills. Although these people will be trained in recreational activities, it is hoped that the leadership skills they gain can be used in their later lives in other pursuits. The people being trained in this program have a wide range of education. Some have not completed high school while others have begun their first year of college. Because of this wide range the program will not be high powered training but will be geared to active

participation, field trips and short lectures. Also, there will be on-the-job work experience at parks, playgrounds, centers and pools.

At 9:00 a.m. I attended a workshop held at Washington High School. This workshop is held every Monday morning (9:00 a.m. - 12:00 a.m.) for all the recreation leaders from the Northern District. Among the meetings held are those in drama, dancing and tumbling. There are also meetings for the Specialists, Coordinators, and District Supervisor.

In the afternoon I attended the program held at the Orangedale Elementary School in the Northern District. This school program is held in cooperation with the P.T.A. Because of the demand by the people in this area, typing is offered to those individuals who wish to take it. There are six classes a day, some for children and some for adults, which are held for an hour each day. Among the other programs offered were music (taught by a specialist), arts and crafts and indoor games. Both programs were well attended and seemed to be enjoyed by all participants.

June 27, 1967 - Tuesday

The day was spent at the Roosevelt Elementary School, where a day camp is held for the mentally retarded. This program is sponsored by the Maricopa County Council for

Retarded Children in cooperation with Operation LEAP. The latter agency's main responsibility, however, is providing children for the program and transportation for them to the school. They also furnish volunteers.

The Parks and Recreation Department provides free pool facilities for the youngsters to use during the afternoon. These swimming hours are a part of the comprehensive program which is offered. The children are given singing lessons, arts and crafts activities, and structured outdoor activities. Value from the program was gained for me by observing how the program of activities is modified to compensate for the deficiencies of these children.

June 28, 1967 - Wednesday

I attended a Community Service Section Staff Meeting at the Municipal Building. In attendance at this meeting were the District Supervisors and their coordinators, as well as the Section Supervisors. First on the agenda was a word of encouragement by the Superintendent of Recreation, who also included a summary of how the summer program was progressing. Other important information given included publicity procedures, personnel procedures, and mention of the special projects (volunteers, movies, and Flamebird). The final business item discussed was the 1967 Summer Crash program sponsored by LEAP.

This program will be a special assignment to which I will be assigned for the duration of the summer.

During the afternoon I attended a meeting with the Special Services Supervisor and the LEAP coordinator to discuss the Summer Crash Program planned for July 10th through September 1st. The Parks and Recreation Department was given five programs. One is the Leadership Training Program with which I will be most concerned. This program consists of four weeks of structured training integrated with four more weeks of field experience to utilize this prior training.

June 29, 1967 - Thursday

I toured the Western District of the city with the Superintendent of Recreation, the Community Centers Supervisors, and the District Supervisor. The Western District has the largest number of youngsters and the youngest median age of all the districts in the city. Some of the programs we visited included Spitalny School, Orine Park, Cartwright #1, Savilla, Catalina and Cordova Schools.

This district has three coordinators and deals with five separate school districts.

That afternoon I helped interview the individuals who had signed up for the Leadership Training program. The interviews were originally planned to narrow down the

number of applicants but it turned out to be only an interview to get acquainted with them because of the lack of applicants. All 32 candidates were chosen to take the training, for which they will be paid \$1.25 per hour.

June 30, 1967 - Friday

The first part of the morning was spent with the Supervisor in charge of Sports and Aquatics and discussing the aquatics program offered through the city.

At 10:00 a.m. there was a Section meeting at the Municipal Building. It was mentioned that architects had been chosen for the new Adult Center. Also a discussion was held on the windows that had been broken at the schools where programs were held. These were to be replaced by the schools themselves and then the Parks and Recreation Department would reimburse the schools. Finally, each section head gave a review of the activities underway in his section.

I went to Phoenix Union High School that afternoon to look at the facilities available for the training program. These facilities seemed very adequate and included a gym as well as classroom facilities. There was a great deal of equipment that would be at the disposal of the trainees.

July 3, 1967 - Monday

I attended an informal meeting at the Branch Office which included all of the staff members who will be working with the Leadership Training Program. No concrete programs could be formulated, however, because we had yet to attend a meeting involving the other organizations: the Valley Christian Center and the Girl Scouts. This meeting was to be held Thursday at 10:00 a.m.

During the afternoon I observed three school programs in the Western District. The first school visited was Downs School located in the Cartwright School District. I had an opportunity to observe the baton classes, as well as the game room where there were table games and low organization games. The second school attended was in the Issac School District. Participation had been low at this particular school, with mainly grade school youngsters attending the program. There was an arts and crafts program scheduled for this time but no one was in attendance. Possibly one explanation was the fact that many youngsters had taken short vacation trips with their parents over the Fourth of July weekend.

July 4, 1967 - Tuesday - Holiday

July 5, 1967 - Wednesday

I attended the monthly neighborhood staff meeting of Operation LEAP. All of the agencies who had been given programs through the 1967 Summer Crash Program were to be in attendance. This meeting provided an opportunity for the LEAP Community Workers to meet the agency personnel in charge of the Summer Crash funds. Consequently, the community workers could ask any questions needed about the programs and could then inform the community of the programs available. Among those representing programs were the Y.M.C.A. (Day Camp and Summer Camp), Parks and Recreation Department and the Salvation Army Youth Program.

During the afternoon I interviewed the Music Coordinator for the Department. This individual is a full-time staff member responsible solely for musical activities. The topic discussed mainly centered around the year-round and summer programs offered throughout the city. Also discussed was the working relationship of this coordinator to the District Supervisors under which the activities operate.

July 6, 1967 - Thursday

At a meeting held at the Community Service Center all of the people involved in the Leadership Training Program were to meet to discuss the basic objectives and

goals of the program. There are three organizations involved in this program. They are the Valley Christian Center, Girl Scouts and Parks and Recreation Department. The latter two had representatives at this particular meeting.

A broad overview of the program to be presented was discussed which lead to basic goals agreed upon by the two organizations. It was then agreed that Friday the specific features would be considered with a schedule being worked out which tentatively could be followed.

July 7, 1967 - Friday

The three agencies (P.A.R.D., The Valley Christian Center and the Girl Scouts) met at ten a.m. at the Community Service Center to complete our program planning for the Leadership Training Course. At this meeting the daily program features were worked out and scheduled, and the 1967 Summer Crash Program was explained. Briefly, it was presented that the funds available are part of the money appropriated by Congress to the States so they in turn could provide employment and recreation to individuals in the low income areas of their cities. The ultimate objective is for the prevention of summer disturbances and riots. Arizona received \$300,000, with Phoenix receiving \$100,000. The Vice-President of the United States then made a plea to all voluntary and private organizations to

send in proposals for the use of this money so the States could allocate the funds to the best programs proposed. The response was immediate and positive in the Phoenix area and resulted in money for this training program.

That afternoon I went to the Branch Office to pick up the supplies that will be needed for the program, and delivered them to Phoenix Union High School.

July 10, 1967 - Monday

This was the first day of the special project to which I was assigned. The program started with a two-week classroom and organized activity session held at Phoenix Union High School. Since the program was held in cooperation with the Girl Scouts and the Valley Christian Center, the program assignments have been divided among the organizations. During the morning hours (10:00 a.m. - 12:00 a.m.) The Girl Scouts were to be responsible for the development of leadership qualities through discussions and group activities. The afternoon was to be spent teaching activity skills as well as having individual meetings by the three organizations.

The first day of leadership discussion was begun with a speaker. A Staff Associate for the Community Council spoke on what leadership meant to him. Then the group was asked to discuss leadership qualities which they

felt every leader should have and then presented it to the whole group.

To begin the afternoon the trainees were shown some introductory games that could be used when working with a group of people who do not know each other. For the rest of the day, they were introduced to low organization games that could be used in the parks and playground areas. Some of the games included were: relays, "Catch and Fetch", lead-up games to Volleyball, and "Four-Square".

July 11, 1967 - Tuesday

The leadership discussion centered around responsibility and its relation to leadership. The members of the training program were divided into groups and each group was given a slip of paper which had leadership situations in which they might be held responsible for the action of the group. These situations were then discussed by all the groups and the most appropriate action to be taken was agreed upon.

Two speakers were also invited to speak to the group. The first was a youth worker at the Valley Christian Center who spoke on the behavior of children within the ages of 6 - 8 years. The purpose was to introduce the trainees to the characteristics of this age group so that they could better understand their behavior.

Secondly, the Executive Director of the Valley Christian Center spoke on what he felt were good leadership qualities for an individual to possess.

At 1:00 p.m. the Director of the Arts and Crafts Center for the Parks and Recreation Department gave a presentation with the use of slides. The presentation was to explain what might be expected of children at various ages when they are participating in Arts and Crafts activities.

Half of the group then went to Arts and Crafts activities that could be taught, while the others went to the gym to participate in low organized activities (Circle-tag, Dodge Ball, and One Foot Up).

At 2:30 p.m. the Superintendent of Recreation spoke to the group about the function of the Phoenix Parks and Recreation Department and how it serves the public.

Finally, the trainees were shown a film, "Life Time Sports". This film is put out by the National Recreation Association to develop interest in carry-over activities for adult recreation.

July 12, 1967 - Wednesday

The morning leadership program centered around Decision-Making. A film strip was shown to introduce decision-making situations and then the groups discussed the kinds of decisions they might have to make. The

decision-making responsibility of their supervisors, themselves, and the group was also discussed. Finally, the groups discussed the characteristics of 9-10-11 year old children to develop an understanding of this age group.

At 1:00 p.m. a music specialist for the Girl Scouts came in to introduce the trainees to songs which they might lead during music activities on their areas.

The remainder of the afternoon was devoted to low organized games for 9-10-11 year olds.

July 13, 1967 - Thursday

The morning leadership discussion was on listening. Stories were told to the group and after they were completed they were asked to recall as much of the story as possible and to explain in their own words what the story was trying to say. At 11:00 a.m. a volunteer leader on the LEAP Commission spoke on his idea of leadership characteristics.

Finally, during the afternoon, the trainees were introduced to lead-up games for softball and volleyball and were told the importance of using lead-up games when working with groups of younger individuals.

July 14, 1967 - Friday

The leadership discussion was on values and objectives, and each of the three departments represented in the training program presented the objectives of their organization. The time was then used for groups to discuss these objectives and what significance they had to the functioning of the organization.

Again at 1:00 p.m. the Girl Scout music specialist taught the trainees more songs. She also led a group sing, featuring some of the more popular songs. Other activities were presented by dividing the group in half and having one half participate in arts and crafts training. The other half went to the gym where previous material presented was reviewed and ping-pong was introduced. Finally, the group was again shown lead-up games.

July 17, 1967 - Monday

The Public Relations Director of the United Fund began the second week of the leadership training with a presentation of her concept of leadership qualities.

Communications were then discussed for the morning leadership program. To emphasize the difficulty in communicating, one individual was directed to instruct the trainees, without the use of drawings, on how to construct three rectangles set in various positions on

a piece of paper. The Trainees were then broken into their regular groups to discuss controversial issues of the day. This allowed an opportunity to see how knowledge of facts and emotions interfere with the communications process.

To begin the afternoon, the trainees were introduced to table games and given an hour to practice and play games which were unfamiliar to them. Safety was then discussed with emphasis on what responsibilities, as related to safety measures while conducting programs, the trainees might confront.

The late afternoon was then used for two purposes. Five individuals who had been selected on Friday conducted an assigned activity using the other trainees as their pupils. Also, to fulfill the two weeks of field training, some of the trainees were interviewed and placed at various parks and playgrounds. This placement process was to continue throughout the week.

July 18, 1967 - Tuesday

Another speaker, a volunteer for the Girl Scouts, spoke on the leadership qualities she felt were important to a leader. To emphasize the lecture, the speaker used the characters from the comic strip Peanuts, with each character representing one leadership characteristic.

This feature made the presentation much more meaningful and enjoyable.

The second part of the morning was devoted to day camping with a film strip being shown as an introduction. The trainees then met in their groups and planned the meals which each would cook on Thursday during their outdoor day camping experience.

The first part of the afternoon was spent discussing the use of tournaments, and the variety of tournaments that could be used in various situations. Then tournaments were conducted in checkers and ping-pong to demonstrate their use.

July 19, 1967 - Wednesday

The Executive Director of the Urban League was asked to speak on leadership characteristics and explain some of the goals and objectives of his organization.

The trainees were then asked to meet in their respective groups and with the help of a leader, discuss problem situations which they might encounter on their assigned areas. The problems were openly discussed with each individual offering suggestions on what might be the appropriate action to take in various situations.

The afternoon began with a lecture on Negro heritage by a faculty member from the Arizona State University

Art Department. The emphasis of the lecture was placed on the accomplishments of many distinguished Negro leaders.

Artificial respiration was then demonstrated with a movie being shown (Breath of Life), and allowing each individual to practice on the American Red Cross manikin.

July 20, 1967 - Thursday

The trainees were taken by bus to the Girl Scout Day Camp (Camp Saguario), located at the base of South Mountain, to participate in a day of activities. Included in the activities they participated in were instruction in the use of knives, tying of knots, first aid, and a cook out. The meals had been planned earlier in the week.

July 21, 1967 - Friday

A speaker from the Arizona State Employment Office explained the procedure the trainees would use when applying for jobs. She also included a few suggestions on appearance and conduct during the interview that the applicants might use.

The trainees then broke into their groups to discuss their concepts of leadership and then present them to the rest of the group. The characteristics presented by each group were then compared to the list which was made in the first day of the training program. There was an

attempt to discover if any attitudes had changed about characteristics of effective leaders.

The afternoon began with a lecture from a staff associate at the Community Council on Mexican heritage and culture. The remainder of the afternoon was used for the completion of the instruction of games by assigned individuals.

July 24, 1967 - Monday

The lifesaving course, which was being offered to those individuals in the training program who were interested, began at Harmon Park Pool. The course ran for two weeks from 10:00 to 12:00 a.m. daily, and I was assigned as the instructor.

The first part of the afternoon was spent in a conference with the other leaders involved in the 1967 Summer Crash program. This meeting was to assign each leader a number of individuals for which he will be responsible during the two weeks of field training. The assignment is to see how the individual is progressing and confirm the fact that they are receiving a meaningful training experience.

I had an interview with the District Supervisor in charge of the Central District, to clarify a few points which were not understood.

July 25, 1967 - Tuesday

Lifesaving - 10:00 - 12:00 a.m.

The afternoon was spent in an interview with the District Supervisor in charge of the Southern District, and in visiting some of the areas the trainees were assigned.

July 26, 1967 - Wednesday

I had an interview with the Section Supervisor in charge of the Social and Cultural Section, which includes Arts and Crafts, Dance, Drama and Music. The purpose of the discussion was to obtain information for the section of this diary devoted to the Social and Cultural Section.

Lifesaving - 10:00 - 12:00 a.m.

There was a coordinators' meeting held at a local cafeteria in which all of the coordinators, city wide, met with the District Supervisors and the Supervisor in charge of the Community Centers Section. Some of the topics discussed were suggestions on up-grading the afterschool program during the fall and winter, ways of identifying Recreation Leaders on the parks and playgrounds, and in-service training problems.

At 7:00 p.m. I attended a party given at Maryvale Pool for the Junior Leaders (volunteers) of that area.

They participated in organized aquatic games and had watermelon, popcorn and punch.

July 27, 1967 - Thursday

There was no lifesaving class this morning because of the Parks and Recreation city-wide Free Swim Day. All the pools in the city were used by the participants of the various areas. Generally each youngster made his own swim pass in the arts and crafts program and then presented it to the lifeguard at the pool.

In the afternoon I had an appointment with the Superintendent of Recreation to discuss the budgeting procedures of the department and the philosophy of recreation they maintain. I also visited some of the Leadership Trainees in their areas and talked to the recreation leaders about their progress in the field experience.

July 28, 1967 - Friday

Lifesaving - 10:00 - 12:00 a.m.

At 1:00 p.m. there was a meeting with my immediate supervisor and the Supervisor in charge of Special Services. This meeting was held to discuss the future plans suggested for the leadership training program. My supervisor was going to be on vacation and the program will be left to me and one other Recreation Trainee, with the Special Services Supervisor coordinating the program.

During the late afternoon I visited two areas where leadership trainees were placed. Both of these programs seem to be giving the trainees adequate and effective recreation experience.

July 31, 1967 - Monday

Lifesaving - 10:00 - 12:00 a.m.

At 1:00 p.m. I had a meeting with the Supervisor in charge of the Special Services Section and another Recreation Trainee assigned to the 1967 Summer Crash Program. The purpose of this meeting was to discuss what will be covered in the week of August 4 through August 11, when the Leadership Trainees will again be at Phoenix Union for a week of in-classroom training experiences.

Also had a meeting with the District Supervisor in charge of the Eastern District. This meeting was to clarify some points not clearly understood about this District.

Finally I talked to the Aquatics Supervisor about the possibility of obtaining jobs either this summer or for next summer, for those individuals in the lifesaving course given for the 1967 Summer Crash Trainees.

August 1, 1967 - Tuesday

Lifesaving - 10:00 - 12:00 a.m.

At 1:00 p.m. I had a meeting at the Municipal Building to finish the scheduling of the Leadership Training Program for the week of August 4 through August 11. During the late afternoon I met with the Aquatics Supervisor to obtain some materials for the lifesaving class being offered.

August 2, 1967 - Wednesday

Went to the LEAP office to get information on the proposal for the 1967 Summer Crash Program. Obtained a resume of the entire five programs for which the Parks and Recreation Department is responsible. Also obtained the job description of the Superintendent of Parks and Recreation from the City Personnel Office.

Lifesaving 10:00 - 12:00 a.m.

At 1:00 p.m. I reported to the Branch Office of the Parks and Recreation Office to do some administrative work for the Leadership Training Program.

In the evening I helped with a Junior Aide party at Perry Pool. This party was similar to the other parties held for the Volunteer Junior Aides in the Districts.

August 3, 1967 - Thursday

Lifesaving 10:00 - 12:00 a.m.

The afternoon was spent visiting Leadership Trainees on their assigned areas. During these visits we

discuss with the Recreation Leader on the area the progress of the Trainee. It also is important to get time-cards and evaluations completed and then to discuss with Trainees any problems which might have arrived.

During the evening, I attended the last Volunteer Leaders Aide party at Sunnyslope Pool. With the rainy weather, this was the most poorly attended of the parties.

August 4, 1967 - Friday

Lifesaving 10:00 - 12:00 p.m. - A written examination was given. The watermanship test could not be given until Monday because the pool had been drained.

The afternoon was spent completing work that would be necessary for the week of classroom leadership which was to start Monday August 7.

August 7, 1967 - Monday

Lifesaving 9:00 - 10:00 a.m. - Watermanship test given.

All of the Leadership Trainees reported back to Phoenix Union High School for a week of in-class training and evaluation of the previous two weeks on schools and playgrounds. The agenda for the first day was:

10:30 - 11:30 - Group discussion of experiences
11:30 - 12:00 - Group reports
12:00 - 1:00 - Lunch

1:00 - 3:00 - Group Project planning - each group will develop a program (Fun Day, Mock Olympics, etc.) to present at the end of the week.

3:00 - 4:00 - A - Groups I and II lead-up games
B - Group III - discussion

August 8, 1967 - Tuesday

The Leadership Training Program began with a movie (Children Without), which was an excellent film on children who live in the "inner city" and the schools role in their education. The other activities of the day included:

11:10 - 12:00 - Discussion of recent racial riots in the Phoenix area.

1:00 - 1:30 - Comparisons of group discussions.

1:30 - 2:15 - A speaker talked on the importance of education. The speaker was an employee at the Urban League. He had an interesting approach that was very effective.

2:30 - 3:15 - Group project planning.

3:15 - 4:00 - A - Placement of Group I

B - Leadership training - Groups
II and III

August 9, 1967 - Wednesday

The Leadership Training Program began with a discussion by a police officer from the City of Phoenix

Police Department. The remainder of the day was as follows:

11:10 - 12:00 - Folk dancing (Parks and Recreation Department Dance Specialist).

12:00 - 1:00 - Lunch

1:00 - 3:00 - Arts and Crafts (Parks and Recreation Department Arts and Crafts Specialist) - Co-ed Wiffleball.

3:00 - 4:00 - Placement of Groups I and II.

Discussion of the effect of recreation today.

August 10, 1967 - Thursday

All of the Leadership Trainees were taken on a tour of the Scottsdale Wax Museum and then taken to observe the Day Camp Program at Eastlake Park. The Day Camp program is one of the other four Summer Crash Programs run by the Parks and Recreation Department. Since many of the playgrounds and school programs include a Day Camp program, it was felt that this would be good experience for the Trainees.

August 11, 1967 - Friday

The group projects planned by each of the groups were given. Two of the groups had decided on organizing a Mock Olympics and the other group gave a modern dance

program. Each group was responsible for the entire organization procedure of the particular activity and used the other trainees as participants. The schedule was as follows:

10:00 - 11:20 - Group I project

11:30 - 12:30 - Lunch

12:30 - 2:00 - Group II project

2:15 - 3:45 - Group III project

3:15 - 4:00 - Final placement of Trainees to areas for the next two weeks' in-field training.

August 14, 1967 - Monday

Reported to the Branch Office to attend to some administrative work for the 1967 Summer Crash Program and to help any Trainees who called and were having trouble with their first day's placement.

August 15, 1967 - Tuesday

Spent the day checking on Trainees in the field. At many of the programs where Trainees were placed the participation was very low and necessitated changes in many of their assignments.

CHAPTER IV

SUMMATION AND CONCLUSIONS

This internship program with the Phoenix Parks and Recreation Department has been invaluable in helping the author gain in professional experience. The Department's Recreation Trainee program offered an excellent opportunity to become oriented to the department's philosophy, history, objectives, policies and practices. It familiarizes the individual with the organization structure, the role of a specific division and other divisions, the role of the department in the community and the role of related agencies in the community.

Although the program was modified to a certain extent to provide an internship period for fulfillment of the Master's Degree requirements, it was relatively similar in content and experience to that received by undergraduates. An undergraduate college curriculum cannot adequately prepare the student to assume top management positions immediately upon graduation. Most undergraduate curriculums place major emphasis on training for face-to-face activity leadership. Consequently, a trainee program can be a valuable experience in the development of the individual's professional training.

The academic work of the individual in the organization and administration, theory of recreation, community recreation leadership, and recreation activity leadership skills can be supplemented by field work where there is an integration of classroom theory to actual working situations.

The Recreation Trainee program is also a credit to the professional recreation personnel in the department who are not only interested in upgrading their own program, but are also interested in upgrading the profession in general. Although to date many of the trainees have served their internship and not stayed with the department (because of accepting better positions elsewhere), the latter objective of helping the profession in general has certainly, as a result, been achieved. Also, of the trainees who have continued with the department, many moved quickly up the organizational structure to hold excellent administrative positions.

The development of a sound professional recreation department can also be seen in the diversified program which is offered by the department. A stated purpose of this department is to provide activities which are recreational, educational, cultural and character building and have carry-over value for all people of varying levels of proficiency. Because the leisure interests of people vary

widely, this requires that a large number of activities be offered. The department can present any and all recreational activities which the public demands and assign the authority and responsibility to a specific area within the organizational structure. In this manner they can also carry out another purpose of providing specialized leadership, information and advisory services on all phases of recreation and leisure activity.

The problems that exist in this department are those that exist in every public recreation agency. These include budget limitations, low salaries, communications, school coordination and politics. Every public agency is concerned with budget limitations and as in other agencies this department works as efficiently and effectively as possible under existing circumstances.

Low salaries in public recreation are certainly not a new problem and are becoming increasingly better as the profession gains recognition and is accepted more and more as a vital need in the community. Phoenix has seen a recent increase in their salaries and they will receive another increase in the near future.

Certainly a major problem with this department and with all departments of any organizational size is communications. Communications must be applied and application of them must give careful consideration to certain

principles and overcome certain obstacles that are inherently difficult and complex. Initially, communications must be an educational process. It takes a great deal of skill to transmit information and knowledge to subordinates. Secondly, it is difficult to reach individuals because of their human makeup. This can include the backgrounds, interests and wishes of the receiver of the message, as well as the physiology of communications (concentration and listening mechanism). Finally the most perplexing problem of communications arises in relation to the semantics used when transmitting messages. A given word, for example, may not mean the same thing to all who hear it.

School coordination, although generally desirable because of the facilities that can be used, also presents many problems. In Phoenix the Recreation Department works with nineteen different school districts in presenting 116 school programs. The problems arise mainly as a result of the leadership placed on the school areas. Because of agreements with various school boards it is sometimes necessary to hire leaders the school districts recommend to conduct the programs. The feeling here is that it would be to their best interest in protecting and supervising equipment and facilities to do so. In many cases the result is leadership which is less than sufficient to

run a good recreation program. Generally it is a school instructor (usually physical education), who has specialized in one particular area and does not attempt to present a diversified recreation program consistent with the Recreation Department's policy. Difficulties arise in agreeing on the leadership involved and can become a major problem that both feel is detrimental to their best interests.

When speaking of politics in a public agency, the writer is speaking of it not as partisan type Democratic and Republican political orientation but in reference to recruitment and advancement. With the operation of an active Civil Service merit system this problem has been largely eliminated in Phoenix and has resulted in more effective public serving agencies. All employees are entitled to reasonable security of tenure and to protection from demotion or dismissal except for legitimate reasons. There is an extensive examination system for all promotions, and the only prerequisite for applying is that the individual meet the threshold requirements for the position. This demands that promotion be made on merit alone based on efficiency, service records and examinations rather than on seniority. Promotion within the department is accomplished whenever possible. In this way the

department maintains capable, experienced personnel and keeps the morale high.

The 1967 Summer Crash Program (Leadership Training Program) was a unique learning experience. It provided an opportunity to work with other agencies, as well as work with qualified recreation personnel in presenting a program which permitted the use of a variety of recreation skills.

Some of the objectives which it was hoped could be achieved simply did not materialize, but with the experience gained and some modification in the program, if presented again, these things could be realized. If the program did not accomplish to the fullest extent the immediate observable objectives desired, perhaps a seed was planted that could be developed at some later date.

Certainly the overall objective of preventing disturbances and violence in the Phoenix area were not a complete success. Perhaps, however, the disturbances that did occur were diminished to a degree by this program.

APPENDIX A

CITY OF PHOENIX RECREATION BUDGET 1966

SUMMARY

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FUNCTION Parks and Recreation	DEPARTMENT Parks and Recreation	FUND *	ACCOUNT NO. 6820
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RECREATION

CLASSIFICATION	ACTUAL EXPENDITURES 1963-64	ESTIMATED EXPENDITURES 1964-65	DEPARTMENTAL REQUESTS 1965-66	FINAL ALLOWANCE 1965-66
PERSONAL SERVICES	740,054	807,578	1,141,758	909,323
CONTRACTUAL SERVICES	69,729	76,706	81,967	76,949
COMMODITIES	34,833	33,508	34,325	33,825
CAPITAL OUTLAYS	<u>6,554</u>	<u>15,328</u>	<u>15,109</u>	<u>7,578</u>
TOTAL	851,170	933,120	1,273,159	1,027,675
LESS: WORK ORDER CREDITS	<u>-429</u>	<u>-441</u>	<u>-420</u>	<u>-420</u>
TOTAL	850,741	932,679	1,272,739	1,027,255
NUMBER OF POSITIONS	180.12	190.12	265.20	190.93

DETAIL

ITEM	PERSONNEL, SCHEDULE			SALARY RANGE NUMBER	ESTIMATED EXPENDITURES 1964-65	FINAL ALLOWANCE 1965-66
	CURRENT BUDGET	CURRENT AUTH.	ALLOWED			
FULL-TIME POSITIONS						
Recreation Superintendent	1	1	1	45	10,992	12,024
Recreation Supervisor II	3	3	3	41	26,562	28,368
Recreation Supervisor I	6	6	6	38	44,795	48,917
Recreation Leader III	3	3	3	36	19,402	20,736
Recreation Specialist II	6	6	6	36	39,960	45,356
Parks Information Representative	1	1	1	35	6,456	6,768
Recreation Leader II	14	14	14	33	73,816	84,828
Recreation Specialist I	1	1	1	33	6,000	6,612
Stores Clerk II	1	1	1	29	5,280	5,760
Stores Clerk I	1	1	1	26	4,560	4,920
Clerk Stenographer II	1	1	1	26	4,664	5,160
Clerk Typist II	<u>1</u>	<u>1</u>	<u>1</u>	24	<u>3,570</u>	<u>3,792</u>
Total Full-Time Salaries	39	39	39		246,057	273,301
PART-TIME POSITIONS						
Recreation Supervisor II	1.03	1.03	1.03	41	6,988	7,288
Recreation Leader III	12.28	12.28	12.57	36	66,395	70,875
Recreation Leader II	54.32	54.32	55.65	33	260,641	269,881
Recreation Specialist I	2.25	2.25	2.26	33	9,989	10,556
Recreation Leader I	17.10	17.10	17.11	28	58,491	63,342
Recreation Trainee	2.39	2.39	.24	28	3,304	9,577

DETAIL

FUNCTION Parks and Recreation	DEPARTMENT Parks and Recreation	FUND #	ACCOUNT NO. 6820
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RECREATION

	PERSONNEL SCHEDULE			SALARY RANGE NUMBER	ESTIMATED EXPENDITURES 1965-65	FINAL ALLOWANCE 1965-66
	CURRENT BUDGET	CURRENT AUTH.	ALLOWED			
<u>PART-TIME POSITIONS - (Continued)</u>						
Lifeguard	32.81	32.81	33.22	21	60,518	93,981
Clerk Typist I	.31	.31	.32	21	590	983
Recreation Aide	28.60	28.60	29.53	19	43,212	76,985
Total Part Time Salaries	151.12	151.12	151.93		510,129	603,469
Total Salaries	190.12	190.12	190.93		756,186	876,769
Pension Contribution, Social Security, Industrial Insurance and Health Insurance					51,392	64,512
Total Personal Services					807,578	941,281
Less: Estimated savings due to position vacancies						-31,950
Net Personal Services	190.12	190.12	190.93		807,578	909,331

Schedule of 1965-66 Positions

	<u>Full-Time Positions</u>	<u>Part-Time Positions</u>	<u>Total Number of Positions</u>	<u>Total Man Years</u>
Recreation Superintendent	1	-	1	1.00
Recreation Supervisor II	3	2	5	4.03
Recreation Supervisor I	6	-	6	6.00
Recreation Leader III	3	32	35	15.57
Recreation Leader II	14	191	205	61.85
Recreation Leader I	-	51	51	17.11
Recreation Specialist II	6	-	6	6.00
Recreation Specialist I	1	4	5	3.26
Parks Information Representative	1	-	1	1.00
Recreation Trainee	-	4	4	.24
Recreation Aide	-	121	121	29.53
Lifeguard	-	84	84	33.22
Stores Clerk II	1	-	1	1.00
Stores Clerk I	1	-	1	1.00
Clerk Stenographer II	1	-	1	1.00
Clerk Typist II	1	-	1	1.00
Clerk Typist I	-	1	1	.32
Total Positions	39	490	529	183.13

APPENDIX B

REVENUES - PARKS AND PLAYGROUNDS GENERAL FUND 1967

MONTHLY REPORT - ACTUAL REVENUES

JUNE 1967

	This Month	Last Month	Same Month Last Year	This Fiscal Yr. to Date	Last Fiscal Yr. to Date
Fox Theatre Rent	1,166.66	1,166.66	1,166.66	13,999.92	13,999.92
Fox Theatre Lieu Taxes	1,745.69	1,745.69	1,747.20	20,939.11	19,796.58
Fox Theatre Parking Lot Rents	5,000.00 128.00	2,500.00 164.75	2,500.00 845.00	32,500.00 7,075.25	30,000.00 5,623.28
Encanto 9 Golf	5,082.25	6,222.25	4,166.25	60,944.15	55,637.25
Encanto 18 Golf	10,007.75	14,152.00	8,925.00	140,596.25	108,947.50
Maryvale Golf	10,450.25	11,339.75	8,286.50	122,107.00	119,185.75
Papago Golf	9,277.00	14,011.75	8,538.25	135,629.00	125,276.50
Encanto 9 Pro Concess.	76.65	75.82	69.35	875.63	817.08
Encanto 18 Pro Concess.	306.46	418.48	297.96	4,266.31	3,866.70
Maryvale Pro Concession	349.42	388.78	410.32	4,958.93	5,367.86
Papago Pro Concession	490.77	572.29	465.61	6,653.48	6,679.23
Swimming Pools Concessions:	29,533.19	14,006.85	30,948.74	109,836.20	120,407.47
Coronado Ref. Stand	40.95	26.40	60.92	168.75	193.69
Eastlake Ref. Stand	13.58	9.31	-	22.89	34.86
Encanto Boating	584.93	742.94	458.16	4,675.49	4,136.72
Encanto Club House	557.54	682.48	558.77	5,601.84	5,814.14
Encanto Kiddieland	388.68	484.68	387.86	4,843.60	4,566.56
Encanto Kiddie Ref. St.	174.87	196.91	119.05	1,671.07	1,624.32
Encanto Ref. Stand	138.59	87.12	197.83	758.26	919.34
Encanto Snack House	205.81	185.45	188.60	2,027.48	1,572.40
Falcon Ref. Stand	61.45	35.62	99.32	229.23	300.81
Madison Ref. Stand	78.86	49.33	160.53	432.60	599.42
Maryvale Ref. Stand	76.76	36.17	82.34	247.11	281.64
Maryvale Terr. Ref. St.	160.85	75.62	195.27	663.87	692.70
Maryvale Coffee Shop	274.47	285.21	189.87	2,867.20	2,662.37
Miscellaneous	-	-	-	37.40	-
Papago Coffee Shop	275.73	303.43	299.05	3,319.23	3,160.15
Perry Ref. Stand	123.92	65.94	209.46	486.03	711.07
Roosevelt Ref. Stand	97.57	111.30	31.43	220.93	164.25
So. Mt. Pk. Hide Out Ref.	-	-	-	-	3.70
Sunnyslope Ref. Stand	-	274.27	279.35	747.06	999.19
University Ref. Stand	40.82	11.90	53.40	124.05	178.93
Washington Ref. Stand	-	209.26	261.05	735.93	917.68
Horsethief Basin	-	-	532.00	2,415.00	5,045.09
South Mt. Park Gate	3,304.00	3,197.00	2,767.75	35,431.15	32,763.10
So. Mt. Pk. Sp. Use Per.	500.00	550.00	450.00	6,800.00	6,725.00
So. Mt. Pk. Coke Machine	8.16	8.20	30.84	113.33	117.87
Other Revenues	798.24	856.88	945.43	6,192.92	6,305.68
Non Revenues	67.96	541.64	866.59	13,307.19	23,963.54
TOTAL REVENUES	81,507.83	76,092.13	77,791.71	754,527.87	720,059.34

LIST OF REFERENCES

Charter for Parks, Playgrounds, and Recreational Board
(taken from Phoenix Municipal Code, 1951)
Chapter XXII, Parks, Playgrounds, and Recreational Board.

Employees' Manual, City of Phoenix, Arizona.

Phoenix Industrial Recreation Council (Pamphlet).

Recreation Leader's Handbook, City of Phoenix Parks and Recreation Department, 1967.

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