

ing teacher growth and in providing improved educational services.

Programs of year-round professional service described here have developed in the past five years. During this time certain basic principles upon which such a program must be built if it is to succeed have become apparent:

- Teacher and lay participation and involvement in planning.
- Well-planned and effective reporting and two-way communication between the policy-making group on the one hand and the teaching staff and the community on the other.
- Acceptance by teachers and laymen of the fact that the job of the teacher

is full-time and should be planned for and paid for on that basis.

- Participation on a permissive, not a mandatory, basis on the part of teachers, children and others concerned in the program.
- A philosophy and a pattern which is developed by local personnel for their own situation. No ready-made pattern can be used successfully.
- Definite mechanics for continuous planning, evaluation and change.
- Time for development of understanding, for growth of faith in the democratic process and for the mutual trust that comes only when people work together toward accepted goals.

Albuquerque's Summer Recreation Program

CHARLES RENFRO

A frontier program in summer recreation has been developed in the Albuquerque public schools. Charles Renfro, Recreation Director, gives a firsthand account of this cooperative and continuing achievement.

FEBRUARY is an important month to the Albuquerque schools recreation department. It is in February that planning is started for the coming summer recreation playgrounds program. Setting up aims, anticipating needs and equipment, arriving at a budget, selecting leaders, deciding which areas should be stressed—these and other problems must be decided. All these matters must be given careful consideration in order to assure the best possible summer program for the young and for the adults of our community.

Planning and setting up the Albuquerque Public Schools Recreation

Program for the summer period is not as great an undertaking as it might at first seem. The recreation department has two advisory boards, one an adult group and the other a student group. These groups give constructive aid during various stages of preparation for the summer. We also have a large file of previous summer reports and some statistics which we may use as a guide.

Planning Begins Early

What additional play areas shall we develop? What new phase shall be added to the program? What will these new endeavors cost? These are points of

departure from which we begin our ground work. A staff meeting of all recreational personnel is called. Such a meeting is composed of the assistant director, sports director, rhythms and dance director, arts and crafts director, drama leader, square-dance caller, Spanish culture advisor, Indian culture advisor, hobbies and talent director and the camp master. Together with the director, these specialists discuss plans which they feel will best serve Albuquerque and Bernalillo County during the coming summer. What objectives shall be set up for the program? What theme shall be carried out? What fields of recreation shall be stressed? These are typical topics of discussions during the planning sessions. A rough draft of the program is made and the probable cost estimated. A tentative budget is then set up.

Preliminary plans and the indicated budget are then presented to the superintendent of schools and the board of education, who go over them and make various suggestions and deletions. Once the budget has been given the green light, the next question is that of leadership and leadership training.

Leaders Given Special Training

Where do we go to obtain our leaders? Preference is given to classroom teachers whose personalities indicate wholesome recreation attitudes and leadership ability and to those who have shown on the playground particular interest in rhythms, music, drama or crafts. The University of New Mexico provides many students trained as majors in physical education and recreation. Occasionally the community as a whole can furnish a specialist who

might be of assistance in a particular field of recreation.

Once the personnel has been chosen for the summer program, a recreation leaders' training institute is set up. National, state, university and lay leaders are drawn into the institute in order to assure participants of receiving the best background possible for rendering recreational services to the people of our community. This institute is held during the month before the opening of the playgrounds. In addition to the institute, a staff meeting is held each Monday during the summer. Plans and demonstrations are made here for carrying out the weekly program. Early plans are always elastic and are changed as the need arises.

Near the close of the regular school year, a publicity campaign is conducted. A flyer telling about the program is prepared and the newspaper and radio also contribute space for advertising the program and in addition throughout the summer they run weekly features concerning recreational activities.

A CONTINUING PROGRAM OF RECREATION

The Albuquerque schools have had supervised playgrounds for thirty-two years. These were started after World War I, were given impetus during WPA recreation days and have continued to grow under the schools' leadership until the summer of 1950 when thirty-two playgrounds were in operation.

The recreation department of the Albuquerque public schools is presently challenged with serving 25,000 children who attend the fifty-three schools of Bernalillo County. During the regular school year emphasis is placed upon

the physical education program with recreational activities planned for noon periods, after school and Saturdays. Adult programs are scheduled for evenings and nights.

Throughout the summer vacation period, emphasis is placed upon the recreational aspects of the year-round program. Acquiring or improving of skills is made incidental to this recreational purpose.

School principals, playground workers and physical education personnel, well in advance of the formal opening, combine their efforts to provide adequate space and equipment for the summer playground program. The grounds are made ready, smoothed and worked, and all apparatus is inspected before actual play begins.

Five of the thirty-two playgrounds operated by the Albuquerque public schools and utilized by all ages this past summer were play areas with grounds for baseball and softball. For all playgrounds the schools furnished a room in each building and provided piano, phonograph, records, tables, movie projector, arts and crafts equipment, books and athletic game supplies. The school building was thus equipped for use as a community center for family get-togethers, community singing, dancing, movies and various other neighborhood activities. An inventory system was set up and reports were made during the summer as to the care and use of equipment. In the event of any shortage, replacement was made through the recreation department, which handles the buying of playground equipment and supplies for the school year.

The schedule of activities which was turned in for each playground at the

regular Monday staff meeting was usually high-lighted by a "special event" for the week. This increased the attendance and helped to sustain interest throughout the entire week. The regular program was augmented by book service from the public library, preparation and broadcasting of a weekly radio program and tours to points of interest in the city.

SUMMER PROGRAM

Outstanding in the past summer's program were the following features:

Sports: The summer season in sports started in mid-April with organization of leagues in baseball and softball. A strong tie-in with school activities is thus established. One hundred and seventy-two teams of boys, girls and adults operated continuously throughout the season.

Camping: The Albuquerque public schools own twenty-two acres of wilderness area in the Jemez Mountains. Several springs and two small streams are found in this area, with a larger fishing stream near by. The schools supply a bus for transportation to and from this area. About 250 boys, who would not otherwise have had an opportunity to go camping, were enrolled in last summer's camps. Forty boys were taken at a time on three-day camping trips. Pre-camping instructions were given before they departed. Food was furnished by the school lunch program and various service clubs of the city.

Upon arrival at camp, the boys lined up with their buddies and were given pup tents. They erected their tents, made their beds and prepared to do their own cooking. Hikes, nature study, singing and stunts were planned with

the camp master and counselors. This experience under the stars is a never-to-be-forgotten one, and those who participated this past summer are eagerly awaiting next summer's outing.

Tours and Excursions: Another interesting phase of the summer program is the picnic excursion. Both boys and girls were taken to archaeology diggings, Coronado State Monument, Isleta Indian Pueblo, the schools' ceramics project, the Sandia Mountains and various other places.

Arts and Crafts: The arts and crafts phase of the program is always one of the most popular and the amount of time spent by a participant in arts and crafts varies according to the playground leader. Materials used on a broad scale for total participation are mostly waste and scrap materials. These are made into jewelry articles for the home and into numerous decorative items and play equipment. The visiting supervisor supplies additional equipment and instructions to those who need more advanced training.

At summer's end, open-air exhibits and displays of work were held in the city parks. Exhibits in which children could be seen doing the actual work proved popular. Downtown businesses also gave window space for displays of crafts materials.

Radio: A variety program drawn from playground talent was broadcast each Saturday morning over a local radio station. At one playground an experiment in television was tried, as an additional evening activity for both adults and children. A fifteen-minute music appreciation period twice a week over the radio by a service organization made a delightful addition to the

weekly schedule of activities for each playground.

Movies: Movies were scheduled once a week for each area. Attendance at these events ran high, and they were used as a device for attracting and allocating children to other active phases of the recreation period.

Drama: The schools conducted an adult drama organization known as the "Community Playmakers." This group made a circuit of several of the larger areas during the summer. Any talented persons who were interested might participate. Story telling and puppetry were included in the daily schedule of the various playgrounds.

Hobbies: An innovation of the past summer was the "Hobby Night," opened to teen-agers and adults. The group met in the airplane mechanics room of the Albuquerque High School.

Rhythms and Dance: Dancing has always been a popular way to spend leisure hours. In our modern times we have emphasized it as another of our recreational activities.

The most popular type of dancing in Albuquerque is the square dance, and next to it are the famous Mexican and New Mexican dances. Both youngsters and adults participated in these dances. Besides the already popular Varsoviانا, La Raspa and Chiapanecas, El Jarabe, El Vaquero, Las Espuelas, Fado Blanquito, La Camila, and Los Inditos were taught. Castanet dances such as Madre del Cordero, Mas Bonito Pie, Espana Cani and others were performed with more advanced dancers. No knowledge of the Spanish language is needed for participation in and enjoyment of these dances.

Baton Twirling: Especially designed

as an additional activity for the girls, baton twirling was recently introduced in our school recreation program. First, the fundamental twirls and then the fascinating leg passes and high toss-ups were taught. Marching was presented along with baton twirling. At the end of the summer a festival was given at the Albuquerque public school stadium and the program was opened with an exhibition of baton twirling.

Summer Round-Up: The summer program was high-lighted by the sports night and other events, with several thousand children participating. This round-up was started with athletic contests such as pegging around bases, running around bases, relays and ball throws for accuracy and distance. These events were followed by a program of

rhythms and dance using Southwest cultures as its theme.

Events listed above were some of the popular activities of the past summer season.

This summer program was made possible through leadership of the superintendent of schools and the board of education. Various service clubs and social agencies contribute yearly to the camping program. Other groups lend personnel and facilities.

With the rapid growth of Albuquerque, with so many cultures in New Mexico, with changes in social and economic conditions, the ever-increasing need for a recreation program is a challenge which the schools have accepted in order to be of greater service to the people of Albuquerque and of Bernalillo County.

Adult Education Services Expand

PAUL H. DURRIE

Adventures into new fields of educational service to adults are described by Paul H. Durrie, Director of Adult Education, Public Schools, Des Moines, Iowa.

ADULT education fifty years ago usually was identified with teaching English to immigrants newly arrived in America and with preparing them to take citizenship examinations. Today it encompasses a wide range of activities sponsored by libraries, public schools, university extension departments, newspapers, radio, television, public and private agencies, clubs, business and industry. It includes the entire pattern of educational activities conducted by and for adults. The transition has not

been an abrupt one, but rather a gradual expansion of the program to meet new needs, with constant changing of emphasis and adoption of new techniques and new media better to serve adults.

STUDY OF PARENTS' PROBLEMS

In Des Moines for many years the department of adult education conducted family life conferences in cooperation with the local parent-teacher council. Specialists in this field were

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