

A RECREATION PROGRAM FOR HANDICAPPED CHILDREN

by

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TABLE OF CONTENTS

	<u>Page</u>
CHAPTER I INTRODUCTION.....	1
A. Statement of the Problem.....	2
B. Purpose of the Study.....	3
C. Location of the Study.....	3
D. Student Enrollment.....	4
E. Curriculum.....	4
F. Facilities for Recreation.....	4
G. Delimitations of the Study.....	5
H. Limitations of the Study.....	5
I. Summary.....	5
CHAPTER II METHODS EMPLOYED IN THE STUDY.....	7
A. Sources of Data.....	7
B. Literature References.....	7
C. Interviews and Correspondence.....	8
D. Background and Practical Experience.....	8
E. Summary.....	9
CHAPTER III THE PROBLEM OF THE STUDY.....	10
A. Analysis of Speech and Hearing Handicaps... ..	10
1. General Introduction.....	10
2. Definition.....	12
3. Handicaps Included in This Study.....	12
4. Characteristics of Handicapped Children.....	13
5. Needs of Children.....	23
B. Factors Considered in Setting Up Recreation Program.....	23
1. Value of Recreational Activities.....	24
2. Primary Factor of Speech Improve- ment.....	25
3. Characteristics of Handicapped Children.....	26
4. Possibility of Carry-over of Speech Training.....	26
5. Previous Recreation Experience.....	27
6. Needs of Children.....	27
7. Activities Adapted to Program.....	27
C. Summary.....	30

CHAPTER IV	RECREATION PROGRAM FOR 1946 REMEDIAL SUMMER SCHOOL IN OREGON.....	31
A.	Historical Background.....	31
B.	Location and Dates of Remedial School.....	33
C.	Staff.....	33
D.	Student Enrollment.....	34
E.	Purpose of School.....	35
F.	Daily Schedule.....	35
G.	Facilities for Recreation.....	36
H.	Recreation Program.....	36
I.	Summary.....	37
CHAPTER V	RECREATION PROGRAM FOR 1947 SPEECH AND HEARING CAMP IN VERMONT.....	40
A.	Historical Background.....	40
B.	Vermont Association for the Crippled, Inc..	40
C.	Location and Date.....	40
D.	Staff.....	43
E.	Student Enrollment.....	43
F.	Purpose of the School.....	43
G.	Schedule.....	44
H.	Facilities for Recreation.....	45
I.	Recreation Program.....	45
J.	Summary.....	48
CHAPTER VI	ANALYSES AND DISCUSSION OF THE TWO PROGRAMS.....	50
A.	Oregon Program.....	51
B.	Vermont Program.....	57
C.	Basic Conclusions.....	64
D.	Specific Case Experiences.....	75
E.	Summary.....	78
CHAPTER VII	A PROPOSED RECREATION PROGRAM.....	80
CHAPTER VIII	SUMMARY AND RECOMMENDATIONS.....	89
BIBLIOGRAPHY.....		94

A RECREATION PROGRAM FOR HANDICAPPED CHILDREN

CHAPTER I

INTRODUCTION

One cardinal principle of a democratic society is equality of opportunity, but as education has been set up in the past, the handicapped child has not always been taken into account. Schools were planned for a particular type of child; hence identical opportunities were often confused with equal opportunities for all. Slowly educators have come to realize that the opportunity must meet the needs of the child-to-be-educated or it is not an opportunity for him.

The present attitude toward an atypical child has been well expressed in the introduction to the Bill of Rights for Handicapped Children as formulated by the White House Conference for Child Health and Protection. This might well be applied in formulating a working philosophy for this study.

If we want civilization to march forward it will march not only on the feet of healthy children, but beside them, shoulder to shoulder, must go those others--those children we have called handicapped--the lame ones, the blind, the deaf, and those sick in body and mind. All these children are ready to be enlisted in this moving army, ready to make their contribution to human progress; to bring what they have of intelligence, of capacity, of spiritual beauty. American civilization cannot ignore them. (52:p.3)

Statement of the Problem. The education of handicapped children involves not only training to minimize their handicaps but also training to help the children to achieve as nearly normal adjustment as possible. Perhaps it is the fitting together of the education program with the recreation program that these wishes, i.e., the wishes for security, response, recognition, and new experience, can best be satisfied.

The problem of this thesis is to propose a recreation program for handicapped children, specifically those with speech and hearing handicaps. This program is the type which may be used during a summer program in which the children receive intensive speech training.

The term "intensive training program" is used extensively throughout the thesis. Its meaning is defined by an authority in the speech field as follows:

When applied to the field of speech and hearing it means that a number of people with disorders of speech and/or varying degrees of impaired hearing come together to live, work, and play as a group for a designated period of time. During the training period they receive instruction individually and in groups in the needed techniques of speech and hearing. (13: p.17)

During this study, the following questions were raised: (1) what are the speech and hearing handicaps of these children; (2) what are the characteristics of handicapped children; (3) what are the needs of these children;

(4) what types of recreational activities are best suited to them; (5) what recreational activities will meet the needs of handicapped children?

Purpose of Study. The purpose of this study is to set up a recreation program for handicapped children, to be used during an intensive program held during an eight weeks summer period. The intent of the study is to develop a program which will help the child satisfy his basic and fundamental wishes, to assure each child his right to comradeship, love, work, play, laughter, and to give him an opportunity for increasing growth, richness, release of energies, joy, and achievement.

† It is believed by the author that such a program will serve others in the education and recreation field who may have the opportunity of working with handicapped children. Principals of schools, directors of recreation and of physical education, as well as program directors of summer camps, may find in this thesis some vital help in formulating their own programs for the handicapped child.

Location of Study. For the past two summers the author has served on the recreation staff of experimental programs for intensive training in speech and hearing. During the summer of 1946, the Oregon State Department of Education sponsored a remedial school in Salem at the Oregon State School for the Deaf. During the summer of

1947, an intensive training program for children with speech and hearing handicaps was held at Pittsford, Vermont, and was sponsored by the Vermont Association for the Crippled, Incorporated.

Student Enrollment. There were 150 children, ranging in age from 7 years to 17 years, at the Salem school. These children received remedial work in reading, speech, or lip-reading.

The Vermont school provided for 30 children who had either a speech disorder or a hearing loss of sufficient severity to need intensive work over a long period of time. The boys and girls, from 3 to 13 years of age, came from Vermont. There were also four junior staff girls who helped in the camp and who were given speech training.

Curriculum. The curriculum for both summer schools consisted of remedial training in corrective speech for the children with speech and hearing handicaps. Lip reading was also offered for the hard-of-hearing children. The Salem school included work for children with reading disabilities. The recreation program was provided to augment the curriculum.

Facilities for Recreation. The Oregon State School for the Deaf made possible extensive recreation facilities for the children. There was a large auditorium in the main building, an enclosed play shed and basketball

CHAS. L. BROWN Paper

court, a craft house, a large play field, and outdoor play equipment such as swings, slides, bars, and merry-go-round.

The Speech and Hearing camp, held on the grounds of the Preventorium at Pittsford, Vermont, had a large recreation hall in which the arts and crafts program and the evening programs were carried on throughout the summer. There were extensive play areas, two sand boxes, three swings, a tennis court, and a swimming pool.

Delimitations of Study. Only the handicaps of speech and hearing are considered in this study, and the recreation program is concerned only with intensive training programs held during the summer for children with these handicaps.

Limitations of Study. The study includes only two summers' experiences in an intensive program for handicapped children in which the author was on the recreation staff. The material available on the recreational aspects of education for handicapped children, particularly that which deals with speech and hearing defects, is very limited. It is only recently that children with these handicaps have been given the consideration they warrant.

Summary. The whole question of the education of handicapped children is changing as the attention of educators is focusing upon the problems and needs of these children.

The very recent summer program of intensive training for children with speech and hearing handicaps is evidence of this change of attitude.

This study deals with a recreation program for handicapped children, specifically those with speech and hearing handicaps. The recreation program as part of the total intensive training program, based on two summers' experiences, is the problem of this study. During the summer of 1946, the author was a member of the recreation staff at the Oregon remedial summer school; during the summer of 1947, she was recreation director of the Vermont Speech and Hearing Camp in Pittsford, Vermont.

The purpose of the study is to develop a recreation program to be used during an intensive training program which will help the handicapped child satisfy his fundamental wishes and to achieve the opportunities which will help him to become a better adjusted member of society.

CHAPTER II

METHODS EMPLOYED IN THE STUDY

Sources of Data. The data used in this study were compiled from various sources. Although there was considerable material available on speech and hearing handicaps, it was necessary to comb many different sources of information to find other pertinent materials. Careful research showed that there had been little written concerning recreation for children with speech and hearing handicaps. The whole field of intensive training for these children during the summer months is very recent, and hence little material concerning the problem of recreation programs for these periods has been published.

Literature references, interviews and correspondence with authorities in the field, and background and practical experience were used in combination as sources of material for the thesis.

Literature References. While literature references for the study were obtained primarily from the Oregon State College library, other references were made available by the library service of the National Society for Crippled Children and Adults in Chicago. Bibliographies supplied by this organization were very helpful.

The books owned by members of the staff in the Vermont

Speech and Hearing camp served as valuable reference sources.

Interviews and Correspondence. It was possible to have interviews with authorities in the speech and hearing field while on the job as well as with art, recreation, physical education and speech people on the Oregon State College campus.

Correspondence with agencies such as the Federal Security Agency, social service division; National Recreation Association; American Camping Association; and the State Services for Crippled Children, University of Iowa; provided additional sources of material including bibliographies of their own publications and the publications of other agencies.

General conclusions and principles from which a recreation program for handicapped children might be formulated were sent out to four staff members of the Salem and of the Vermont programs. These were checked, commented upon, and returned by these authorities and were used as a basis for the summary and recommendations in this thesis.

Background and Practical Experience. Varied experiences working with children from 6 years to 18 years of age preceded the two summers' experience with handicapped children. The author has been a camper for 8 years and a counselor for 4 years in established Girl Reserve and Girl

Scout summer camps. While a camp counselor, the author served as song leader and as a member of the handicraft staff.

The author was on the staff of two summer programs in which intensive training for children with speech and hearing handicaps was the chief objective. In the Oregon school, the author was an assistant to the recreation director who planned the summer's program. In Vermont, she planned and executed the entire recreation program, based upon experiences and conclusions which came out of the summer's work in Oregon.

These two programs are discussed in detail in Chapters IV and V. A discussion of the results is given in Chapter VI.

Summary. The data for this thesis were compiled from literature references, correspondence and interviews with authorities in the fields of art, recreation, physical education, and speech training and from background and practical experience in the camping field. Very little material directly related to the problem of this thesis was available.

CHAPTER III

THE PROBLEM OF THE STUDY

"Speech stands apart as the master instrument with which man controls his environment." (49:p.35)

General Introduction. When one considers that speech is the capacity with which a man symbolizes himself in sound and translates himself into the understanding of others, that it is thus a deeply fundamental process and a function of the entire organism, one can better understand and appreciate the significance of these handicaps. (22:p.124) The importance of speech as a form of human behavior and as a critical tool for social, educational and economic competency cannot be overestimated. (42: p.20)

Whereas the problem of this study deals primarily with a recreation program for children handicapped by speech and hearing defects, it is important to know something of the nature of these handicaps and their effects upon the children. An understanding of these handicaps is essential if one is to plan a summer recreation program which will play a vital part in an intensive training program, designed to help the child in his adjustment to society.

Handicaps of speech and hearing limit the use of

speech, the critical tool, the avenue of communication with others. These handicaps affect not only the handicapped but those with whom he contacts; his parents, playmates, and teachers. Often these are the people who make it most difficult for the child to accept his handicaps because they do not understand his difficulties. The ridicule of his playmates and the misunderstanding of parents and teachers bring about a sense of inferiority and inadequacy.

Campbell (10:p.175) writes, "A defect of structure or of function may influence the personality in two ways, first by handicapping the individual in the ordinary tasks of life and secondly by affecting unfavorably the opinion of others as to the value of the individual."

Such a handicap marks a child as different from his playmates and may attract the attention of his comrades and cause them to subject him to unfavorable critical judgment, ridicule, or taunts. Very often the critical judgment of his fellows influences his personality more deeply than many adults can realize.

While the average child finds his place in his play or school group with little effort, the handicapped child often finds it more difficult to fit into the same group. Jersild (21:p.213) points out that a child who is rejected by his fellows may develop resentments and compensatory drives that influence his behavior for years to

come. In his book, CHILD PSYCHOLOGY (21:p.211), he says, "One of the strongest motives in a child's life is the desire for being accepted, for belonging, and eventually, for some measure of recognition and prestige." As this is true of the normal child, so is it true of the handicapped child who has a much harder row to hoe.

Definition. A speech defect may be defined as an unusually conspicuous deviation in the speech pattern of an individual. This deviation makes it difficult to bring about adequate social response and by this token constitutes a maladjustment of the individual to his environment. (49:p.36) The hard-of-hearing child may be distinguished from the deaf child by the fact that he has sufficient residual hearing to make possible practical use of it for purposes of communication. (4:p.321)

Handicaps Included in This Study. The handicaps included in this study are (1) stuttering, (2) cleft palate speech, (3) articulatory defects, (4) the speech of the child with cerebral palsy, and (5) hearing defect.

Stuttering is characterized by speech without rhythm described as muscle spasms with varying degree of severity and/or repetition of sound. Wendell Johnson (23:p.11) likewise describes this defect as a disorder of rhythm in verbal expression, characterized by tonic and clonic spasms, or both, in the neuromuscular mechanisms for the

production of sound and speech.

Children with cleft-palate speech are those upon whom surgery has been completed but who still need speech training to produce correct sounds and to eliminate nasality which is characteristic of this handicap.

Articulatory defects are characterized by the addition, omission, substitution, or distortion of many speech sounds.

The motor-defective child, one afflicted with cerebral palsy, suffers from a particular type of muscle coordination which affects speech. This disturbance of motor function is due to damage to the brain before, during, or shortly after delivery of the child. Injury to, or destruction of, the motor arc makes coordination of various muscles impossible or highly difficult. (15:p.87)

There are two classes of hearing losses characterized by a lack of comprehension of what the person hears and also a lack of ability to make certain sounds. In the first class are those who lost their hearing before speech and language were started. The second class includes those whose speech was well established before the hearing loss occurred.

Characteristics of Handicapped Children. What are the characteristics of these handicapped children? How do they differ from normal children and in what ways are they

alike? Harry Baker, in his book INTRODUCTION TO EXCEPTIONAL CHILDREN (3:p.8), writes, "In many fundamental ways all children are alike, whether they are considered normal or exceptional, there is a large core of similarity among all of them. The variations are mainly a matter of degree and hence likenesses rather than differences should be emphasized." He goes on to point out that there does exist a widespread misconception that handicapped children are a class, separate and distinct from normal children. (3:p.11)

He describes normal children in this way:

In physical traits they are neither near-sighted nor far-sighted, neither hard-of-hearing nor with oversensitive hearing, having no speech defect, no orthopedic defect, are of average intelligence, have normal hearts, good teeth, no tendency toward tuberculosis, are free from epilepsy, are not afflicted with encephalitis, have no problem of behavior and no educational disabilities. (3:p.467)

Baker (3:p.8) points out that all children crave recognition, praise, and security. The very factors which bring success to normal children are those for which handicapped children must strive in a greater degree. Every child wants to play, needs proper food and shelter, weeps over the same things, suffers the same disappointments and rejoices over the same successes.

If the handicapped child is potentially normal, except for his speech and hearing handicaps, how then does

he differ? What are the factors that make him different? The outstanding characteristic of this child is his social maladjustment. (42:p.20) He lacks the use of speech as a social function and is unable to speak or to use the speech he has. His avenue of communication to others is blocked; he is unable to use successfully the master instrument with which he controls his environment. The hard-of-hearing child suffers from voice and speech difficulties which often develop in him unless specific speech training is given. (48:p.47)

The handicapped child avoids all types of social situations, some because he has not been able to participate, fearing that not only would he be misunderstood but that he would be embarrassed or ridiculed. Often he avoids these situations because he is unable to hear or to keep up with the group. Also he is less mature and appears to be much younger in all his actions. He is greatly retarded socially and far behind others in his age group, as well as more dependent upon others. Sometimes he develops a completely defeatist attitude. (48:p.19)

In many groups such a child remains in complete isolation. He has not learned the "small talk" that makes a conversational pattern. In a group, he hangs back, afraid of and unfamiliar with the steps of getting acquainted through conversation. He does not listen well and, hence,

is unable to follow directions, for often he has not heard the directions at all. This is true of both the hard-of-hearing and the speech-defective child. (48:p.77-78)

Children with these handicaps also lack self-adjustment and the ability to control themselves in various situations. They also lack the ability to be independent to any perceptible degree. (23:p.38)

Baker (3:p.125) writes that speech defectives offer a combination of difficulties and disabilities which are physical, social and emotional. As a group, they tend to have more psychological and emotional conflicts than any other type of physically handicapped, since speech is the chief avenue of social communication. Emotional difficulties are generated when barriers are set up between the speech defective and his associates. When speech does not flow normally, when the road of social intercourse does not function in normal ways, the emotional conflict of the speech-handicapped person is intensified. Whereas the difficulty may be primarily one of speech, the frustrations, ridicule, and social rejection may cause emotional upsets.

Many other investigators (3:p.132) agree with this premise. Wallin (51:p.168) suggests that an individual's abnormal sensitivity regarding his defect may produce all sorts of unhealthy reactions such as fears, inhibitions, timidities, secretiveness, withdrawal, emotional outbursts,

behavior disorders, and efforts of compensation and over-compensation.

The findings of research workers show that the incidence of defective speech is greater among the mentally subnormal than among individuals of normal and superior intelligence. However, as a group, stutterers are normal in intelligence. (6:p.125) Other speech defectives tend to fall below the average IQ of 100 in intelligence. (3:p.132)

Studies of children with defective speech indicate that these children do not make as rapid progress in school as do children with normal speech. (6:p.61; 22:p.124) Inability to express himself easily may prevent the child from revealing how much he knows, for it is easier to remain silent than it is to struggle to answer the teacher's question. (44:p.62)

The incidence of physical deficiency and ill health among those with defective speech is significant. The incidence is greater among speech defectives than among those with normal speech. (6:p.62) Stuttering, for example, is a mental distraction and a physical drain on the energies of the individual. It is capable of bringing about physical fatigue and causes a stutterer to require more sleep than the normal speaker. While fatigue is increased, the resistance of the stutterer is lowered and the stutterer's

health record often reflects these factors. (22:p.124-25)

The hard-of-hearing child becomes fatigued more easily because he is always straining to hear. (34:p.11) Fatigue sets in if the special demands on the general resources of the individual are greater than he can meet. (44:p.66) Often the hard-of-hearing child has a peculiar posture and tilts his head at an unusual angle in order to get clearer sounds. He often suffers from running ears, earaches, and noises in the head. (3:p.85)

The hard-of-hearing child, as mentioned before, sometimes has defects in speech, peculiar voice tones often high pitched, dull, and monotonous. He lacks an adequate flow of language, avoids talking to people and becomes uninterested in any group. He is sensitive, aloof, and apparently unfriendly. (3:p.85)

Estimates of intelligence of the hard-of-hearing vary according to the type of measuring instrument used. Where verbal types of tests are used, the hard-of-hearing are found to be inferior in intelligence to the normal hearing child. However, when tests of the nonverbal type are employed, the differences are smaller. It is interesting to note that the difference in intelligence is explained in terms of the language handicap which is suggested as the basic cause of the lowered IQ. (6:p.330)

The cleft-palate child suffers chronic respiratory

infections and middle ear disorders and hence is never physically strong. (6:p.285) x

Berry and Eisenson (6:p.63) write, "Motor abilities of the defective in speech are not equal to those of children with normal speech. Whenever stutterers are included in the comparison, the differences in motor abilities between speech defectives and normal speakers tend to become greater." They elaborate on this by saying that stutterers are inferior to children without speech defects in such motor tasks as running, jumping, balancing, and climbing. (6:p.222)

Baker, in his book (3:p.64), states that "results of studies made by various investigators support an observation made to the effect that there is a substantial correlation between motor ability and the quality of performance in speech sound production."

There is much in the literature concerning the relationship of these handicaps to personality maladjustments. Baker (3:p.132) has written that individual observation and case-study methods with younger children have proved generally that speech defectives have many personality maladjustments. However, most experimental studies have been made with college students rather than with younger children. Berry and Eisenson (6:p.65) point out that there is little experimental evidence of any sort, except in the

case of stutterers, that touches on the possible influence of speech defects on personality and the evidence that is available is not conclusive. These authors believe that the studies should be made in relationship to the dual effect of poor physical health and speech defects upon personality, the dual effect of below average intelligence and speech defects upon personality, and so on. They do, however, believe that there is a tendency for speech defectives to have traits considered socially undesirable.

Meltzer (26:p.41) reviewed among others a study done by E. Engebretson whose investigation gave this characteristic picture of the symptoms of stutterers: reduced attention, weakness of will, great suggestibility, reduced memory of language, small storage of words, logical displacement, derangements of motility, signs of depression, and repressions and restrictions.

Meltzer (26:p.56-57) used the Rorschach Personality Test* (ink blot) on a group of stutterers and non-stutterers. His results reveal that there are differences between

* Rorschach Personality Test is composed of a series of large cards on which are vague and cloudy smears. These smears or blots are interpreted in individual and frequently revealing ways by the subject when he is asked, "What might this be?"

these two groups which questionnaire tests do not show. His results show that in practically all factors which implicate emotional instability the scores of stuttering children exceed those of the control group. Also they show that stutterers have not only creative ability but a tendency to fantasy and withdrawal, adaptability to outer reality but also irritability and manic tendencies. He found that many more compensatory adjustments appear in the reactions of stuttering children. Also many more factors that indicate insecurity and compulsive behavior are to be found in stutterers. Color responses and color form, according to Meltzer's results (26:p.55), are indicative of uncontrolled emotionalism, unstable emotional adjustment to external situations, egocentricity, suggestibility, and impulsiveness.

Personality studies of the hard-of-hearing child reveal that he does not differ greatly from the child who hears normally. He rates much lower in leadership and is much less aggressive than the normal child. Pintner (37: p.150-51) has also found that while the differences are slight, the hard-of-hearing child is somewhat more introverted and slightly less balanced emotionally. He is more shut off from normal communications with his fellows and has a constant temptation to conceal and minimize his defect. (44:p.66) Wallin (51:p.171) indicates that the

hard-of-hearing child becomes a special education problem because his hearing loss is a prolific source of personality deviations. He lists among these suspicious and paranoid trends, aloofness, introversion, morbid sensitivity, timidity and attempts at concealment.

A cleft-palate condition has a marked effect on the personality of the child. (6:p.285) While he must be helped to build up a little sense of security, he is constantly taunted and ridiculed by his playmates, gazed at by passers-by, and confused by the bewilderment of his parents who expected him to be normal and who cannot understand such a blight. Both psychogenic and physiogenic factors set him off from his family and his playmates as a queer child. Thus his personality reflects his handicap.

Sadly enough it is often the "mental sequelae of the victim's attitude toward his handicap that constitute a far more serious obstacle to the child's ability to adjust himself satisfactorily to the social and vocational demands of society than does the physical defect itself." (51: p.168)

As shown throughout history, a defect in one type of individual may lead to deterioration or disorder of the organism while a defect in another may act as a stimulus to the full development of the potentialities of the individual. (44:p.67)

Needs of Children. What are the needs of children?

Does the handicapped child differ from the normal child in these needs? The basic forces in the development of the personality, according to Thomas (5:p.3), are the wishes for security, recognition, response, and new experience. The handicapped child has all the desires and ambitions of the normal child, but these desires are intensified and thwarted by the handicapping conditions. (48:p.67) Literature reveals that educational psychologists have shown that all individuals have various needs, desires, urges, and emotions. In many instances, the desires of the handicapped child may be intensified by his inability to satisfy these desires as the normal child satisfies his desires. (44:p.41)

Especially does the handicapped child need to gain more insight into his problem. In the case of the hard-of-hearing child, he must learn to live with his problem and in the case of the speech-handicapped child, he must face his problem and do something about it. He must know both the limitations and the potentialities of his handicap, believing that remedial work will be effective.

Factors Considered in Setting Up A Recreational Program. There are certain factors which must be considered in organizing and setting up a recreation program for handicapped children. While it is true that the program

for handicapped children need not differ radically from a program for normal children, there are still some important points to consider.

1. Value of Recreational Activities. The author of this paper firmly believes this to be true: "Man plays to achieve, to create, to conquer, to acquire, to impress, and to win approval. Consequently he plays at activities in which he can accomplish these things with the abilities he has. He plays to express his personality." (22:p.31) And further, play results in the release of tension which handicapped children need. J. E. Davis (44:p.35) expresses forcibly his belief that participation in recreational activities results in a release of tension, a sense of freedom and of well-being, and a feeling of self-confidence and contentment. This activity provides opportunity for joy in the development of skills, creative expression through construction and craftsmanship, and emotional release through artistic pursuits which supplement and complement the ordinary activities of everyday life.

If proper leadership is provided for handicapped children in their recreational activities, the benefits of participation cannot be measured. Both the psychiatrist and the psychologist recognize sports and games as ideal avenues for the expression of the fundamental drives, desires, and urges which are often thwarted and repressed.

(44:p.31-32) For these children who need socialization so intensely, play activities offer many different phases of social experience. Through play he learns some of the fundamental rules of social conduct such as "follow the rules of the game, be a good winner, be a good loser, play fair, wait your turn" and so on. (12:p.7) In play he learns to give and take in situations similar to those that he may have to face in later life. Play, as we think of it, is not an isolated phenomenon but it is an integral part of life itself and cannot be interpreted apart from other life phenomena. (30:p.48)

Especially for the handicapped child, who faces daily frustrations, disappointments, and failures to a greater extent than normal children, recreational activities are important. Success in winning, approval of his team mates, security as a member of a group doing similar things, and pure joy in the activity itself may result from his participation in recreational activities. One of the essential characteristics of play is the feeling of mastery of the situation and the accompanying feeling of freedom. (30:p.69)

2. Primary Factor of Speech Improvement. The main purpose of an intensive training program during the summer is speech improvement; hence the entire program is centered around this idea. It is because the staff believes in the

development of the WHOLE child that a recreation program is included for the benefit of the child in making social adjustments, as well as self-adjustment. In an intensive program, the pressure is on the learning end, an attempt to do a great deal in a short time. The recreation program must, therefore, take a secondary place in the total program.

3. Characteristics of Handicapped Children. The characteristics of handicapped children, as discussed previously in the chapter, are factors to be considered. The tendency toward poor health, the tendency toward fatigue, the social maladjustment and the poor motor abilities must all be considered in planning the program content of recreational activities. The child with cerebral palsy must be given special consideration in activities which he can do and in which he can join the other children.

4. Possibility of Carry-over of Speech Training. There is considerable possibility that speech training in the classroom may carry over into recreational activities. The informal, natural setting provided by games and arts and crafts work provides opportunities for a child to speak more freely and with less strain than he would in the usual social situation. Often a child is quite unconscious of his speech during these informal play periods,

and there is a transfer of training at this time.

5. Previous Recreation Experience. Many of these handicapped children lack previous experience in various recreational activities. More often than not, they have not belonged to organizations like the Scouts where they might have had these experiences nor have they had opportunities in their school situations for similar activity. Lack of previous experience in any form of arts and crafts was generally true of Vermont children since few schools in Vermont employ art teachers.

6. Needs of Children. In planning the content of the recreation program one should consider very carefully the needs of handicapped children. The program must strive to satisfy these needs which are intensified by handicapping conditions. Certain questions must be answered. First, how can the recreation program satisfy the needs and desires of the handicapped child for new experience, security, response, and recognition? Second, what activities provide maximum opportunity for social and self-adjustment?

7. Activities Adapted to Program. It is with this problem, the selection of program content, that this thesis is concerned. The program has been evolved from a consideration of the basic needs of the handicapped child. To do this certain conditions must be met.

The activities selected for the program are those which:

- (a) Consider the basic play interests of children of different ages.
- (b) Offer many opportunities to satisfy the needs for new experience, security, recognition, and response. The program must not be one which merely "fills time" but one which will satisfy the child's normal desires.
- (c) Provide activities varying from team games to individual competition in which the child learns to adjust to the group and to himself.
- (d) Are well adapted to this program. That is, they should be SIMPLE because simple things delight children.

Games, quiz contests, and special activities which provide informal opportunities for conversational pattern carry-over from the classroom situations should be included, since the fun element of the play situation lifts the speech element away from the strain of the classroom situation. When he is playing the child can carry his new patterns unconsciously into other speaking situations.

Singing opens the door to vocal expression in which a child with a speech defect can sing with no impediment at all. Group singing is a popular activity which may be

carried on in schools, in churches, and in youth organizations. A handicapped child entering into a song fest can feel a sense of "belonging" because he, too, knows the song.

Also there should be activities in which little or no speech is necessary. In a series of activities time should be allowed during which the child may experience the joy and happiness of activity without speech. Many craft projects are such that the child may work and develop his own ideas and craftsmanship, being content with the project itself.

Some activities are less well adapted for a recreation program designed for children with speech and hearing handicaps. Because they do not listen well and hence, do not follow directions well, involved activity should be omitted from their program.

Prolonged activity is not worth the effort that goes into it, for the strain involved offsets any benefits which may occur and the factor of fatigue which plagues the handicapped child must always be considered.

Activities calling for fine motor coordination should be avoided. Whereas simple folk dances may be easily adapted to the program, any complex dance would be too difficult for the children to perform. This factor relates back to involved activity and its relation to listening

and fatigue.

Summary. While this study deals primarily with a recreation program for children handicapped with speech and hearing defects, it is important to know and to understand the scope of the problem. This includes an analysis of speech and hearing handicaps as well as the characteristics and needs of these children. The relation of these factors to the problem of the content of the recreation program is very close, for in order to serve the handicapped child, one must know him, i.e., his personality characteristics, his health problems, his intelligence, his motor abilities, and his needs.

In setting up a recreation program for use during an intensive training program, there are several factors to consider. It is basically necessary to understand the value of recreational activities and their part in the education of the WHOLE child. It is equally important to realize that the stress is laid on speech improvement and that this intensive training is the primary factor of the summer program. Other considerations are the possibility of carry-over of speech training into recreational activities, previous recreation experiences, needs of the children, and activities adapted to this type of program.

CHAPTER IV

RECREATION PROGRAM FOR 1946 REMEDIAL SUMMER SCHOOL
IN OREGON

Historical Background. The Forty-First Legislative Assembly of Oregon voted in 1941 to establish a state-wide program for the education of the handicapped. The legislation provided \$15,000 for the biennium to be used to make a survey of the number and needs of the handicapped children in Oregon. The general administration of this new law--Chapter 480, Oregon Laws 1941--was given to the superintendent of public instruction, Rex Putnam. Mr. Putnam named Dr. V. D. Bain, assistant superintendent of public instruction, to carry out this survey.

In his report to the Forty-Second Legislative Assembly (36:p.1) Mr. Putnam reported that this law placed Oregon well in front among the twenty states providing assistance for the education of the handicapped. He also said that the law had been highly praised by national authorities in the field.

The survey of handicapped children, as conducted by Dr. Bain and reported by Mr. Putnam, revealed a number of weaknesses in the state situation. It was discovered that only one-third of the handicapped children were being reached through existing agencies; that is, 1160 children out of 3970 were being helped. As defined by law, a

handicapped child is one who, because he is blind or partially sighted, deaf or hard of hearing, crippled, speech defective, low in vitality or extremely maladjusted, requires instruction at home or in a special class or special facilities in a regular classroom. He must have the capacity to profit from instruction, be between 6 and 20 years of age inclusive, and be in grades 1 to 12 inclusive.

The survey also pointed out that there was a lack of state supervision, as well as a shortage of specially trained teachers. Among the rank and file of teachers there was an inadequate background of instruction about the problems of the handicapped. The survey brought to light the failure of the state to make educational provision for children removed from their regular schools to such hospitals as Doernbecher, Shriners', state tuberculosis and other similar hospitals.

One of the outstanding features of the Oregon law which made it unique among laws of the other states was its provision for cooperation of the superintendent of public instruction with existing agencies such as the State Child Guidance Clinic, the State Board of Health, the Oregon State School for the Blind, the Oregon State School for the Deaf, the Oregon State Tuberculosis Hospital, Doernbecher Memorial Hospital or other agencies concerned

with the welfare and health of handicapped children. This cooperation was provided so that all activities affecting the education of handicapped children could be fully coordinated and so that duplication of effort and machinery could be eliminated. It was out of this provision for cooperation that the 1946 summer program for remedial work in Oregon grew.

Location and Date. The 1945 State Legislature voted to provide the Department of Education the sum of \$8,000 with which to sponsor summer instruction in speech, reading, and lip-reading. An eight-week program for handicapped children, beginning June 10 and ending August 2, 1946, was held in Oregon. The Division of Special Education of the Department of Education in cooperation with the Oregon State School for the Deaf and the Crippled Childrens' Division of the University of Oregon Medical School carried out this summer project. All the facilities of the Deaf School were made available as residence for the students and the staff.

Staff. Selection of the staff was under the general supervision of Mr. Rex Putnam, superintendent of public instruction. Educational director of the summer school was Dr. V. D. Bain, director of the Division of Special Education. Mr. Marvin Clatterbuck, superintendent of the Oregon State School for the Deaf, was general superintendent

of the school. Dr. Leon Lassers, speech pathologist for the state, was in charge of speech work; Dr. Claude Kantner, acting director of the University of Oregon Medical School, was responsible for the selection of Miss Harriet Dunn, member of the University of Michigan speech department, who was in charge of the cleft-palate cases at the Oregon school. Dr. La Verne Strong, Pennsylvania State Teachers' College, was in charge of the remedial reading. Robert Keuscher, Leslie Junior High School in Salem, was director of recreation. Also on the staff were 10 other specially trained teachers, 4 counselors and 3 housemothers.

Student Enrollment. The school was open to children between the ages of 8 and 16 from all parts of the state of Oregon. Only children of normal intelligence were accepted. Children were chosen for enrollment on the basis of speech handicaps such as stuttering, cleft-palate and articulatory defects; handicaps of hearing involving 20 per cent or more loss in both ears and needing lip reading; and reading involving two or more years' retardation.

The student enrollment of the summer school included 40 girls and 110 boys, ranging in age between 7 and 17 years old. The enrollment decreased as students were sent home for various reasons. The average age of the students was between 10 and 12 years.

Purpose of the School. The purpose of the school was to help the children achieve as nearly normal adjustment as was possible for them. Although the intensive program centered around the remedial work for specific needs of the handicapped child, the directors pointed out that improvement in these areas must go hand in hand with total social and personal adjustment. It was also believed that the correct balance of group and individual study, physical play, self-expression through arts and crafts, dramatics, reading, group activities, social contacts, work, and health was necessary to keep children in condition to make progress. (35:p.1)

Daily Schedule. The typical daily schedule was as follows:

AM	7:00	Rising bell
	7:30	Breakfast
	8:20	Work details such as sweeping, cleaning, etc.
	8:40	Classes
	10:10	Recess
	10:40	Classes
PM	12:00	Lunch
	12:30	Rest period
	1:30	Individual instruction, arts and crafts, creative dramatics and work activities
	3:30	Recreation
	5:45	Dinner
	6:30	Recreation, free-time entertainment
	8:00-8:30	Bed according to ages

On Saturday, classes were held until noon. The remainder of the day was kept free for recreational activity. Older children were allowed to go into town. On Sunday

morning, arrangements were made for the children to attend the church of their choice.

Facilities for Recreation. The facilities for recreation were ideal. Not only was there ample play space including an athletic field but there was a play shed for rainy days. An auditorium in the main building was complete with a piano, equipment for movies, and a stage for dramatic productions. There were swings, slides, bars, and a merry-go-round for the children to use.

Recreation Program. The recreation program was directed by Robert Keuscher who was assisted by Sylvia Claggett, arts and crafts director, and the author. Creative dramatics were offered by Mr. Ringnalda, a part-time staff member hired to work every weekday afternoon during the 1:30 to 3:30 period.

The program included the following activities:

I Arts and Crafts

1. Crayon work
2. Stencils
3. Chinese puzzles
4. Leather tooling
Book marks Stamp cases Pins
Napkin rings Purses Belts
5. Copper plaques
6. Clay modeling
7. Wood carving
8. Cork mats

II Creative Dramatics

During the activity period each weekday, 1:30 to 3:30, a class in creative dramatics was held. Very simple skit material was used.

III Swimming

Children who could swim were taken to a city pool twice a week during the summer.

IV Games

Soft Ball	Kick the Can	Keep Away
Basketball	Ring on a String	Follow the
Volleyball	Red Rover	Leader
Kick Ball	Three Deep	

V Story Hour

The older children had a story hour after lunch; the younger children had story periods at various times in the late afternoon and after dinner.

VI Evening Programs

Movies	Quiz contests
Song fests	Dances
Dramatic productions	Yo-Yo contests

VII Sunday Services

Church groups from Salem
Simple service of hymns and Bible stories

VIII Special Activities

Trips to: capitol building, a bakery, a dairy, a cannery, and the aluminum plant

Definite scheduled times for recreation, as provided by the daily schedule, were planned for as follows:

1:30 to 3:30	Arts and crafts, creative dramatics, sports
3:30 to 5:45	Free time (craft shop was sometimes open for those who wanted to work), optional games and story-hour period
6:30 to Bed	Games, evening programs

Summary. Provision in Oregon for the education of the handicapped is rather recent, dating back to 1941 when

the Forty-First Legislative Assembly voted funds for this program. This law placed Oregon well in front among the 20 states providing assistance for handicapped children. This law defined the handicapped child as one, who because he is blind or partially sighted, deaf or hard of hearing, crippled, speech defective, low in vitality or extremely maladjusted, requires instruction at home or in a special class or special facilities in a regular class room.

A survey conducted by means of funds voted by this legislative assembly pointed to the lack of state supervision for these children. Out of this survey and its findings grew the idea for a summer training school for children with speech and hearing handicaps. The 1945 state legislature voted a sum of \$8,000 to finance the school, held at the Oregon State School for the Deaf.

The eight weeks' program provided training for 150 Oregon children, ranging in age from 7 to 16 years of age. The staff of teachers came from many sections of the United States and was under the general supervision of Dr. V. D. Bain and Dr. Leon Lassers, who was in charge of the speech work.

The program centered around intensive training for children with handicaps of speech, hearing, and reading ability. The recreation program was a part of the total adjustment program planned for the children and was

considered a part of the improvement program as well.

The recreation program included work in arts and crafts, creative dramatics, swimming, games, story hour, evening programs, Sunday services, and special activities.

CHAPTER V

RECREATION PROGRAM FOR 1947 SPEECH AND
HEARING CAMP IN VERMONT

Historical Background. The state of Vermont became aware of the need for early detection of its hard-of-hearing children in 1941 when a law was passed providing hearing tests. (14:p.341) Testing materials and apparatus were made available through the Supervisor of Health and Physical Education in the Department of Education. Only limited funds were provided through the Department of Public Welfare for the education of children handicapped in hearing and vision. Vocational Rehabilitation, a division of the State Department of Education, does help persons of employable age who have a physical defect which constitutes an employment handicap. This service includes diagnosis, treatment, hearing aids, aptitude testing, vocational training and eventually vocational placement. This help is available to school children 16 years of age whose school work is and whose employment eventually will be handicapped by a hearing loss. For hard-of-hearing children under 16 who leave school to go to work, the same services are available. (14:p.342)

The Vermont Association for the Crippled, Inc. The Vermont Association for the Crippled, Inc., a private social agency supported by the sale of Easter seals, has

been a leader in studying the needs of the hard-of-hearing children under 16 years of age. In 1944 this agency voted to include speech handicapped and hard-of-hearing in its definition of crippled. The Association furnished hearing aids and special instruction and also assured medical care and guidance for any hard-of-hearing child under 16.

The Vermont Hearing Conservation Project is guided by a committee whose members come from the fields of education, health, welfare, and legislation. This project was established to study and demonstrate the best ways of finding hard-of-hearing children, to discover the best way of insuring medical care to all children with impaired hearing and to learn what constitutes adequate educational facilities for these children. (50:p.2-3)

Prior to the establishment of this project, the State Department of Education and the Vermont Association for the Crippled, Inc., sponsored a Hearing Institute in 1945. This was planned to give representatives from each school superintendent's district a knowledge of the total hard-of-hearing problems, testing, hearing aids, and the teaching of lip reading.

In September, 1946, Harriet M. Dunn joined the staff of the Vermont Association for the Crippled, Inc., as Speech and Hearing Counselor. Miss Dunn brought to the Association a wealth of clinical experience from the

University of Michigan Speech Clinic with which she was affiliated for four years.

Up to the time Miss Dunn came to Vermont, there had been no speech training any place in the state. Likewise, there had been no place where a child with a hearing loss, but not deaf, could be trained. Only the school for the deaf offered lip reading and the traditional type of speech training for its children. Surgery was done for all cleft palate cases, but no speech training had followed.

In the fall of 1946, Miss Dunn opened a teaching center for hearing at the Rutland office of the Association and carried her work into the field, establishing four monthly diagnostic speech and hearing clinics in four cities of the state of Vermont. Miss Dunn had been a staff member of the Oregon Remedial Summer School in Salem during the 1946 session and brought to the Vermont Association the idea of sponsoring a summer camp for handicapped children. By January, 1947, official permission had been granted by the Association and plans were formulated for the speech and hearing summer school.

Location and Date. On June 27, the staff moved into residence at the Cavelry Preventorium, Pittsford, Vermont, and on Sunday, the 30th, thirty children entered camp. A medical examination precluded two children from enrolling because of illness, leaving 28 lively children to begin an

eight-week intensive training session.

Staff. Members of the staff were: Dorothy Smithson, administrator; Emily Sheldon, medical social worker; Harriet Dunn, director; three speech clinicians; a cook; and the author. Volunteer staff members were the camp manager, housemothers, and the nurse, some of whom had children in camp receiving training. There were also four junior staff members who assisted with the kitchen work and who received speech training in the afternoon program.

Student Enrollment. There were 28 children enrolled in the school, ranging from 3 to 12 years of age; 9 were pre-school and 19 were school age children. Some of the pre-school children had such serious hearing impairment that there was no speech, whereas others were cleft-palate cases with almost unintelligible speech.

The school children had handicaps of speech such as stuttering, cleft-palate speech, serious articulatory defects or handicaps of hearing. There was one cerebral palsy case. The junior staff included a stutterer, two cleft-palate cases, and one hard-of-hearing case.

Purpose of the School. The purpose of the school was two-fold, speech training and socialization of the individual, not as independent processes but as a unit. The administrators of the school believed that the school might "provide the one period when instruction in speech

and hearing techniques and training in self and social adjustment could change a child with a serious handicap from a shy, withdrawn and maladjusted individual to one who has learned control of his speech techniques and attitudes, who will return to his home community to take his proper place in the speaking and social experiences there for him." (13:p.19)

Instead of building a program based on laborious and unmeaningful drill or nonsense syllables and long lists of words, the intensive training focused on a very limited number of social patterns, used again and again in various situations to build strong associations for their use. These patterns were those used most often at work, play and at the dining table.

Schedule. For class work, the children were divided into groups according to their ages. The schedule for the pre-school children was as follows:

AM	8:30- 9:00	Music with amplification
	9:00- 9:45	Lip reading for hearing cases; group speech for cleft palates
	9:45-10:15	Arts and crafts
	10:15-10:30	Milk and recess
	10:30-12:00	Free play--sandpile, swings
	12:00	Lunch
PM	12:30- 3:00	Rest period
	3:00- 3:30	Class
	3:30- 5:30	Free play--under the hose, etc.
	5:30	Dinner
	6:15	Play--Mail Call
	7:15	Preparation for bed
	7:30	Bed

The school groups were in class from 8:30 to 11:45 each morning and each child received 30 minutes of individual instruction in the afternoon. There was a mid-morning milk period when the children had a break for recess.

One-hour periods for the two school groups were scheduled for arts and crafts with a free swim period each day at 4:30 PM. The demand for swimming lessons brought about the creation of swimming classes for the school groups on Tuesdays and Thursdays in lieu of arts and crafts class.

The four junior staff members received 2 hours of instruction each day, besides having work in arts and crafts and swimming during the week.

Facilities for Recreation. The play space--grassy lawns, wooded areas, and the recreation hall--was ideal for carrying out the recreation program. The outdoor swimming pool added interest and was definitely one of the most popular spots in camp. The recreation hall was adequate for craft classes and for recreation during the early evening. The floor space was large enough so that the hall could be used comfortably for rainy day activities. There was a piano in the hall which provided an opportunity for those children with musical talent to play the piano.

Recreation Program. The recreation program was directed by the author who was assisted by a junior staff

member. Assistance in various phases of the program was given by the speech clinicians.

The recreation program for the summer consisted of the following activities:

I ARTS AND CRAFTS

- a. Finger painting
 - Covering cigar boxes
 - Making notebook cover
 - Making pictures
 - b. Spatter printing
 - Leaves
 - Designs
 - Christmas cards
 - Chinese puzzles
 - c. Stencils
 - Chinese puzzles
 - Cork mats
 - Pins
 - d. Coloring with crayons; painting with water colors
 - e. Leather tooling

Book marks	Stamp cases	Wall plaques
Napkin rings	Purses	Pins Belts
 - f. Clay modeling
- ** Pre-school children did finger painting, clay modeling, crayon work, and used Dominoes as blocks.

II SWIMMING

- a. Swimming lessons

Tuesday and Thursday periods for Arts and Crafts were devoted to swimming lessons

Half the swimming period was devoted to games as a "warm up" measure when new games were introduced and when old games were played: Kick ball, Follow the Leader, Dodge ball, Races

- b. Free swim period
 - Every afternoon at 4:30 PM
 - Sunday afternoon after rest hour
 - Saturday afternoon unless something else was scheduled

III EVENING PROGRAMS (after mail call)

- a. Games

Draw a Magic Circle	Statues
Red Rover	Kick the Can
Three Deep	Beater Goes Round
Hide and Go Seek	Bull in the Ring
Ring o'leevia	Hokey Pokey
Musical Magic	Who's the Leader?
How do you Like	Simon Says
Your Neighbor?	Elephant Song
Cops and Robbers	Ring on the String
- b. Skits on Friday nights
 - 1. Acting out songs such as:
 - Three Pirates Came to London Town
 - 'Twas Friday Morn
 - Shusti Fidli
 - Coming Around the Mountain
 - Soldier, Soldier, Will You Marry Me?
 - 2. Skits worked out in speech classes such as:
 - Good Advice
 - Passenger Third Class
 - Efficiency Plus
- c. Quiz contests
- d. Movies (comics)
- e. Singing and story hour
- f. Goodnight circle and taps

V SUNDAY ACTIVITIES

- a. Church service--Bible verse
 - Bible story
 - Hymn
 - Lord's Prayer
- b. Afternoon swim
- c. Exhibit of craft projects for parents and visitors
- d. After-picnic activity: softball game, story hour, games

VI SPECIAL ACTIVITIES FOR SUNDAY OR HOLIDAYS

- a. Fox and Goose Chase
- b. Scavenger Hunt
- c. Paper Chase
- d. Relay Races
- e. Wading in Creek

VII RAINY DAY ACTIVITIES

- a. Swim in the rain
- b. Story hour
- c. Organized games in Recreation Hall
- d. Singing in Recreation Hall

Summary. Since 1941 the state of Vermont has been aware of the need of early detection of its hard-of-hearing children. A law was passed at that time which provided hearing tests. Other divisions of the state have provided funds to provide services for handicapped children.

In 1944, the Vermont Association for the Crippled, Inc. included speech handicapped and hard-of-hearing in its definition of crippled. This private social agency has done much for the crippled in the state of Vermont and expanded its work further when a speech and hearing counselor was added to the staff in 1946.

A teaching center for speech and hearing was established in the fall of 1946 and four monthly diagnostic speech and hearing clinics were set up in four cities of Vermont. An intensive speech training program was planned for 8 weeks during the summer of 1947 and on June 30, the Speech and Hearing camp opened for 28 children at the Cavalry Preventorium, Pittsford, Vermont.

The recreation program was planned to fit into the carefully organized intensive training program and was in keeping with the purpose of the school. The purpose of the school was two-fold, speech training and socialization of the individual, not as independent processes but as a unit. The social patterns used in the school program were carried into the activities on the playground as well.

The children were divided into groups according to age and ability. The recreation program was scaled to their interests and abilities. The program included arts and crafts, swimming, evening programs, Sunday activities, special activities, and rainy-day activities.

CHAPTER VI

ANALYSIS AND DISCUSSION OF THE TWO PROGRAMS

The whole scope of the Oregon summer program for remedial training was set forth by the administrators to be one in which there was "correct balance of group and individual study, physical play, self-expression through arts and crafts, dramatics, reading, group activities, social contacts, work and health practices." (35:p.1) In this program was expressed the conception of a balanced program of work and play, of intensive training and of recreation.

Similar to this was the twofold goal of the Vermont program: speech training and socialization of the individual, not as independent processes but as one unit. (13: p.19) Recreation thus becomes a tool which relates itself to the socialization process by lending itself to helping the child to have fun and to be happy and secure as a member of a group. As stated by Miss Dunn in a letter, "The whole thing has got to fit together to make each youngster a happier better adjusted kid when he returns home." The twofold goal, intensive training and socialization of the individual, was the directing force of the Vermont summer program.

Out of this thinking grew the foundation for the recreation programs for the Oregon and Vermont summer schools.

The recreation staff, like the speech and hearing staff, was given a responsibility, well defined, to make a contribution to the total training program. The statement of objectives for each program was clearly defined and served as a guide for planning the content of the recreation program as it did for the intensive speech training program.

With this as an introduction, the author will attempt to analyze the two recreation programs in relation to their program content, staff, and outcomes.

Oregon Program. Organization of the recreation program was outlined in general at the early planning conferences of the summer school. Mr. Keuscher, recreation director, sat in on several of these conferences with the administrators of the program and helped to set up the phases of recreation to be included during the 8-week session. Evening programs, special activities, arts and crafts, creative dramatics, as well as staff assistants were discussed and outlined in these conferences. A part-time staff member for creative dramatics and assistance for the recreation staff by the four junior counselors were to be provided.

In the main, this general program was carried out during the summer, as outlined in detail in Chapter V. However, it was soon apparent that no serious thought had been given to the assignment of children to recreation activities.

During the afternoon activity periods there were 25 to 30 children ranging in age from the youngest to the oldest in each activity. The problem of working with such a heterogeneous group in arts and crafts, for example, made it necessary to reduce the numbers of children thus assigned and to attempt to segregate the age groups more carefully. The assignment list which had been made up for the entire summer was juggled to make such a change possible, and it was accomplished with partial success.

The schedule of activity and individual instruction was arranged so that a child assigned to arts and crafts, for example, during the first two weeks of the summer school would not be assigned to this activity again during the summer. This was true for creative dramatics and the sports group as well. Miss Claggett, arts and crafts director, did arrange free periods in the late afternoon for children who wanted additional opportunity to have this experience.

This plan definitely limited the children's experiences to a short period rather than extending their opportunities through the 8-week session. It worked a hardship both on the child who was assigned the first two weeks (for his interest had just been stimulated when he was assigned to another activity) and on the child who was not assigned until the last two weeks, since he watched with

anticipation and envy while the other children were making projects. This was true for the dramatics program, for some children took part in skits long before others were given the same opportunity. The author believed this idea to be very bad because it limited the child's experiences.

From 3:30 to 5:45 and from 6:30 to bedtime, the children had free recreation periods. That is, they could choose the activities they wanted but they were never completely free from supervision while they were on the play areas. During most of the 3:30 to 5:45 periods the children played games of low organization such as kick ball, keep away, ring on the string, cops and robbers, etc. Just before dinner, 4:40 to 5:30, some of the housemothers had story hours for the younger children and these were well attended and really enjoyed. Dr. Lassers had a scheduled reading time after lunch each day for the older children. Frequent trips to the city swimming pool were arranged in the 3:30 to 5:30 period when the swimmers were taken by bus to the pool. Non-swimmers were allowed to go to the pool toward the last of the summer.

The period after dinner was scheduled with varied activities. Evening softball games were played until it became too dark to play. Sometimes movies were scheduled after the games or some other evening program.

Probably softball was the most popular activity of

the entire summer. Everyone from the youngest child who played kickball, an adaptation of softball, to staff members participated in these games. Mr. Keuscher organized teams and the rivalry was keen most of the summer. The school ended with a big game between the winning team and a staff team.

The help promised by the four junior counselors did not materialize during the summer. One of the junior counselors did arrange his schedule to help Mr. Keuscher late in the summer about the same time that a student from Willamette University was hired for part-time work. The burden of the program, however, fell to Mr. Keuscher and the author although Drs. Bain and Lassers were generous with their evening time.

In general, however, the two full-time recreation staff members had the full responsibility of 150 children, 7 to 17 years old, during the free recreation periods. The difficulty of handling this large number of children was increased by the large areas surrounding the school which made it very difficult to keep the children together for any length of time. The group was too large and the ages too varied to carry out a well defined and organized program such as might have been possible with a smaller group or with more adult leadership.

The specific needs and characteristics of these

children as outlined in Chapter III added to the problem for it was rarely possible to keep many children actively engaged and interested for a long period.

It was not too difficult to start a game, but as soon as the adult leader left to start another game with another group, the first one disintegrated. Thus, the combination of factors made it almost impossible to carry out a program of real value for the children.

No provision was made for either recreation person to attend the weekly general staff meetings. These were scheduled at a time when the children were on the playground and supervision was necessary. Hence the recreation director had no contact with the over-all planning of the program after school had started. On several occasions, recreational activity was planned in these staff meetings without the knowledge of the recreation director. Also the recreation director had no opportunity to contribute to these meetings or to report the progress of the children in their play activities. As a general procedure, this was very unsatisfactory for the recreation staff, both full and part time, felt that they were left out of things and that they had a contribution to make in the general staff meetings. The pattern set up in the Vermont school was much superior to this and was much more effective for each staff member was able to report upon his own activity.

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The recreation staff had no provision for time off during the first four weeks of the school. Both full-time members were on duty seven days each week; however during the last four weeks it was possible to have some free time.

Notwithstanding the many shortcomings in planning and in carrying out the program for recreation, the children did benefit from their group experiences. Their ability to play together did show marked improvement by the end of the summer. Their skill in arts and crafts improved to the extent that the projects made were better as the summer progressed. The children took more interest in playing together as a group and joined in games suggested by the recreation leader as well as in games of their own choosing.

Many of the children achieved success in activities for the first time in their lives, even though the success might be slight. Each child, for one thing, was able to take home with him two or more craft projects which he made himself. The child's feeling of success in each activity was reflected in his change of attitude, making it possible for him to achieve his social adjustment more easily. The mere fact that these children were playing together with other children with similar handicaps influenced their attitudes, for in this situation they were not rejected, laughed at or ridiculed because of their handicaps. Each

child earned his place in the group on his own merits.

There can be no doubt that each child did benefit from his recreational experiences provided in the summer school program. That he might have benefited more if better planning and better provision for the entire program had been made is an assumption that can be borne out by comparison with other programs.

Vermont Program. The Vermont program reflected, in part, the Oregon program for its formulation was based on the portions of the Salem program that had been found successful. Additional literature references and many conferences with authorities in the recreation field helped to make the Vermont recreation program better than the one carried out in Oregon in many respects. Every effort was made to provide more experiences which would better meet the particular needs of these handicapped children.

Thus, in view of the previous summer's experience in Salem and a careful study of the available materials on handicapped children, the recreation program was planned. Much correspondence passed between Miss Harriet Dunn, speech and hearing counselor for the Vermont Association for the Crippled, Inc., and the author. Miss Dunn, who was the director of the Speech and Hearing Camp in Vermont and who was also a member of the staff in the Oregon school, helped the author to formulate her thinking regarding the

CHILL BROWN Paper

place of recreation in the total program.

The children were divided up according to age and ability so that they could be treated as two groups for scheduling purposes. This wise early planning made the recreation classes considerably easier to set up and carry out during the summer. Although $1\frac{1}{2}$ hours were allowed for craft classes, at the request of the author, it was decided to cut this time to one hour as the children were very restless after their morning school period and afternoon individual instruction. The pre-school children, of course, had a shorter period which lasted from 30 to 45 minutes each morning. The four junior staff girls had longer arts and crafts periods, some of which were held in the evening.

Arts and crafts were planned around the basic concept that a handicapped child can have fun while learning, can feel superior when he makes something with his hands, and can achieve success in an activity. Miss Dunn asked that several things be included in the Vermont program that were successful in the Oregon program, such as leather work and Chinese puzzles. The projects were arranged from the simple to the more complex, allowing opportunity for originality of design, idea, and expression.

During the summer each child was able to make at least one article in each project. Effort was made to help each

child complete each project started so that he could experience the feeling of achievement.

Games were selected to give each child an opportunity to find the fullest expression of his needs. He could be a leader, a follower, and an accepted member of his group on his own merits. The games were chosen to coincide with the play interests of children at different age levels.

Each child found that he was not rejected because of his handicap, for everyone was at camp for a specific reason. He was accepted or rejected on the basis of his social adjustment and self-adjustment. A child's lack of sportmanship was often discussed in a classroom situation to bring home to the children the relationship of their handicap to their own adjustment.

While many of the games did not call for speech, other games were selected because they did call for speech. It was interesting to listen to these games and to the children as they frequently corrected each other for slow speech and correct sounds. For example, in the game, How Do You Like Your Neighbor?, there is an interchange of conversation between the person who is IT and another player. If, by chance, the person who was IT spoke too fast or stuttered excessively, someone in the group might call out, "Let's have slow speech," or, "Relax and start over again." And the person who was IT did start over

again with the slow speech or relaxation called for by another child. This occurred many times even when the director had joined the group, and she carried parts of these conversations back into her classroom situations.

Simple dramatics, such as acting out a song or a skit prepared in class, provided good evening programs. With quiz programs, this form of simple dramatics gave the children an opportunity to "perform before an audience," something for which every stutterer longs, according to Wendell Johnson. For many children, this was an entirely new experience. And even though the attempts were crude in comparison to some polished camp productions, the satisfactions were many for the children who had parts. The skits were prepared in class under the direction of the speech clinicians. This experience of performing before an audience and feeling the pleasure from this satisfaction grew in popularity as the summer progressed.

Swimming lessons were very popular and were included in the program at the request of the children themselves. Many of the youngsters did learn to swim quite well while others learned to be more comfortable and relaxed in the water. The children were very proud of their accomplishments in the water, even though it was nothing more than being able to "steamboat" across the pool.

The afternoon free swim period was always well

attended, even on rainy days when the hardy swimmers went into the pool. Before the summer was over, a period was set aside in which the pre-school youngsters were given an opportunity to wade in the pool. An older child was assigned to look after each pre-school child to assure these youngsters of a safe and a happy time. It was particularly interesting to see the small children imitate the older children's swimming lessons. Their efforts were proof of the intentness with which they watched the older children practice.

The special activities were always popular and requests for repetition of them were not uncommon. These were entirely new games for most of the children and they were played with real enthusiasm. Even a Sunday morning paper chase to clean the camp grounds held their interest.

Softball, which was extremely popular in Salem where only half the children had speech disorders, was not played enthusiastically in Vermont. Only a few of the children could play with any degree of skill and many of them were very unskilled. The lack of coordination indicated in the literature was quite evident here as being characteristic of children with speech disorders. This may account for the apparent disinterest in the game.

Story hours, whenever the time justified them, were quiet times when the children could relax and listen.

Anderson's and Grimm's Fairy Tales were read and listened to with enthusiasm by the children. A story after a rousing game was often read to quiet the children before the goodnight circle. The housemothers usually read to the children after they were in bed for the night.

Singing, primarily carried on in school, was used as part of the evening entertainment programs. The children enjoyed singing and did learn many new songs which they had not heard previously.

It was quite evident that throughout the summer it was the simple activity which captivated the interest of the children. The Elephant Song and the Hokey Pokey, two very simple activities, were done on the average of once a day, at least, all summer. They were always a "must" for each guest to watch and to join during a visit. The Elephant Song was used as a means of getting the pre-school children from their morning class to the recreation hall for their arts and crafts period.

The Vermont program was originally set up to include six or eight volunteer teachers who were to participate in the intensive training program. Some of these teachers were to help with the recreation leadership. However, this plan did not materialize. This turn of events left the author, with the assistance of a junior staff member, to direct the summer's program. The three speech clinicians

were generous with their weekend time in helping with the evening and Sunday programs. Miss Sheldon, the medical-social worker, brought out movies from town for several evening programs which were very successful.

As a whole there was adequate leadership for the recreation and free play periods; however, an additional trained recreation person would have been very helpful. Because there was no assistant to take over when the author had time off, there was no provision made for free periods longer than a few hours. With the exception of one two-day period, the author was on duty for the entire 8-week period. This situation was quite contrary to the original plans for the summer as the administrators did intend to give each staff member enough help and enough time off so that he could have relief and rest from his duties.

In the final analysis, the Vermont recreation program was much better than the Oregon program. The whole program content and organization, the assignment of children of similar ages for recreation classes, and the size of these classes were very much better planned in every respect. The author was included as a member of the weekly general staff meetings and was invited to attend the meetings of the speech staff. Although speech training was always paramount, the other members of the staff were interested in the recreation program as well.

Basic Conclusions. From these two experiences during intensive speech training programs and from the other sources of data listed in Chapter II, the author formulated some basic conclusions and principles for a recreation program for handicapped children. She believed these to be important because little had been done previously on a recreation program for children handicapped with speech and hearing. There is little reference in the literature to a program of recreation which considers these handicapped children. While the problem of recreation for crippled children is dealt with quite extensively, the speech and hearing handicapped are mentioned only casually.

After these general conclusions were formulated, they were sent to Miss Harriet Dunn, speech counselor for the Vermont Association for the Crippled, Inc., who made many valid criticisms and suggestions. These were incorporated into the final draft and sent out to four members of the Oregon staff, Drs. V. D. Bain and Leon Lassers, Robert Keuscher, and Sylvia Claggett and to four members of the Vermont staff, Harriet Dunn, Dorothy Smithson, Emily Sheldon, and Patricia Beatty. These authorities examined the conclusions and commented upon them before returning their comments to the author. A copy of the final draft with these conclusions as they were sent out is given as follows:

A RECREATION PROGRAM FOR HANDICAPPED CHILDREN

As the result of my experiences in the Oregon and Vermont summer programs for handicapped children, I have listed the following as some general conclusions I have drawn. These, I think, could be used as a basis for future planning for a recreation program carried out in a similar summer program for handicapped children--those with handicaps of speech and hearing.

In light of your experience in the (Oregon or Vermont) program, are there any conclusions with which you disagree? If so, would you check these? I would appreciate any comments on conclusions or any part of a conclusion with which you disagree.

- - - - -

The Recreation Staff

- 1-A person should not be employed to direct or to assist with the recreation program unless he has had some successful experience in handling children in the general age range as those with whom he is to work. His successful experience should have been in the field of recreational games and some other activity such as arts and crafts or dramatics.
- 2-The person employed for the recreation program should familiarize himself with some of the outstanding psychological characteristics of children with speech and hearing handicaps in order to understand them better and to understand in what way the recreation program can serve them best.
- 3-The director of the recreation program should be considered a regular member of the teaching staff with the privilege of participating in staff discussions, especially those that have to do with over-all planning which includes recreation and the evaluation of the contribution of recreation to the total program.
- 4-The director should be given the same consideration as other members of the teaching staff as far as work schedule, teaching load, time off, etc.

The Recreation Program

- 1-The administrators of the summer school should recognize that recreation is an integral and desirable part of the total program which can assist the child to achieve social and self adjustment.
- 2-The program, carefully planned, can provide an extension of the school program both by widening associations and by deepening them. (For example, in Vermont during many play situations which called for speech, the children corrected each other by demanding slow speech, relaxation, and correct sounds.)
- 3-Content of the recreation program should include a variety of activities from the recreational field such as:

- Dramatics
- Arts and Crafts
- Quiet Circle Games
- Active Team Games
- Swimming, if pool is available
- Sunday Church Service

Special activities such as:

- Fox and Goose Chase
- Paper Chase
- Scavenger Hunt
- Movies
- Story Hour

- 4-The recreation group for organized activities such as arts and crafts, dramatics, swimming, etc. should be made up of children within as nearly as possible the same ability range.
- 5-To do effective work, there should not be more than 10 children assigned to a recreation period, either in arts and crafts, dramatics or organized play periods. For the free play periods, even up to 30 children can be handled successfully.
- 6-Provision for indoor play space during rainy days should be provided, preferably an enclosed room large enough so that the director can handle the children easily.

The comments upon points of agreement and disagreement from these authorities are excellent and are worthy of being summarized in this thesis. They represent the trend of thinking that is basic to a recreation program for children with handicaps of speech and hearing, especially as it might be used in an intensive training program. These comments will be discussed to show wherein they agreed or disagreed with the author's conclusions and to show what additional comments they made. Each conclusion will be given below with the comments from the eight authorities.

The Recreation Staff

1. A person should not be employed to direct or to assist with the recreation program unless he has had some successful experience in handling children in the general age range as those with whom he is to work. His successful experience should have been in the field of recreational games and some other activity such as arts and crafts, and dramatics.

In general, this conclusion was accepted; however, the question arose as to the advisability of the persons having some field work training with handicapped children. To be able to accept the limitations of these children and to be able to plan a program around these limitations are points worthy of consideration. Unfortunately few recreation people have an opportunity for this experience, but as the program for these handicapped children spread there is real possibility that recreation schools may train their people

for this specific job.

One authority brought up the question of the background training in education and psychology. Another person brought up the question of the kind of individual who is best suited for the job, in respect to personality, attitudes, adjustment-status, and so on. The author is sure that the administrators, in hiring an individual to carry on the recreation program, would be certain that they were hiring the "right kind of person" with an education and background related to his position.

2. The person employed for the recreation program should familiarize himself with some of the outstanding psychological characteristics of children with speech and hearing handicaps in order to understand them better and to understand in what way the recreation program can serve them best.

This conclusion brought many comments which were very well directed. The word "familiarize" was debated by a majority of the authorities who believe that the person should have learned through experience and education the characteristics of these children. As one person wrote, the average person, no matter how much reading he does, cannot fully comprehend the problems of a child with poor speech or hearing until he has tried to converse with this child.

It was also pointed out that the person should be aware of the physiological or physical characteristics of

these children as well. Certainly this is very true and should have been included in the above conclusions.

The advisability of sitting in on some of the speech classes during the summer was suggested as a wise step for the recreation person. Especially if he is unfamiliar with speech therapy, his time would be well spent in visiting these classes.

Even the author, who stutters herself, was unaware during the Salem program just what these characteristics were and how they affected the total picture of the child. Certainly no amount of reading could equal the experience of actual contact with many children with different speech and hearing handicaps. Although each child is different, the characteristics fit a general pattern which does influence any type of relationship a leader might have with a child.

Having had the Vermont experience, the author feels much better equipped to work with handicapped children because she has worked, played, and laughed with these children.

3. The director of the recreation program should be considered a regular member of the teaching staff with the privilege of participating in staff discussions, especially those that have to do with over-all planning which includes recreation and the evaluation of the contribution of recreation to the total program.

This point was generally accepted by all the

authorities as reasonable.

4. The director should be given the same consideration as other members of the teaching staff as far as work schedule, teaching load, time off, etc.

On this conclusion the answers were varied. Whereas it was agreed upon in general, the issues of work schedule and time off were contested. Of course it is recognized that the teaching program is scheduled for different hours than the recreation program. The scheduled time for each program should be balanced, however. To do effective work, an individual must not be pressed to the limits of his abilities over a long period when it is not necessary. An eight-week program is long, especially when it involves being on the job for every one of the 56 days. With adequate staff, this point would not be difficult to work out.

The issue of time off was subject to varied criticisms. No professional person would deny that an interesting, challenging job commands serious thought and much responsibility. But regardless of how intriguing work may be, the therapeutic value of free time away from camp can hardly be questioned. In most organized camps, definite provision is made for time off periods for the entire staff, including the director. This does not imply that the staff members do not enjoy their work or that they do not accept all the responsibilities their particular jobs call for.

Working in an intensive training program, where the emphasis is on doing a great deal in a short time, seems to warrant even more consideration for time off for every staff member, regardless of his professional status. Even though one recognizes the difficulties in a newly established camp of this kind, it still seems logical for the administrators to provide this time off period when the individual can get away from the familiar surroundings in which he spends his working days. This free time is more than "leisure time"; it is a time when both body and mind can be refreshed, when an individual can look at the problem of the job at a distance, and when he can even forget for a moment the perplexities of the job itself.

The Recreation Program

1. The administrators of the summer school should recognize that recreation is an integral and desirable part of the total program which can assist the child to achieve social and self-adjustment.

Agreement on this point was given by every authority. Comments, however, indicated that recreation was a tool, not an end in itself, to give more use of speech. The goal of an intensive training program, as stated previously, is the acquiring of speech skills as efficiently and quickly as possible. The statement was forcibly made, in effect, that positive program production would appear to be the best way to gain and maintain administrative recognition.

Another authority changed the conclusion to read, in part, "that recreation is an integral and desirable part of the total program essential to the child's fullest social and self-adjustment."

2. The program, carefully planned, can provide an extension of the school program both by widening associations and deepening them. (For example, in Vermont during many play situations which called for speech, the children corrected each other by demanding slow speech, relaxation, and correct sounds.)

This point was not contested but was commented upon to emphasize that the correction should not detract from the main purpose of play and recreation. Also it was considered important that the child feel right about being corrected by the other children in the group.

3. Content of the recreation program should include a variety of activities from the recreational field such as:

Dramatics
Arts and Crafts
Quiet Circle Games
Active Team Games
Swimming, if pool is
available

Sunday Church Service
Special activities such as:
Fox and Goose Chase
Paper Chase
Scavenger Hunt
Movies
Story Hour

Group singing was entirely omitted from this list and definitely should have been included. This activity and dramatics were mentioned to be in the field of the speech correctionist rather than that of the recreation staff members. Also, dramatics, according to one authority, should be qualified to mean simple, everyday dramatics rather than

plays, as is the usual connotation. One authority believes that the dramatics portion of the program should definitely be a part of the speech correctionist's work.

The author agrees wholeheartedly on the delegation of the dramatics work to the speech correctionist but believes that there can be some tie-in with the recreation program. For example, if the children were to make finger puppets, their "dramatics" might involve a simple play to fit the puppet characters. Singing has a very definite place in any camp and helps to set the tone and spirit of the camp. The recreation person is usually trained or has the specific ability which song-leading requires. Also he usually has a big store of all types of songs adapted to many age groups.

While from the speech point of view, the singing can be of phonetic value, the point of view of the recreation person is quite different. There is no reason, however, why the two different viewpoints cannot be successfully combined.

4. The recreation group for organized activities such as arts and crafts, dramatics, swimming, etc. should be made up of children within as nearly as possible the same ability range.

Comments on "ability range" were noted on almost every paper. The authorities would substitute "age" in this conclusion as ability range would not fit a child having cerebral palsy, for example, whose need of activity is as

great as that of the child of the same age and of more ability than he.

One authority wrote that he would place more stress on social and adjustment factors rather than ability which may or may not be difficult to define for handicapped children who come from many different backgrounds.

Perhaps the best comment that questioned the word "ability" was this: when you have worked a long time with the handicapped you take what you get, make it fit somehow, and do your best where it doesn't. The skill of a recreation leader is shown by the times he makes a problem resolve itself and look like none.

The measurement of ability for arts and crafts, for example, is impossible. As pointed out on one paper, the products which the children produce are not true measures of their ability but rather are dependent on previous experience with the media of art, on their environment, and perhaps on ancestral accumulations.

The writer agrees that the word "ability" is misplaced and should be replaced by "age" to be more meaningful and applicable.

5. To do effective work, there should not be more than 10 children assigned to a recreation period, either in arts and crafts, dramatics, or organized play periods. For the free play periods, even up to 30 children can be handled successfully.

There was no question on this except a note from one

individual who remarked that baseball, for example, would be better organized with more than 10 children; this is right. Another comment brought out the fact that an individual has to do the most effective work possible with what he has, whether a class of 10 or 20. The author disagrees with this, especially with reference to handicapped children who demand more attention, more patience, more encouragement, and more instruction than normal children.

Question 6 merited no comment other than approval by the authorities.

Specific Case Experiences. The author made no attempt to keep case history records, even of a simple type, during her work in the two summer programs. However, there were several instances in which a case study record of a child's recreation activity would illustrate many points in this thesis. Perhaps the story of the child with cerebral palsy illustrates best the way in which the recreation program can fit into the goals of an intensive speech training program. Here was a boy who had never had the companionship of other children his own age and who had never gone to a public school. By the time he left camp, he was one of the most popular children in the entire group. Irregardless of the fact that his handicap seemed the most severe, he was accepted by every other member of the group. He was a good sport and always tried, and usually was successful in every

game he played. It was amazing to see his ability to hold a bat and to hit a softball, as it was not an easy task to grasp the bat firmly. When he did hit the ball, his own pleasure was equaled by those in his group.

He could finger paint with fair success and enjoyed the technique of moving his arm through the paint and creating his own designs. Although he was not able to do other craft work, the children always did his work for him, under his direction. He seemed to find the sense of achievement in every new activity he tried and his courage, sense of humor, and good sportsmanship were admired by the group.

One child had never spoken until he was five years old. He was seven years old during his camp experience and during the summer, he was able to say complete sentences after much training. Although his speech was very limited, he was very skillful with his hands and was able to do good work in arts and crafts. He was extremely eager and once he understood, he carried on by himself, showing originality and artisticability.

This boy enjoyed the swim periods and liked to use the plastic tubes. Late in the summer he used a complete sentence to ask the author if he could use a tube. This sentence was the first he had ever made under circumstances that did not hinge directly on the speech training program.

In this situation he was carrying over his speech training into a recreation activity without even realizing it. Several times before the camp was over, this boy showed evidence of better speech and of new speech techniques.

The author took a great deal of time to improve the motor abilities of some of the children. Many of the boys, particularly, were very awkward and poorly coordinated, as indicated in the literature. They could neither catch a ball nor throw a ball correctly. Their movements indicated their lack of coordination and skill. Before the summer was over, however, these same boys showed real improvement and best of all, a sense of achievement and success. Many of the games were set up to give the children opportunities to use their new skills and to improve upon them.

If a summary were made of the camp record sheets of all the children, the improvement in their adjustment to each other and to themselves would be outstanding. As a whole, each child improved measurably. The ease with which the recreation program was carried out exemplified the new adjustment skills of the children. No longer did a game break up after the adult leader left it; in fact, many games were organized by the children with no help from the recreation leader. The shy, withdrawn child became a good follower and sometimes, a leader. He contributed to the group instead of always taking from the group. The author

believes that these children went back into their own communities better able to join their own play groups or school groups than they were able to do prior to their camp experiences.

Summary. The two intensive training programs, one held in Oregon and one held in Vermont, were based upon the same fundamental goals. Speech training and socialization of the individual were the directing forces of the two programs. Out of this thinking grew the foundation of the recreation programs for these two schools.

In this chapter the author attempts to analyze the two recreation programs in relation to their program content, staff and outcomes. Detailed discussions of these phases are given and an effort is made to compare the two programs, pointing out their strength and weaknesses.

As a result of this work, certain conclusions were drawn by the author which might be used as a basis for future planning of a recreation program. These were sent to four members each of the Vermont and Oregon staffs. The staff members were asked to check the conclusions and to comment upon those with which they disagreed before returning them to the author. These comments were discussed in the chapter and were incorporated into the final conclusions given in Chapter VII.

A brief note is made of several specific case

experiences which illustrate points in this thesis. The contribution which recreational activities can make to the total program may be implied in these brief statements.

CHAPTER VII

A PROPOSED RECREATION PROGRAM

A proposed recreation program for children with speech and hearing handicaps must be adapted and planned in light of the specific training program in which it will be used and the types of handicapped children in respect to age, severity of handicap, and abilities. This program, as set up in this chapter, is designed for use in a summer program of intensive speech training. However, it must be modified to fit each particular situation in which it might be used. There is no reason why parts of the program could not be adopted for use in a winter program for handicapped children.

The author proposes some guiding principles for setting up a recreation program which might be used in a summer program for intensive speech training. These principles include the comments and suggestions made by the authorities in Oregon and Vermont.

1. A person should not be employed to direct or to assist with the recreation program unless he has had some successful experience in handling children in the general age range as those with whom he has to work. His successful experience should have been in the field of recreational games and

some other activity such as arts and crafts or dramatics.

2. The person employed for the recreation program should familiarize himself with some of the outstanding psychological and physiological characteristics of children with speech and hearing handicaps in order to understand them better and to understand in what way the recreation program can serve them better. It is further recommended that the person have some field work training in an agency which serves handicapped children so that he will be better equipped for the job.
3. The director of the recreation program should be considered a regular member of the teaching staff with the privilege of participating in staff discussions, especially those that have to do with over-all planning which includes recreation and the evaluation of the contribution of recreation to the total program.
4. The director should be given the same consideration as other members of the teaching staff as far as work schedule, teaching load, time off, etc. are concerned.
5. The administrators of the summer school should recognize that recreation is an integral and

desirable part of the total program which can assist the child to achieve social and self-adjustment.

6. The program, carefully planned, can provide an extension of the school program both by widening associations and by deepening them.
7. Content of the recreation program should include a variety of activities from the recreational field such as:

- Dramatics and Singing (in close cooperation with speech teachers)
- Arts and Crafts
- Quiet and Active Games
- Sunday Church Service
- Swimming, if pool is available
- Special Activities such as:
 - Fox and Goose Chase
 - Paper Chase
 - Scavenger Hunt
 - Movies
 - Story Hour

8. The recreation group for organized activities such as arts and crafts, dramatics, swimming, etc. should be made up of children within as nearly as possible the same age range.
9. To do effective work, there should not be more than 10 children assigned to a recreation period, either in arts and crafts, dramatics, or assigned play periods. For the free play periods, up to 30 children can be handled successfully.

10. Provision for indoor play space during rainy days should be provided, preferably an enclosed room large enough so that the director can handle the children easily.

The pattern of recreational activities developed in the field of organized summer camping can be readily adapted to a recreation program for handicapped children. While the approach may differ but slightly, the goals are similar in many respects. However, the approach for the development of a program for handicapped children must center on the specific needs of these children and must consider both the abilities and the limitations which are due to their handicaps. The approach must be governed, too, by the fact that intensive speech training is the primary purpose of the summer camp; recreation, in this instance, must be a secondary consideration.

A balanced recreation program for handicapped children should contain: arts and crafts; games; story hour; evening programs; special holiday and weekend activities; and swimming, if possible. The following program is suggested but it does not, in any way, imply that there are not other activities equally as good which might be included. The characteristics of children handicapped in speech and hearing, the experiences of the past two summers, and the success of activities of this type are used as a yardstick

for selection of this program.

Some excellent sources of recreation materials may be found in these books:

Bancroft, Jessie H. Games for the Playground, Home, School, and Gymnasium. The Macmillan Co. 1921.

Breen, Mary J. For the Storyteller. National Recreation Association. 1938.

Harbin, E. O. The Fun Encyclopedia. Abingdon-Cokesbury Press. 1940.

Mulac, Margaret E. The Playleaders' Manual. Association Press. 1941.

National Recreation Association: Games for Children 1943; Arts and Crafts for the Recreation Leader 1943.

Booklists of stories for different age levels are usually available in city libraries.

A review of the literature revealed that there are many types of activities in which children with cerebral palsy can participate without injury and with some degree of success. The games must, therefore, be within the individual's capacity. As stated by Stafford (44:p.243) one of the chief needs of the spastic student is expression, for through expression comes liberation of the personality. Games offer this opportunity if they are within the individual's capacity. If a child has success in one activity, he may see the possibility for success in other activities. Stafford recommends simple activities, simple movements that do not make the child muscle-conscious, as

desirable. For these children, highly coordinated activities must be avoided wherever possible because of the damage from nervous strain and tension from fatigue. Evans (15:p.92) suggests group games, especially those using speech or other minor motor responses, and physical training for muscle coordination, as helpful for the child with cerebral palsy. Dobbins and Abernathy (12:p.29-30) and Stafford (44:p.246) list many activities which are not unlike those in a program for normal children. The difference is in degree of coordination required.

In addition to these sources of recreational material, the author found it worth-while to ask the children what games they would like to play. The children suggested a list of 20 games which were used by the author in addition to the games already selected for the summer's program.

A proposed recreation program is suggested as follows:

Arts and Crafts

Finger Painting
Crayon and Water Color Work
Clay Modeling
Spatter Printing
Chinese Puzzles
Finger Puppets
Wood Work: wood carving, pins, games, belts
Leather Tooling
Metal Tooling
Copper Tapping
Tie and Dye

Games

Low organized games such as:

Hide and Seek	Beater Goes Round
Cops and Robbers	Flying Dutchman
Hide with Me	Three Deep
Kick the Can	Kick Ball
Draw a Magic Circle	Giant Step
Keep Away	Red Light
German Bat Ball	Prisoner's Base
Ring O'leevia	Steal the Bacon
Bull in the Ring	Dodge Ball
Red Rover	

Tag games with hundreds of variations such as:

Chain Tag
Squat Tag
Chinese Tag

Relay races with hundreds of variations

High organized games such as:

Softball
Volleyball
Basketball

Dual games such as:

Tether Ball	Horseshoe Pitching
Paddle Tennis	Bean Bag Toss
Deck Tennis	

Singing games such as: (31)

Go In and Out the Window
Looby Lou
Lady in the Castle
Dollar, Dollar
Brier Rose Bud
Farmer Sows His Wheat
Pop Goes the Weasel
Oats, Peas, Beans
Pawpaw Patch
Hokey Pokey
Farmer in the Dell
One Elephant

Quiet games such as:

Who Is the Leader?	Simon Says
I See	Bird, Beast or Fish
Who's Your Neighbor?	Musical Magic
Button, Button	Ring on the String
Minister's Cat	Up Jenkins
Lemonade	

Story Hour:

Stories suitable to age and interest level of children.

Simple folk tales for little children:

Mother Goose Rhymes, Grimm's Fairy Tales

Stories for older children:

Robin Hood, Samson, Richard the Lion-Hearted, King Arthur, Knights of the Round Table, Anderson's Fairy Tales. Animal stories by Kipling and Stevenson.

Evening Programs:

Quiz contests	Song fests
Movies	Bingo parties
Skits	Puppet shows

Special Holiday and Weekend Activities:

Scavenger hunts	Weiner or marshmallow roast
Fox and Goose Chase	Treasure hunt
Tract meet	Paper chase

Sunday Service:

Simple, short service

Swimming, if possible

Summary. A proposed recreation program must be adapted to and planned in the light of the specific situation in which it will be used. It must consider the handicapped children and their specific needs also. There are certain principles which the author has suggested which might be

used as guiding principles in setting up a recreation program in an intensive speech training camp.

Various sources of material for program content are suggested and attention is called to the activities in which the child with cerebral palsy can participate.

The proposed recreation program, as set up by the author, does not imply that there are not other activities equally as good which might be included. The proposed program includes: arts and crafts; games; story hour; evening programs; special holiday and weekend activities; Sunday service; and swimming, if possible.

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

The whole question of the education of handicapped children is changing as the attention of educators is focusing upon the problems and needs of these children. Very recent is the summer program of intensive training for children with speech and hearing handicaps.

This study deals with a recreation program for handicapped children, specifically those with speech and hearing handicaps. The purpose of the study is to develop a recreation program to be used during an intensive training program which will help the handicapped child satisfy his fundamental wishes and to provide the opportunities which will help him to become a better adjusted member of society.

While this study deals primarily with a recreation program for children handicapped with speech and hearing defects, it is important to know and to understand the scope of the problem. This includes an analysis of speech and hearing handicaps as well as the characteristics and needs of these children.

There are other factors to consider in setting up a recreation program. It is basic to understand the value of recreational activities and their part in the education

of the WHOLE child. It is equally important to realize that the stress is laid on speech improvement and this intensive training is the primary factor of the summer program. Other considerations are the possibility of carry-over of speech training into recreational activities; previous recreation experiences; needs of the children; and activities adapted to this type of program.

Provision in Oregon for the education of the handicapped is rather recent, dating back to 1941 when the Forty-First Legislative Assembly voted funds for this program. This law placed Oregon well in front among the 20 states providing assistance.

A survey was conducted by funds voted by this assembly and a need was recognized to provide assistance. The 1945 state legislature voted a sum of \$8,000 to finance a summer training school for children with speech, hearing, and reading handicaps. The author was on the recreation staff of this 8-week program held at the Oregon State School for the Deaf in Salem.

Since 1941 the state of Vermont has been aware of the need of early detection of its hard-of-hearing children. The Vermont Association for the Crippled, Inc. included speech handicapped and hard-of-hearing in its definition of crippled in 1944 and has done much for the crippled, expanding its work further in 1946 when a speech and hearing

counselor was added to the staff.

This agency sponsored an intensive training program for children with speech and hearing handicaps during the summer of 1947 in Pittsford, Vermont. The 8-week program gave intensive speech training to 28 children. The recreation program, planned to fit into the carefully organized intensive training program, was scaled to the interest and abilities of these children.

The two intensive training programs, held in Oregon and in Vermont, were based upon the same fundamental goal. Speech training and socialization of the individual were the directing forces of the two programs, not as independent processes but as a unit. An analysis is made of each recreation program in respect to program content, staff, and outcomes. Certain conclusions were drawn from these experiences; these were sent to four staff members of each school and were returned with comments relating to these conclusions.

These conclusions were revised and are used by the author as suggested guiding principles in setting up a recreation program in an intensive speech training camp.

A proposed recreation program must be adapted to and planned in the light of the specific situation in which it will be used. It must consider the handicapped children and their specific needs also. The proposed programs

includes: arts and crafts; games, story hour; evening programs; special holiday and weekend activities; Sunday services; and swimming, if possible.

Recommendations. Whereas the recreation program for children handicapped with speech and hearing does not differ greatly from a program for normal children, there is a need for recreation workers to understand the problem of these children. In order for a recreation program to be more effective, an understanding and working experiences with handicapped children are essential.

As more intensive training programs are carried on during the summer, recreation workers will be selected to plan and direct the recreation portion of these programs. Records of these programs will undoubtedly appear in speech journals. Descriptions of the recreation programs should be published in the recreation journals so that successful program content can be shared with others who are interested in working with these handicapped children.

A follow-up study to determine the degree to which there was a carry-over of recreational activities into the children's social living would be a very worth-while project. This study might show how effective the recreation program was in helping the children to adjust more easily to their own play groups.

Teachers in primary and grade school situations should

provide recreational activities, such as those proposed in Chapter VII, with an idea to make possible many opportunities for the handicapped child to find success in his adjustment processes.

It is hoped that this thesis will stimulate the thinking of educators to be aware of the handicapped child and to recognize his characteristics, his needs, and his abilities. Although there is more emphasis upon special education by state departments of education, there is still need for more summer programs for intensive speech training. Educators should make an effort to study these programs, to discover how they can help the speech correctionist carry on his work through the winter months and to observe in what ways the recreation program contributes to the total program which has as its goal speech training and socialization of the individual.

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