

Alice B. Toklas tells when Gertrude Stein was dying that Gertrude said to her, "What is the answer?" Alice was silent and Gertrude said, "In that case, what is the question?"¹ The questions you ask, not the answers you seek, are the beginning of method. "What is the nature of the beast you seek to know?" The answer to this question is the beginning of bias, and bias dominates methodology. For an understanding of how methodology reflects the unconscious and very personal prejudices of the inquirer, see Stephen Jay Gould's *The Mismeasure of Man* wherein he gives a historical exposé of the "... social embeddedness of science and the frequent grafting of expectation upon supposed objectivity."²

Inquiry generates "truth" only within the biases of the inquirer. Inquirers *must* be aware of their own biases before they can interpret to others the value and usefulness of their findings. Only then can the mind be open to greater realities.

I am reminded here of Gregory Bateson's conversation with his daughter Mary Catherine when she was a young child. Mary Catherine asked:

D: What does "objective" mean?

F: Well. It means that you look very hard at those things which you choose to look at.

D: That sounds right. But how do the objective people choose which things they will be objective about?

F: Well. They choose things about which it is easy to be objective.

D: You mean easy for them?

F: Yes.

D: But how do they *know* that those are the easy things?

F: I suppose they try different things and find out by experience.

D: So it's a subjective choice?

F: Oh yes. All experience is subjective.

D: But it's *human* and subjective. They decide which bits of animal behavior to be objective about by consulting human subjective experience. Didn't you say that anthropomorphism is a bad thing?

F: Yes—but they do try to be not human.³

In other words, despite the attempts to hold rigorously to disciplined objectivity, the bottom line is that inquiry cannot acquire an ontological status separate from the human activity that produces it. Only if we can be honest about our biases in the development of methodology can we be honest in our objectivity of the study.

The six articles in this special issue pertain to methodology for research in therapeutic recreation. A connecting theme that these articles address is the question of what happens between the inception of an idea and the results of the inquiry or ex-

ploration of that idea. What is going on in the middle? What is the process or vehicle that takes the researcher from beginning to end? What is the method?

The first article, by Roger C. Mannell, offers a content analysis of the *Therapeutic Recreation Journal and Leisurability* showing the type of frequencies of research methodologies appearing in both journals. Note that there is a dearth of aesthetic, philosophical, and historical methodology. A profession concerned with the intervention in people's behavior and the quality of life should correct this deficit in methodology.

Stuart J. Schleien and Nanci Yermakoff provide an analysis of 83 articles using data-based research methodology from eight professional journals in recreation, special education, and psychology. A resulting plea is made for more empirical research.

Gary Ellis and Peter A. Witt offer three experimental designs—the randomized block, split plot, and hierarchical—that can be used to better explore the effects of recreation as treatment. One can take these designs and adapt them to a particular situation.

Charles C. Bullock presents a strong case for a humanities orientation to research. This article provides an introduction to and examination of qualitative research—that area of research conspicuously absent in our profession. Perhaps Bullock's article will spark an interest in generating more research using the humanistic methods.

The last two articles are tools to support and enhance methodology. The first is Hal Morris and Helen Finch's excellent explanation on selecting the appropriate statistical analysis. Within the general (canonical correlation) statistical analytic system both univariate and multivariate procedures are given.

And last, Norma J. Stumbo provides us with a way to organize observation systematically into instruments for assessment. She also reviews six published observation instruments for assessing social functioning.

I must pay tribute to three people: Andy Weiner, *TRJ* Associate Editor, who took time during a move in residence to review manuscripts for this issue; Lynn Barnett, guest reviewer, who was the outside expert on research methodology and who interrupted her own writing schedule to be of assistance; and Ron Reynolds, *TRJ* Editor, who followed up on an idea we shared at the 1982 Post Doctoral Institute, Bradford Woods, Indiana University. I am honored that Ron invited me to co-edit with him this last issue of his three-year tenure as Editor.

Jerry G. Dickason, Chairman
Department of Physical Education,
Recreation and Leisure Studies
Montclair State College, New Jersey 07043

References

- ¹Toklas, Alice B. *What Is Remembered*. London: Michael Joseph, 1963, 186.
- ²Gould, Stephen Jay. *The Mismeasure of Man*. New York: W.W. Norton and Company, 1981, 66 fn.
- ³Bateson, Gregory. *Steps to an Ecology of Mind*. New York: Chandler Publishing Company, 1972, 47.