



## Deborah Meader Papers

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## THE PUPPET IN EDUCATION - 1.

By Nancy Henry from Child Education, September 1935.

There is much talk of puppetry in schools of all kinds. Training Colleges are setting up Puppet Theatres, teachers in Nursery and Infant Schools are making marionettes and "glove" puppets, and inspectors here and there are devoting a certain amount of attention to this latest aid to learning.

What is the significance of this revival of an ancient art, and of what value is it in modern education? In this series of articles I hope to give an answer to both these questions and also practical help to those teachers who wish to introduce the art into their schools.

The outstanding value of the Puppet is that it is non-mechanical: it is a work of art and relies upon the use of the hands and the creative thought of the mind rather than on the more or less passive acceptance of mechanical "aids to learning". Instead of relying upon outside contrivances for his entertainment or instruction, the child actually makes his own theatre, writes his own plays, paints his own scenery, sings his own songs, and once again relies upon his own ingenuity and resource for his amusement. The mainspring is within himself and not in some extraneous mechanism. The Puppet Show is the ideal medium for the training of hand and eye and brain; the true puppeteer does not rely upon others for his material--he makes it himself; and he must be an all-round artist, a little of a painter, a poet, a sculptor, a musician, and above all, a good craftsman.

Another value of the puppet-show lies in its miniature qualities. Everything is on so small a scale that it combines the arts within limits that make them possible for small children. Thus, it is a natural art for children. Those who remember their own childhood will recall the joy of making little things--tiny scenes with minute cows and horses grazing in fields the size of a pocket handkerchief. It is nearly always the small doll that is the most lovable, and one of the reasons for the strange affection the Puppet inspires, lies in its small size. It is easy to make and to handle. It does not involve us in long endless yards of sewing. The scenery is on so small a scale that it is like painting a dolls' house--again the natural scale of childhood. Its plays, too, are short and its tiny gestures so significant that the simplest rhymes become interesting. It is the smallness of the scale that is part of its value in the education of small children.

Lastly, it is amusing and interesting. Endless fun can be obtained from the working of a puppet show, and its variety seems never-ending. It attracts attention when all else fails, and even at the end of a tiring day, children will revive at the sight of the puppets performing their little tricks. Of its use in actual teaching, I shall write later; but for its fun and liveliness alone, it is well worth while; and for "end-of-term" occasions it is invaluable. If then, you decide that a puppet show has great educational possibilities and you would like to start one for yourself, the following questions inevitably present themselves. Is it possible for the ordinary teacher to start a puppet show? Will it take up far too much of the ordinary working-day? Having started a show, can it be used by the ordinary teacher? Is it difficult or easy? How does one start and, having started, how does one go on? Lastly, but certainly not least, is it expensive?

As this series of articles is designed to be of real practical value, I will answer some of them at once. If a Marionette Show is contemplated, it is difficult and takes up a good deal of time if it is to be done properly. If, however, "Glove" puppets are thought of, it is easy, effective, cheap, and takes very little time to achieve. For these reasons, this series of articles will treat of glove puppets rather than marionettes, though both forms are useful in education.

The word "puppet" covers a great variety of doll-like figures, but is usually confined to four types:

1. Jointed figures controlled by strings from above
2. Jointed figures controlled by rods from below or the side.

3. Flat cut-out figures which are pushed on to the stage and which do not otherwise move, and
4. "Glove" puppets, i.e., puppets worked on the hands in the same way as the well-known Punch and Judy characters.

The term "marionette" is usually given to the full-length jointed figures controlled by strings or rods. These figures are exceedingly difficult to manipulate properly, even the ordinary movements, such as walking or sitting down, being hard for children. Also the strings are liable to become tangled and confused. The figures are exceedingly difficult to make properly and unless the joints are very well made, the character appears stiff and inflexible. Marionettes, if well manipulated, have a fascination all their own. In their stilted attitudes they assume great significance. They are to the living actor what the mask is to the living face--a synthesis of significant lines and forms embodying the idea. Hence, the great interest in marionettes shown by many writers for the theatre, (first and foremost Mr. Gordon Braig, who goes so far as to prefer the marionette to the living face). Mr. Bernard Shaw also says, "I always hold up the wooden actors as instructive object-lessons to our flesh-and-blood players. The wooden ones, though stiff and continually glaring at you with the same over-charged expression yet move you as only the most experienced living actors can."

But fascinating though the marionette is, it is difficult both to make and to manipulate. The flat "cut out" figure is comparatively uninteresting in its immobility. The "glove" puppet, on the other hand, is tremendously alive. It is very easy to manipulate; even the youngest child can use it after a few minutes' practice. It is comparatively easy to make and the theatre required is simple.

These articles will therefore treat of glove-puppets, how to make them, how to use them, the writing of plays, the designing of scenes and back-cloths, and the general use of the theatre in the everyday life of the school. At the risk of repeating what is already known to some readers, I shall imaginatively put myself in the place of those to whom puppetry is a new experience and start right at the beginning. If you are contemplating the setting up a puppet-show, how would you start? What is the first thing you would make? How much of the school time would you expect to devote to the subject? What lessons would benefit from the possession of a theatre, and how would you proceed to use it in actual school practice? With these and other practical points I shall treat in this series of articles. And for those teachers who already own a theatre, here is a simple Prologue I have written for their next puppet entertainment.

Youth Puppets are we that greet you, hand on heart,  
We strut the stage awhile and then depart.

Maiden We tiny folk that play upon the stage  
Are eager to please and earn an honest wage.

Youth Sorrow and Love and Music we shall give  
Laughter and Tragedy within us live.

Maiden Magic and Mystery we shall unfold  
With Joy and Sorrow your attention hold

Youth Only for fleeting moments laugh or mourn  
For lo! The Hand of Life is soon with drawn!

Maiden With pride and fun we live our little day  
And at the end are swiftly put away.

Youth We'll say no more; our play is due to start  
So give the signal! let the curtains part!

Youth \* We'll say no more, for rapidly time flies!  
So give the signal; let the curtain rise!

\*(Alternative verse for those who possess a theatre in which the curtain rises and falls.)

## EVALUATION OF LEADERSHIP

Term 3.

### 1. Affectionate response between leaders and individuals and between the individuals in group.

- a. Knowing name of members of group
- b. Calling members of group by name.
- c. Glance of eye.
- d. Giving attention to relationship between members of groups.
- e. Effort to make stranger feel at home.
- f. Lack of friction between members of group.
- g. Attention to breaking down clique
- h. Evidence of understanding of personality problems
- i. Knowledge of background of individuals.

#### DON'TS

Practice of favoritism and partiality on part of leader.  
Practice of carressing individuals in group.  
Practice of terms of endearment.  
Over critical attitude or nagging.  
Egotistical attitude.  
Over-indulgence.

### 2. Recognition for

#### TECHNIQUES

- a. Skills
  - (1) Moderate amount of expressed approval.
  - (2) Use of demonstration.
  - (3) Appeal to group for discriminating judgment.
  - (4) Through using skilled individuals for volunteer leaders.
  - (5) Through exhibits of articles.
  - (6) Individual improvement.

#### b. Personality Traits:

#### TECHNIQUES

- |                    |     |  |
|--------------------|-----|--|
| Neatness           | (1) | Moderate amount of expressed approval.     |
| Cooperation        | (2) | Indirect.                                  |
| Good sportsmanship | (3) | Affirmative rather than negative approach. |
| Perseverance       |     |  |
| Tolerance          |     |  |
| Dependability      |     |  |
| Initiative         |     |  |
| Cheerfulness       |     |  |
| Tactfulness        |     |  |

Attention given by leader to stimulating recognition between members of the group.

Attention given by leader to providing opportunities to command recognition.

Attention to developing responsibility on part of individual to feel and express appreciation.



3. New Experience

1. Suggestion as to correlated activities which could develop from the present activity.
  2. Suggestion as to progressive steps in the same field.
  3. Developing situations which will offer new opportunities for expression.
4. Ability of the Leader to Establish his own Leadership with the Group.

1. Through his skill
2. Through discipline
3. Sympathetic understandings
  - (a) of backgrounds of individuals.
  - (b) of personality problem.
4. Democratic procedure.
5. Professional attitude
6. Cultural background.

5. Specific Skill Matter of degree

Determined by knowledge of the observer.

## 6. Evidence of planning.

1. Arrangement of the facilities.
2. Presence of needed materials.
3. Logical sequence of conduct of activity.
  - (a) Review
  - (b) Clear presentation of new techniques.
4. Flexibility to adjust to group interest.
5. Lack of interest lag.
6. Adjustment of program to individual differences.

## 7. Personal Appearance

1. Neatness - clothing - hair
2. Cleanliness
  - shaving                      halitosis
  - body odor
3. Clothing suitable to activity.

## 8. Emotional maturity

1. Worked out own philosophy of life.
2. Ability to take shocks and disappointments.
3. Deep interest in events and things outside of one's own self.
4. Sense of humor (proportion)
5. Ability to face and meet our own mistakes.
6. Willingness to keep on trying and talk over differences of opinion.
7. Willingness to work out relationships between ~~one's~~ self and others.

8. Earnest and sincere desire to improve oneself.
9. Ability to Maintain Group Interest.
  1. Evidence of planning.
  2. Ability to establish leadership.
  3. Enthusiasm.
  4. Leadership techniques.
  5. Versatility.
  6. Sincere effort on part of leader to determine individual interests directly and indirectly.
  7. Creating group self-discipline.
  8. Accepting group suggestions.
10. Practical Use Made of Training
  - Survey of past training.
  - Conference with leader.
  - " " supervisor
11. Versatility - many skilled - many interests (Resourcefulness)
12. Promotional Ability
  1. Ability to interpret program to community.
  2. Ability to secure cooperation.
  3. Ability to secure facilities and supplies
    - a. Acceptance by adults.
  4. Ability for group organization.
  5. Ability to organize special events.
13. An Inquiring and Experimental Viewpoint
  1. Attitude toward training
  2. " " a diversified program.
  3. Ability to take initiative in personal development.
  4. Attitude toward supervisory suggestions.
14. Reliability
  1. Promptness
  2. Dependability in carrying out administrative regulations.
  3. " " " " spirit as well as letter of directions.
  4. Loyalty to organization.
  5. Lack of tendency to alibi.
  6. Truthfulness
15. Public Relations
  1. Between staff members
  2. " leader and supervisor
  3. " " general public.
  4. " " members of group.

Sept. 15, 1941

## Benefits derived from carrying out assignments.

1. Subject matter.
2. Helps instructor to know needs of group
3. Helps individual to know what to bring up.
4. Stimulates working out of subject matter.
5. Iron out difficulties with help of instructor.
6. Constructive and stimulating.
7. Have completed project to show.
8. Help me to think.
9. Help understand needs and desires of group.
10. Fix fundamentals in mind.
11. Develop new interests in participation.
12. Develop new ideas for future projects.
13. Develop better knowledge of correlation between training and jobs.
14. New perspective on your job. (reflective thinking).

## Assignment

1. Laws of learning.
2. Diversity of program and better program.
3. Fast content of material given and quality of teaching.
4. New perspective on job (stimulating, reflective thinking)
5. Bring leadership problems. Plan of procedure for demonstration teaching.
6. Before visit to job location of leader learn about situation.
  - a. Leader's interest in activity){ Superv.  
( Leader
  - b. Facilities and materials.
  - c. Age of group.
  - d. Leader's problems.
  - e. Probable size of group.
  - f. Past experience in this activity
  - g. Community background.
  - h. Publicity
7. During visit arrive in time for conference .
  - a. routine procedure
  - b. arrangement of facilities.

Pre-opening activities demonstrations.

Pre-Opening Activities:

Activity adapted to 1 - 2 - 3 people.

Preparing materials for group.

Puzzles

Table Games

Bulletin Boards (Direct attention to exhibit  
(materials))

Volunteer Leadership Training.

Stunts

Riddles

Magic Tricks

Conundrums

Demonstration leadership

Individual recognition

Leave feeling of accomplishment.

" carry-over tie.

Leave taking of group after visit  
Conference with leader.

Sum up leadership techniques used.

Help with assignment.

Constructive suggestions.

Would include definite program planning.

Commendations.

Recommendation for future training.

Report on field visit (use above outline)



*D. Menden*

## TRAINING TECHNIQUES

### Chapter 19 - Teaching in Secondary Schools - Bossing

#### Purpose of Evaluating the Results of Teaching

1. Measurement of student ability
  - a. Student capacity measured by intelligence tests.
  - b. This results in possible segregation of students into groups of comparable ability.
  - c. Enabled school to formulate differentiated standards to care for varied abilities.
  - d. Differences found to be both qualitative and quantitative.
  - e. Besides general ability can evaluate special abilities roughly.
2. Measurement of student achievement.
  - a. In past was used exclusively for assignment of school marks.
  - b. Today used to determine relative achievement of classes, schools and school systems. Standardize achievement.
  - c. Results used to classify students in subjects, grade, or section.
3. Diagnosis of student weakness.
  - a. One of most valuable purposes
  - b. Diagnosis must proceed corrective procedure.
  - c. Should determine both class and individual weaknesses.
  - d. May reveal:
    - (1) Lack of sufficient background to do work expected.
    - (2) Incorrect study habits.
    - (3) Carelessness or lack of attention
    - (4) Inability to evaluate properly
    - (5) Weakness in reading
4. Diagnosis of teaching effectiveness
  - a. Older emphasis was concerned with retention or rejection of teachers.
  - b. Newer emphasis is improvement of teacher.
  - c. Many student weakness due to poor teaching procedures.
  - d. Test, if improperly prepared may reveal
    - (1) Lack of any true grasp of material taught.
    - (2) Failure to separate relevant from irrelevant.
    - (3) Over emphasis on the trivial.
    - (4) Lack of coherence and progression in development.
    - (5) Predominance of memoriter rather than thought producing questions.

- e. Analysis of test often presents a fair picture of the mental distortions of the teacher with respect to the subject taught.
5. Direction of effective study
- a. Exam is powerful motive to master good study technique.
  - b. Teacher should call attention to this function of procedure.
  - c. Teacher can to advantage spend time after each major test analyzing the structure of, ~~exam~~ and the technique it presupposes if it is to be passed successfully. Such a procedure can do much to create a different attitude toward despised examination.
  - d. While granting that the ideal motivation is generated thru students recognition of inherent worth of thing studied, - however -
    - (1) The complexity of our social structure
    - (2) Highly artificial structure of society and civilization.Makes imperative emphasis on remote values.
- This requires:
- (1) External devices must be used to stimulate requisite learning.

Chapter IV General Principles in Test Construction

I. Planning the Test

- A. Good tests do not just happen
- B. Nor result of few moments of high inspiration or exultation.
- C. Process calm, deliberate and time-consuming
- D. Four principles in planning
  1. Adequate provision should be made for measuring all the important outcomes of instructions: objectives of instruction.
    - a. Functional information
    - b. Various aspects of thinking
    - c. Attitudes.
    - d. Interests, aims, purposes, appreciations.
    - e. Study skills and work habits.
    - f. Social adjustment and social sensitivity.
    - g. Creativeness
    - h. A functioning social philosophy.
  2. The test should reflect the approximate proportion of emphasis in the course. To insure a reasonable balance in the test, it is essential to draw up in outline form a sort of "job analysis" or "table of specifications" like a blueprint. One teacher may emphasize some phase that another doesn't. Each division of course should receive equal emphasis.
  3. The nature of test must take into consideration the purpose it is to serve. A test is valid to the degree that it serves a specific purpose, e.g. if for marking or diagnosing.
  4. The nature of the test must take into consideration the conditions under which it is administered. Attention must be given to such factors as the time available for testing, the facilities for duplicating the tests. The objectives of the test represent directions of progress rather than destinations to be arrived at by individual pupils at any particular time.

II. Preparing the Test

- A. The preliminary draft of test should be prepared as early as possible. Many teachers jot down items from day to day--supplementary material.
- B. The content of the test should range from very easy to very difficult for the group being measured.
- C. Have more than needed so you can cull out.
- D. After some time has elapsed, the test should be subjected to a critical revision. Careful reading later reveals objectionable features.

- E. The items should be so phrased that the content and not the forms of the statement will determine the answer. A common mistake is to include a tell-tale word or phrase that affords an unwarranted clue to the answer. It has been found that statements containing such adverbs as "always", "never", "entirely", "absolutely", "exclusively" are misleading.
- F. All the items of a particular type should be placed together in the test helps scoring, interp. of scores, and enables pupil to take full advantage of mind set imposed by a particular test form.
- G. The items in the test should be arranged in order of difficulty. Easiest at beginning and hardest at end of test. Wholesome affect on morale. Discouragement. Only most capable may get to end.
- H. A regular sequence in the pattern of responses should be avoided. Chance arrangement of True and False.
- I. Provision should be made for a convenient written record of pupils responses. Arrange test so that labor of scoring will be reduced to a minimum.
- J. The directions to the pupil should be as clear, complete and concise as possible. Explanation simple enough for poorest pupil. Generous use of samples of forms.

### III. Trying out the Test

- A. Every reasonable precaution should be taken to insure normal conditions for the test.
- B. The time allowance for the test should be generous.
- C. The scoring procedure should be as simple as possible.
- D. Evaluating the test.
  - 1. The difficulty of the test is a rough indication of its value. The difficulty of the test as a whole is determined by finding what % the average score made is of the maximum possible score.
  - 2. The validity of the individual items in the test is determined by their ability to discriminate between pupils who rank high and those who rank low on the test as a whole. A satisfactory procedure is to determine the % of correct responses to each test by the pupils who rank in the higher 4th of the class on the test as a whole, and to compare with the corresponding percentage in the lowest 4th. (The items in which the percentage of correct responses of the high group.)
  - 3. It is a good practice to have the items interpreted or criticized by persons who have taken the test. After test given. Irrelevancies and ambiguities that



that were wholly unsuspected by the maker. Often a slight change in wording is sufficient. Helps create a favorable attitude.

## CHAPTER V Types of Tests

### A. Recall

Each item appears as a direct question, a stimulus word or phrase, or a specific direction.

1. Rules and suggestions for construction. The simple-recall is one of the most familiar test forms and among the easiest to prepare. The main problem is how to phrase the test situations so that they will call forth responses of a higher intellectual level than mere rote memory, and so that they can be scored with a minimum of expenditure of time and effort.
  - a. The test item should be so worded that the response is as brief as possible, preferably a single word, number, symbol, or very brief phrase. This will objectify and facilitate scoring.
  - b. The direct question form is usually preferable to the statement form. It is easier to phrase and more natural to the pupil.
  - c. The blanks provided for the responses should be in a column, preferably at the right of the items. This arrangement facilitates scoring and is more convenient for the pupil.
  - d. The question should be so worded that there is only one correct response. Whenever this is impossible all acceptable answers should be included in the scoring key.
  - e. Make a minimum use of textbook language in wording the questions. Unfamiliar phrasing will reduce the possibility of correct responses that represent mere meaningless verbal associations.

### B. Completion

1. Certain important words and phrases left out.
2. Rules
  - a. How to phrase the statements so as to indicate the types of response desired.
  - b. How to avoid giving the pupil unwarranted clues to the specific responses expected.
  - c. How to arrange the items so as to facilitate scoring.
3. Give the pupil reasonable basis for the response desired.

- a. Avoid overmultilated statements, e.g. "the"--- is obtained by avoiding the----by the---
- b. Avoid indefinite statements, e.g. Lincoln was born in---
- c. Avoid giving pupil unwarranted clues to the answer statements from text  
key-words, rather than trivial details  
avoid "a" or "an" before statement.

Do not indicate the expected answer by varying the length of the blanks, or try using a dot for each letter in the correct word.  
Guard against the possibility that one item or part of the test may suggest the correct response to another item. Avoid giving grammatical clues, e.g. the authors of the first performance test of intelligence were--better, the first performance test of intelligence was prepared by---

4. Arrange the test so as to facilitate scoring.

C. Alternative Response tests

Def. One made up of items each of which admits of only 2 possible responses. The commonest form is the True-False test.

Rules and Suggestions for construction.

1. Suggestions for avoiding needlessly obscure statements

- a. Trick or puzzle
- b. Long statements, complex structure.
- c. Ambiguous
- d. Double negatives
- e. Partly true and partly false
- f. Unfamiliar or literary language
- g. Avoid "few" "man" "large" "imp." when quantitative language can be used.

D. Multiple Choice

1. 3 or 4 statements, one of which is correct. This differs from the multiple response which requires that 2 or more responses be made to a single item.
2. Possible limitations most valuable, applicable to all test forms. Avoid irrelevant or superficial clues.

3. Rules and suggestions for Construction.

Suggestions for avoiding irrelevant clues to the correct response.

- a. Use unfamiliar phrasing rather than the familiar language of the text book.
- b. Make all optional responses grammatically consistent. For example, if the verb is singular, avoid plural responses, and conversely. Avoid using "a" or "an" as the word in the incomplete statement immediately before the list of responses.

- c. Avoid making the best response consistently longer or consistently shorter than the others.
- d. Avoid using in the best response the same words or phrases that occur in the question or incomplete statement.
- e. Use direct questions rather than incomplete statements: by so doing you make irrelevant clues less likely.
- f. Arrange the items so that the correct responses occur in random order rather than according to a definite pattern.

#### E. Matching Test

- 1. 2 columns. In the simplest form the number of responses is exactly the same as the number of items.
- 2. Advantage and limitations.
  - a. It is not well adapted to the measurement of understanding as distinguishing from mere memory.
  - b. May include irrelevant clues to the correct response.
  - c. Unless skillfully made, it is time-consuming.
- 3. Rules and Suggestions
  - a. Include only homogenous material e.g. column 1. Events, column 2. Dates -- not persons.
  - b. Check each exercise carefully for possible clues that may indicate the pairs that go together. Always ask this question.
  - c. Difficulty of exercise may be increased (1) by including more responses than statements. (2) by allowing some of the responses to be used more than once in the same test. (3) By selecting the items so that finer discrimination is required.



## LEADERSHIP PROBLEMS

I. What are some of the principles in leadership techniques, we as recreational leaders must recognize to be efficient leaders?

1. Certain personality traits definitely make for good leadership.
2. Leadership is putting into action these traits.
3. The fundamental urges are very significant stimulants to individual participation in recreational activities, i.e. an understanding of personality and behavior problems assist in holding the attention and minimizing disciplinary problems of the group.
4. Every individual has the capacity to learn.
5. Control is best when it is indirect.
6. Suggestion is one of the most powerful means of control.
7. Punishment, if necessary, should be direct and should aim at finality in the matter.
8. Rewards should be used to stimulate children to do desirable things that they would not naturally care about.
9. A thorough understanding of the causes of misconduct should be understood to correct disciplinary difficulties.
10. The learning environment should be shaped so that experience and practice in desirable emotional response are within reach of all.
11. "Character is caught, not taught."

## II. Personality and Leadership

1. What is personality?
2. What is leadership?
3. What knowledge of personality development can assist us in becoming better leaders?

## III. Basic Needs

1. What is the relationship between basic needs and recreation?
2. Why are they called "basic"? Name them.
3. Does the home situation satisfy these needs?
4. Do other social institutions afford opportunities for the satisfying of all these needs?
5. How can you satisfy the needs of affectionate response in your group? Explain and illustrate.
6. How can you satisfy the need of recognition in your group? Explain and illustrate.
7. How can you satisfy the need of security in your group? Explain and illustrate.
8. What are some of the personality problems that result from failure to satisfy these needs? Illustrate with cases or human interest stories/

## IV. Control and Group Management

1. How can leaders utilize individual desires in control?
2. Why is indirect control superior to direct control.
3. What are some good methods of indirect control?
4. Of what importance is suggestion in control?
5. How should punishment be administered, when it is necessary?
6. What place have awards and prizes in control?
7. How can they be misused?



#### V. Causes of Misconduct

1. What factors influence misconduct?
2. How can they be remedied?
3. How can the causes of incorrigibility be corrected?

#### VI. The Emotions

1. What are the basic emotions?
2. How do emotions influence behavior?
3. How do emotions contribute to your group situations?
4. How should rivalry be utilized in your group?
5. How can fear and jealousy be destructive to your group?
6. How can you control these emotions in your group?
7. What role do emotions play in character training?

#### VII. Summary

1. What are the qualities of good recreational leadership?
2. What are some good practical suggestions for leadership?

Albert E. Wiggam

TEN STEPS TO LEADERSHIP

- 1/ Always appeal first to the desire everybody has to be somebody--to be important. The greatest drives in human nature are hunger, sex, desire to be important, impress neighbor--deepest urge social position demands.

That little word "my" is the most important word in any language. Embezzlement and financial fraud come from passion for importance.

We resent having anything about ourselves disapproved--"my dog, "My God. Dictators suppress the desire to be important in his followers, the leader leads them to express it.

Leaders lead, dictators drive. (All human beings have exactly the same qualities and traits. Dr. Catherine Cox Miles studied the traits of 301 of the most famous leaders of the last 400 years. Dr. Cox found the great political, military, social and business leaders who moved people to do things had just the same traits these college students listed in their leaders.

2. You dare not interfere with other people's habits, beliefs and ways of life, until you have shown them the reason why and given them better habits, beliefs and ways of life.
3. You must rub in your bruises and even the kisses you don't like.
4. You can never be a leader if you carry old griefs and grudges--you can't lead people if you cannot forget slights--real or imagined-- and soon get sweet inside again.
5. The leader must always give his followers the feeling that he has great reserve power under control. The leader must fascinate his followers with the same feeling that he knows what he is going to do and how he is going to do it. that is, that he has great reserve powers under complete control.
6. The leader must give credit to the humblest one of his followers for any helps suggestions or ideas.
7. The loyalty of the leader to his followers and the cause they are fighting for must never for a moment be in doubt. It is the fire of loyalty in the leader's heart that keeps the fire of devotion burning in the hearts of the **followers.**
8. The leader must find out what the group he is with most want.
9. You must give clear-cut, definite assignments, so that every member of the group knows exactly what he is to do, and how he is to do it. Psychologist W. H. Crowley, President of Hamilton College, studied three types of leaders--criminals two non-commissioned officers of U. S. Army, student leaders--three traits common to all--"Speed of decision", "Finality of decision", and "self-confidence".
10. You must help people fulfill their dreams-- "bus ticket to Hackensack and folder to South Seas."  
The real leader must hear the bird singing in the hearts of his followers if

he would lead these impractical creatures to true satisfaction of their dreams.

## SOME ESSENTIALS FOR SUCCESSFUL LEADERSHIP

Strength within. Inherent qualities cannot be imitated.

Enthusiasm not all mediocre, work might be improved.

Learning by experience is often costly - mistakes may be avoided.

Proficiency -- need of experience, theoretical consideration, intelligent observation.

Three things necessary for success:

1. Natural aptitude and a strong personality.
2. A study of principles and methods with observation of their practical application.
3. Actual practice and experience in teaching. Any one or two without the other(s) will leave something to be desired; too great reliance on any one with neglect of the others will militate against the fullest measure of success.

Personality of teacher includes: the character, the living power, keen insight, resourcefulness, zeal, faithfulness, energy, enthusiasm, willingness to give of himself without stint -- in short, all those qualities, ideals and habits of the teacher which taken together make up his personality. These cannot be communicated or subjected to rules and definitions, being infinitely varied and subtle. The qualities which make one teacher successful may not be the same as those which make another equally strong and successful.

Qualities which make one teacher successful not those for other.  
Imp. of personality in no other calling.

Among personal attributes which make for success of a teacher are: patience, cheerfulness, good temper; keen sense of humor, ready wit, a level head; sympathy, sense of justice, self-control, leadership, vitality and a fairly good physique, quick eye and ear, and a good voice.

Technical skill should include a study of human behavior to avoid pedagogical pitfalls.

Familiarity with subject matter should be wide.

Enables teacher to meet unexpected situations. Finally earnest effort to improve devices of instruction - language, voice, demonstration, in short, the technique of teaching phys. trg.

Public regarded skill or reputation as a performer, sufficient - until recently little attention given to technique.

Demand for skilled teachers growing and standards advancing.

Diversity of conditions under which gymnastics taught.

*notebooks*



## THE WAY WE LOOK AT PERSONALITY DEVELOPMENT

Irene Bennett Needham

Over a period of years teaching children, college students, parents and teachers, I have been very much impressed with the difference in the way adults work with other adults and children and with the difference in response from big and little people depending upon the way in which they are understood and guided. I have noticed that the problems in child management which I had as a beginning teacher in 1919 seem to be quite generally met by other beginning teachers. I no longer meet problems which require punishment of the type which I found it necessary to use in 1919. This does not mean that children in 1936 are easier to handle or are more cooperative. It means that as a leader I have more understanding of children and I don't create problems by lack of understanding and poor technique which I did in the beginning.

The amazing similarity between the troubles of young parents of all social levels in getting willing cooperative obedience as contrasted with the ease with which a few trained and experienced parents and pre-school leaders accomplish these same aims would certainly convince us that our failure in getting along with children must come largely from our lack of understanding of them and their problems or our lack of skill in the technique of human relationships.

There is one very outstanding attitude which I find all skillful leaders of people have in common whether they are working with little children or adults, as opposed to an attitude which the most unsuccessful people in charge of children or adults seem to have in common. It is their general way of looking at people's failings. The unskilled group who are always having trouble with their charges or co-workers seem to possess an attitude like this: they look at people in the light of one trait and call

them good or bad, efficient, irritable, honest or dishonest. For example, a child of six may be a very responsible child in looking after himself and going on errands. He may have developed a fine degree of emotional maturity for his age in the matter of being independent so that he does not need his mother with him to amuse, entertain, and help him over all his problems. Along with these assets he may have a very poor idea of property rights, i.e., what is his own and what belongs to other people. Some teachers and parents will label the whole child as "dishonest", and as "dishonest" he is thereafter known regardless of the fact that dependability and independence are also qualities of his and perhaps are shown in a very much larger area of his life than is the one failing of picking up other people's property. Very likely he may never have been taught the importance of respecting other people's property rights as we like our own respected.

Quite in contrast, the person with a larger understanding looks at people as individuals who are learning to live in a very complicated social structure. He does not think of one individual as either honest, or irritable, or easy to get along with. He thinks of a person of any age as an individual possessing a number of different personality traits. In some of these he may be above the average for his age and in some he may be quite immature, and in some he may possess quite the usual or normal point of view and ability.

You can see what a difference these two points of view would make in the way the leaders handled the same problem. Take, for example, two playground teachers each meeting the problem of a child of ten who is handling the swing in such a way that he knows that it will break. The leader of little skill and understanding will dub the boy as destructive and disagreeable - someone who ought to be excluded from the playground or denied the

use of the swing, or isolated from the group for his nefarious behavior. In her mind, that one incident pigeon-holes the boy as destructive and bad. On the other hand, the same boy on the same playground, and quite a different handling of the situation. A more experienced teacher will think of Johnny Jones as a boy of ten who has probably been allowed to destroy public property and even private property at home whenever the mood took him. She will realize that he doubtless has many good qualities, but while she cannot tolerate this bad management of swings, there is no particular reason why she should dislike the boy. She will no doubt explain to him that that type of behavior cannot be tolerated, and that she understands that he probably hasn't learned to respect property belonging to the group. Since her thinking is along the line of learning to be socially responsible beings, she will convey the idea to him that she likes him as a person but that she does not like this particular behavior, and that she thinks a boy of his capacities can function at a much higher level as regards property since he is ten years old.

To illustrate this same idea at the pre-school age level, let us take two mothers of three-year-old children. Each three-year-old has received a box of crayons as a present. Each three-year-old has taken his crayons and a piece of paper much too small for the muscular coordination which he is able to manage at his age and has seated himself unsupervised at the dining-room table on which there is a white cloth. Each begins to work and the only possible consequence is that the crayons will mark the tablecloth as well as the paper because the paper is too small and no newspaper has been laid under it.

The unskilled mother will look at this as a calamity and then regard the child as a naughty boy who ought to be punished by having his crayons taken away or by being slapped or scolded. She may decide that he is not

ready for crayons and should have them two years later. She may tell him that she doesn't like a boy who makes marks on the tablecloth, which she by hard work will have to get out.

The skilled mother in the first place would scarcely have let the incident happen. She wouldn't have introduced the crayons until she had the child seated at a table protected by a newspaper and with a paper of such size that the unskilled movements of a three-year-old's hand with a crayon in it could have some chance of staying on the paper. Had the incident happened by her over-sight and her lack of planning, i.e., had she found the child coloring the paper and the tablecloth she wouldn't have jumped at the conclusion that he was a naughty boy who didn't love his mother because he was willing to make more work for her by marking up the tablecloth she would have thought, "This boy doesn't have a proper place to work. I should have seen to it that he did have it. He doesn't realize that it is very destructive to mark the tablecloth with a crayon. I will have to explain to him definitely where he can work and where he cannot work with his crayons. I will have to explain that he must help protect the surface of the table on which he works with a newspaper". In other words, this mother thinks of the incident as an event which must not be allowed to happen. The child will use the crayons again under the right circumstances and that problem will not arise.

If the unskilled mother takes the crayons away as she is apt to and gives no suggestions as to how one does handle crayons, the child knows no more about how to safeguard tablecloths than he did at first and he is apt to, the next time he is able to get the crayons and a scrap of paper, lay it on the davenport, or on a chair, or a rug, where the whole unhappy experience will be repeated. The skillful mother is apt to let the three-year-old help get the crayon marks out of the tablecloth by whatever method



she uses, letting him feel that it was his mistake and it can be righted and that he still occupies a solid niche in the family attentions. It would be a rare three-year-old handled in this manner who didn't remember to go to his own little table or box, lay down a newspaper, and do his drawing without further trouble.

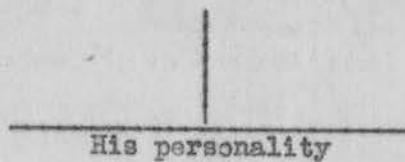
While these incidents seem trivial, they illustrate a difference in people's management which is found as much in the management of adults as in the management of children. We look at people and classify them into vague groups of those we like and those we do not like. We are willing to work with those we like and are resentful of working with those we do not like. We like or dislike them for some one thing which may have nothing to do with the work in hand and may be a trait that that person might be glad to change were the matter presented graciously enough. The thing which makes criticism so hard to take is that often it is given in such a way that when the giver finishes we feel that there is no good in us, nor any use in trying. We feel that way because that is the way the person giving the criticism feels. If the person whose job it is to improve us, lets us feel that we are worthy people but that some performance of ours must be improved we are quite willing and glad to improve it and usually grateful that the need was pointed out to us.

It would surely be much more pleasant to live in the present day world and we would have a far better chance of improving our social structure if we could learn to look at people and work with them with the kind of attitude which makes growth possible instead of pigeon-holing them according to one or two traits or habits and giving up the struggle.

A diagram helps to explain this one little difference in philosophy which dictates such different behavior in the handling of problems and brings forth vastly different responses from an individual who is being

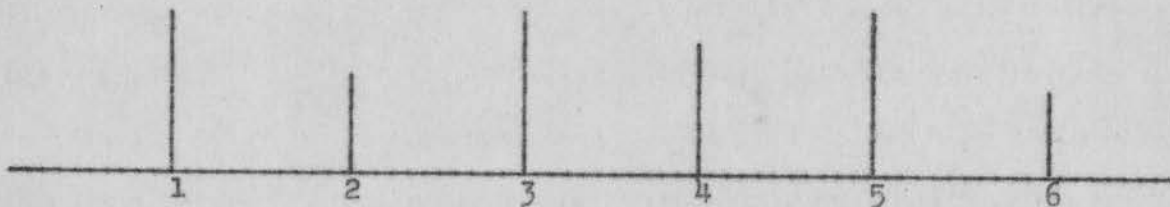
corrected. If we are the type who say John is a naughty boy and we don't like him any more because he broke the garage window, we look at people as a unit. A unit can be labeled destructive through one incident regardless of all the rest of his behavior both past and present. We report it as follows:

JOHN - AGED 10



If we look at people in a more intelligent way our diagram looks like this.

JOHN - AGED 10



1. Johnny Jones is unusually willing to help the small and weak and see that fair play is given.
2. Johnny Jones needs to learn to save ball playing for the places where he will not damage property.
3. Johnny Jones does his homework without nagging.
4. Johnny Jones could improve his general table manners.
5. Johnny Jones can be counted upon to tell the truth even when his mistakes will mean punishment for him.
6. Johnny Jones forgets to brush his teeth.

Thus his personality is made up of a lot of habits and traits, some of which are good and some bad.

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Aug. 28 - Sept. 7, 1939  
Paper for Supervisors  
Conference

## THE SUPERVISORY PROCESS

A clear understanding of what we mean by supervision is desirable before we consider its process. The following definition implies the educational function we now attribute to a supervisor.

Supervision is the <sup>knowledge & understanding</sup> (vision) which is obtained by viewing a thing as a part of a greater whole and implies leadership which is possible to <sup>one</sup> ~~our~~ having this broader vision.

The Morrison Committee of the Department of Supervisors and Directors of Instruction of the National Education Association describes the functions of a supervisor as being ~~first~~.

1. Philosophic. He must seek the truth and keep abreast of leading movements in his field.

2. Cooperative. All supervisors should work toward common ends. He is democratic. Leaders and supervisors should cooperate for a mutual solution of their problems.

3. Creative. He must seek latent talents and seek to draw out the best in everyone. He creates an environment which will keep a balance between the development of the individual and the greatest good of the social group. ~~After all~~ this describes the way of life in a democracy.

4. He is Scientific. He applies the scientific method - seeking proof as to accomplishments. He encourages experimentation.

5. He is effective. He helps leaders secure a working knowledge of his tools. He coordinates theory and practice. This type of supervision should eliminate from our thinking its func-

tion as that of inspection, imposed improvement and the superiority inferiority-relationship between supervisor and supervised.

In recreation it should concern itself with the growth and development of recreational leaders who can build a satisfactory program and put it into effect.

The first process of supervision is the development of a favorable personality. We may define personality as the sum of one's qualities of body, mind and character. One important personality trait is emotional maturity and adjustment. No supervisor can hope to influence his leaders if he cannot win their respect by demonstrating that he is a sincere, controlled adult, with an objective view point, more concerned with ends than means.

He needs foresight and vision, an open mind not a vacuous one. He will recognize that as Hugh Walpole said "No man can make anything of himself until he loses himself in something greater, deeper and wider than himself". Vision is inherent in his job. He must be able to "see over" as well as "over see". This far view implies imagination. All present realities such as inventions and social adjustments were first dreams. He must be a sympathetic person who is able to imagine himself in the leaders situation .

A supervisor who is warm, sympathetic and understanding has a much greater chance in developing these same qualities in the leader he supervises. He must be able to establish satisfactory relations with his leaders. A supervisor's personality should be such that ~~in~~ his contacts with a leader should afford emotional



*release*  
relation, not tension and a defensive attitude.

He will have initiative to act so as to realize the objectives he recognizes as desirable.

The second supervisory process is the collection of factual material which should result in knowledge and understanding of background material. This is the history and philosophy of recreation, the social aspects of leisure, correct and effective speech, theories of play and leadership, etc. He must also know the objectives of the recreation movement. I will do no more than mention them.

1. Enrich lives.
2. Develop a balanced organism.
3. Provide opportunity for creative expression.
4. Provide opportunity for intellectual curiosity.
5. Provide opportunity for developing social associations and cooperations.
6. Provide recreational service for all.
7. Encourage individual and group leadership.
8. Develop appreciation of beauty and craftsmanship.
9. Provide opportunity for developing the formation and practice of good personality habits.

He will need to become familiar with agencies concerned with recreation. Marguerita Williamson in <sup>her</sup> book on "Group Work" ~~she~~ says, "The objectives of various agencies would at first thought seem so divergent as to make it impossible to treat the duties and responsibilities of their workers in the same analysis. The evangelical motive so strong a feature in some agencies is lacking in others. Some are concerned with the average person of any walk of life, others for the so-called underprivileged, Neighborhood relationships, community organization, education, concern for the young man or woman away from home, or appreciation of an outdoor life may loom large in the program of a particular agency."

Upon closer scrutiny it becomes apparent that they have a common desire to so guide leisure-time activities that the individual may develop an integrated personality and accustom himself to the give and take of group life as an introduction to social responsibility." The supervisor should know the relationships of these agencies one to the other, their objectives, how they are formulated and by whom, their administrative set up and their program. He must understand the communities served, and must believe in the importance of knowing about the customs, prejudices, races, nationalities, occupations, delinquency, situation, public and private agencies serving the community, schools and churches, and their relationship with the agency.

He must know what the available facilities for recreation are, both natural and man constructed.

He must know each individual leader, his age, personality traits, education, social environment, work experience and avocations.

A knowledge of the principals of program planning which will make possible the realization of known objectives is essential, given the community needs, the leadership and facilities available.

He needs knowledge of skill fields detailed and practical enough to understand how the principals of leadership can be applied through these various fields. That as Joshua Lieberman says, "Life does not consist of arts and crafts, dramatics and debating. We are not concerned primarily with training athletes. One who has

capacity in any one field does not by virtue of that fact become a cultural individual, nor a well-rounded and mature individual. The limiting nature of absorption in one field is apparent. No activity should be permitted to assume a disproportionate place but should be conducted with regard to the needs of the individuals involved and the needs of the group."

To draw on a leaders specialized skill to the exclusion of his being given the opportunity to develop along many lines is unfair to the leader. The supervisor has direct responsibility, while making use of the leader's skill, to educate him in a desire to experiment in fields other than his speciality, keeping in mind that the objectives of the program are to be attained through skills and that skills are only a means to this end.

A supervisor must be familiar with administrative detail and with Community Organization Techniques.

A knowledge of the processes of analysis is important to a supervisor. He recognizes that truth is the goal, not the substantiation of a theory. To paraphrase a quotation from Lincoln "It makes no difference whether truth is on our side but it makes a great difference whether we are on the side of truth."

Gathering and appraisal of facts is a continuous process. These facts must be relevant, accurate and adequate before conclusions are drawn. We must be able to deal fairly with facts as well as people.

To summarize. A supervisor should collect factual material which will result in his knowledge and understanding of background material, the objectives of the recreation movement, agencies concerned with recreation, communities and their needs, facilities available, his individual leaders, the principals, <sup>of</sup> program planning, of community organization, practical knowledge of the various skill fields, and the processes of analysis.

When a supervisor has given thought to the development ~~of~~ and a favorable personality and has ~~the~~ the aforementioned knowledge and understanding, he may then act effectively.

Long range plans should be formulated in the light and through the analysis of the knowledge gained. From these long range plans ~~more~~ <sup>immediate</sup> definite plans should be developed.

This process involves choice among alternatives. Use of the scientific procedure is the key to intelligent choices.

Factors to be considered are; what has gone before, past strengths and weaknesses, the balance between all purposes, skill interests, leaders' development and value to participant. There should be coordination between all units and the ~~existing~~ <sup>existing</sup> machinery to administrate the program.

These plans should be evolved jointly with the leader and as far as is practical with the group. Conferences between supervisor and leaders may indicate that it is possible to guide the group from some immediate preoccupation to ~~under~~ <sup>other</sup> channels of interest.



This would be in line with the theories of progressive education to the effect that one learns best when impelled by a strong, immediate interest and that the group finds more satisfaction in a program it has helped to plan. This type of program makes great demands on the leader since he must study and develop skills in advance of the group. The supervisor's own interests and skills should not be allowed to influence the program too greatly. He is responsible also for maintaining standards in program content. It should also be in as far as possible a gapless program, fitted to all ages, seasons and interests in the community.

The supervisor must now make satisfactory contacts with his policy making body. This may be a board or an agency. These contacts result in a favorable attitude toward the proposed program, toward the administrative personnel, toward the supervisor himself and above all toward the newly assigned leader. *who is to be assigned*

~~Next~~ The leader is selected and assigned to the work situation which affords him a fair opportunity of success. This is a very important supervisory process which can only be accomplished by making use of all the knowledge gained of the individual leader and the work situation. While it is necessary to transfer a leader from a position to which he is ill-fitted and it is often true that leaders wholly incompetent to cope with one set of circumstances or personalities, find gratifying success in another situation, yet such shifts are unfortunate for the program and the leader. Failure is deadening while the wine of success is very potent. Every effort should be made by the supervisor to orient

the leader to his newly assigned situation. His potential value to the program should be recognized, he should be acquainted with the organization in which he is to work, the program already in progress, forms and records to be used, policies, the community in which he is to work and the importance of gathering more detailed knowledge by a continuing process of observations and study.

It is now the supervisors function to develop and maintain a satisfactory program. He should help secure facilities and materials. When he has the individual situation well enough in mind to recognize specific needs and is convinced the definite benefits would accrue to the group or community if facilities and materials were available, his ingenuity should supply the means of securing them.

He should observe the leadership to the end of analysing and recognizing successes and failures in the terms of objectives, from a constructive, cooperative viewpoint.

The supervisor should plan and provide leadership-training in attitude by arranging situations which offer incentives for improvement, by stimulating faith in the program through knowledge of its objectives, by offering opportunities for experiment, creative work and unique service and by professional advancement.

The leader needs training in background material, in skills and the opportunity for training in the practical application of leadership principals through the various skill fields. There must be more than mere knowledge of theory. He must have training in its application. Program planning is a necessary part of the curricula as is training in social attitudes.

It is the supervisor's responsibility to develop any latent talents in his leaders and give thought to his own needs along the lines of professional advancement.

The supervisor should stimulate the leaders interest in and knowledge of the participants social backgrounds, their homes, schools, jobs, neighborhoods and communities. Lindenberg says, "The importance of these contacts depends on the ability of the leader to use them to get a better understanding of the individuals in their relationship to the group with which he is working and in terms of interests that may be developed. Any other problem found in the family is outside his province."

A leader must know the interests, problems, backgrounds and needs for adjustment of his participants "Joshua Liberman says, "In absence of intimate knowledge of a child serious wrongs may be committed. Children whose anti-social acts are due to emotional instability are too often classified as wilful mischief makers and lawbreakers. They are treated with repressive measures and allowed to drift into delinquency when intelligent and under-

standing guidance might have helped them become useful members of society. Children who misbehave usually cannot help themselves. Mischief may be their way of seeking the attention which all of us crave. Lying may be an indication of fear or a mistaken effort to obtain favor. Vandalism and acts of destruction may represent an inner rebellion and resentment against society which the child's experience has justified. It may also represent a need for power. Repression doesn't help. Only the correction of the maladjustment and the satisfaction of emotional needs can serve. Children and young people who are helped to develop a sense of security and to find gratification in creative effort never become delinquent. This approach applies as well to the normal child, *to* a lesser degree he also has his fears, feeling of insecurity or inadequacy. With proper guidance the lives of all children can be considerably enriched."

To paraphrase a quotation of Lois Hayden Meek of the College of Education of Columbia University. "Another evidence of a leader's ability in guiding social relationships can be seen in his skill in recognizing and interpreting the needs of the individuals in this area. How conscious is he when a girl is continually on the edges of group activity, that this child has no close friends; that Tom is consistently chosen last for any team games; that the other children snicker when Bob tries to express himself; that these girls snub the saloon keeper's daughter. What is he doing for ~~Tom~~ *Bob* who is left out of team games; for Ruth to become important to her group even if she can't hit the basket."



The extent to which a leader recognizes the signs of social need and the versatility he displays in helping the child overcome the handicap that ostracizes him, or build other resources that will make him significant to his group will indicate how adequate he is in this field.

One step in the supervisory process is to see that suitable publicity on the aims and accomplishments of the program reaches the public. Much education along this line is needed.

The supervisor must also interpret administrative detail to his leaders and report to his own administrative heads. He must keep abreast of leading movements in recreation and learn the art of supervision of self so that his acts are purposeful and his time is used to advantage. He must constantly re-evaluate his job and set limits to his functions.

To summarize: A supervisor's knowledge should result in formulating definite plans, making satisfactory contacts, assigning leaders to work situations which afford them a fair opportunity of success, should assist the leader to develop and maintain a satisfactory program through helping secure facilities and materials. He should constructively analyse and recognize successes and failures, should plan and provide training; <sup>should</sup> ~~to~~ stimulate leader's knowledge in participants problems and backgrounds, provide publicity to educate the public, interpret administrative detail, report to administrative heads, keep abreast of leading movements in recreation and learn the art of self-supervision.

Evaluation is the fourth step in the supervisory process. If recreation is to advance we must have means of evaluation. How are we able to evaluate our program? At present we lack scientific data so can only concentrate on whether we have reached the goals for which we are striving.

Has our program tended to develop the potentialities of the individual and train him for group action in a Democracy? Has it been provided as a service to all?

Has our supervisory unit operated in harmony with the objectives of the whole recreation movement and has it been able to successfully cooperate with other units?

Has the program contributed to the community? Is it socially worth while? Has the program included the cultivation of those qualities which are essential for constructive citizenship? Does the community have a favorable attitude toward it? Such an attitude is necessary for the survival of the program. Has it demonstrated, as was done in one Minnesota city, that money spent on recreational facilities was actually offset from a financial standpoint by a sharp drop in the cost occasioned by juvenile delinquency?

Are the cooperating agencies satisfied that the recreation program is assisting them in reaching their objectives?

Are the participant's lives being enriched? Are they developing a balanced organism, physically, <sup>mentally</sup> ~~mentally~~ and emotionally? Have they been given opportunities for creative expression and the development for intellectual curiosity? Have they had the opportunity for developing social contacts? Has individual leader-

ship been stimulated? Have they grown in their appreciation of beauty?

Have the leaders grown in understanding of objectives, in knowledge, in skill and the ability to apply leadership techniques through these skills, and in personality adjustment?

Have they become able to recognize and voice their problems? Have they confidence in their own ability to cope with these problems? Is it increasingly less necessary to have direct supervision? Have they been able to live more satisfying personal lives?

Has the supervisor grown professionally? Is he able to evaluate himself and his functions, making wise choices when necessary as to the relative importance of his duties. Is he able to evaluate his own effect on his leaders? Is he looking forward to a more scientific method of evaluation?

Very little has been done so far in scientific record keeping and adequate records are a necessity for scientific evaluation. Groups must be observed over a long period of time. Supervisors must be trained in the techniques of record keeping. Leaders must be educated to their value, the method of keeping them and their use. Even then it is doubtful if records of human reactions achieve a satisfactory attainment.

Sidney Lindenberg in his book of "Supervision in Social Group Work" sets forth an interesting method. He advocates the leader keep a record of each group meeting. The visiting supervisor makes an independent record of the same meeting. The two records form the basis for a conference of which there is also a written

record. All three of these records include an evaluation. Perhaps some experiment may be made in evolving such record keeping for recreation groups. The keeping of them would undoubtedly stimulate and develop thinking and analysis.

The supervisory process includes then, personality development, the collection of factual material which should result in knowledge and understanding of the factors making up his job, the analysis of this knowledge so that his actions may be considered and effective and finally the process of evaluating how far his program has progressed toward the far goal.