
PHILOSOPHICAL BASES FOR

from the author's Preface

“I have frequently expressed myself as believing (1) that our science, our philosophy, and our technology are becoming much more complex; (2) that new ideas are coming to light from time to time, and need to be carefully considered; but (3) that the discovery and validation of a *new* idea does not thereby invalidate an unrelated *old* idea; and (4) that the rather current tendency to run after first one fad, then another, is an indication of relative intellectual incompetence, even though it *is* difficult to keep so many aspects of our sciences in mind at once. Other professions do it—law and medicine—why not physical education? Hence this volume endeavors to present many sides of a philosophy of physical education, to present some things that are new, and to retain many of the old ideas that seem to me to be still sound. After all, there *should* be *some* fundamentals in our science that do not change with the advent of each new system of psychology! We *are* still animals—even if we have ‘stresses’ and—sometimes—insight! . . .

“The book is divided roughly into three parts. The first nine chapters are the more general, or philosophical, if you please. The next seven chapters have more specific implications for method—though they are not treatises *on* method as such. In the last chapter I essay the role of prophet—which is dangerous business! But it may cause someone, in disagreeing with me, to think constructively and to give us the results of his thinking, and thus contribute to our general professional advancement.”