

school and the college.

It is therefore our responsibility to help educate the child and adult to enjoy his leisure intelligently and with satisfaction to himself and to the community. As one agency we must help give him tools with which to enjoy it wisely—sports, games, rhythmic activities, hobbies, outing activities, etc. But still more important is our responsibility of trying to develop within individuals a philosophy or a point of view toward leisure and re-creation, or giving them principles and standards which will guide them in their choice of leisure time activities.

H. G. Wells, in a discourse a short while ago, remarked, "I doubt if our common man will bore himself with sport as his predecessor does at the present time. That is a passing phase due to the onset of unforeseen leisure. Our common citizen still will be a worker, but neither a toiler nor a slave". In the past we have educated people for a working world. Now we must reeducate people for a world with leisure. Will physical education pass from being a "fad" or a "frill" to being a fundamental of education?

Young life is first to plumb the depths of human emotions and actions. Where is our emphasis in education going to be? Upon men and women or upon subject matter? Upon situations or upon curricula? "Under the urge of self-preservation, we begin to think." Dwindling budgets made it necessary for educators to justify their programs to legislators, to boards of education, to city politicians and to college trustees. Education became introspective and was shocked at the sight it saw.

Since the depression, physical educators as a group have probably done more creative and original thinking than was ever done by a like group heretofore. We are now constantly hearing the profession talk more in terms of social philosophy, principles and standards, aims and objectives, as a basis for curricula. We are hearing more about program content, individual difference, goals,