

March 17, 1939.

Mrs. Fanchon Reid,  
Shell Staff House #5,  
Arkansas City, Kansas.

Dear Mrs. Reid:

I am sorry that I found it impossible to recommend Bruce for a letter this year. I have been delaying a reply to your kind letter of February 18, hoping that there would be a lull in the rush of things. I am leaving tonight for San Francisco for the regional play-off of the N.C.A.A. basketball tournament.

I regret to tell you that we have been having a little difficulty with Bruce in his class work. The instructors complain that he comes unprepared, or seems to be copying the work of other students, or just doesn't come to class at all. It just seems like when we get him out of one difficulty he gets into another. We are trying to do the best we can for Bruce, and have confidence that he will make good.

Assuring you of our friendship for you and your family,  
I am

Sincerely yours,

Director of Physical Education,  
Varsity Basketball Coach.

FCA:AH





DAILY CAPACITY  
FLOUR 2000 BBLs.

ELEVATOR CAPACITY  
750,000 BUSHELS

## THE Arkansas City Flour Mills Company

Arkansas City, Kans.

Dr. Forrest C. Allen,  
Kansas University,  
Lawrence, Kansas.

February 18, 1939

Dear Dr. Allen:

I am rather slow in answering your last letter, which I appreciated very much, but I was unable to come to work for almost a week and haven't had much energy to do anything much.

Your promise to handle the situation in a manner for Bruce's best interest was indeed most assuring and consoling to me as I have the utmost confidence in your judgment and sincere interest in Bruce.

It is most regrettable that it all had to happen and I have had quite some difficulty reconciling myself to it but there isn't any doubt in my mind about your fairness and good intention.

The saving straw of the whole business and the thing that makes me feel more sure that it will never happen again is that Bruce was so remorseful when he was home, not at <sup>all</sup> resentful toward anyone and blaming nobody in the world but himself.

He called me up last Sunday, seemed to be very elated because he was going to practice basket ball in just a few minutes and all pepped over his new course. I haven't heard from him since and don't know how things stand now but feel sure everything must be going along satisfactorily or I would have heard from one of you.

I am just wondering if Bruce will get a letter this year. I always appreciate hearing from you, for I realize you are very, very busy, and I know that you have many, many more important things to do.

With very kind regards and every good wish, I am

Sincerely yours,

*Jauchon Reid*



A1

September 12, 1938.

Mrs. Fanchon Reid,  
307 South 1st Street,  
Arkansas City, Kansas.

Dear Mrs. Reid:

I was delighted to have your good letter of the 9th instant and I am happy too that you are pleased with the way we have endeavored to help Bruce find himself in a larger way.

I am sure that we, as parents, realize that there must be a formative period for boys and girls to grow up, and while sometimes we appear to be rather hard-boiled and seem to crack down rather firmly on the children, yet I assure you that I always have a reservation or realization for their shortcomings. None of us grows up in a month or a year or several years, and it is easy just to see how these temporary lapses will occur in any of our growing youngsters.

And, too, I think our philosophy of life is only partially satisfied when we realize how many times it became necessary for us to check up on ourselves and put our best foot forward at the right time. In other words, the only reason we did a lot of the things was simply because we just had to do them, not because we wanted to do them always. The fact that necessity is the mother of invention was the reason that we did accomplish some things, and having accomplished those things we desired not to slip back to the position we occupied previously. Then when we had arrived at this front position other people looked upon us and congratulated us in our small success, but we knew in our own heart that we did it simply because we had to do it.

So I assure you that I understand the lassitudes and inertia of youth. And after it is all said and done, many of us wonder what it is all about when we do attain a position of prominence which means only responsibility and more work.

I am always mindful of the experience of the Chinese philosopher when he went to New York. An American pulled and tugged him through the New York subways and other congested areas. While waiting for one sub, the door of a local sub opened, and the China-



man started to step in the subway local train. A friendly American grasped him by the coat-tail and said, "Wait a minute. Let's catch this car just behind this one. It's an express, and will save us five minutes." After all the pawing and mauling this Chinaman got when he finally was seated in the subway express, he blinked his eyes and turned to the American and said, "Yes, but what do you do with that five minutes that you Americans save?"

We hustle and hurry through life, fagging ourselves and jading our nerves, and then we sit by and wonder what we did with all the time that we wanted to re-create ourselves.

So, come what may, Mrs. Reid, I assure you that I am not as tough as some of the boys imagine. I have great sympathy for them. But when they get into this game they want to win, and if you let them do just as they please they would not win and they would not be satisfied with the coach to let them lose. So while we do not like to work, and only work for the reward that we get out of work, so it is with play. We like to play and we do not want barriers put in our way, or encroachments upon our pleasurable hours, yet discipline must come to obtain fundamentals and morale that will enable us to achieve a victory over other people who are less conforming to such discipline. It is not that we are better players, but simply that we observe these fundamentals perhaps a little more rigorously and religiously than did our opponent.

I trust that you will come up often this fall and winter, and I am glad to know that Howard and Bruce have driven up so we will be seeing them soon.

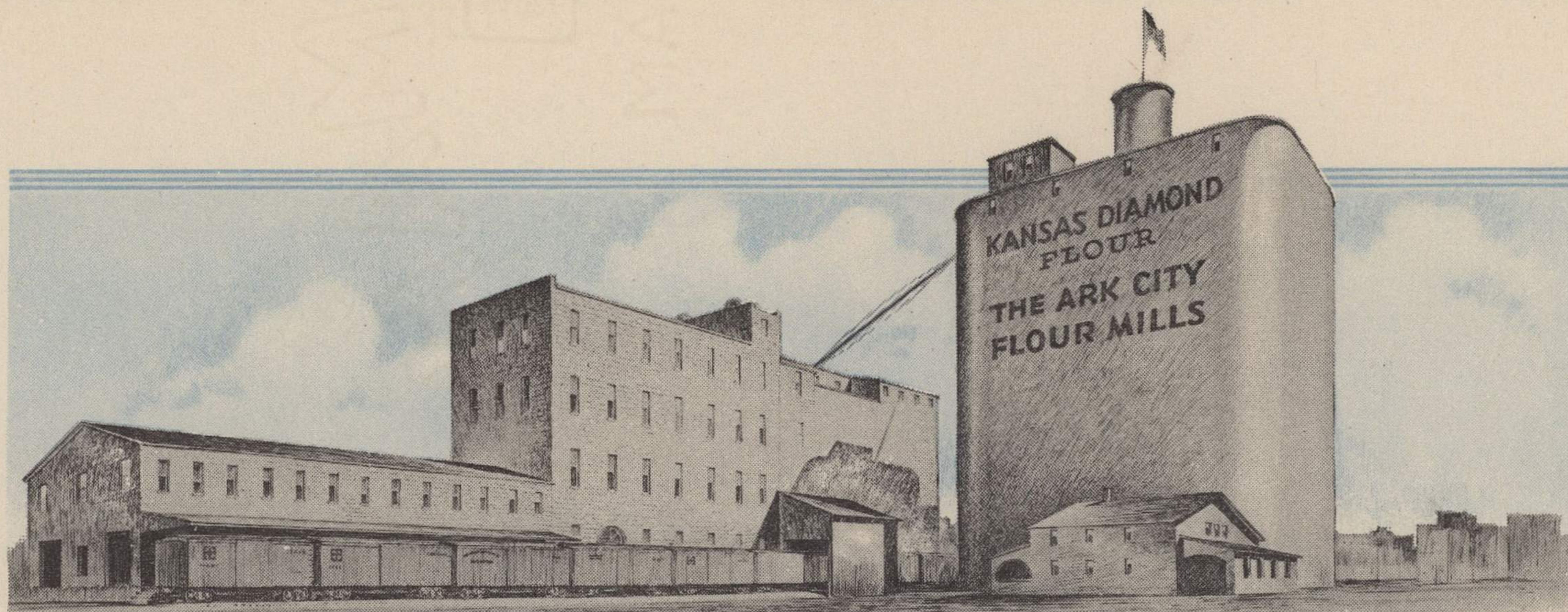
With all good wishes, I am

Sincerely yours,

Director of Physical Education,  
Varsity Basketball Coach.

FCA:AH



ELEVATOR CAPACITY  
750,000 BUSHELLSDAILY CAPACITY  
FLOUR 2000 BBLs.

## THE Arkansas City Flour Mills Company

Arkansas City, Kans.

Dr. F. C. Allen,  
Kansas University,  
Lawrence, Kansas.

September 9, 1938

Dear Dr. Allen:

I want to thank you for your letter to Bruce, the other day. It very plainly indicated your sincere, personal interest in him and if he doesn't get down to brass tacks and really show you that he is made of something worth while, I am going to be a sadly disappointed mother. But I am sure that he will. You will smile to yourself, I know, because I am so convinced that Bruce is capable of great things.

I will have to admit that he has been prone to procrastinate but at least I think you will agree that it wasn't with any willful intention to frustrate anybody's wishes. He has been a little too pleasure loving but I cannot fall out too much with him over that because I am sure that is one of the traits he inherited from his mother.

But Bruce is older now and he has learned a lesson. He is very unthusiastic over this year's plans and prospects and he would not go anywhere else or train under any one else for anything in the wide world. And I think you will find that he will be in there fighting, getting his lessons and cooperating with you to the fullest.

Anyway, regardless of what happens I want you to know I think you have always been patient and fair with him and I am very thankful to you. I am happy to have him under your supervision and I hope you and I and all of us will be very proud of him this year. We are looking forward to seeing some of the games this year and to the pleasure of seeing you occasionally. With every good wish,

Sincerely yours,

P. S. Howard Engleman and Bruce are driving up to Lawrence, Sunday, so they will be seeing you soon.



Al

August 2, 1939.

Mr. Bruce Reid,  
Mercy Hospital,  
Arkansas City, Kansas.

Dear Bruce:

Gosh, a fellow does have tough luck at times, doesn't he? I was terribly sorry to hear that you were knocked flat on your back with this appendicular trouble, but the bright side of it is that you will not have that appendix to cause you any more trouble, and although the expense and the pain incident to the operation are something no one will be able to laugh off, at the same time we can thank our lucky stars that you were as fortunate as you were to take it in time and to escape a more serious turn of affairs.

Your mother wrote me, and of course I was shocked, but on second reaction I am happy that you are getting along so nicely, and I know with your old fine spirit and your desire to come out on top that you will get along splendidly. Please remember that I am pulling for you all the time, and I sincerely hope that you will make a quick recovery and that you will get back on your feet with one hundred per cent efficiency.

Of course, I sincerely hope that you will be able to come back to school. I believe that you are finding yourself much more definitely now than you were before, and I will be always for you in any way that I can be of positive good for you and yours.

With all good wishes to your good mother, dad and sister, I am

Very sincerely yours,

Director of Physical Education and Recreation,  
Varsity Basketball Coach.

FCA:AH



August 2, 1939.

Mrs. Fanchon Reid,  
Shell Staff House, #5,  
Arkansas City, Kansas.

Dear Mrs. Reid:

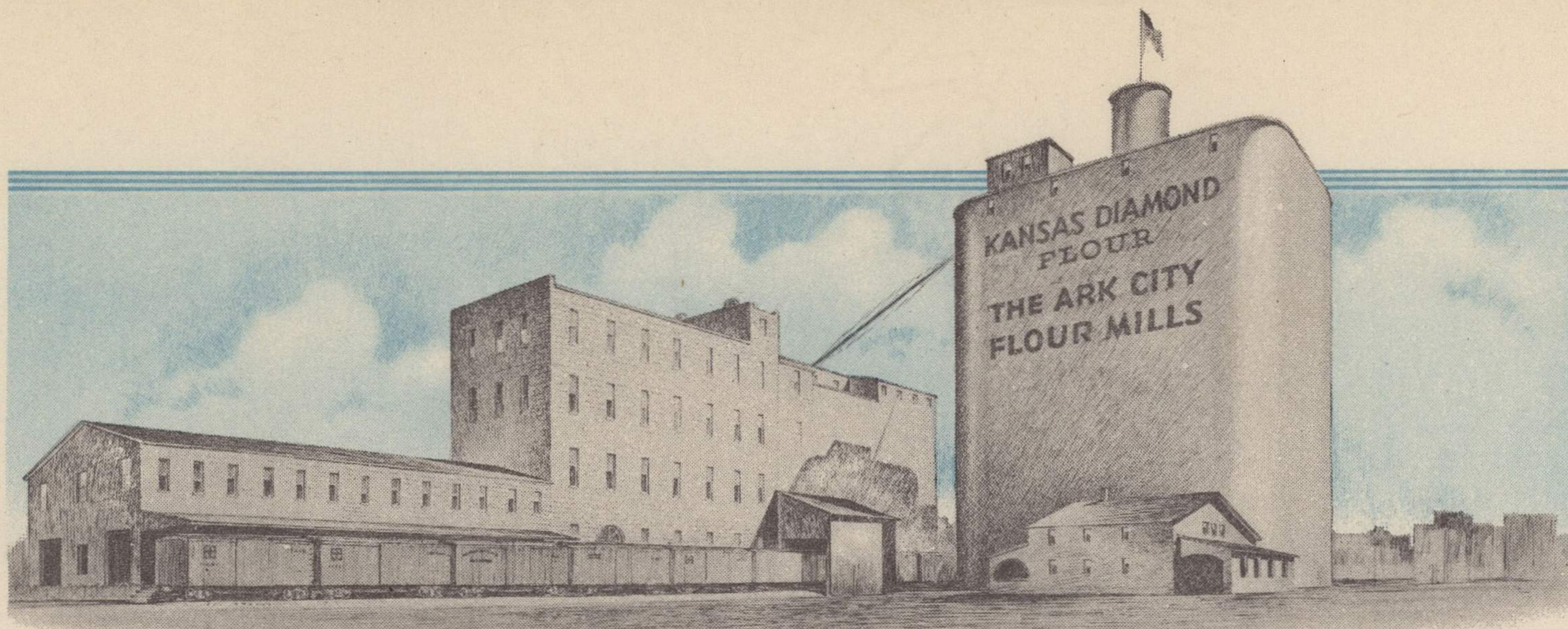
I was terribly shocked to learn of Bruce's illness, and trust that he will make a complete and speedy recovery. I am writing him today. I know that his desire to come out on top will sustain him through these days of discomfort. Thank you so much for letting me know about him.

With best wishes to you and yours, I am

Very sincerely yours,

Director of Physical Education and Recreation,  
Varsity Basketball Coach.





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750,000 BUSHELS

## THE Arkansas City Flour Mills Company

Arkansas City, Kans.

August 1, 1939

Dear Dr. Allen:

I know you will be sorry to hear that Bruce was operated on Sunday for acute appendicitis. He has been working very hard this summer, and making plans to go back to K U - what this will do for his plans will have to be determined later when we know what the cost of his operation is and how he gets along.

It was all very sudden but we took him just in time because gangrene had set in but he is getting along fine - this is the third day and the doctors say that it is usually the third day before they can tell anything for sure. He is having some pain, today, but so far the doctors tell us he is doing very well.

I will let you know how he gets along but in the meantime, if you are not too busy, I am sure he would appreciate a line from you. He is at the Mercy Hospital in Arkansas City. With every good wish, I am

Sincerely yours,

*Lawson Reid*

Shell Staff House # 5.



A1

January 6, 1939.

Mrs. Fanchon Reid,  
307 South First St.,  
Arkansas City, Kansas.

Dear Mrs. Reid:

Yes, indeed, we will be very happy to have five tickets for you for the Oklahoma game at Norman on Saturday night. Since I don't know Mr. Reid's initials, the tickets will be left in the name of Mrs. Fanchon Reid.

We will be delighted to see you and your party.

Bruce is doing fine, and we are very proud of him. It will be a tough battle with the Sojners, but of course we are hoping for the best.

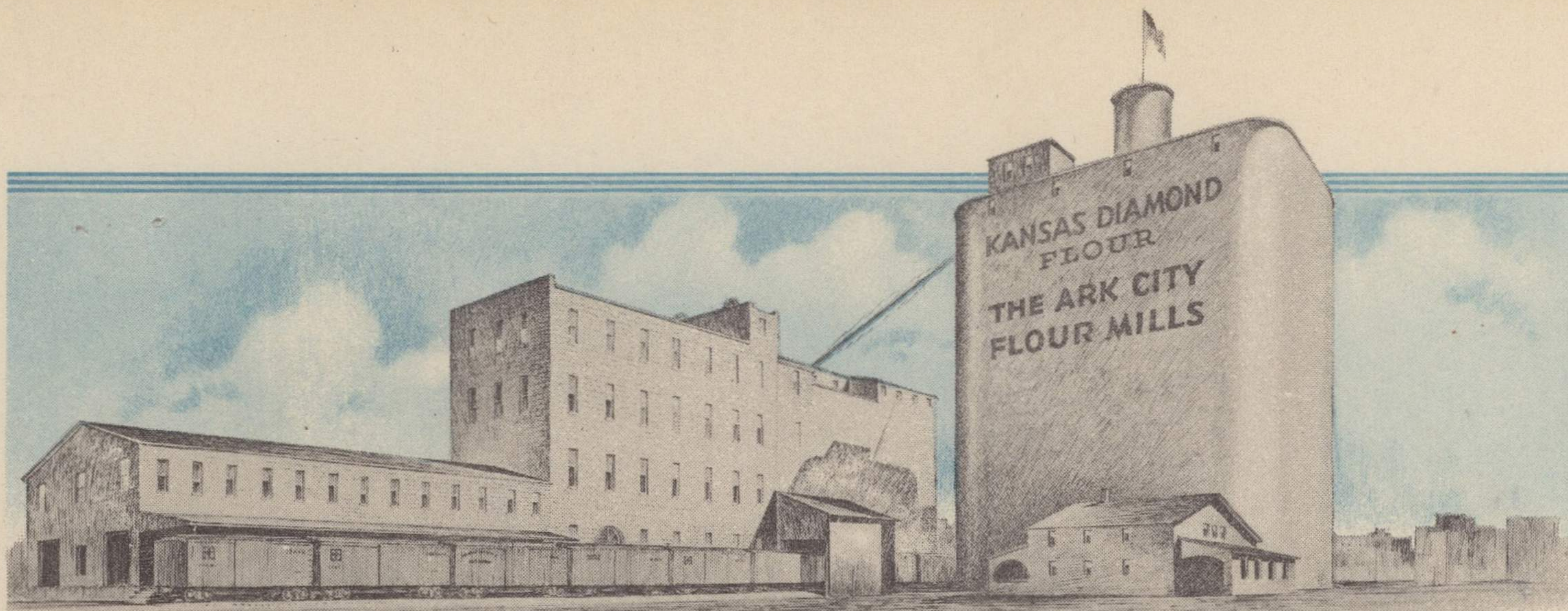
Looking forward to seeing the Reid family tomorrow night, and with best wishes for the New Year, I am

Sincerely yours,

Director of Physical Education,  
Varsity Basketball Coach.

FCA:AH





DAILY CAPACITY  
FLOUR 2000 BBLs.

ELEVATOR CAPACITY  
750,000 BUSHELS

## THE Arkansas City Flour Mills Company

Arkansas City, Kans.

January 5, 1939

Dr. F. C. Allen,  
University of Kansas,  
Lawrence, Kansas.

Dear Dr. Allen:

If it is not asking too much, I'd like to have five tickets for the K.U.-O.U. game Saturday night. Mr. Reid and I are planning on driving down with Jacqueline and her fiancée in their car, and if the weather is nice, Bruce's grandmother wants to go too. Anyway, I'd greatly appreciate your having five tickets reserved for us and if there is a charge for any or all of them, I will reimburse you after we arrive.

Every one in this part of the country is watching your team and it is interesting indeed to hear the different opinions and predictions expressed here and you by the basket ball enthusiasts, and others. I understand there is quite a crowd from here and Wichita driving down for the game and oh, I hope that K.U. carries off the honors in a big way.

We are very eager to see the game and here's all the good wishes in the world for you and your boys. Good Luck, and we will see you Saturday night.

Sincerely yours,

*Lawson Reid*



AL  
February 3, 1939.

Mrs. Fanchon Reid,  
307 South 1st St.,  
Arkansas City, Kansas.

Dear Mrs. Reid:

I was grieved to know that you were forced to read the first news in the daily paper concerning the debacle as far as training rules are concerned with regard to your son and our friend, Bruce, and George Golay. I am sending you a carbon copy, confidentially, of the letter that I have written to Mrs. Golay at Warrensburg. I feel that by sending you this letter you can see that I have been frank enough to tell George's mother that he was the aggressor and much more to blame, in my opinion, than Bruce.

I think you know of the many trials and tribulations we have had with Bruce. Yet I think he has many more qualities worth commending than has George. I have worked much harder with George than I have with Bruce, and George being a senior should have conducted himself in a more becoming manner, although Bruce fell far short of a standard that I had set for him.

Bruce came in this morning and we had a fine talk. I am very fond of him, Mrs. Reid, and I think that Bruce is worth saving. However, I did tell Bruce that I wouldn't put him on the squad unless he could learn to train. Those two boys have been a thorn in my side - more than any boys outside of my own son, Milton, and some of the boys back in 1929, the names of whom I will not mention.

I told Bruce he better go home and talk things over with you and assure you that he still had my sincere friendship, but with the breaking of training rules these two boys kept me from doing as efficient coaching job as would be possible for me to do if they would but train. I could not even make an enthusiastic pep talk to the boys, knowing all the time that I had fellows on the squad who were breaking training and who were really flaunting it in the faces of the other boys.



There was nothing for me to do but what I did, and I trust that your mother's love for her son will still leave a wide avenue of reason open that will cause you to believe that the man who is coaching your son has a fond affection for him and a sincere desire for his success. This was the only course open to me to bring the boys to a realization that they had a responsibility - first to themselves, secondly to their teammates and their school, and last to their coach. Superseding all these responsibilities, I impressed upon Bruce, was the loyalty and the affection to his family.

With all good wishes, I am

Very sincerely yours,

Director of Physical Education,  
Varsity Basketball Coach.

FCA:AH



18

February 8, 1939.

Mrs. Manhon Reid,  
Shell Staff House #5,  
Arkansas City, Kansas.

Dear Mrs. Reid:

I have had a conference with George and Bruce, and they are going to meet the boys tomorrow and have a chance to talk with them. I am sure that we will be able to help them back to the situation that will reclaim every good quality that is in them.

I assure you that I will not disappoint you. I have had children of my own, and I know how much it means to keep the child interested in the better things of life.

I am very sorry that you have been ill, and trust that you have recovered by this time.

With best wishes, I am

Sincerely yours,

Director of Physical Education,  
Varsity Basketball Coach.

FCA:AH



Feb. 6, 1939

Dr. F. C. Allen  
Lawrence Kansas

Dear Dr. Allen -

I am home ill with the flu and will write you again but I wanted to thank you for giving me the true situation with regard to Bruce.

I have been so terribly hurt & upset over it - I haven't been able to think clearly.

Of course, I understand you had no other alternative but Dr. Allen.

Bruce, when he was home, was so humil-



iated, so completely defeated  
that his dejection & remorse  
just broke my heart.

He knows now how he  
has to conduct himself  
He wants back on your  
squad & that he is think-  
ing clearly now & has  
come to his senses. I have  
no doubt.

Oh well please  
take him back into  
your confidence &  
respect.

Will you write &  
tell me specifically what  
you intend doing with  
him?

Sincerely,

Lawson Reid





DAILY CAPACITY  
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ELEVATOR CAPACITY  
750,000 BUSHELS

## THE Arkansas City Flour Mills Company

Arkansas City, Kans.

February 3, 1939

Dr. Forrest C. Allen,  
University of Kansas,  
Lawrence, Kansas.

Dear Dr. Allen:

I am sure that you can imagine my surprise and sorrow on picking up the morning paper to learn that Bruce had been banned from the squad for breaking training.

I have not heard from Bruce for quite some time and I would greatly appreciate it if you could find the time to drop me a line giving me the details and advising whether or not this ban is for the balance of the season.

Thanking you very much indeed for all the thoughtful consideration you have shown Bruce and me and with every kind thought for you, I am

Sincerely yours,

*Faucher Reid*

Our new address is

Shell Staff House # 5.



AC

February 17, 1939.

Mr. Bruce Reid,  
1045 West Hills,  
Lawrence, Kansas.

Dear Bruce:

I understand that this morning you were absent from Course 32M for the third time this semester. As you know, if you do not attend class you will be withdrawn.

This is not a good way to start the semester, and I trust that you will be very regular in your attendance for the remainder of the semester.

Cordially yours,

Director of Physical Education,  
Varsity Basketball Coach.



B

WORKS PROGRESS ADMINISTRATION  
CALIFORNIA  
49 FOURTH STREET, SAN FRANCISCO

WILLIAM R. LAWSON  
ADMINISTRATOR

April 10, 1939

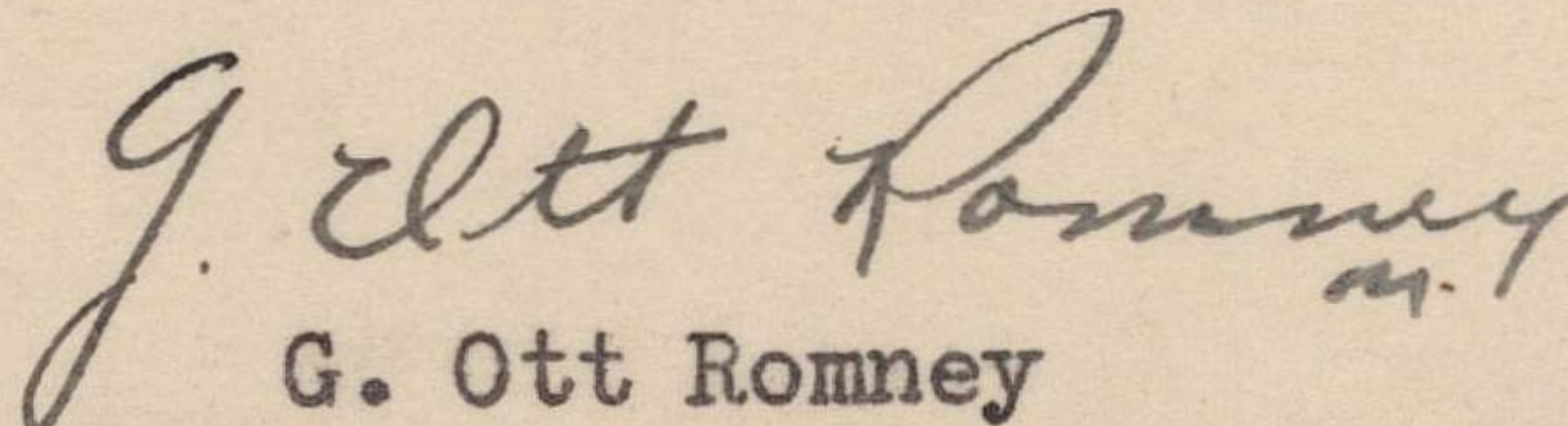
Mr. Forest "Phog" Allen  
Director of Physical Education  
University of Kansas  
Lawrence, Kansas

Dear "Phog":

It is my pleasure to send you a copy of  
Dr. Jameson's paper.

May I please repeat that it was a real  
gratification to me to have the opportunity of visit-  
ing with you during the several days in San Francisco.  
I trust our paths may cross often.

Sincerely yours,



G. Ott Romney  
Consultant on Recreation Facilities  
Recreation Section  
Professional & Service Division

GOR/em

Enclosure



March 31, 1939

PHYSICAL EDUCATION IN THE LIGHT OF THE SOCIAL SCIENCES

By Samuel Haig Jameson  
University of Oregon, Department of Sociology  
Address to the Ninth Annual Convention of the  
Northwest District, American Ass'n for Health, Physical Education, Recreation

I. Introduction

It is rather humorous for me to be invited to speak to this group. In the first place, according to a placard and slogan in McArthur Court basement, "Good athletes don't get hurt", I am a poor athlete. I have broken my arm playing handball, cracked my ribs in boxing, smashed my glasses on the tennis court, and recently, I have strained my tendons in volleyball. Heaven knows what golfing and deck tennis will do to me! In the second place, I know nothing directly about physical education. I have never sat at the feet of the twentieth century Gamaliels in physical education; that is to say, I have not had a single course in your fields. Nor can I boast of Spartan ancestry. In the third place, although some are forced to register in them, very few of the athletes pass my courses with satisfactory grades and some never forgive me the sin of flunking them. Thus I am a persona non grata in the sight of the physical education majors. Perhaps your program chairman invited me with malice aforethought. Possibly knowing that I do not hesitate to appear where I am invited, and realizing that someone on the program must be the goat, he picked me out in order to display my rank ignorance. Since amusement-mindedness is one of our dominant culture traits today, I hope you will have that desire satisfied this evening at my expense.

As a layman I have questioned the physical education majors during the past score of years of college teaching as to their anticipations in their chosen field. Both men and women students have exhibited much hope



and some misgivings. The hopes run high like those of the native-born boy in a log cabin who aspires to the presidency of the United States because such an ambition was realized in one instance. According to our democratic tenet of equal opportunities, the efficient, the deserving, the virtuous, somehow rise to the top places and survive; the weak, the incompetent, are eliminated by some discriminating force, or else, like water, remain at the bottom all of the time. Consequently, the deans, the directors, the professors of physical education, the promoters of athletic contests -- intra- and extramural of all descriptions, and prophetic writers on sports emerge automatically. These are nature's fit! Few, however, are the students whose ambitions are directed into these channels. The average physical education major is prompted by an urge of temporary stellar recognition, and the desire to become a coach. This is the acme, the climax for a man. For women, the supervision of the Girl Scout troupes in a community or leadership of the Campfire Girls would be most gratifying. Judging from the reactions of the students, the great majority of the physical education majors are easily satisfied. These constitute the great army of small job seekers and the small job keepers. Although not of the vegetating species, they form a parasitic variety of practitioners in the scheme of inculcating the three R's on the side, while carrying on their business of building up the brawn of the student body and developing winning teams. Thus, in a very small pond they move around like the big fish in the ocean, wagging their tails and fins without much stir in the head. Particularly in an athletics-conscious social atmosphere they emphasize rightfully anatomy, structure, brawn, in the name of physical education.

My purpose, this evening, is to divert your attention from the over-emphasized physical to the much ignored non-physical aspects of physical education.



## II. Traditional Content of Physical Education

Since the introduction of physical education in our colleges and secondary schools it has been customary to defend the process on the basis of services rendered. Invariably the results attained are individual-centric, that is to say, they pertain to the person who is taking physical education. These well-known results I may mention briefly.

(1) A Safety Valve. Rightly or wrongly, our ancestors did, and some of our contemporaries still consider the human species as the feeblest victim of temptations. Of course, physical temptations are more serious than the mental. Our civilization has created enough gadgets to seduce the adolescents from the paths of virtue and steep them in the mire of vice. Hence, in order to ward off personal degeneration, disintegration, and disorganization, it is considered advisable to exhort the passion-driven adolescents to use their surplus energy in honorable and desirable efforts. If you feel the temptation to vice, go and dig the soil, work out in the fields; but if you are lucky enough to be unemployed by fortune or by force of circumstances, take a walk in the woods -- if in the country -- or pace the pavements if in the city; soon you will push the vicious inclinations to the rear and thereby focus your attention once more on virtue and its attainment. But if these efforts fail, you may dominate vice by going to a gymnasium -- YMCA, YWCA, or college-- and <sup>w</sup>seat it out of your system. After much vigorous and aimless dissipation you will so starve the urge that you will no longer -- at least temporarily -- yield to the temptations of the body. This is what the character-building fakirs and the exponents of physical exercise have prescribed in the past. Such remedies still persist; they are ingenious escape mechanisms: escape



from the temptations of the mind through the submergence of the body. Thus some of you were "saved" and thus some are engaged in the process in the name of physical education. It may not appear on the surface; but it is an undertone of defense.

(2) Source of Income. Since the admonition to Adam to earn his livelihood with the sweat of his brow, his descendants engaged in the struggle for existence have been going him one better: they earn with the sweat of the entire body. Hunting, fishing, agriculture, commerce, industry, and finance offer the means of subsistence to many. A few are engaged in the professions to guarantee their source of income. With the extension of the educational opportunities to the masses, the school teacher has become one of the professional group; hence the increasing number of prospective teachers of both sexes. Other opportunities failing, school teaching offers a sure source of income.

I shall not be missing the mark in stating that many flirt with the field of physical education as a source of livelihood to which the holders of athletic scholarships in our educational institutions and those engaged in teaching on one side, and the professional athletes on the other, are living witnesses. Fast running legs, straight pitching arms, hard batters, deliberate punchers, tacklers, grapplers, rhythmically swinging bodies and flexible joints are utilized as capital in the struggle for income. Even certain educational administrators dangle the \$10,000-75,000 annual contracts as baits before the growing adolescents. Coaches receive higher salaries than their colleagues on the teaching staff and greater recognition; athletes are feted while the bookworms starve. There is money in physical education. This view has become a traditional stereotype which attracts many men and women to the field



of physical education as insects are drawn to a bright light. Thus some solve their problem of subsistence.

(3) Exhibitionism. Escape from the temptations of the body and the desire for a source of livelihood make physical education a means for an end; exhibitionism, through the development of skills in the individual performer makes physical education an end in itself. You who are engaged in this field know better than I the pride in strong muscles, expanded chest, erect posture, nimble joints, graceful legs, oxen hearts, etc. These are ends for the individual athlete. Therefore, traditionally people have entered into the field of physical education to further individualistic, personal ends. Each performer acquires unique skills for himself or herself. These skills are paraded by the persons themselves, and disappear after the sickle of death reaps the individual performer. The point is that, irrespective of all the glorified exhibitionism, the skills of the techniques of the individual remain untransferable to others. After the achievement of the personal end, the succeeding generations fail to benefit.

These three major traditional contents of physical education still survive. They constitute the basic motives which prompt the youth to indulge in physical training of various descriptions. These motives are not condemned; they are merely pushed to the threshold of your attention. One point, however, should be added at this juncture. The blending of these traditional motives into the content of physical education has confined physical education to the realm of ethics and aesthetics and kept it out of the pale of the sciences.



### III. Trends in the Evolution of Physical Education

During the middle of the 19th century the dominant interest of scientists was focused on biology. Soon biological theories were applied to the field of the social sciences. Recreation and play activities biologized themselves with an over emphasis of the physical benefits to the individual organism. As an offshoot of biology came psychology with interest in the nervous system and the stimulus response mechanism. This too focused the attention on the physical structure of the organism with implications on the mental workings and the emotional meanderings. Physiology assisted both biology and psychology to penetrate the realm of biochemical reactions within the organism via the analysis of the gaping and the ductless glands, valences, and autonomic activities. Not until the turn of the twentieth century did the so-called scientists see much relationship between the organic tools of the homo sapiens and their extended, meta-organic or the superorganic tools known as culture. Since the emergence of cultural interpretation of human behavior, physical education has made an unprecedented metamorphosis by shifting its axis from the physical sciences to that of cultural or the social sciences. Today physical education and its two sisters, health education and recreation, have become master riders on two horses, the physical and the social, sciences, at the same time.

The shift from the physical to the socio-cultural bases on the part of health, recreation, and physical education is revealed in many ways.

(1) Work Complex. Puritanic and pioneering Americans idealized work habits in their early history. There were trees to fell, stones to cut, canals to dig, buildings to erect, Indians to subdue, lands to cultivate, communication



systems to install, and souls to save. Excepting the last, all efforts were related to the muscles and the sinews. No parasitic pauperism could be condoned. Everybody worked and worked hard to make the future life of posterity safer than that which the Mayflowerites and the pioneers had found. Even children before their teens picked the weeds, fed the pigs, chased the cattle --with the assistance of the companion dog--, hoed the corn, and helped in the harvesting of the crops. Life was really work on six days of the week of one sort, and work on the seventh day of another brand; for no one rested on Sundays. The sabbath was reserved for work in the direction of soul-salvation, while on the week days the settlers worked for their salvation from starvation. Individually and collectively, this work-habit pattern has been imposed as a heritage on our generation. Traditionally, we are work-minded.

Our age, however, shows a growing rebellion against continuous work, hard work, menial work, work of any sort to which there is no joyful accompaniment. With a Rousseauian romanticism, children are presented with a new Bill of Rights of continued play and freedom from the drudgery of work; laws are enacted to guarantee their liberties. The adolescents, habituated to play and recreation extend their childhood "rights" into the post adolescent age periods. Even college men and women abstain from work because of the sentimental generosity of their parents or relatives and the coercion of the tax payers. In spite of the mounting number of self-supporting students in the educational institutions, very few work for their education as their ancestors did. Religious and philanthropic sentiments, buttressed by governmental paternalism, obviate the fear of starvation for those who refuse to work. Nor do the students need to work hard in order to receive their parchments; the devious ways of passing a grade or securing diploma are well



known to observing teachers and administrators who were once students themselves. Consequently, against the fear of wear and tear of work of our predecessors, we have entered into an era of glorified worship of recreation, play, physical exercise, leisure, and loafing. Our generation is addicted to sports as our ancestors were addicted to work. This is a shift from one excess to another. But as from the excesses of the work-complex emerged the dismal science of economics and technology, so a science of physical education may evolve from over-indulgence in recreation, sports, leisure time activities, and health education.

(2) Outdoors Complex. While youth has turned his face towards the joy-complex, the intensified system of struggle for existence has forced people into the factories and the shops. No longer the erstwhile worker earns his living out in the open; the open air market place now has a roof; commerce and industry alike have herded the independent workers together within colossal buildings. The pioneers worked out of doors; their descendents earn their living indoors. Our ancestors went indoors on Sundays having been outdoors for six days; we rush outdoors on the same day and move in doors during the rest of the week. The effect of this change in social behavior has intensified the significance of the outside in modern times. Unquestionably the indoorism imposed by our culture violates man's biological nature. Indoorism insists on the work-complex, and outdoorism impels the accentuation of the recreational activities. Because of the urge for outdoorism many of the activities indulged in are overexertions. This trend to turn the insiders out for leisure, health, and recreation as a remedial balance in our changing social conditions draws the attention of the physical educationist from the physical to the social aspects of his field of activities.



(3) Collectivistic Complex. The third trend observed is in the direction of impersonalization. In an essentially individualistic society like ours the seeds of collectivism have little chance to germinate and still less chance to grow and flower. Paradoxically, however, democracy has infused into our individualistic beliefs the idea of "general welfare." Gradually and imperceptibly the rugged individual has adopted a new code which insists on fair play, equal opportunities, social responsibilities, common good, cooperative enterprise, etc. Physical education has caught this contagion. Whereas individual exhibitionism, personal skill, private benefits to the performing person were the aim in the past, today a sort of functionalism within the social structure seems to prevail. The ultimate benefits derived are not only for the person who engages in recreational activities, but also for those who come into contact with the performer directly or indirectly. While the individual football player derives personal benefits, the team as a collective unit functions in behalf of a larger collectivity -- the public. Like our economic system, mass recreation has introduced impersonality into human relationships. Individuality is not eliminated, but a new functional relationship between the individual and the group has entered into the situation. The cry is for the college, for the team, for the division, for the country, and not for the individual performer as such. The performer has taken the role of becoming an interpreter for his group. The skills acquired are used as means of interpreting for the public an end which transcends personal aims. Daily practices of a ballet dancer are meaningless unless she interprets a walse, a tango, or a jig through her physical acquisition. A wrestler's ox-like sinews are meaningless unless he grapples with his opponent in accordance with the roles approved by his spectators. It is the public, it is the



group, it is the collectivity which gives meaning to the skills of the performer. Thus social ends are substituted for the personal ends.

The accentuation of the joy-complex against the work habit, the collectivistic impersonalization and the substitution of interpretation for the personal goals are creating a new culture pattern. The content of the new pattern in physical education is social rather than individualistic. Consequently, more and more the directors of physical-education are making alliances with the so-called social sciences. Even in the elementary and the secondary schools recreation, physical training, athletics, play and leisure activities are being linked with the art of social living. I do not need to remind you how much business is transacted during a fishing and hunting trip or on the golf course or at the horse races or between the acts of a ballet by the shrewd businessmen. Moreover, the health education advocates have reached the point where, in addition to the physical, the mental health of the people are being considered. Most of the character building organizations use the physical body as means for the attainment of non-physical ends. Thus it is apparent that in recent years the content of physical education has become more culture-social, more non-physical than it was at the turn of the century. This gradual tipping over in the direction of the socio-cultural necessitates a complete re-evaluation of the status of physical education among the scientific disciplines.

#### IV. Possibility of a Science of Physical Education

All sciences, physical and social, are differentiated from the arts because of their respective methodologies. Arts deal with skills which create unique results; sciences are concerned with processes which repeat



themselves under controlled conditions. Physical education is neither an art nor a science. When the history of human stupidity is written in the future, one of the most damaging chapters will be on physical exercise sponsored, supported, and sold by the teachers of physical education. In spite of its kinship with biology, anatomy, physiology, psychology, and bio-chemistry, physical education has fallen in love with education and married her without courtship. Education is an art, not a science. It deals with the development of skills in the individual persons. Each person is unique and reveals equally unique results. If the physical educators wish to become artists there is no objection. Art is just as indispensable in life as science. But in terms of the trends seen in the activities of the physical educators their purpose is not only to benefit the individual performer physically but to influence, to modify, entertain, stimulate, and instruct the public. Here is an opportunity to exercise control over society. Attempts to control have already been evidenced. Witness the range of recreational activities in the so-called character building organizations, schools of all gradations, training centers for the professional and non-professional adults, church gymnasiums, and municipal recreation parks. These agencies operate for the realization of certain social ends; the training of the individual in skills is merely a means for the protection of the individual against himself and the public. Even the state and the Federal governments have gone into the field of recreation, health, and play activities wholeheartedly. Their expenditures are not necessarily random. The person is not left to his own resources nor are the individualistic goals accentuated. The aims to be realized are essentially social.



With this increasing social content of recreational enterprises the need for adequate social analysis is become more and more apparent. Such a powerful tool as physical education in our social structure cannot be left to the whims of the self-styled individual artist. Social control necessitates an analysis of the processes involved. To date physical education has sought the development of skills for their subjects but has failed to discover techniques which will make these skills transferrable. A process can be discerned only through recurrence, and recurrence can be assured through the persistence of the technique. You who put out winning teams and individual performers have achieved your recognition mostly through the trial and error, the rule of thumb methods. I am not questioning the social significance of physical education; my faith in it is a firm one; but still it is only a faith without objective demonstration. You have not taken the pains to demonstrate your raison d'etre. Why? Because you are primarily extroverted in your approach. You are so much concerned in physical activity, bodily motion, the acquisition of personal skills that you are always on the go and have no time to sit down and reflect. You have done your best to imitate what others have done, because this offers a short cut and saves time for more activity and more motion. Most of your rank and file have little use for thought processes, for investigation, for research. Body-mindedness is so strong, so accentuated, that factors which give meaning to the body are relegated to the background. Of course, you force your students to take courses in biology, chemistry, zoology, physiology, but these remain in the periphery of their knowledge. They fail to see relationships between the anatomical and the allied internal forces, to say nothing of the external social realities. Moreover, they shirk hard work. Courses which require



theoretical analysis are abhorred. Very few are willing to pay the price for scholarship, although most of them are interested in receiving a scholarship for playing! Real scholarship comes through investigation and analysis of the existing phenomena -- physical and social -- in your own field, in order to discover the operating processes. As long as the physical educationists remain satisfied with the development of the skills of the bodies of the people under their training, they shall pose at best as artists and never enter into the household of the scientists.

Because of its newly expanded social content, physical education has a great possibility of becoming a social science. Being concerned with biological and anatomical backgrounds, while playing a social role it occupies a marginal, perhaps an interstitial, position. From the point of view of its objectives, and particularly in view of the public demand, its interest lie more in the field of the social than in the physical sciences.

Since its emergence, physical education has been affiliated with the physical sciences; now it is flirting with the social sciences. Like the history of any science, physical education has groped for self-discovery. Assiduous endeavors in objective experiments may push her into the ring of the social sciences. The task of physical education majors or instructors is to test the validity of their data, discover the operating processes, and forget the passing fancies of personal skills and exhibitionistic artistry. This is a painful and laborious procedure fraught with failures, but promising enough if one wishes to follow the steps established by the existing scientific disciplines. Until then physical education shall remain outside the pale of the social sciences in spite of its social content.