

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.