

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.