

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