

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