

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.