

## REMEMBERING

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*(Belgium)**Conference made in Nabeul, in the FIEP World Congress, on September 3rd, 1992.*FOUR LANGUAGES ABSTRACTS (E)(F)(S)(P)

## HALF A CENTURY OF PHYSICAL EDUCATION IN EUROPE

The paper presents a quick overview of the evolution of the idea of physical education in Europe in the last 50 years and provides a view of the tendencies of the 20<sup>th</sup> century, among which are the pedagogical, the psychomotor and the sporting trends. This overview aims at showing the difficulties and constraints in the task of those who are in charge of teaching the educators. The discussion, based upon the traditional division of the philosophical thought (metaphysics, logic, axiology and epistemology), is structured considering both ends of the dialectic field: objectivity and subjectivity or culture and nature. According to the paper, the way to better approach the secular conflict of nature in opposition to culture lies in comparing the advantages and disadvantages of each view presented.

Key-words: physical education; philosophical thought; culture; nature; tendencies.

## UM DÉMI SI ÈCLE D'ÉDUCATION PHYSIQUE EN EUROPE

L'article présente un résumé concis à propos de l'évolution de l'idée d'Éducation Physique en Europe des dernières 50 années et donne une vision des tendances du XX<sup>e</sup> siècle, telles que la pédagogique, la psychomotrice, parmi d'autres. Ce panorama ici présenté a l'intention de démontrer comment est difficile et critique la tâche de ceux qui doivent enseigner les éducateurs. Le débat basé sur la division traditionnelle de la pensée philosophique (métaphysique, logique, axiologie et épistémologie) est structurée en vue des deux extrêmes du champ dialectique : objectivité et subjectivité, ou la culture et la nature. Conformément à l'article, la meilleure manière d'aborder le conflit séculaire de la nature en opposition à la culture se trouve dans la comparaison des avantages et des désavantages de chaque vision présentée.

Mots-clés: éducation physique ; pensée philosophique ; culture ; nature ; tendances.

## MEDIO SIGLO DE EDUCACIÓN FÍSICA EN EUROPA

Ese artículo presenta un resumen conciso de la evolución de la idea de Educación Física en la Europa de los últimos 50 años con una visión de las tendencias del siglo XX, como la pedagógica, la psicomotora y la deportiva, entre otras. El panorama presentado pretende demostrar como es difícil y crítica la tarea de los que tienen que enseñar a los educadores. El debate, con base en la división tradicional del pensamiento filosófico (metafísica, lógica, axiología y epistemología), se estructura en vista de los dos extremos del campo dialéctico: objetividad y subjetividad, o cultura y naturaleza. De acuerdo con el artículo, el mejor modo de abordarse el conflicto secular de la naturaleza en oposición a la cultura es la comparación de las ventajas y las desventajas de cada visión presentada.

Palabra-clave: educación física; pensamiento filosófico; cultura; naturaleza; tendencias.

## MEIO SÉCULO DE EDUCAÇÃO FÍSICA NA EUROPA

O artigo apresenta um breve resumo da evolução da idéia de educação física ocorrida na Europa nos últimos 50 anos e fornece uma visão das tendências do século XX, tais como a pedagógica, a psicomotora e a esportiva, entre outras. Este panorama apresentado visa a demonstrar como é difícil e crítica a tarefa daqueles que têm que ensinar aos educadores. A discussão, baseada na divisão tradicional do pensamento filosófico (metafísica, lógica, axiologia e epistemologia), é estruturada considerando os dois extremos do campo dialético: objetividade e subjetividade, ou cultura e natureza. De acordo com o artigo, a melhor forma de se abordar o conflito secular da natureza em oposição à cultura reside na comparação das vantagens e das desvantagens de cada visão apresentada.

Palavras-chave: educação física; pensamento filosófico; cultura; natureza; tendências.

## HALF A CENTURY OF PHYSICAL EDUCATION IN EUROPE

(E)

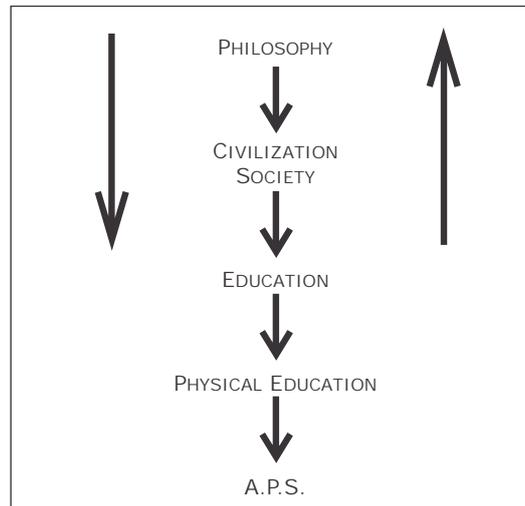
### 1. INTRODUCTION

Undoubtedly, in the limited space of an article, it is impossible to accomplish a precise and complete summary of 50 years of the evolution of the idea of physical education in Europe.

We will confine it to a quick overview that will, however, avoid forsaking policy limits, which support all options.

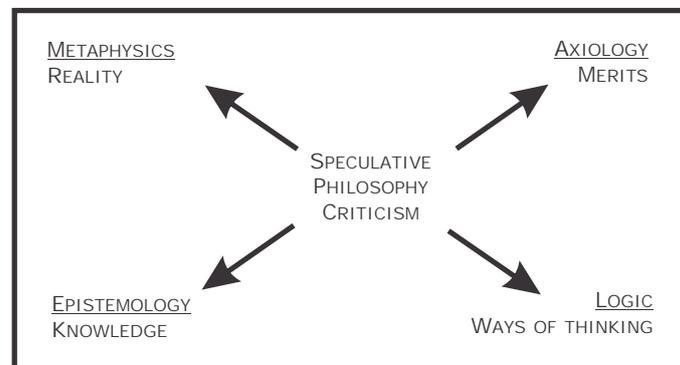
In order to structure this discussion, we will locate ourselves at both ends of the dialectic field; i.e., we will situate ourselves on opposite sides: the physical and sporting activities that were developed concretely in France and the fundamental philosophical choices offered for consideration by the authors.

This article deals with a *dialectic field*; admittedly, one's philosophy of life determines one's choice of civilization and of its type of society, education and physical practices; on the other hand, we must admit that this situation is reversible and that it is sometimes an existential choice of physical (or other) practices that modifies the A.P.S. plan, the conception of education and society, and its philosophical view.

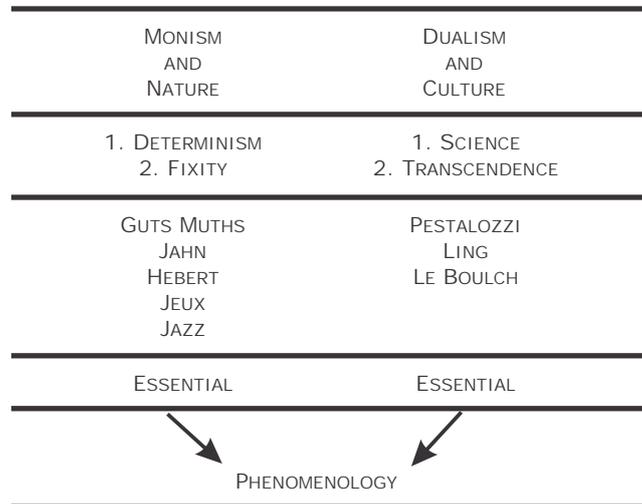


### 2. FOUR MAJOR PHILOSOPHICAL VIEWS

Our discussion will be based upon the traditional division of philosophical thought into four domains: metaphysics, logic, axiology and epistemology. In order to best guide the discussion, we will successively approach these domains while restricting ourselves to the basic principles.



## 2.1. The Metaphysical View



The metaphysical view leads to an opposition between monism/nature and dualism/culture.

Physical education as a whole has always been influenced by a sort of mythical relation to nature, and by a monistic conception of the body integrated to its environment. This idea of nature involves two important concepts:

- The laws of *philogenesis* and evolution rule living beings, who obey physiological *determinism*;
- *Nature* is a guiding principle, a line of behavior, a goal; it is an end. It merely learns to know (Kenntnis durch Erlebnis).

Examples of this line of thought are abbot Fleury's rationalism; the empiricism of Rabelais, Montaigne, Jean-Jacques Rousseau and Guts MUTHS; the natural method of G. HÉRBERT; GAULHOFER's *natural physical education* and BODE's *organic movements*; MEDAU; and the instinctive and profoundly animalistic research of jazz techniques. The philosophers KLAGES and DILTHEY, to name only two, follow this line of thought.

This method is sometimes quite empirical, irrational and excessively permanent, but in every case, it is deeply rooted in the human body and, therefore, cannot be overlooked.

The *idea of culture* (often in dualism) presumes an inversed attitude and tends to separate physical techniques from a transcendence that exceeds them.

Man must guide his instincts, learning to objectify and transcend them. He must also learn to master the human machine and, for that reason, analyze it. This is the domain of scientists: anatomists, physiologists and psycho-pedagogues.

Among them, we can cite not only Galien, Paracelsus and Borelli, with his iatromechanics, but also Verdier, d'Alembert (who made physical education an exact science) and Vieth.

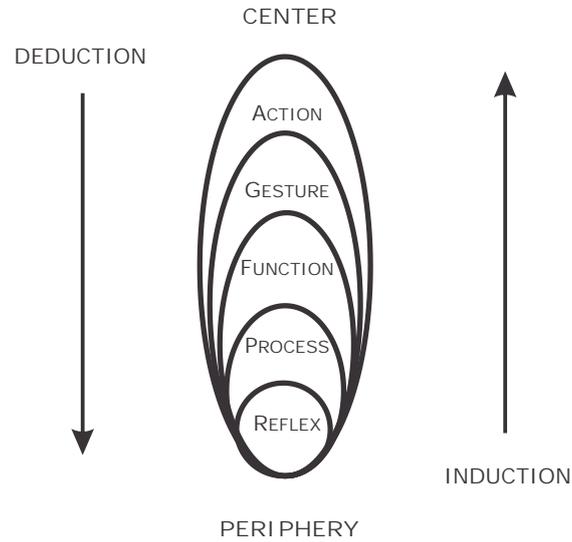
The rationalization of movement leads us equally to SPIESS, NAHTEGAEL, LING, TORNGREN, THULIN, Niels BUKH and to psychokinetics, not to mention cybernetics.

These studies of human movement often run the risk of presenting human actions in a simplistic, ridiculous and inadequate manner, destitute of prodigal reality. They turn it into an exercise of style that employs a language solely accessible to initiates.

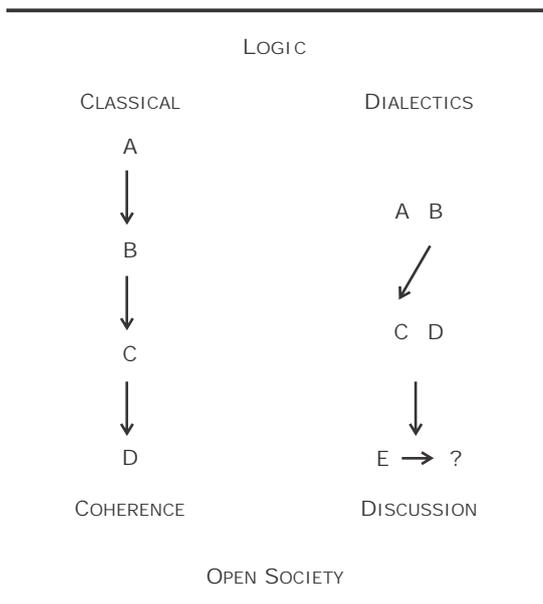
As such, this conflict between monism and dualism conditioned the behavior of those who studied this captivating phenomenon of human movement and it continues to create antagonisms in all realms within and without the area of physical education.

Currently (Fig. 4), the advent of phenomenology seems to have minimized this antagonism as a result of the postulate that one can consider motor behavior as a two-way structure or chain of *reflex – process – function – fundamental gestures – cognitive actions*, which can operate in both directions because the cortex transmits commands to the periphery (Cartesian dualism) and, conversely, the periphery itself stimulates behavior and new awareness (Merleau Ponty). Within this

perpetually cyclical system, induction and deduction join themselves in a more modern monism that unites rigorous objectivity and total subjectivity.



2.2. The Logical View



This view, which envisions a system that structures itself upon a perpetual commitment to discussion, also corresponds to a Hegelian revolution that opposes:

- the classical logic of a coherent, yet static, system and its inherent structures;
- a dialectic logic where the ends constantly oppose themselves in a permanent revolution with recurrences of eventual causes and of new unexpected syntheses.

Our present lifestyle presumes an open society (KARL POPPER) that distrusts every structural view of unbearable fixity and obstinately rejects it: between coherence and revolution!

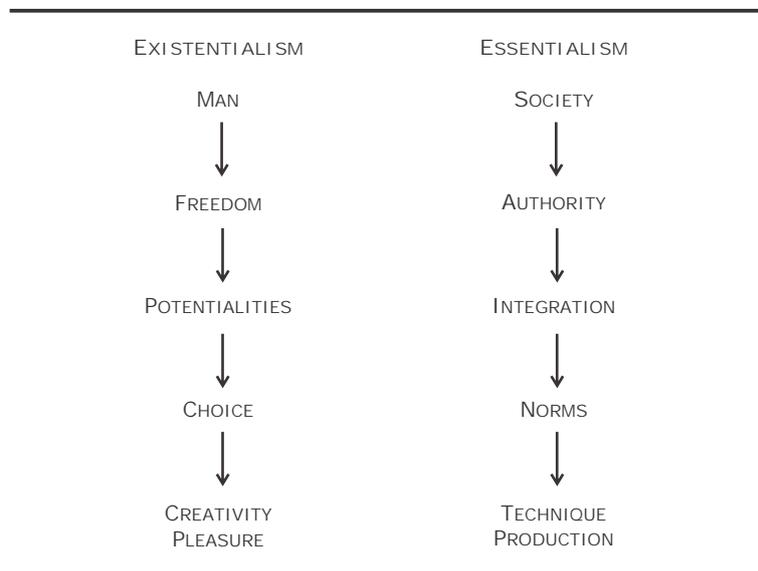
### 2.3. The Value-System View

All of our societies have faced a difficult choice of taxonomies.

The *authoritarian society* integrates the individual into a system of rules and duties and demands his efficiency and technical perfection. This is an essentialist view that neither gives room to the individual nor does it allow him to be of service to the collectivity of a system.

The *permissive society* leaves man free to choose; it stimulates and develops all of his potentialities and seeks to motivate and to please instead of convincing and imposing itself. It is an existential anthropocentric option.

In a spectacular manner, the death of Marxism, which was applied until it fell into discredit, showed us the fallibility of one of these two systems; however, the permissiveness of our capitalist societies undoubtedly suggests that we restrict our enthusiasm to the other option. Structures and liberties should be able to blend in our modern programs. Respect to the individual does not necessarily imply the dereliction of an educational system that compels the individual to respect certain essential rules of life in society.



### 2.4. The Epistemological View

It is exactly at this point that the choice of views has its most important consequences concerning the techniques of A.P.S.

More and more, the science of sports questions the non-specific character of its qualities since none of them is one-dimensional and independent of its context.

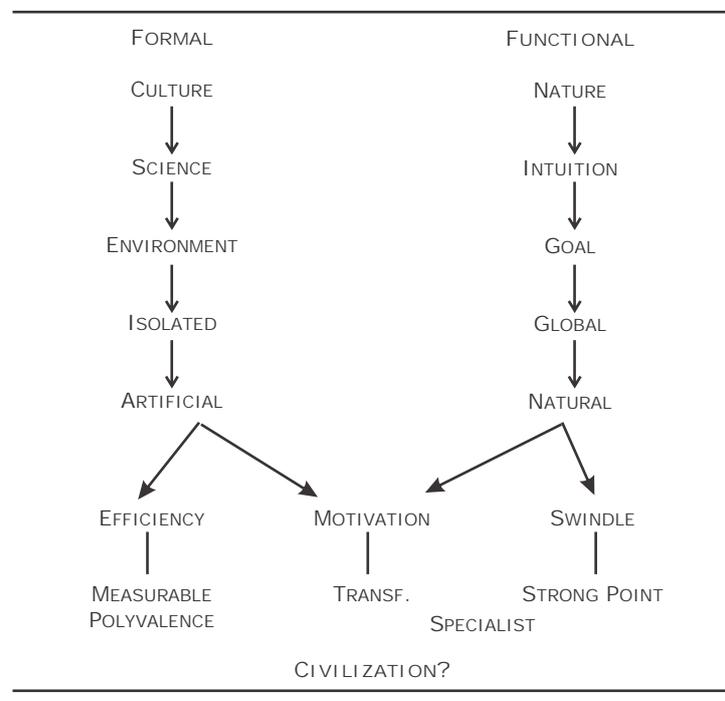
Once again in discussion is a whole way of thinking that consists of developing, at school, a series of basic qualities transferable everywhere and subject to formal training using exercises that are artificial, objectively measurable, analytical and detached from their context (Fig. 8). The science of physical training increasingly opts for specific exercises within the training context, respecting to the utmost the characteristics of factors, such as strength, time, space and velocity, which best copy the technical gesture.

EPISTEMOLOGY		
CULTURE MOTOR QUALITIES		NATURE TECHNICAL ABILITIES
MUSCLE	F	ELEM.: G, L, S, W
	S	
CARD. P.	VIT	SPORTS: BB, HB, FB
S.N. - COORD.	END	
A-SPECIFICS		SPECIFIC
OBJECTIVES		SUBJECTIVE
UNIDIMENSIONAL		MULTI
DEDUCTION		INDUCTION

In order to list the pedagogues, a truly epistemological revolution that plunges all of physical education into a state of crisis is necessary.

Indeed, if it is true that polyvalence - the basic school that prepares one in all views – and the transfer of basic qualities reveal themselves as copies of utopias, a profound and very energetic revision is necessary. It is necessary to dig deep into sports games and even into the current trend of functional, specific, attractive activities and to limit oneself to valorizing, yet restrictive, overspecialization. This is the most critical point of this philosophical discussion. We have to admit that this discussion is not new and it always formed the core of methodological and technical discussions.

No doubt, these four primordial philosophical alternatives deserve a long and profound discussion; for the moment, however, we will use these four keys to examine, from a diachronic perspective, how practitioners have tried to establish a justifiable method.



### 3. HISTORICAL OVERVIEW OF PRACTICAL OPTIONS

#### 3.1. Eighteenth Century

Ever since the eighteenth century, the two founders of our pedagogy of physical activities are mutually opposed and divided; they are:

- Guts MUTHS inspires himself on the sensualism of John Locke and is reluctant about exercise-classification procedures. Rousseau's influence urges him to prefer pedagogical standards; however, Fuller tempts him to take an interest in classification based upon mechanics, while Tissot encourages him to dream about anatomic classification. Faced with so many possibilities, he nonetheless prefers the simple generic classification of natural activities (climbing, jumping, dancing, running, etc.). He is a man of nature.

- PESTALOZZI, theologian and pedagogue, emphasizes an abstract, scientific, anatomic classification in his *ABCs of Physical Education Activities*.

On one side is the man of nature; on the other, the man of culture. The contrast begins here: on the one hand, the functional man; on the other, the formal one...

EIGHTEENTH CENTURY	
GUTS MUTHS	PESTALOZZI
1759-1839	1746-1817
<i>GYMN. FÜR DIE JUGEND</i>	<i>ABC DER PHYS. TÄTIGKEITEN</i>
GENERIC	ANATOMICAL
XII FAMILIES	HEAD
MOVEMENT	TRUNK
RACE	ARMS
JUMP...	LEGS

#### 3.2. Nineteenth Century

In the Nineteenth century, three precise systems opposed each other in Europe: gymnastics, medical gymnastics and sports.

NINETEENTH CENTURY		
GYMNASTICS	SWEDISH	SPORT
JAHN	LING	ARNOLD
NATIONALISM	HEALTH	EDUCATION
GENERIC	GENERIC ANATOMIC	GAMES SPORTS
FR.FR.FR.FR.	DRILL	STRUGGLE FOR LIFE

LING's medical gymnastics is loyal to pure scientific principles and goals and it specializes in activities that are increasingly formal, out of fashion and based on instinctive impulses. It reached its apogee in France in 1900.

On the other hand, gymnastics and sports are two activities that, rooted in natural instinctive activities (*Grund-tätigkeiten*), were averted from their original utilitarian purpose to be adapted to society.

The *gymnastics* of LAHN became an instrument of popular education (*Frisch – Frei – Fromm – Frohlich*) with a nationalistic tendency; SPIESS harmed it by giving it a purely pedagogical character. East Germany will recover its political motif.

Based on instinctive, spontaneous, game activities, *sports* will profoundly modify these aspects when inserted into restricted and regulated competitions.

The influence of culture is still felt today. Therefore, at the end of the nineteenth century, physical activities took three directions that left their mark in our times of four, well-defined, yet antagonistic, philosophical options. It is the age of the conflict of methods and people.

### 3.3. Twentieth Century

When presenting a view of the tendencies of our present century, six fundamental orientations will be presented, all of them originated from this same fundamental antagonism between culture and nature, essential and existential, and formal and functional.

TWENTIETH CENTURY	
1. NATURAL	HEBERT GAULHOFER
2. PHYSIC. MORPHO.	SUÉDOISE
3. MUSICAL	BODE GRAHAM
4. PSYCHOMOT.	LE BOULCH SCHNABEL
5. PEDAGOGICAL	BERNETT PARLEBAS
6. SPORTIVE	COMPETITION RECREATION

#### 3.3.1. The Natural Method

The *natural method* had its purest prolongation in France through Georges HÉRBERT and in Austria through Karl GAULHOFER (*natural gymnastics*). HÉRBERT's method became linked to the roots of human movement, in touch with nature's obstacles; its principles would become the basic rule for the physical preparation of all of the world's armies.

I. NATURAL PHYLOGENESIS GENERAL CLASSIFICATION	
HEBERT	BASIC PERFORMANCE NATURAL ROUTE
GAULHOFER	ORGANISCHE BEWEGUNG
FORMATION	BODIES MOVEMENT SUPPLY CREATIVITY

More elaborate and better acquainted with other tendencies (notably the Swedish ones), GAULHOFER tries to achieve a synthesis but is blinded by natural instinctive movement. His method is based on four *objectives of composition* (education of the body, movement, sports performance and creation). It seems to try to achieve a synthesis and comes up against the question of respecting nature and its laws. He continually states that, to him, physical education will never be the work of scientists and that it will be put into practice by intuitive enthusiasts and *artists*.

The idea of nature undoubtedly poses the problem of normality. Under BUITTENDYCK's model, one must choose between that which is natural, *normally used, biologically normal* or *social* and that which is *individual* in order to place HÉRBERT's mythical idea in a more modern context.

But, the fact is that these techniques are still used and will take a long time to be eradicated from the foundations of nursery and elementary school teachings and of military (obstacle courses) and sports training. There does not seem to be any way of getting around this. Why not see the return to nature (skating, Californian techniques, bio-energy) as an extension of *heertist* thought and as a counterbalance to corruption in sports?

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 I. THE YEAR 2000?

1. NORMALITY?
2. ONLY ELEMENTARY?
3. BASIS OF SPORT
4. MILITARY TRAINING
5. AGAINST SPORTS CORRUPTION

RETURN TO NATURE

"SKATING"

CALIFORNIA

BIO-ENERGY

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### 3.3.2. The physio-morphological tendency

Also called Swedish, the physio-morphological tendency took three different and, oftentimes, adverse directions.

With Niels BUKH, its objective was refined and restricted to *body building*.

Simplified weight-training techniques and flexibility are centered on certain muscles and *primitive gymnastics* is the crystallization of the *Swedish* spirit taken to extremes. Niels BUKH was aware of the choice of the name of his method, *primitive gymnastics*. Power training and the power training circuit are methods based upon the same principles.

With Elin FALK, Eli BJORKSTEN, Maja CARLQUIST, JALKANEN and Monica BECKMAR, the Swedis spirit developed more toward that which is natural, instinctual and related to feminine intuition.

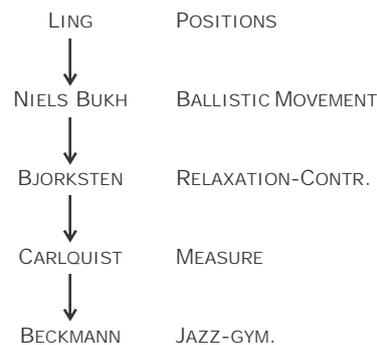
Relaxation techniques, ideas of rhythm and, most recently, the influences of modern dance and jazz are subjected to the abrupt movements of anatomic gymnastics.

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 II. PHYSIO-MORPHOLOGICAL

PHYSIOLOGY

ANATOMICAL CLASSIFICATION



THULIN and LINDHARD, who also attempted to take on the difficult task of synthesis by way of *physiological eclecticism*, felt that the rationality of the founders is placed in doubt by the often-brilliant intuitions of sportspersons and artists. Even so, the debate has not been decided.

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 II. THE YEAR 2000?

1. FITNESS AND POWER TRAINING
2. AEROBICS
3. JUSTIFIABLE AND PARAMEDICAL?
4. JUSTIFIABLE AND PARAMEDICAL?

JOGGING  
 BODY BUILDING  
 FITNESS  
 STRETCHING  
 ROPE SKIPPING

5. SECONDARY TEACHING?
- 

It is expected that the paramedical justification of such a way of thinking will come up against one of the last bastions of the defense of physical education and of sports in schools.

The varieties of *physical fitness*, *power training*, *aerobics*, the return of *body fogging*, *stretching* and *rope skipping* are more likely to be accepted for their exotic Anglo-Saxon nature or for their impact on the middle class (see the Gutenberg galaxy according to Mac Luhan) than for their intrinsic value. We just hope that our technical society instinctively adopts this requirement of recentralization, which secondary education must encourage, teach and develop.

### 3.3.3. The Musical-aesthetic Tendency

The musical-aesthetic tendency should have been the triumph of nature had it not been once again corrected by culture.

Ever since, dance and rhythmical activities have represented an important role in feminine physical education.

Nevertheless, after the works of NOVERRE, DELSARTE, DUNCAN and DALCROZE, the interpretation of rhythm and movement gave rise to two complementary currents that deeply remodeled bodily techniques: modern gymnastics on the one hand and modern dance on the other.

MODERN GYMNASTICS, the work of Rudolf BODE, H. MEDAU and O. HANEBUTH, represents the profound study of basic structures common to the elementary movements of gymnasts and sports.

The *Organische Bewegung*, which BODE tried to systematize, is above all a method that sets up tense and slack moments where muscular strain alternates with relaxation.

The game of forces in space and time, taught with techniques using balls, hoops, iron rings, and gymnastic and athletic equipment, was brilliantly demonstrated by all of these German mystics. To them, rhythm was raised to the stature of a cosmogonic myth, but it still remains a *richtige Bewegung* way of learning (the correct movement).

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 III. MUSIC-AESTHETICS

RHYTHM ↔ MOVEMENT

NOVERRE - DELSARTE - DALCROSE

MODERN GYMNASTICS

BODE  
 MEDAU  
 HANEBUTH

DANCE

PRIMITIVE  
 FOLKLORIC  
 CLASSICAL  
 MODERN  
 JAZZ

RHYTHMICAL STRUCTURES

ANALYSIS    SYNTHESIS

TRANSF.?

ART.?

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MODERN DANCE, on the other hand, is an end in itself. Parting from primitive dance and passing through the ritual and symbolic patterns of academic ballet, dance evolved to its modern forms that strongly motivate youths.

VON LABAN, Mary WIGMANN and Kurt JOOS in Germany, Martha GRAHAM, Jose LIMON, Merce CRUMINGHAM and Alvin AILEY in the U.S.A. systematized the fruit of their thorough studies. Through the techniques of Modern Dance and Jazz Ballet, they impose a very strict and analyzed school of movement. Consequently, dancing or creative expression, primitive *par excellence*, distinguishes itself by its return to intuition, to the essentials, but it imposes an almost-religious analysis of the body and a rediscovery of the joints that rationalists like LING did not execrate.

Now culture and art rest on nature and reason. It is worth noting that all the formal techniques of modern gymnastics are based on the origins of history. On the contrary, centered on the techniques of competitive juggling acts, frugal use was made of the principles of MEDAL: G.R.S., which became a sport and lost its genuineness...

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### III. THE YEAR 2000?

1. RHYTHM	G.R.S.
2. PRIMITIVE DANCE	MODE?
FOLKLORE	DEATH
MODERN DANCE	NARCISSISM
JAZZ	GAME, ART OR GYMNASTICS?
3. FORMATION OF MOVEMENT	

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Dance evolves, subject to the fashions of the moment. Primitive dance still has dedicated followers. Folklore slowly disappears. Due to its ascetic demands, modern dance has followers of a narcissistic nature. Jazz dance remains a game, an exercise, but seldom an art of expression.

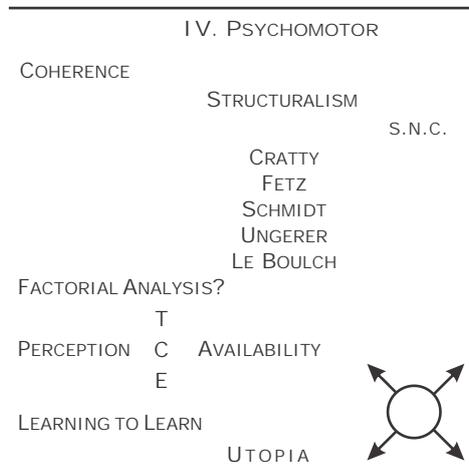
If this tendency presents itself as an excellent tool for the composition of movement, trends might cause even the best teachers to lose their minds.

#### 3.3.4. *The Psychomotor Tendency*

The psychomotor tendency suggests the works of LING who used basic gymnastics that could "enable man to perform all the earlier physical activities". He sought to find an invariable coherence factor that would regulate all human behavior. That factor was anatomy! The cybernetics of Frederick FETZ, the psychokinetics of LE BOULCH (in France) and the works of CRATTY (in the U.S.A.) and of UNGERER (in Germany) are all influenced by the same idea that manifests itself in the most generic conjecture of the structuralism and the research of an ideal of intelligibility.

It is a question of finding (as LE BOULCH did) the factors that condition neuro-motor learning and of accurately studying perceptual mechanisms, adaptive functions and the coordination needed to perform (if possible) a range of formal techniques likely to accomplish a basic education. As such, the individual *learns to learn* and becomes *able*, that is to say, able to learn any physical activity. This Cartesian process is highly developed in France and Canada and chiefly in the Latin American countries. The fascination for coherence reminds us of Cartesianism.

This thrilling research did not succeed in leading to a new pedagogy. It limits itself to the category of experience, if not utopia. The transmission of *learning* is difficult and those who aspire to do so invert the process. The modification of learning did not succeed and those who supported the reversed process based their progression of exercises (many times traditional) on already-existing theory. Even so, one can notice that, although valid, scientific theory does not propose separating exercises from their context whereby motivation is very difficult.



One can notice, as Monique VIAL had sensed, that there is very little pedagogy of the operators and that the practice is taken more into account than the operation. The structural tendencies of P. PARLEBAS (aimed at motor commands) and of F. MAHLO (about the tactical action involved) are fascinating theories that practice oftentimes refutes. The argument offered by proponents of the *general motor ability* concept (multi-purpose ability), regarding excessive specialization, is not about to end. Perhaps the neurosciences (PAILLARD) will one day give us the so eagerly awaited reply.

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IV. THE YEAR 2000?

1. PEDAGOGY OF THE OPERATORS? OF OPERATIONS?	M. VIAL
2. STRUCTURALISM AND MOTOR COMMAND	PARLEBAS
3. TACTICAL ACTION AT PLAY?	F. MAHLO
4. POLYVALENCE SPECIALIZATION SKILL SKILLS	
5. NEUROSCIENCES	PAILLARD?

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### 3.3.5. The Pedagogical Tendency

As to what concerns the pedagogical tendency, all programs of physical activities always deal with goals that are more or less implicit and, most of the time, evident and irrefutable (Example: the high jump develops courage, gymnastics develops intelligence, etc.).

To the contrary, pedagogues of the twentieth century seek to vindicate physical activities, examining their intrinsic merit. These are the goals of many German philosophers and pedagogues, such as Omo GRUPPE, Otto HANEBUTH, Ludwig MESTER and Hajo BERNETT, and Netherlanders, such as GROENMAN, GORDJIN and RIJSDORP.

Nearly all of them reacted with phenomenology, trying to clarify a textual interpretation of activities meant for children in an attempt to find the deep motivations of four human activities:

- spontaneous development (games);
- voluntary control of the environment (gymnastics);
- competitive activities (sports);
- creativity, musical creation, corporeal introversion (dance, gymnastics: Gestalt).

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PEDAGOGY	
PHENOMENOLOGY	
HERMENEUTIC REDUCTION	
GAMES	
PERFORMANCE	
WRESTLING	
GESTALT	
SOCIO-AFFECTIVE GOALS	
BERNETT – MESTER – SCHMIDT – RIJSDORP	
PRAXIS	CONTENT
WHY	COMMENTS
PRODUCT	EVOLUTION

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Once again, the double polarity of objective and subjective aspects is the greatest obstacle to the accomplishment of a synthesis accepted by all.

The profound connection between physical education and action (the praxis) restrains a differentiation based on an ever-incomplete analysis of the *educational, social, physical* and *psychoanalytical* content. The philosophies of DILTHEY (objective spirit) and MERLEAU PONTY (phenomenology of perception) can give one an idea of the dialectic dynamics that oppose man to his environment; the determination of *rules* and *categories* remains an almost-impossible attempt at synthesis.

Indeed, this group of pedagogues always gives priority to the teaching method and to the child's motivation to consider as secondary everything that is really taught to the child. This way they get into disagreement with the participant that concentrates on learning a *skill* with the aid of a *drill* that is much more effective due to being automated and unconscious.

More and more conspicuous, this research lacks transcendence of motor performance for more *noble* purposes. Social criticism of sports activity in society is increasingly severe.

The studies of M. MAUSS of the body; of VIGARELLO of the corrected body; of PARLEBAS on physical education of the worn-out body; and of J. M. BROHM, about the body and power, make it difficult for pedagogues to draft administrative instructions and to specify the reasons for a program. The role of that which is imaginary, presented by M. BOUET, B. JEU, BUYTENDYCK and others, does not make things easy.

The choice of the body's place in modern society is a main point of all taxonomy. It is a choice of civilization.

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#### V. THE YEAR 2000?

##### 1. SOCIAL CRITICISM

M. MAUSS: *THE BODY*

VIGARELLO: *THE CORRECTED BODY*

PARLEBAS: *P. E. WORN OUT*

J.M. BROHM: *THE BODY AND POWER*

##### 2. THE ROLE OF THAT WHICH IS IMAGINARY...

B. JEU

M. BOUET

BUYTENDIJK

CULTURE?

##### 3. SOCIETY    MAN

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#### 3.3.6. *The Sporting Tendency*

In our society where specialization grants man superiority, it is natural for sports to follow the rules of the *struggle for life* and to imitate its aspects.

Practically all the eastern countries, the U.S.A. and in general all the young countries traded the expression *physical education* for *sports teaching*.

Instead of being limited to a multi-purpose, basic education (*grammar of movement*), it would

suffice to discover the child's strong points and lead him to sports where he can stand out and then compete.

It was probably in East Germany that this process reached its summit because it came down to political idealism. Marxism gave competitive sports exceptional status. There, the science of sports developed itself more than it did anywhere else and man had to make his moral and physical prowess a reality in order to achieve records.

The five basic qualities – strength, flexibility, agility, endurance and coordination - are useless except as coded symbols. Natural movement is ciphered, quantifiable, limited. Due to the present social environment, this conception meets with success in all countries and, if a natural, cultural commitment can be found, it will mainly be through sports.

Humanists and scientists noticed the danger of searches carried out without having a well-defined purpose and desperately search for what is essential to man.

This is the struggle of humanism against technicians, the struggle of two civilizations: one of effectiveness and efficiency against one of wisdom and tradition. It is also the struggle of two philosophies of existence: essentiality and existentialism.



More than ever, one will pose the question of the choice of sports activities for the simple reason that it will be necessary to find a standard of selection that, at the same time, involves scientific realism and, mainly, cultural realism.

Sport becomes an element of the free market of supply and demand. The media sells it and management professionals mold it to their liking.

Many charmed young people quit their careers and only schools will be able to maintain sane ideas of individual bodily development.

Otherwise, instead of being an agent of diversification of physical education, sports may at most become an agent of disintegration.

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#### VI. THE YEAR 2000?

##### 1. WHAT SPORTS AT SCHOOL?

7 SACRAMENTS    OPEN CURRICULUM?

##### 2. PRESCHOOL

##### 3. SPORTS AND THE FREE MARKET

##### 4. DROP-OUTS

##### 5. LEARNING TO PLAY            TRAINING

##### 6. DIVERSIFICATION    OR    DISINTEGRATION

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#### 4. CONCLUSION

This brief overview of the extreme tendencies that make history in our century aims at showing how difficult and critical the task is of those who must teach the educators.

In our view, it is not advisable to impose a doctrine that might not permit a free examination of all the other views. We found that comparing the advantages and disadvantages of each view is the way that we can approach the truth and solve the secular conflict of nature in opposition to culture.

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Along with BUYTENDICK, we must also consider culture as a second nature – a human transcendence – and remember that this secular opposition will always be endless. In any case, it is up to us to solve this critical commitment.

As R. BARTHES put it, that which is new is erotic, and that which is ancient will always be suspicious. LÉVI STRAUSS concludes that the transmission of knowledge is now better achieved horizontally within the synchronicity of the globalized village than vertically in the diachronic traditions... Our task is very tough.

	LAW	CLASSIFICATION	GOAL
1. NATURE	PHYLOGEN.	GENDER	FORM.
2. PHYSIO	ANATOM.	ANATOM.	FORM.
3. MUSIC	ART	INTUITION	BEAUTY
4. PSYCHOMOT.	NEURO-PHYS.	FACT. STRUCT.	AVAILABILITY
5. PEDAGOGY	PHILOS.	BEHAVIOR	MAN
6. SPORT	CULTURE	GENDER	PERFOR.



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