

17. Physical Education in 1956

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Physical education must lead the individual to an improvement of his figure (morphology) and of his efficiency (functional and psycho-active education), whilst taking note of a large number of factors such as heredity, milieu, climate, etc.

From the point of view of heredity, one is as one is, i. e. of the flat type or of the round type with the variations which we know and which can lead to modifications of structure according to whether the evolution is easy or difficult or even abnormal.

From the point of view of evolution, the factor of the adaptation to different milieus playing an important role — the kind of life in general, i. e. nourishment and hygiene, — it is of capital importance.

And the movement itself being an organical stimulation of the first order, — see growth — it will constitute an important element which must hold our whole attention. It is necessary to note also the physiological predominances pertaining to each age; second childhood presents a respiratory predominance, i. e. a dominant physiological reaction of the whole respiratory system; puberty a predominance of the muscular system.

Hence, let us see how our youth presents itself. It is evidently no longer the case of the beautiful Emile of J. J. Rousseau. Our young subject must go to school and by this fact becomes the great sedentary living in an artificial milieu. And in the evenings he is forcibly taken up by duties, which are alas all too numerous.

And the rest of the time he has to read or play at home in a small confined place, often badly, ventilated. Previously the road belonged to us. Today, alas, it has become a murderer. No one likes any longer to see his children playing outside. Modern life! And the little animal has scarcely any longer the chance to manifest his need of movement. Thus he becomes a small artificial, deformed being, insufficient from many points of view. I wonder if one can still speak of gymnastics in the true sense of the word, if it is not necessary

to employ rather the word *chinesitherapy* or special gymnastics, corrective, respiratory

Consequently, the problem of the choice of the means has been solved. For the child, who is forced to lead an artificial life, we must use artificial means, construct movements which will restore to normal this little defective being. And we will have to fight continually, whilst the causes of the deformation are subsiding, i. e. during the whole period of formation, the period at school. It will be necessary to teach him to use his nose — good respiratory habits — to coordinate the movements with the respiration, to create a large chest and at the same time a complete, sufficient, rhythmic nasal respiration before producing respiratory efficiency through courses, games or other generalised exercises. It will be necessary to fight against the slouching of the back, the stopping attitude, an extremely sluggish action, by constructed exercises for dorsal extension, exercises of suspension, dorsal exercises. And the cost of this round back is the lax stomach, which will be avoided by numerous constructed exercises demanding calculated contractions.

And these exercises will present at first a corrective effect in the aim of fighting against the deformations quoted above. But we must keep in mind also the efficiency of our child, the psycho-active efficiency through a slow but sufficient coordination (see, moreover, correction in the execution of instructed exercises), the physiological functional efficiency, into which besides the exigencies of constructed exercises must enter exercises with more generalised effects. And here, with the children, we find the methodical practise of games, with adolescents the practise of application exercises and of sporting exercises.

To conclude, present day physical education must include especially constructed exercises during the period of formation, i. e. during the school period with the indispensable supplement of games and later applicator exercises with the view to perfecting the functional development.

mouvement que le groupe de muscles nécessaire. Les enfants de 6 ans reconnaissent fort bien qu'une exécution de mouvements est incorrecte et ils peuvent la corriger.

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Nous devons appuyer sur le fait que tous les exercices libres destinés à corriger le maintien doivent être entraînés avec beaucoup d'exactitude et à chaque leçon de gymnastique, non seulement à l'époque de la puberté, mais à partir de la première année scolaire. Un tel entraînement sera la meilleure prévention contre un maintien défectueux.

La Educación Física en 1956

por G. ETIENNE

Extracto

La Educación física debe conducir al individuo a la máxima perfección de su forma (morfología) y a su mayor rendimiento (educación funcional y psico-motora).

Desde el punto de vista de la evolución, el factor adaptación a los diferentes medios, juega un gran papel, el género de vida en

general, incluidas la alimentación y la higiene, son de capital importancia.

Y como justamente el movimiento es un excitante orgánico de primer orden — véase crecimiento — constituirá un elemento importante que debe fijar toda nuestra atención.

Debemos destacar también las predominantes fisiológicas propias de cada edad: *la segunda infancia presenta predominantes respiratorias*, es decir una reacción fisiológica dominante de todo el aparato respiratorio; la pubertad una predominante muscular.

Yo me pregunto a veces si se puede seguir hablando de gimnasia propiamente dicha o si no se debía emplear más bien la palabra quinioterapia o gimnasia especial de enderezamiento, respiratoria y correctiva.

Desde luego el problema de elección de los medios está resuelto: respecto a los niños que forzosamente llevan una vida artificial, emplearemos medios artificiales. *Construiremos* movimientos que acerquen al pequeño ser a la normalidad y lucharemos constantemente, mientras subsistan las causas deformantes, es

decir durante todo el período de formación que es el período escolar.

Habrà que luchar contra la deformación de la espalda — inclinación, sensación de pesadez — con ejercicios contruidos de extensión dorsal, de suspensión, dorsales.

Y para compensar esas espaldas redondeadas, esos vientres relajados, emplearemos numerosos ejercicios contruidos, de contracciones calculadas, evitando que bascule el paquete intestinal (lucha contra la lordosis).

Pero debemos preocuparnos también del rendimiento de nuestro sujeto: rendimiento psico-motor por una coordinación lenta pero suficiente;

rendimiento fisiológico, funcional, en los cuales al lado de los ejercicios contruidos, deben tenerse en cuenta los ejercicios con efectos más generalizados. Y es aquí en donde en los niños nos encontramos con la necesidad de aplicar el método de los juegos; para los púst-púberes, ejercicios de aplicación y practicas deportivas.

18. Physical Education in the Schools of Ireland

National Schools.

Physical education in National Schools

It is suggested in the official Notes for Teachers (Physical Training) that physical exercise be given for two periods of half an hour each per week and that during these lessons teachers should avail themselves of the many opportunities that will arise for inculcating habits of healthy living. Teachers are also urged to encourage and develop the recreative side of physical training, viz. games and dancing, particularly the Irish National figure-dances and step dances. It is pointed out in the official programmes that two or three lessons of 10 or 15 minutes duration are preferable to 1 lesson of 30 minutes.

The Gaelic Athletic Association promotes competitions in football and hurling for national schools in Dublin and in other areas throughout the country. School sports are also organised by the teachers and conductors of many of the larger schools.

Secondary Schools

(a) The curriculum should also include provision for (a) Singing, and (b) Physical Drill or organised athletic games, and (c) Domestic Science in schools for girls.

The time devoted to Drill and Organised Games is stated on the time-table submitted by each school at the beginning of each school year and in addition a separate questionnaire is completed by the school, before the 15th September, setting out in detail whether drill and organised games form part of the school curriculum, the type of drill taught and games played, the time allotted to each, whether all classes are involved and whether playing-fields are provided.

(b) The information furnished on the forms

mentioned in paragraph (a) is taken into consideration in connection with the question of the recognition of each new school and also in connection with the continued recognition of schools already recognised.

From this information, it may be stated that provision is made in every school, at present under recognition, for either Drill (or dancing) or organised games and that in the majority of secondary schools both kinds of physical training are given. The time devoted to drill varies *from half an hour per week in the smaller day schools to two hours per week in the larger residential schools*, that time being exceeded in some of the girls' schools in which field games are not provided. The systems taught are usually of the Sokol or Swedish type but some schools follow no particular system, providing, as an alternative, training in general gymnastics, dancing or callisthenics. Gymnasial facilities are available in many of the larger schools and parallel bars, rope-ladders, clubs, dumb-bells, vaulting horses, boxing gloves, etc., are provided.

With regard to games, two or more of the following are played in boy's schools: football (Gaelic Athletic Association, Rugby or Soccer code), hurling, handball, tennis, hockey and cricket. In girls' schools, the games usually played are camogie, hockey, tennis, netball and basketball. *The time devoted to field games averages one hour per day and both day and residential schools have good playgrounds. In addition swimming baths are attached to a number of schools.* The school authorities generally encourage field-games and athletics and regional and national inter-school competitions in the various codes and in athletics provide an incentive for the cultivation of sports and athletics.

DE LA SECTION SCIENTIFIQUE

Neurophysiological Aspects of Gymnastic Exercises

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Physical Exercises

Physical exercises are an application of the moving apparatus, which in the physical education have a systematic training of the body in view and through that a training of the whole individual. Physical exercises can naturally be divided into three groups, viz. play and games, athletics and gymnastics.

Play

Play is the original form for physical exercises, which is also known from the animal world, the physical exercises of nature — so to speak. Of psychologists play is rightly characterized as a phenomenon, which belongs to the age of growth and which in a useful manner — as it appears — develops both physical and psychical properties that can be used of the individuals as adults. Generally this training follows the simple principle, that in the play there will be made a demand on these properties and they will be developed through this demand. An idea like Toynbee's can also be used here.

Athletics

Athletics have grown out of play and games. It has lost its childish character. The childish imagination will not be taken in use. It is more reasonable. But the ability of combination and the excitement characterize the athletics too. It is here a question of solving different more precisely stated moving problems. Strict rules must be observed, but apart from that free scope is allowed in solving the

Vocational Schools

The following qualifications are requisite for appointment in a *permanent whole-time* capacity as a teacher of Physical Training.

A Diploma of a recognised College or Institute of Physical Training which conducts a course of at least three years' duration.

Full recognition is given only to teachers who possess these qualifications, but *temporary* recognition may be given to a person with lesser qualifications where the services of a fully-qualified teacher cannot be obtained.

There are two recognised colleges in the country for training women as Physical Training teachers. Both colleges are in Dublin and they are: The Ling Institute and the Dublin College of Physical Training. There is no such college for men, and where men are employed they are usually ex-army instructors.

problems. Athletics in this way are suited for adults as well as for children. And adults are not prevented from developing physical and psychical properties even if this development is not so marked as by children. In a way athletics are play for adults, but a more conscious play than the play of children. The foundation of the importance of athletics as a valuable social factor is the development and recreation which is given to the individual athlete similar to the play of children, and not the excitement of some forms of athletics, which make them popular entertainments of gigantic dimensions. In certain countries you get the impression that this last mentioned factor is the most important. In these countries the athletic movement consists of a quite small number of more or less professional athletes. Athletic exercises influence the athletes in a healthy physical and psychical way when certain elementary demands as to the practise are observed. A characteristic feature of athletics in relation to the athlete is the fact that the impulse to perform athletics is the solution of the problems in question, the excitement arising in connection with this and possibly the existence of a competition. The physical and psychical effects are to a high degree a sort of by-product, which the athlete gets, but which not often plays a part in the personal impulse.

Gymnastics

Finally gymnastics as the latest part of the three forms of physical exercises are of a considerably more constructive character. As we know the gymnastic exercises — especially in gymnastics of Swedish origin and similar forms — they consist of highly constructed moving forms directly aimed to give a rational physical training. Gymnastics are much more reasonable and analytical in their substance. Their way to give a rational training is to go systematically through every part of the body and use all abilities.

The here mentioned division in three parts of physical exercises corresponds to the historical development of physical exercises, and it is possible to some extent to bring this in proportion to the social structure. As to the origin of gymnastics it is worth to observe that they appeared at a moment and under conditions where it was important to use physical exercises which in a short time and only requiring little space could give the same benefit as athletics.

Gymnastics are historically and theoretically to be regarded as a substitute for athletics — but a very good substitute indeed.

Through gymnastic exercises it is possible in a shorter time and in a smaller space to give the athletes especially a physical development and a recreation which corresponds to the condition gained by athletics.

Physical exercises and theory

Play does not demand and further theoretic considerations as a background. It is spontaneous phenomenon or based on spontaneity. It is the unsophisticated vitality of the individual on the level of age concerned — and therefore proper and natural. Another thing is, that the play especially from psychologists has been a very important field of activity which has given great results with regard to the study of the human character and behaviour. But play in itself is not dependant on these results.

As to athletics a healthy carrying out of them claim some theoretic considerations and examinations. It must be clear, which technique of movement solves the problems in the best way (high-jumping, throwing a ball, swimming and other things).

Further it must be evident, how great universal demands it is possible to make without overstraining the athletes, and finally — different special sport injuries require certain attention. Such a theory of athletics is for the time being progressing and many valuable practical and experimental observations are available as a background for rational sport. However there is still a lot of unsolved problems. Furthermore it is as important to get a study on sport from a sociological point of view as the above-mentioned studies, but we are still waiting for this study. It will not be wrong to say that in many European countries the sport-movement is the most extensively organized popular movement and youth movement which exists. But shortly — according to their nature athletics can exist without too much theory.

Gymnastics on the contrary can not do this.

According to their constructive character there must to each exercise be connected preferable a knowledge, at any rate an assumption regarding the effect, and also insight in how to reach the purpose pursued in the best way. Therefore it is no incident, that the interest for the theory of physical exercises follows closely to the practice of constructed exercises (confer with medical gymnastics in former periods).

Physical exercises and form

In the three forms for physical exercises here drawn up, there is a further characteristic difference important for the following.

Play is performed in a free form, athletics and games are also in a way in free form seen in the fact that the form is self-chosen and individually different, but at every exer-

cise or situation a special technique is existing, which is the most appropriate to solve the present problem in a satisfactory way. In this way the form is determined by functional considerations. Here you can see the remarkable mixture of athletes, who unconsciously have the right technique, who so to speak are born to make one or another sport, and also those athletes, who first through a careful and systematic training with special exercises which highly remind gymnastic exercises, at the beginning consciously but later on carried out more automatically, must learn the right functional way to move. Finally the gymnastic exercises usually are carried out in a strictly fixed form. And here it is of interest to emphasize what is the reason why the form must be fixed. It is a varied picture which is unfolded here. In the most constructed exercises of the Swedish gymnastics the most important reason for a bound form is to secure that a special effect arises, training the mobility of the joints or strengthening certain parts of the body. In the apparatus exercises of the German gymnastics the form is considered a specially difficult or beautiful way to move. This form might perhaps be called artificial gymnastics which may be compared to artificial diving and swimming, competition dancing and so on, where the purpose is to show the perfect mastery of the moving apparatus just displayed through the bound form demanded. Such a demand of form also appears in many free-standing exercises, where the collection of exercises rather must be described as an expression of a moving culture — or a lack of it! And in gymnastics — and it applies especially to modern gymnastics — the case is sometimes to learn moving types which are resembling the natural moving forms, and which observe certain principles that can be used in functional moving problems in daily life. But for most of the gymnastic exercises it is valid that the movements are conscious and planned, aroused purposely to carry out the movement just as demanded and where the conscious element not only as in athletics comprises the purpose, but the single parts of the moving system themselves.

Emotionally conditioned and deliberately planned movements

It is a wellknown fact that all emotionally conditioned movements (emotionally innervated or ideomotor movements) are aroused in another way than the deliberately planned. Roughly there can be distinguished between the pyramidal nervous system through which the cortically conditioned movements are carried out, the fine, conscious and planned movements, and the extrapyramidal system which results in the rougher movements, emotionally conditioned. As an example you can see the difference between the spontaneous smile and the deliberately assumed conventional smile, or the ape with cerebral injury

in the motor centers which had a paralysis so that it could not use the arm, but — when angry — was able to move it excellently. The impulses to the arm muscles are here coming from quite another center, subcortically. By the way this matter calls the attention to the old discussion among actors how to act also regarding movements.

1. Either by the actor putting himself in the place of the figure feeling and thinking like him and in that way acting automatically in the right manner (emotionally conditioned movements).

2. Or by the actor carefully planning every detail in movement or appearance in the whole consciously.

Both methods are used — and successfully!

Further it is a wellknown fact that there is a great difference between development of the pyramidal system of animals and human beings. The moving system of men has its noble mark through the fact that we can carry out consciously planned movements of a very fine character indeed. We can act. The animals can play perhaps even make a competition but never make gymnastics.

By men reason has made its entry, also in the movements.

And instead of regretting it as the tragedy of the civilized man that he must learn many finer exercises as writing and playing of violin and so on, it must on the contrary be emphasized as a factor which must be studied in order to cultivate the moving system and adjust it to the life of civilization at the same time as we practise to preserve our primitive moving equipment, the ability to walk, run, throw, jump, balance, swim and all the emotionally conditioned abilities as good as possible. It is here the question of nature versus culture. Only to use the primitive moving apparatus is not physical education. More is necessary. It is necessary deliberately to intervene, to use all the possibilities which the nervous moving apparatus of man contains. And the human adaptability to our mechanized community, to solve new moving problems, is especially great from a neurophysiological aspect. It also goes so far as to deliberately abstaining from making such movements which by experience are unhealthy for the organism as f. inst. protracted static muscular activity. Our nervous system has such a comprehensive character that practically all is possible even if certain movements may be difficult to learn. To a high degree it is the blood circulation and the character of the muscular work which dictate the exercises we are going to perform. It is not enough for us to improve our abilities within the primitive moving types as mentioned, but we have — particularly because our daily life makes us do constructed movements, which have to be carried out as cortically conditioned — to deal with these movements in the gymnastics, if we are going to influence in an educational way our moving system and

not only let the physical exercises be recreative. A gymnastic teacher, not only organizing play and athletics, but occupied with direct instructions in movements, undertakes a very great responsibility, because giving right instructions, demands much insight and understanding. In reality a very comprehensive training, if the instructions shall be useful and especially if it shall further an appropriate coordination without superfluous tension. Through gymnastics you must learn to know yourself, your moving system, which is educational movements, and if you are content to do what is exciting and pleasant in beforehand, the possibilities of gymnastics have been diminished.

Man is a feeling and a thinking being, and both these things have to appear in the movements.

The pupil who is quick and agile in games may perhaps be badly fit for the conscious movements of gymnastics. The same pupil will to some degree fail in all the movements which are not emotionally conditioned. Practically it must be considered that play is the first form for physical exercises which can be used. In childhood the constructed exercises are of a very inferior value, as maturity is not present. The athletic exercises are then introduced and are gradually influenced by the gymnastic working form, where the instruction concerns a single detail of these movements, which thereafter are going to be automatic and futurely exists as a movement of emotionally conditioned type, that is subcortical centers take over the function. The difficult constructed moving forms, where culture of movements, artificial gymnastics and so on, celebrate triumphs, ought to be postponed to a later age.

A certain interaction exists between conscious and unconscious movements, on which there could be built. Gymnastics for children ought to begin with free play, then athletic exercises with functional form, including walking, running, jumping, throwing, climbing, balancing and at last the real constructed exercises, which can have an educational effect on the moving system. It has not always been admitted, but is now a more common idea, that the basic movements, on which gymnastic exercises ought to be built, are the above mentioned and not the constructed movements, which from a purely mechanical point of view are thought to be the elementary movements. Isolated exercises, which are only performed for single parts of the body and which only include movements in single joints, are from a coordination standpoint very difficult to make, because they demand an exclusion of associated movements. They are in a high degree for advanced gymnasts.

Movement principles

Turning back to the problem regarding the form in gymnastic exercises, I wish to emphasize that *no factor in the function of*

the nervous system can justify that some movements are natural and others the opposite, neither when a specific effect on muscles and joints is wanted, nor when the question is about showing movements of aesthetical value. The only doubt we can have in connection with such gymnastic exercises, is that by automatizing them, the exercises should oppose the appropriate functional movements, which we are requested to use in daily life. For instance regard the artificial gymnastic walk with the toes first on the floor or the front fall position, which is contrary to every functional use of the body. However these objections have hardly any weight in proportion to the same objections to the gymnastics, which only demand a certain form in order to show and cultivate the control of the body through this, and where all movements actually are equal. The principle-of-all-exercise is perhaps not followed by anyone in practice. For it often appears that most gymnastic pedagogues intuitively follow certain moving laws, when the gymnastic exercises are composed. It includes the cooperation between the different parts of the body (arm swinging with leg movements, the position and movement of the head in close connection with position and moving of trunk and legs). Through that a certain degree of conformity with the real functional movements are obtained, but it would be an advantage, if it was possible consciously to formulate the principles valid to the functional movement and thereafter imitate them in the gymnastic exercises. Attempts in this direction have only been made to a small extent, after all it is of great importance also for occupational work to advance such movement studies. As examples I can here mention:

1. The principle of minimum of tension gained by totally-movements so that static activity of the muscles can be avoided.

2. The principle of crossing arms and legs in the movements known from walking and running.

3. The principle of transferring the work to the strongest muscles, known from carrying of burdens, where it is an advantage to transfer the work to the muscles of the legs instead of those of the trunk.

4. The principle of no loading of the joints, when they are in an extreme position.

5. The principle of the automatic rise of tension in certain muscles in trunk, arms and legs, when the head is moved in different directions.

All such principles can presumably, everything pointing in that direction, be derived from the construction of the neurophysiological system. The influence of the position of the head on the muscle tension in the whole body can for instance be elucidated and understood from the existence of proprioceptive reflexes from the neck muscles. By irritating the cortex centers Gellhorn and others lately have found movement patterns

for arms, legs and trunk, which directly explain the functional movements and the imitations of these, which we intuitively have created in the gymnastics.

Gymnastics and functional movements

With this we have the problem, whether in gymnastics it is possible to learn expedient functional movements, which later on can be used in the occupational world and on the whole in daily life. The answer must be negative. Every movement problem demands its special surroundings in order to be trained in the right way. The individual movements, you know, must during the training continuously be controlled and adapted to the circumstances. But in the gymnasium we can learn the principles as above mentioned, and these principles can consciously be transferred to the movement problems later in life. And here it is of great interest, that in the gymnastic exercises the principle-of-all-possibilities is not followed, but that we, considering the versatility, confine ourselves to use such moving types, which are of interest in practice. It has often struck me in discussions about appropriate movements of work, that as a matter of course we by this refer to movements expedient for solving the problem in question in the best way. We ought to add, that the movement must be appropriate to the individual himself, who must be spared as much as possible. And as a matter of course those two regards are not identical, and it is the last regard, which is the most important. On the long view it also gives a maximal profit measured in the result of work, I am sure. It has been exceedingly profitable to study the symptoms of overstraining of industrial workers. The main reason to pain in the muscles and tendons seems to be long-protracted static activity of the muscles, which the individual cannot stand not even after training. First and foremost the question is here about a blood circulation phenomenon and not a neurophysiological one. But to avoid such work is possible in the working place, at home and in daily life on the whole, by instructing in:

1. Working positions and movements containing chances of variation.

2. Totally movements with a minimum of fixation.

3. Where these things are not possible, then to insert adequate intervals for rest, so that the form of work is protecting the individual.

In gymnastics it is possible to a high degree to consider these conditions by as a principle carrying through point 2 and 3 in most of the exercises. Vigorous static activity is not injurious, as according to its nature it cannot be long protracted.

In Scandinavian periodicals, as I suppose in many other countries too, there has been a discussion about, what can be called natural movements. Is a movement to be called

natural, where both flexor and extensor muscles are contracted (unlike Sherrington's reciprocal innervation), and is it in conformity with the possibilities of the organism. A practical example: to open a window in stormy weather demands tension both in flexor and extensor muscles. From a neuro-physiological point of view such a movement of course is possible and not unnatural, but it cannot be recommended to make such movements to a great extent for the sake of the movement system as a whole.

Finally it must be added that of course every movement may lead to overstraining of the muscle groups, when it is repeated sufficiently often, and that overstraining, as somebody seems to believe, can not always be referred to wrong movements.

Training of a new movement

Also on another point — and here of real neuromuscular kind — it is a question of protecting the health of the individual. It applies to the superfluous tensions, which arise from the training of a new movement, and which should disappear, as the exercise is automatized. If this is not effected, the exercise is carried out in an uneconomical way. If it is a gymnastic exercise, it will not be carried out in the right or in a beautiful way. If it is a work movement, the chance of overstraining is strongly increased and the result of work essentially deteriorated. If a wrong movement — that is uneconomical, not appropriate — has been learned, it is of experience very difficult to get rid of it, more difficult than it would be to teach and individual the right movement. The facilitation, which has taken place in the nervous system, is a hindrance to another and neighbouring movement. A proper teaching of a movement is therefore a task of great responsibility. The superfluous tension at the beginning is not only due to fear of failure, but simply lack of experience in the new movement.

A means of removing is a slow increase of difficulty in the training — also in the speed of the exercise — a quiet and reliant instruction with corrections and criticism, and then of course repetition and repetition again of the exercise with that experience of movement, which has been acquired.

Relaxation

Here again is a pronounced difference between the ideomotor movements and the consciously planned. Especially the last ones demand great care in that respect, whereas play and the more spontaneous sport do not offer greater problems. In this situation another method is useful, namely the conscious relaxation. It is possible to teach a person a deliberate use of inhibitory impulses, and the more we use the deliberately planned movements, the more we have to learn the voluntary relaxation in connection with the movement training. As a consequence of the great

general interest a voluntary relaxation has by training of all the manifold movements of civilization, an elementary teaching of relaxation ought to belong to every form of gymnastics. And it is possible to connect it with the teaching of the gymnastic exercises in a natural way and without spending unreasonable time on it.

Affective tensions

In connection with our emotional life unconscious tensions appear in our muscular system, affective tensions. These have their great physiological intentions as they are retroactive on the irretability of the sense organs, especially those which are of importance to the neuromuscular apparatus, and they put the individual in a more excited and open nervous state, which improve the possibilities for an appropriate contact with the surroundings. We also know this excited state from gymnastics and athletics, when the especially difficult exercises are carried out. Moreover we all know, that these affective tensions sometimes are so strong, that they may be a hindrance to the proper carrying out of the exercise — the individual "binds himself". The instructor is able to enlarge or diminish the affective tension through suitable remarks and also by other means, and it is of great importance also here to know the voluntary relaxation.

The normal thing is, that the affective tension disappear, when the exceptional situation finishes. But there exists a lot of people suffering from the defect that permanent affective tensions occur as a consequence of problems, which not only originate from gymnastics or physical work, but also and in many cases from the psychic field, business is bad, unhappy family life, conflicts in relationship to other persons. Here the psychiatric doctors enter the picture and tell us partly about the vast extension of these neuroses and partly about helping these people by means of proper gymnastic exercises, which first and foremost aim at teaching the voluntary relaxation. We are here in a field, where research lately to a still higher degree discloses the psychosomatic totality of man. Psychological phenomena manifest themselves in our movement system, and the development and mastery of that react on the psychic. However I wish to warn against making these observations the basic of the gymnastics in that way, which from different sides is pointed out, namely as therapeutics against neuroses. Through physical exercises our emotional and active life is no doubt stimulated, which must be considered not least in our mechanized time. Lack of sufficient muscular activity means insufficient emotional release. There is no doubt that signs of neuroses to some degree can be fought against through physical exercises. These form a motoric outlet for repressions, where in a safe and confident atmosphere

we get to know our own movement system, and perhaps we can assert ourselves in an easy manner. In this connection I can not refrain from quoting a very appropriate remark from a Danish gymnastic teacher who teaches recreative gymnastics for adults. She says, "You must act like a hostess as well as a teacher in order that the gymnastics shall have the right psychic effect."

Gymnastics from a neurophysiological aspect

We must not regard our pupils neither young nor grown-ups as a crowd of neurotic persons, who must be treated with relaxation gymnastic exercises. Thereby the gymnastics would be derailed. The men, who emphasize the great number of neurotic persons and the permanent affective tensions, which are the cause of overstraining myoses, are still in debt to us as to a survey of the propagation of this. Furthermore it is obvious 1. that therapeutics to a high degree should be applied to the individual, 2. that affective tensions arisen from psychic troubles must be removed rationally by removing these troubles, and not by using gymnastic means, 3. that consequently such therapeutics are quite out of the place in a gymnasium and do not belong under a gymnastic teacher.

In the history of gymnastics we have a deterrent example of pointing out all people to suffer from a deficiency, namely posture faults, and thereafter beginning to treat them en masse. This idea has derailed the gymnastics for many years. At present we do not wish to see the like regarding our gymnastics as neurotic persons to be treated with relaxation gymnastics. The failure of this will be predestined. Gymnastic exercises must be intended for normal people, and if they are guided according to the lines stated here, they will be preventive both for posture faults and permanent affective tensions. At the same time they preserve the educational and cultivating value for the movement system also by the pupils who never would be patients in any direction. Our gymnastics must be spacious enough for both plus and minus variants.

Aspects Neurophysiologiques des Exercices de Gymnastique

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Résumé

Les exercices en matière de culture physique se divisent comme suit: 1. les jeux; 2. l'athlétique et 3. la gymnastique.

Les jeux sont des exercices physiques naturels.

L'athlétique en est la conséquence logique.

L'athlétique se base plutôt sur la raison. Des lois bien strictes doivent être observées pour donner une solution au problème des mouvements; d'autre part, pourtant, il y a toujours certains buts libres en dehors d'elles.

L'athlétique est le jeu des adultes.

Les exercices de gymnastique sont d'un caractère plus constructif; au fond, ils sont analytiques. Les exercices de gymnastique doivent être considérés du point de vue historique et du point de vue théorique, comme se substituant à l'athlétique — mais, s'y substituant merveilleusement d'ailleurs. Pourtant, contrairement aux jeux et aux sports, la gymnastique exige une théorie touchant la connaissance de l'exercice à lui seul.

Les jeux se réalisent dans une forme libre; l'athlétique se réalise d'une façon appropriée au problème présent. Les exercices de gymnastique ont une forme bien déterminée, dont voici les raisons! 1. ils doivent réaliser un effet tout spécial; 2. ils doivent être réalisés tout particulièrement d'une façon difficile et pourtant esthétique; 3. ils doivent se réaliser de façon que les mouvements, quoique construits, semblent parfaitement naturels.

Des mouvements commandés par les émotions et ceux délibérément projetés d'avance se produisent de façons entièrement différentes. Prenons comme exemple la différence entre le sourire spontané et le sourire conventionnel. Globalement, il y a à distinguer entre le système nerveux développé graduellement, développement sous l'influence duquel s'exécutent les mouvements anatomiques extérieurs bien ordonnés, les mouvements subtils projetés faits en toute conscience et le système nerveux nondéveloppé graduellement dont résultent des mouvements, des gestes rudes, ordonnés émotionnellement.

Or, le système du développement graduel est bien plus développé dans l'individu humain que dans l'animal. Par l'homme, la raison est entrée aussi dans les mouvements. Or, l'homme est un être sensitif et qui pense, deux propriétés qui doivent se révéler dans les mouvements. La gymnastique pour les enfants débutera par des jeux libres, puis viendront des exercices fonctionnels: la promenade, les marches, les sauts, les courses, les lancements, grimper à la corde lisse et le jeu du mât de cocagne, les exercices d'équilibre, etc., — et en dernier lieu seulement les exercices préalablement conçus pouvant avoir un effet éducatif sur le système des mouvements. Les mouvements de base sont ceux désignés ci-dessus et non pas les exercices projetés ou construits isolément qui, considérés d'un point de vue purement mécanique, sont censés constituer les mouvements élémentaires.

Aucun facteur dans la fonction du système nerveux ne peut justifier que quelques mouvements soient naturels et que d'autres soient leurs opposés. Mais lorsque nous allons cultiver notre système des mouvements, le prin-

cipe de la «participación a tous les exercices» ne saurait être suivi. Il y aurait tout avantage s'il était possible de formuler consciencieusement les principes valables pour les mouvements fonctionnels et de les imiter ensuite dans les exercices de gymnastique. Quelques autres principes seront encore cités au cours de cette conférence.

Si nous allons influencer notre métier de façon à épargner l'individu autant que possible, il serait important de transférer consciencieusement ces principes aux mouvements du travail.

En apprenant un nouveau mouvement, une tension superflue se révélera dans les muscles et il y a toute importance à s'en défaire. Les méthodes à appliquer sont les suivantes: 1. une lente hausse des difficultés; 2. une instruction calme et à laquelle on peut se fier, ainsi qu'un sens bien critique; 3. répétitions du mouvement; 4. enfin, et il s'agit ici d'un élément très important, un relâchement consciencieux. Or, tout spécialement dans les exercices de gymnastique où nous utilisons à dessein et dans une mesure importante des mouvements projetés d'avance, cette forme de relâchement est aussi importante qu'elle l'est dans les nombreux mouvements et évolutions de notre civilisation.

Des tensions affectives des muscles sont connues en matière de gymnastique, lorsqu'il s'agit de performances difficiles et excitant le tempérament.

Enseigner en plein relâchement volontaire a, ici également, sa valeur. Mais, il ne saurait être considéré comme un but des exercices de gymnastique, de relâcher les affections tensionnelles dans les muscles qui sont dues à des problèmes de la vie quotidienne, ce qui ferait de l'individu un névralgique. Il est évident que des thérapeutiques soient donnés dans une proportion considérable à l'individu et que des tensions affectives dues à des troubles psychiques doivent être éliminés rationnellement en réduisant ces troubles, et non pas en utilisant des moyens gymnastiques, et qu'en conséquence ces thérapeutiques ne fassent point du tout partie du terrain du professeur de gymnastique.

La gymnastique prévient les tensions affectives, mais l'on ne doit pas en faire usage comme thérapeutique en général.

Aspectos Neurofisiológicos de los Ejercicios Gimnásticos

Por el doctor FRODE ANDERSEN
Profesor del Colegio de Educación
Física de Copenhague (Dinamarca)

Resumen

Los ejercicios pertinentes a la educación física se dividen así: 1. los juegos; 2. el atletismo y 3. la gimnasia.

Los juegos son ejercicios físicos naturales.

El atletismo es su consecuencia lógica. El atletismo se basa más bien en la razón. Para dar una solución al problema de los movimientos deben observarse leyes muy estrictas; por otro lado hay, sin embargo, ciertas libres a parte de éstas.

El atletismo es el juego de los adultos.

Los ejercicios gimnásticos tienen un carácter más constructivo; son analíticos, en el fondo. Los ejercicios gimnásticos deben considerarse desde el punto de vista histórico y desde el punto de vista teórico como substitutos del atletismo, pero substitutos maravillosos por otra parte. Con todo, la gimnasia exige, en oposición con los juegos y deportes, una teoría concerniente al conocimiento del ejercicio por sí mismo.

Los juegos se realizan libremente; el atletismo, de modo apropiado al problema presente. Los ejercicios gimnásticos poseen una forma bien determinada; he aquí las razones de ello: 1. deben producir un efecto muy especial; 2. deben efectuarse muy particularmente de un modo difícil estético pese a ello; 3. deben efectuarse de manera que los movimientos, bien que contruidos, parezcan perfectamente naturales.

Los movimientos gobernados por las emociones y los que deliberadamente se proyectan de antemano se producen de maneras enteramente diferentes. Pongamos como ejemplo la diferencia entre la sonrisa espontánea y la sonrisa convencional. Globalmente, hay que distinguir entre el sistema nervioso desarrollado gradualmente, desarrollo bajo cuya influencia se ejecutan los movimientos anatómicos exteriores bien ordenados, los movimientos sutiles proyectados hechos con toda consciencia y el sistema nervioso no desarrollado gradualmente de los que resultan movimientos, gestos rudos, ordenados emocionalmente.

Ahora bien, el sistema del desarrollo gradual está mucho más desarrollado en el ser humano que en el animal. Por el hombre, la razón ha intervenido también en los movimientos. Ahora bien, el hombre es un ser sensible y pensante, dos propiedades que deben revelarse en los movimientos. La gimnasia para los niños debe comenzar con juegos libres, después vendrán los ejercicios funcionales: el paseo, las marchas, los saltos, las carreras, los lanzamientos, trepar a la cuerda lisa y el juego del árbol de cucaña, los ejercicios de equilibrio, etc. y sólo en último lugar los ejercicios concebidos anticipadamente que pueden tener un efecto educador sobre el sistema de los movimientos. Los movimientos de base son los designados anteriormente y no los ejercicios proyectados o contruidos aisladamente que, considerados desde un punto de vista puramente mecánico, se les considera que constituyen los movimientos elementales.

Ningún factor en la función del sistema nervioso puede justificar que algunos movimientos sean naturales y que otros sean sus

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sible experiments, resulting one day in formal conclusions of nature to improve the school system, the present system of education.

This experiment has given rise to another, in some way a continuation of it and undertaken by the city of Brussels. Like the one at Vanves it is continually in progress.

Can we at present draw any conclusions from these tests? Yes and no! Yes for those who have followed them closely. They are convinced of what their eyes have seen. No for those who analyse the numerical results, the statistic, since they do not as yet contain a number of observations sufficiently large for one to have the right to generalise and to draw conclusions.

There are other experiments even before that at Vanves; there undoubtedly still are some, which are at present in progress. From those which have taken place, have there been any results? Or else have these results remained enclosed within a more or less narrow circle? That is what generally happens. And that is why all experiments ought to be carried out at a given moment on an international scale, on such a scale that the results would have a significance. That is what an organisation like FIEP can realise. Vanves has sufficed here as a simple example, but how interesting! But there are other ideas, other principles to pass to the stage of experiment. Let us think of what happens in the car industry. When a large firm produces a new model, it is several years since the study on it began. The specialists on it have devoted themselves to numerous tests and experiments; they have remedied the inconveniences, which have appeared to them; they have perfected what was known to be advantageous. It is not until all this work has been carried out in great secrecy that the new car is offered to the public.

For us secrecy is not necessary, on the contrary. The world of physical educationists ought to be kept in touch with everything that is designed to improve the human race.

Nature of Experiments

In order to have a value, the experiments must be submitted to sufficiently rigorous conditions determined in each case by the goal to be attained. If a similar test is made in different countries it is necessary to have similar conditions observed everywhere. If this is lacking, it will not be possible to consider the whole as a single experiment being carried out on a great number of subjects, but as different tests, each being carried out on a more or less reduced number of observations which no longer permit generalisation.

It is for this reason that the experiments at Vanves and Brussels are somewhat different from one another and statistically their results cannot be added together to arrive at a "grand nombre".

Isn't this regrettable? The only way to avoid this dispersion of efforts is to coordinate them, to direct them. And for this task the intervention of a qualified international organisation is needed.

For FIEP it is more than the possibility of action. It is almost an obligation.

Commentary of the Executive Committee of FIEP

We are not only happy but also thankful to M. Lambotte for having taken up this question. It is not new. Even before the Congress of Istanbul, i. e. during the Congress of Physical Education in Schools at Lillhamer in 1950 Major Thulin had proposed that examinations should be undertaken in the nordic countries. The result was that such examinations were begun in Copenhagen, Gothenburg and Oslo (they had indeed a different purpose to those of Vanves). The question was to know if by means of appropriate gymnastics (involving consequently constructed exercises having an effect on the carriage) one can better manage to prevent the birth of faults in the carriage during the school years than by a programme of physical culture, in which non constructed movements (functional) are essentially predominant. The results showed on the one hand that it was necessary to differentiate more the programmes of exercises of the gymnastic groups and of the control groups (functional exercises) and on the other hand that it was necessary to have a longer interval of time between the first and the last examination. In other words, these experiments ought to be continued. Since the examinations ought to be carried out on a large number of children and since this demands not only sufficiently competent people to conduct them in a scientific fashion but also expensive modern technical equipment, it is necessary to count on their being carried out under the direction of the State or through the initiative of the school authorities in the big towns.

This question deserves the serious consideration of these authorities and we must hope that they will decide to undertake as soon as possible serious examinations in the service of scientific research and to discover the best possible education for schools.

Faire des Expériences en Education physique

Par EDGARD LAMBOTTE

Extrait

Si l'éducation physique veut être scientifique, elle doit entreprendre des expériences qui lui apporteront des éléments de preuves aux théories échauffées sur les données des sciences de l'homme.

Il y a par le monde pas mal de systèmes

d'éducation physique. Tous ont leurs protagonistes convaincus comme leurs détracteurs acharnés. Mais il manquait, et il manque toujours, *des éléments objectifs, des arguments irréfutables, des preuves.*

Préparer des expériences en vue d'obtenir des résultats statistiques valables, conduire ces expériences, les coordonner, en faire connaître le déroulement à tous ceux qui se penchent sur les problèmes de l'éducation physique est une tâche qui vaut la peine d'être entreprise.

Elle ne peut l'être que par un organisme d'audience mondiale et, à première vue, l'Unesco est tout indiqué pour ce faire. Pourtant cette organisation, quoique réellement mondiale et remarquablement active, ne groupe pas en son sein un nombre suffisant de spécialistes de l'éducation physique répartis dans tous les pays. Elle pourrait donc confier pareille tâche à une organisation existante. Elle procède à peu près de même dans le domaine général de l'éducation en utilisant les services du Bureau International de l'Éducation de Genève, lequel est né d'initiatives privées. Pour l'éducation physique, l'organisation la plus qualifiée est incontestablement la F. I. E. P.

Son réseau s'étend à peu près sur le monde entier et est prêt à se développer encore; elle groupe des savants et des pédagogues de renommée universelle, elle s'intéresse non seulement aux problèmes biologiques mais aussi aux aspects éducatifs de son objet, elle possède des publications qui sont diffusées et comprises sur tous les continents.

De plus, la structure actuelle de la F.I.E.P., telle qu'elle est sortie de la réorganisation commencée dès 1949 et achevée par le Congrès d'Istanbul de 1953, semble avoir été voulue pour la mettre à même d'entreprendre cette tâche.

Des expériences possibles

Faire des expériences en matière d'éducation, ce n'est pas essayer n'importe quel système imaginé par un esprit fécond, ce n'est pas transformer les petits de l'homme en cobayes au risque de les voir frappés pour le restant de leur existence par une erreur de départ.

C'est un domaine où la plus grande prudence s'impose en raison de la très lourde responsabilité morale que portent les éducateurs vis-à-vis de la génération montante. Mais cela n'exclut pas la possibilité de faire des expériences, parfois très intéressantes. Un seul exemple suffira.

Aux assises de la F. I. E. P. à Istanbul en 1953, le Docteur Philippe Encasse a fait rapport sur l'«expérience de Vanves». Il est inutile de rappeler en quoi elle consiste; tous les éducateurs physiques du monde s'y sont intéressés. Bel exemple d'expérience possible, susceptible d'apporter un jour des conclusions formelles de nature à améliorer le système scolaire, le système éducatif actuel.

Cette expérience en a suscité une autre qui en est en quelque sorte le prolongement et qui a été menée par la Ville de Bruxelles. Tout comme celle de Vanves, elle est toujours en cours.

À l'heure actuelle, peut-on tirer des conclusions de ces essais? Oui et non. Oui, pour ceux qui les ont suivis de près. Ceux-là sont convaincus de ce que leurs yeux ont vu. Non, pour ceux qui en analysent les résultats chiffrés, les statistiques, car elles ne portent pas encore sur un nombre assez grand d'observations pour que l'on soit en droit de généraliser et de conclure.

Il y a d'autres expériences, avant celle de Vanves; il y en a sans doute encore qui sont actuellement en cours. De celles qui sont passées a-t-on eu des résultats? Ou bien ces résultats sont-ils restés enfermés dans un cercle plus ou moins étroit? C'est ce qui arrive en général. Et c'est pourquoi, toute expérience doit être portée à un moment donné sur un plan international, à une échelle telle que les résultats aient une signification.

C'est ce que peut réaliser une organisation comme la F. I. E. P. Vanves a servi ici de simple exemple, mais combien intéressant.

Mais il y a d'autres idées, d'autres principes à passer au banc d'essais. Inspirons-nous de ce qui se fait dans l'industrie automobile. Quand une grande firme «sort» un nouveau modèle de voiture, il y a plusieurs années que l'étude en a été commencée. Les spécialistes se sont livrés à de multiples essais et expériences; ils ont remédié aux inconvénients qui leur sont apparus, ils ont perfectionné ce qui s'avérait être utile. Et ce n'est qu'après tous ces travaux effectués en grand secret qu'une voiture nouvelle est offerte à l'usager.

Pour nous, le secret n'est pas nécessaire, bien au contraire. Le monde des éducateurs physiques doit être tenu au courant de tout ce qui est tenté pour améliorer l'espèce humaine.

Pour avoir une valeur, les expériences doivent être soumises à des conditions assez rigoureuses déterminées dans chaque cas en fonction du but à atteindre. Si un même essai est tenté dans des pays différents il faut que partout les mêmes conditions soient observées. Faut de quoi il ne sera pas possible de considérer l'ensemble comme une seule expérience portant sur un grand nombre de sujets, mais comme des essais différents portant chacun sur un nombre plus ou moins réduit d'observations, ce qui ne permet plus la généralisation.

C'est ainsi que les expériences de Vanves et de Bruxelles sont quelque peu différentes l'une de l'autre et que statistiquement leurs résultats ne peuvent pas s'additionner pour arriver au «grand nombre».

N'est-ce pas regrettable?

La seule manière d'éviter cette dispersion des efforts est de les coordonner, de les di-

riger et pour cela il faut l'intervention d'une organisation internationale qualifiée.

Pour la F.I.E.P. il y a là plus qu'une possibilité d'action: c'est presque un devoir.

*

Commentaires de la Commission Exécutive de la FIEP

1) Nous sommes heureux et reconnaissants que M. Lambotte ait abordé cette question. Elle n'est pas nouvelle. Avant le Congrès d'Istanbul, le Major Thulin avait déjà proposé, au cours du congrès d'éducation physique scolaire de Lillhamer (Norvège) en 1950, que des examens soient entrepris dans les pays nordiques. Le résultat fut que de tels examens furent commencés à Copenhague, à Gothenbourg et à Oslo (ils avaient pourtant un autre but que ceux de Vanves). La question était savoir si, par une gymnastique appropriée (comportant par conséquent des exercices construits agissant sur le maintien), on parvenait mieux à prévenir la naissance de défauts de maintien au cours de la période scolaire que par un programme de culture physique où prédominaient essentiellement les mouvements non construits (fonctionnels). Les résultats montrèrent d'une part qu'il était nécessaire de différencier davantage les programmes d'exercices des groupes de gymnastique et des groupes de contrôle (exercices fonctionnels), d'autre part qu'il devait y avoir un intervalle de temps plus long entre l'examen primaire et l'examen final. En d'autres termes, ces expériences devaient être poursuivies. Les examens devant porter sur un grand nombre d'enfants, et exigeant non seulement des personnes assez compétentes pour les conduire de façon scientifique, mais encore un équipement technique moderne et coûteux, il faut compter qu'ils seront exécutés sous la régie de l'État ou par l'initiative des autorités scolaires.

Cette question méritant d'être prise sérieusement en considération par ces autorités, il faut espérer qu'elles décideront d'entreprendre le plus tôt possible des examens sérieux au service de la recherche scientifique et pour la découverte de la meilleure éducation physique scolaire possible.

Hacer Experiencias en Educación Física

Por EDGARD LAMBOTTE

Si la Educación Física ha de ser científica, debe realizar experiencias que le reporten elementos de prueba a las teorías edificadas sobre los datos aportados por la ciencia del hombre.

Existen en el mundo muy varios sistemas de educación física. Todos tienen sus convencidos protagonistas y sus furiosos detractores. Pero faltan, siguen faltando siempre,

elementos objetivos, argumentos irrefutables, pruebas.

Una tarea para la FIEP

Preparar experimentos con vistas a obtener resultados estadísticos valederos, dirigir esas experiencias, coordinarlas, dar a conocer su desarrollo a todos los que se preocupan de los problemas de la educación física, es una tarea que merece ser emprendida.

Sin embargo sólo puede serlo por un organismo de repercusión mundial y a primera vista la UNESCO esta claramente indicada para ello. Pero dicha organización aunque realmente mundial y notablemente activa, no agrupa en su seno un número suficiente de especialista de la educación física repartidos por todo el mundo. Por lo tanto, podría confiar tal tarea a una organización ya existente. Ya, en lo que se refiera a la educación en general, procede casi del mismo modo, puesto que utiliza los servicios de la Oficina Internacional de Educación de Génova, nacida de iniciativas privadas. En lo referente a educación física, la organización más indicada es incontestablemente la FIEP.

Sus redes se extienden casi al mundo entero y está dispuesta a seguir creciendo todavía; reúne a sabios y pedagogos de renombre universal, se interesa no solamente en problemas biológicos, sino también en los aspectos educativos de su objeto, posee publicaciones que se hallan difundidas y que se comprenden en todos los continentes.

Además, la actual estructura de la FIEP tal y como salió de la reorganización empezada en 1949 y que se terminó con el Congreso de Estambul en 1953, parece ser hecha para ponerla a punto de asumir esa tarea.

Posibles experiencias

Es éste un terreno en el cual la mayor prudencia se impone en razón de la enorme responsabilidad moral que tienen los educadores con respecto a la nueva generación. Pero esto no excluye la posibilidad de realizar experiencias a veces muy interesantes. Un sólo ejemplo bastará.

En las sesiones de la FIEP en Estambul el año 1953, el Doctor Philippe Encausse, hizo un informe sobre la «experiencia de Vanves». Es inútil recordar en que consiste; todos los educadores físicos del mundo se interesaron a ella. Buen ejemplo de posible experiencia, capaz de proporcionarnos un día conclusiones formales capaces de mejorar el sistema escolar, el sistema educativo actual.

Aquella experiencia, suscitó otra, que es en cierto sentido la prolongación de aquella y que ha sido puesta en práctica por la Villa de Bruselas. Como la de Vanves, está constantemente en marcha.

Actualmente pueden ya sacarse conclusiones de esas pruebas? Sí y no. Sí para los que las han seguido de cerca. Esos están convencidos de lo que sus ojos han visto. No para aquellos que analizan los resultados nume-

rados, las estadísticas, porque estas no se refieren aún a un número de observaciones suficientemente importante que permita generalizar y sentar conclusiones.

Antes que la de Vanves, hubo otras experiencias; sin duda algunas están actualmente en marcha. De aquellas que pasarón, hemos conseguido conocer resultados? O más bien esos resultados han permanecido encerrados en un círculo más o menos limitado? Esto es lo que sucede en general. Por eso toda experiencia debe ser elevada en un momento dado a un plano internacional, a una escala tal que sus resultados tengan alguna significación.

Esto es lo que puede realizar una organización como la FIEP. Vanves ha servido aquí de simple ejemplo, pero cuan interesante.

Hay también otras ideas, otros principios que pueden sacarse a prueba. Inspirémonos en lo que se hace en la industria del automóvil. Cuando una firma importante «saca» un nuevo modelo, hace ya años que su estudio dió comienzo. Los especialistas se dedicaron a múltiples experiencias; corrigieron los inconvenientes con que tropezaron, perfeccionaron aquello que se comprobaba ser útil. Únicamente después de estos trabajos llevados en el mayor secreto, el nuevo coche es ofrecido al usuario.

Para nosotros no es necesario el secreto, al contrario. Los educadores físicos deben estar al corriente de todo aquello que se intenta para mejorar la especie humana.

Condiciones de las experiencias

Para que tengan un valor, las experiencias deben ser sometidas a condiciones bastante rigurosas determinadas en cada caso en función al fin que se persiga. Si una misma se realiza en varios países a la vez, es necesario que en todos se observen las mismas condiciones. De otro modo no será posible considerar el conjunto de la experiencia como una sola con alcance sobre un número importante de sujetos, sino como pruebas diferentes llevadas a efecto sobre un número más o menos reducido de casos, lo cual no permite ya la generalización.

Porque las experiencias de Vanves y de Bruselas son un poco diferentes una de otra,

sus resultados estadísticos no pueden sumarse. No es esto lamentable?

La única manera para evitar esta dispersión de esfuerzos y coordinarlos y dirigirlos es la intervención de una organización internacional calificada.

Para la FIEP hay aquí más que una posibilidad de acción: hay casi un deber.

*

Comentarios del comité ejecutivo de la FIEP

Agradecemos vivamente que el Señor Lambotte abordara esta cuestión. No es nueva. Antes del Congreso de Estambul, el Major Thulin había ya propuesto durante el congreso de educación física escolar tenido en Lillhamer en 1950, que en los países nórdicos se llevaran a cabo experiencias. Con ese motivo dieron comienzo en Copenhague, en Goteborg y en Oslo (de esta última población no hemos recibido informe alguno). Se trataba de averiguar si una gimnasia adecuada (conteniendo por consiguiente ejercicios contruidos que influyan sobre la compostura), era más apta para prevenir los defectos de compostura que aparecen durante el curso de la edad escolar, que un programa de cultura física con predominio esencialmente de movimientos no contruidos (funcionales). Los resultados demostraron, por una parte, que era necesario diferenciar más los programas de los grupos de gimnasia y los de los grupos de control (funcionales), por otra parte que debía existir entre el primer examen y el examen final un período de tiempo más largo. En otros términos, dichas experiencias debían continuarse. Siendo necesario que las experiencias alcanzasen un crecido número de niños, y necesitando no solamente personas muy competentes para llevarlas a cabo de una manera científica, sino además equipos técnicamente modernos y costosos, hay que esperar que sean ejecutados bajo la vigilancia del estado o por iniciativa de las autoridades escolares de grandes poblaciones.

Siendo esta cuestión merecedora de ser tomada seriamente en consideración por esas autoridades, esperemos que decidan dar comienzo lo antes posible a experiencias serias al servicio de esta investigación científica y para la puesta en práctica de la mejor educación física escolar posible.

Encore sur le 2ème Congrès Latin d'Éducation Physique La participation du Portugal

A notre demande, Mr. le Lieut. Colonel, Dr. E. P., António Leal d'Oliveira, a bien voulu rédiger le rapport sur le IIème C. L. E. P. tenu à Madrid du 15 au 19 Juin 1956, que nous avons publié dans le Communiqué n° 5—6 de cette même année. Cependant, peut-être par des scrupules qu'il honorent, il n'a pas, en

aucune façon, accentué l'excellente représentation de son pays dans une si importante réunion internationale.

Nous estimons en conséquence, qu'il faut éclairer nos lecteurs sur ce qui s'est passé à Madrid à cet égard; d'ailleurs nous ne faisons que notre devoir en montrant publiquement

de la sympathie pour le Portugal, où le nombre des membres collectifs de notre Fédération et des abonnés de son Bulletin a atteint, pendant 1956, les chiffres de 13 et 153, respectivement. Ceci caractérise bien l'intérêt de ses spécialistes dans la matière, et de certains organismes officiels et privés pour le mouvement culturel que la F. I. E. P. mène pour la jeunesse du monde. Grâce aussi aux efforts de notre ami d'Oliveira, le Portugal présenta 7 classes de gymnastique éducative à Madrid (3 féminines et 4 masculines) et un groupe scolaire de danses folkloriques, totalisant 140 éléments actifs.

Un opuscule illustré, édité en français par la Direction Générale d'Éducation Physique du Ministère de l'Éducation Nationale, ne se limita pas à réunir des renseignements documentés sur l'éducation physique au Portugal, mais a aussi défendu la thèse que le niveau atteint par les peuples, en ce qui concerne cette Éducation, serait exprimé par le nombre relatif des pratiquants possédant un certain ensemble de capacités de base pleinement démontré par les gymnastes portugais.

Parmi les nombreux congressistes qui ont participé activement aux travaux, il est juste d'insister sur les interventions fréquentes et critiques, non seulement du Lieut. Col. Leal d'Oliveira, mais aussi des Drs. Salazar Carreira et João dos Santos, tous s'exprimant en français très couramment, le premier ayant consacré au Congrès sa communication imprimée en français: *Technique et Analyse des Exercices de Relaxation Neuro-Musculaire*. C'est un travail de fond qui considère la question sous les points de vue psycho-physiologique, historique, esthétique, philosophique et technique, où une vaste culture soutient des vues très profondes et intéressantes. La revue belge *La Gymnastique Éducative* n° 6, les revues françaises *L'Homme Sain* n° 5 et *Médecine Éducation Physique et Sport* n° 4, toutes de 1956, l'ont publié intégralement.

Dans les démonstrations pratiques, ne parlant pas encore de l'aspect technique, les classes se sont présentées de façon fort distinguée, dans la tenue générale des gymnastes

et dans la mesure des gestes et des commandements de leurs professeurs. Quant au *Groupe Scolaire de Danses folkloriques*, il montra une douzaine de danses accompagnées de chants et de musique champêtres, les jeunes filles portant les costumes des provinces du pays représentées. Ce fût un spectacle folklorique admirable de couleur et de dynamisme.

Dans la technique gymnastique, on a constaté l'influence nordique spécialement suédoise, ce qui n'est pas pour étonner vu que plusieurs professeurs portugais ont étudié chez nous ou nous ont rendu visite et que quelques professeurs suédois ont été engagés au Portugal. Leur présentation était pourtant tempérée par une méthode unitaire et par un évident esprit d'équilibre caractérisé notamment par le fait de conserver la conception classique des leçons complètes constituées d'exercices «libres», de suspension d'appui sur les mains, d'équilibre élevé, parfois de lever et porter (aussi stylisés), de course et de sauts, les séances se déroulant si aisément, que les 30 m. accordées à chaque classe étaient suffisantes. Ainsi on a pu constater le degré de souplesse, de force, d'adresse, de correction et d'élégance, d'endurance et d'audace, auquel les gymnastes étaient parvenus.

Nous avons cependant trouvé que les mouvements «libres» des classes féminines étaient parfois trop influencés par la danse. C'est la «mode» à laquelle les dames sont très sensibles, mais dans le cas en question avec moins d'inconvénients qu'ailleurs, vu que de tels exercices étaient complétés d'autres ayant une réelle valeur de développement harmonique.

Enfin le *IIème Congrès Latin d'Éducation Physique*, que nous devons à l'effort très méritoire de l'Espagne, en particulier à l'illustre Délégué de la F. I. E. P., le Général Ricardo Villalba, démontra les progrès imposant des pays latins; et pour ce qui est du Portugal on a bien observé que les dirigeants ont bien évalué et le bien et le mal de l'évolution moderne.

Réd.

LIVRES ET REVUES

Liste de livres nouvellement parus

- The Place of Sport in Education: A Comparative Study*, UNESCO, pp. 63, 2 s.
Health Education: A Selected Bibliography, prepared by the World Health Organization, pp. 45, 2 d. net.
Health Observation of School Children (2nd Ed.), by George M. Wheatley and Grace T. Hallock, McGraw-Hill Publishing Company Ltd, pp. 488 (illustrated), £ 2. 9 s.
Weight Training for Sport and Fitness, by

- Michael Fallon, Nicholas Kaye Ltd, pp. 125 (illustrated), 10 s. 6 d.
Gymnastic Marching, by Pranab Kumar Bhattacharya, the Dept. of Physical Education, Sri Aurobindo Ashram, Pondicherry, pp. 125 (illustrated).
Hygiene and Health Education for Training Colleges by Walter C. Alvarez. Longmans, Green & Company Limited, pp. 438 (illustrated), 14 s. 6 d.
Physical Education: Student and Beginning Teaching, by Clyde Knapp and Ann E.

- Jewett, McGraw-Hill Publishing Company Limited, pp. 303, 34 s.
- The Psychological Basis of Education*, by E. A. Peel, publ. by Oliver and Boyd, pp. 299 (diagrams), 20 s. net.
- Health Education for Prospective Teachers*, Report of the National Conference on College Health Education, AAHPER, Wash. 1956, 41 pp. \$ 1.—.
- Teaching Soccer in Physical Education*, by Anthony A. Annarino, Lafayette, Ind., 1956, 37 pp. Mimeo. Illustrated, \$ 2.—.
- Teaching Tumbling in Physical Education*, by Anthony A. Annarino, Lafayette, Ind., 1956, 35 pp. Mimeo. Illustrated, \$ 2.—.
- Research Underway and Research needed in Health Education, Physical Education, and Recreation*, AAHPER, Mimeo. 1956, 52 pp., \$ 1.—.
- Desirable Athletic Competition for Children*, Joint Committee Report, AAHPER, 35 c.
- Health Education for Prospective Teachers*, Report of the National Conference on College Health Education, Wash. Jan. 1956, 46 pp., \$ 1.—.
- A Forward Look in College Health Education*, Report of the National Conference on College Health Education, Wash., Jan. 1956, 54 pp., \$ 1.—.
- First National Conference for City Directors of Health, Physical Education, and Recreation*, Wash., Dec., 1956, pp. 66, \$ 1.—.

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