

INTERNATIONAL COURSE OF PHYSICAL EDUCATION (1)

— From 20 th to 30 July 1967 —

Lisbon — PORTUGAL

By Danielle Berger, Teacher of P. E. at the «C. R. E. P. S.» of Wattignies — FRANCE

This *Course* was organized by the «I. N. E. F.» (*National Institute of Physical Education*), at Cruz Quebrada — Lisbon — and patronized by the F. I. E. P. It was directed by Prof. José Noronha Feio, Director of the *Institute* and F. I. E. P.'s Delegate in *Portugal*.

There were gathered together representatives of 8 countries: *England* (5), *Belgium* (4), *Denmark* (2), *Spain* (28), *France* (38), *Italy* (38), *Portugal* (110), *Venezuela* (5). It was very well organized by Prof. Paula Brito and a group of pupil-teachers of the *Institute*, such as Misses Maria Andresen Leitão, and Messrs César Luís Pegado, Manuel Ferro, Joaquim Pereira and many others.

We warmly congratulate and thank this group that very kindly welcomed us. Arriving in a foreign country situated at the extremity of *Europe*, we felt ourselves however almost at home: our Portuguese friends spoke French, English and Spanish almost as well as their own language.

All participants were lodged in comfortable rooms for 4 - 8 people and ate at the «I. N. E. F.».

The opening session

This Session took place on the 20th July at 15.30 in the Auditorium of the *Institute*. Messrs. Noronha Feio and Paula Brito welcomed the participants e Leal de Oliveira, President of the F. I. E. P., thanked the Director of the *Institute* and pointed out the aims of that Organization; he also regretted the absence of his principal colla-

(1) Transl. from the French magazine «L'Homme Sain» No. 5-1967.

CURSO INTERNACIONAL DE EDUCAÇÃO FÍSICA (1)

— De 20 a 30 de Julho de 1967 —

Lisboa — PORTUGAL

Por Danielle Berger, Prof. E. F. no «C. R. E. P. S.» de Wattignies — FRANÇA.

Este *Curso* foi organizado pelo «I. N. E. F.» (*Instituto Nacional de Educação Física*), Cruz Quebrada—Lisboa—e patrocinado pela F. I. E. P. Ele foi dirigido pelo Prof. José Noronha Feio, Director do *Instituto* e Delegado da F. I. E. P. em *Portugal*.

Reuniram-se representantes de 8 países: *Inglaterra* (5), *Bélgica* (4), *Dinamarca* (2), *Espanha* (28), *França* (38), *Itália* (38), *Portugal* (110), *Venezuela* (5). Foi muito bem organizado pelo Prof. Paula Brito e um grupo de alunos-professores do *Instituto*, tais como as Sr.^{as} Maria Andresen Leitão e os Srs. César Luís Pegado, Manuel Ferro, Joaquim Pereira e muitos outros.

Felicitemos e agradecemos calorosamente este grupo que nos recebeu muito amavelmente. Chegados a um país estrangeiro, situado na extremidade da *Europa*, sentimo-nos contudo quase como em nossa casa: os nossos amigos portugueses falavam francês, inglês e espanhol, quase tão bem como a sua própria língua.

Todos os participantes foram alojados em quartos confortáveis para 4-8 pessoas e comeram no I. N. E. F.

Sessão inaugural

Esta *Sessão* realizou-se em 20 de Julho às 15.30 h no Auditório do *Instituto*. Os Snrs. Noronha Feio e Paula Brito deram as boas-vindas aos participantes e Leal de Oliveira, Presidente da F. I. E. P., agradeceu ao Director do *Instituto* e indicou os fins daquela Organização; ele também lamentou a ausência do seu principal colla-

(1) Trad. da revista francesa «L'Homme Sain» N.º 5-1967.

borator, the Secretary General Pierre Seurin and mentioned those who took charge of the different subjects of the *Course*:

Prof. Mrs. Ellen Clève (rhythmic gymnastics).

P. E. Dr. C. Marques Pereira (psycho-pedagogy and methodology of physical education).

Prof. Teotónio Lima (collective sports).

The following pupil-teachers took charge of the folkloric dances: Misses Maria Andresen Leitão, Maria Luísa Maia, Maria de Lurdes Duarte, Maria da Graça, Beatriz Camacho de Oliveira.

The musical accompaniment was done by Mr. Victor Marques Dinis.

The *Opening Session* ended with songs by a choir of pupils of the *I. N. E. F.* which was directed by the talented Mr. Marques Dinis and very much applauded.

Then followed 10 days spent in an excellent atmosphere of comradeship in a real holiday course. We were specially interested in folk dances of which a brilliant exhibition was done on the evening of the 5th July, by the pupils of the *I. N. E. F.*

The *time-table* was distributed from 8 h. 30 to 18 h and comprised the following subjects:

Methodology and psycho-pedagogy of physical education

Respective sessions were presided over by Mr. C. Marques Pereira⁽¹⁾ and devoted to the study of the following items:

Psycho-pedagogical and methodological problems of physical education, by Mr. A. Paula Brito.

Discussions on pedagogy and methodology in the «active school».

Biologic bases of pedagogy and methodology of physical education, by Mr. C. Marques Pereira.

(¹) Dr. C. Marques Pereira kindly transferred the presidency to the *F. I. E. P.*'s President.

borador, o Secretário Geral Pierre Seurin e mencionou os que se haviam encarregado das diferentes matérias do *Curso*:

Prof. Sn.^a Ellen Clève (ginástica rítmica).

Dr. E. F. C. Marques Pereira (psicopedagogia e metodologia da educação física).

Prof. Teotónio Lima (desportos colectivos).

Os seguintes alunos-professores, encarregados das danças folclóricas: Sr.^{as} Maria Andresen Leitão, Maria Luísa Maia, Maria de Lurdes Duarte, Maria da Graça, Beatriz Camacho de Oliveira.

O acompanhamento musical foi feito pelo Sr. Victor Marques Dinis.

A *Sessão Inaugural* finalizou com cantos por um coro dos alunos e alunas do *I. N. E. F.*, dirigido pelo talentoso Sr. Marques Dinis e muito aplaudido.

Seguiram-se 10 dias passados numa excelente atmosfera de camaradagem, em autêntico curso de férias. Estávamos especialmente interessados nas danças folclóricas das quais foi feita uma brilhante exibição na noite de 5 de Julho, pelos alunos e alunas do *I. N. E. F.*

O *horário* foi distribuído das 8.30 h às 18 h e compreendeu os assuntos seguintes:

Metodologia e psicopedagogia da educação física

As respectivas sessões foram presididas pelo Sr. C. Marques Pereira⁽¹⁾ e dedicadas a estudar as seguintes questões:

Problemas psicopedagógicos e metodológicos da educação física, pelo Sr. A. Paula Brito.

Discussões sobre a pedagogia e metodologia da «escola activa».

Bases biológicas da pedagogia e metodologia da educação física, pelo Sr. C. Marques Pereira.

(¹) O Dr. C. Marques Pereira transferiu amavelmente a presidência ao Presidente da *F. I. E. P.*

Discussions on the bio-psychologic bases of so-called «modern gymnastics».

The problem of the sportive motivation in physical education, by M. Pierre Seurin.

Discussions on the caractereology of adolescence.

Physical exercise, neuro-motricity and neuro-cibernetics.

These subjects have been dealt with above all in Portuguese with some interventions in French and Spanish; only the lecture of Mr. Seurin «*The problem of the sportive motivation in physical education*» was read in French. We regret that Mr. Seurin himself was not able to deliver it (retained in *Bordeaux* by his professional obligations) and congratulate Mr. Leal de Oliveira for the ease he showed when presenting the French text to us.

Rhythmic gymnastics

This subject was dealt with by Mrs. Ellen Clève helped by an assistant.

The lessons were generally divided into two parts:

The first one was destined to rhythmic gymnastics and contained a great number of exercises which we call suppling exercises (not very precise ones, according to our opinion).

During the second part we learned sequences of movements ended by rhythmic exercises with a great variety of structures and conducted with great dynamism.

We regret not having worked with apparatuses and not having heard any explanation about the aims and the «why» of the teaching, from Mrs. Ellen Clève.

Sportive games

Mr. Teotónio Lima profited from the allotted time to expound, in a clear and precise manner, some basic notions on the modern conception of sportive games:

The cyclic work.

Index-cards.

The first elements of technical work.

Discussões sobre as bases biopsicológicas da chamada «ginástica moderna».

O problema da motivação desportiva em educação física, pelo Sr. Pierre Seurin.

Discussões sobre a caracteriologia da adolescência.

Exercício físico, neuromotricidade e neurocibernética.

Estes assuntos foram tratados principalmente em português, com algumas intervenções em francês e espanhol; apenas a conferência do Sr. Seurin «*O problema da motivação desportiva em educação física*» foi lida em francês. Lamentamos que o Sr. Seurin não pudesse apresentá-la (retido em *Bordéus* pelas suas obrigações oficiais) e felicitamos o Sr. Leal de Oliveira pela facilidade que mostrou ao apresentar-nos o texto francês.

Ginástica rítmica

Este assunto foi tratado pela Sr.^a Ellen Clève auxiliada por uma assistente.

As lições estavam geralmente divididas em duas partes:

A primeira era destinada à ginástica rítmica e continha um grande número de exercícios a que chamamos exercícios de flexibilidade (não muito precisos, de acordo com a nossa opinião).

Durante a segunda parte aprendemos sequências de movimentos terminadas por exercícios rítmicos com grande variedade de estruturas e conduzidos com grande dinamismo.

Lamentamos não termos trabalhado com aparelhos e não termos ouvido qualquer explicação acerca dos objectivos e do «porquê» do ensino, da parte da Sr.^a Ellen Clève.

Jogos desportivos

O Sr. Teotónio Lima aproveitou o tempo que lhe foi atribuído para expor, de maneira clara e precisa, algumas noções básicas sobre a moderna concepção dos jogos desportivos:

O trabalho cíclico.

Fichas.

Primeiros elementos do trabalho técnico.

The Portuguese folkloric dances

It was the subject which attracted most attention from the participants: about 120 at each session. This assiduity, even when the sun and the beach incited us to «farniente», is an incontestable proof of its value.

We congratulate and thank our future Portuguese colleagues who devoted ten days of their holidays to teach such dances.

They also supplied each participant with much documentation with pictures, explanations and music, referring to each region.

Thanks to Misses Maria Luísa, Lurdes, Graça and Beatriz, we have familiarized ourselves with Viras do Minho» (*Oporto* and *Viana do Castelo* regions), «Modas do Ribatejo» (the region watered by the *Tagus*), «Bailaricos da Estremadura» e «Corridinho» of *Algarve* (a privileged region in the south which does not know winter).

It is not a question of describing these dances here. One must «live» them to understand their meaning.

Many thanks to Mr. Victor Marques Dinis for having accompanied these dances with great talent and having allowed the participants to register many pieces in the magnetophone.

He knew how to create the right atmosphere and was the «soul» of this course.

Our Portuguese friends organized excellent evening parties where we admired peasant groups coming from their villages, to illustrate the course, combine work with leisure and alternate technical with human knowledge.

What a pleasure to see the naturalness and spontaneity of the *Reguengos* group. What a variety of dances, what wealth of costumes, what virtuosity in the *Santarém* group. And what atmosphere when the dancers, after their performances, invited the participants to dance with them!

Portugal's folkloric dances are «living» ones. They are dances of the people by keeping their personality, style and cha-

Danças folclóricas portuguesas

Foi o assunto que mais atraiu a atenção dos participantes; cerca de 120 em cada sessão. Esta assiduidade, mesmo quando o sol e a praia nos incitava ao «farniente», é uma prova incontestável do seu valor.

Felicitemos e agradecemos às nossas futuras colegas portuguesas que dedicaram dez dias das suas férias a ensinar-nos tais danças.

Elas também forneceram muita documentação a cada participante com figuras, explicações e música, referidas a cada região.

Graças às Snr.^{as} Maria Luísa, Lurdes, Graça e Beatriz, familiarizámo-nos com os «Viras do Minho» (regiões do *Porto* e *Viana do Castelo*), «Modas do Ribatejo» (regiões banhadas pelo *Tejo*), «Bailaricos da Estremadura» e «Corridinho», do *Algarve* (região favorecida no sul, que não conhece o inverno).

Não se trata de descrever aqui essas danças. Deve-se «vivê-las» para compreender a sua significação.

Muitos agradecimentos ao Sr. Victor Marques Dinis por ter acompanhado estas danças com grande talento e permitido aos participantes registrar muitos trechos no magnetofone.

Ele soube criar a verdadeira atmosfera e foi a «alma» deste curso.

Os nossos amigos portugueses organizaram excelentes saraus em que admirámos grupos de camponeses vindos das suas aldeias, para ilustrar o curso, combinar trabalho com ócio e alternar conhecimentos técnicos e humanos.

Que prazer ao ver a naturalidade e a espontaneidade do grupo de *Reguengos*. Que variedade de danças, que riqueza de trajos, que virtuosidade no grupo de *Santarém*. E que atmosfera quando os dançarinos, depois da sua execução, convidaram os participantes a dançar com eles!

As danças folclóricas de *Portugal* são danças «vivas». São danças do povo que conservam a sua personalidade, estilo e ca-

Avez vous payé pour 1968 ?

racter. They are far from being spectacular reconstructions that would make them lose their authenticity.

Closing Session

The *closing Session* took place on the 29 th July at 13 h. Firstly the Director of the *I. N. E. F.*, Mr. Noronha Feio, invited the representatives of foreign countries to speak, which they did by thanking and congratulating him, as well as the organizers and the teachers of the *Course*.

Then Mr. Leal de Oliveira spoke about the international collaboration in physical education and, finally, diplomas for participants, gifts for the Director of the *I. N. E. F.* and teachers, were delivered.

The next day took place an excursion to *Nazareth*, a small well known fishing village. It was a fine day, at the same time a touristic, gastronomic and folkloric one, with songs, dances and a variety of costumes.

We thank our Portuguese friends once more for helping us to discover *Portugal* with its sun, light, songs, dances and the kindness of its inhabitants.

rácter. Estão longe das reconstruções espetaculares que lhes façam perder a sua autenticidade.

Sessão de encerramento

A *Sessão de Encerramento* realizou-se em 29 de Julho às 13 h. Primeiramente o Director do *I. N. E. F.*, Sr. Noronha Feio, convidou os representantes dos países estrangeiros a falar, o que eles fizeram agradecendo-lhe e felicitando-o, assim como aos organizadores e professores do Curso.

Em seguida o Sr. Leal de Oliveira falou sobre a colaboração internacional em educação física e, finalmente, foram entregues diplomas aos participantes e presentes ao Director do *I. N. E. F.* e professores.

No dia seguinte realizou-se uma excursão à *Nazareth*, uma pequena aldeia de pescadores bem conhecida. Esteve um dia magnífico, ao mesmo tempo turístico, gastronómico e folclórico, com cantos, danças e variedade de trajes.

Agradecemos de novo aos nossos amigos portugueses, ter-nos ajudado a descobrir *Portugal* com o seu sol, luz, cantos, danças e a amabilidade dos seus habitantes.

QUELQUES NOTES SUR LE COURS INTERNATIONAL D'ÉDUCATION PHYSIQUE TENU À LISBONNE DU 20 AU 30 JUILLET 1967.

Par A. Leal d'Oliveira

Un article sur ce *Cours*, par Mlle. Danielle Berger, a été publié dans la revue française *L'Homme Sain* N.º 5 — 1967, et fut traduit en anglais et espagnol aux pages 62 de ce *Bulletin*. Je pense cependant convenable d'en donner quelques informations complémentaires concernant la partie du *Cours* consacrée à la *Méthodologie et à la Psychopédagogie de l'Éducation Physique* organisée par le Dr. E. P. Celestino Marques Pereira qui m'a aimablement donné la présidence des séances respectives.

SOME NOTES ON THE INTERNATIONAL COURSE OF PHYSICAL EDUCATION HELD IN LISBON, FROM 20th TO 30th JULY 1967.

By A. Leal d'Oliveira

An article about this *Course*, by Miss Danielle Berger, was published in the French magazine *L'Homme Sain* N.º 5 — 1967, and was translated into English and Spanish on pages 62 of this *Bulletin*. I think however it is convenient to give some complementary information concerning the part of the *Course* concerning *Methodology and Psycho-pedagogy of Physical Education*, organized by Dr. E. P. Celestino Marques Pereira who kindly gave me the presidency of respective sessions.

Have you paid for 1968?

Outre le travail du Secrétaire Général, Pierre Seurin, à publier et approuvé à l'unanimité, j'essayerai de résumer les autres travaux présentés successivement par les Profs. Paula Brito et Marques Pereira (*Portugal*) et D. José Cagigal (*Espagne*).

Besides the work of Secretary General Pierre Seurin, to be published and unanimously approved, I shall try to summarize the other works presented successively by Profs. Paula Brito and Marques Pereira (*Portugal*) and D. José Cagigal (*Spain*).



La *Séance Inaugurale* du *Cours International* fut présidée par S. E. le Sous-Secrétaire d'État à l'Administration Scolaire, Prof. Dr. Alberto de Brito, ayant à sa droite MM. le Directeur Général de l'Éducation Physique, Dr. Armando Rocha, le Commissaire Adjoint à l'«O. N. M. P.», Eduardo Trigo, le Secrétaire Général du Cours, Paula Brito; à sa gauche sont le Président de la «F. I. E. P.», Leal d'Oliveira, le représentant de la «F. N. A. T.», Carmona e Costa et le Directeur de l'«I. N. E. F.», Noronha Feio.

The *Opening Session* of the *International Course* was presided over by H. E. the Under-Secretary of State for School Management, Prof. Dr. Alberto de Brito, having on his right Messrs. Director General of Physical Education, Dr. Armando Rocha, Adjunt Commissary for the «O. N. M. P.», Eduardo Trigo, the Secretary General of the Course, Paula Brito; on his left are the President of the «F. I. E. P.», Leal d'Oliveira, the representative of the «F. N. A. T.», Carmona e Costa and the Director of the «I. N. E. F.», Noronha Feio.

M. Paula Brito étudia le problème de la «psychologie sportive», c'est-à-dire du «comportement de l'individu isolé ou en groupe, dans une situation sportive, comme pratiquant ou spectateur».

Il remarqua que la «psychologie sportive» se limitait au sport, spécialement au

Mr. Paula Brito studied the problem of «sports psychology», i. e. of «the behaviour of the individual, either the single one or in group, in a sportive situation, as a performer or a spectator».

He noted that «sports psychology» was limited to sport, specially to competitive

Ha pagado usted en 1968?

sport de compétition, et n'envisageait presque pas les autres moyens d'éducation physique.

Or, pour le professeur d'éducation physique, ce qui surtout est intéressant c'est la «psychologie appliquée à l'éducation physique» ou «psychopédagogie de l'éducation physique» qui puise ses éléments de base dans les branches multiples de la psychologie humaine. Une telle étude comporte les chapitres suivants, entre autres: *L'étude des rapports somatopsychiques. Réflexologie. Apprentissage. Motivation. Psychologie génétique. Psychologie sociale.* Etc.

M. Paula Brito s'est référé aussi aux études qu'il a lui-même entrepris et présentées au *Congrès Luso-Brésilien*, à Luanda (1966) et au *Congrès Mondial*, à Madrid (1966).

M. Marques Pereira consacra ses travaux à deux sujets qui sont aussi de grande importance:

1. *Bases biopsychologiques de la «gymnastique moderne».*
2. *«L'école active» et son influence sur l'éducation physique.*

En ce qui concerne le premier sujet, l'orateur a eu surtout en vue, selon ses propres expressions, d'être éclairci par l'assistance sur la «gymnastique moderne», pour en trouver une justification valable et la distinguer de la «gymnastique rythmique», de la «gymnastique expressive», etc.

Il a fait une exposition détaillée des facteurs psycho-nerveux et rythmiques qui interviennent dans les mouvements humains.

Le chroniqueur ne se rappelle pas d'aucune contribution de l'assistance pour éclaircir le sujet, ses propres observations étant seulement pour souligner la nature artistique de la dite «gymnastique» qui est donc soumise aux goûts de chacun. Il conseilla l'étude du livre «*Gymnastique Moderne*» du Prof. Alberto Langlade qui analyse le sujet en détail.

sport, and hardly considered the other means of physical education.

Now, for the teacher of physical education what is above all interesting is «psychology applied to physical education» or «psycho-pedagogy of physical education» which draw its basic elements from multiple branches of human psychology. Such a study comprises the following chapters, among others: *The study of somato-psychic relationships. Reflexology. Apprenticeship. Motivation. Genetic psychology. Social psychology.* Etc.

Mr. Paula Brito referred also to studies he himself undertook and presented to the *Luso-Brasilian Congress*, in Luanda (1966) and the *World Congress*, in Madrid (1966).

Mr. Marques Pereira, devoted his work to two subjects that are also of great importance:

1. *Bio-psychological bases of «modern gymnastics».*
2. *The «active school» and its influence on physical education.*

In what concerns the first subject, the speaker had above all in view, according to his own expressions, to be enlightened by the audience on «modern gymnastics» in order to find a valid justification for it and distinguish it from «rhythmic gymnastics», «expressive gymnastics», etc.

He made a detailed report of psycho-nerveous and rhythmic factors that intervene in human movements.

The chronicler does not remember any contribution coming from the audience to clarify the subject, his own observation being only to stress the artistic nature of the above mentioned «gymnastics» therefore submitted to each one's taste. He advised the study of the book «*Gymnastique Moderne*» by Prof. Alberto Langlade who analyses the phenomenon in detail.

Dans «*L'école active et son influence sur l'éducation physique*», le conférencier développa les chapitres suivants:

1. *Critique de l'orientation pédagogique de «l'école ancienne».*
2. *Principes de base de «l'école active».*
3. *L'éducation physique dans «l'école active».*
4. *Principes doctrinaux de la gymnastique.*

Ces thèmes ont suscité une grande discussion en particulier de M. João Infante Directeur de l'*Ecole d'Education Physique*, de Porto, qui se référa spécialement à la leçon d'éducation physique.

Finalement D. José Maria Cagigal, Directeur de l'*Institut National d'Education Physique (Madrid)* et Délégué de la *F. I. E. P. en Espagne*, développa le thème intitulé «*La pédagogie sportive de la défaite*», dont sont extraites les affirmations suivantes de haute philosophie éducative:

«Les différentes réalités psychologiques que le sport constitue aujourd'hui, peuvent se concrétiser en deux grandes catégories:

1 — Le grand sport spectaculaire qui excite les masses et appartient aussi bien au professionnalisme qu'au grand amateurisme de compétition.

2 — Le sport pratiqué par l'individu ou le groupe social comme un passe-temps, comme une nécessité d'équilibre vital.

Ce sont deux faits sociaux très différents mais, dans les deux cas, il y a plus de *défaites* que de *victoires*. La même chose arrive dans la vie de chacun de nous.

Or l'éducation doit se baser non seulement sur l'aspiration au triomphe, mais aussi sur la capacité de résister à la défaite, car l'apprentissage de la vie consiste également à apprendre à recevoir des heurts.

Savoir perdre c'est en fin de compte pouvoir supporter des coups de la vie, donc comprendre sa partie la plus difficile.

La défaite est l'antithèse en face de ce que la victoire représente chez une person-

In «*The active school and its influence on physical education*», the lecturer developed the following chapters:

1. *A criticism of the pedagogical guidance of the «ancient school».*
2. *Basic principles of the «active school».*
3. *Physical education in the «active school».*
4. *Doctrinal principles of gymnastics.*

These themes caused much discussion, particularly from Mr. João Infante, Director of the *School of Physical Education in Oporto* who referred especially to the lesson of physical education.

At last D. José Maria Cagigal, Director of the *National Institute of Physical Education (Madrid)* and *F. I. E. P.'s Delegate in Spain*, developed the theme entitled «*Sports pedagogy of defeat*» from which are extracted the following statements of a high educational philosophy:

«Different psychologic realities that constitute today's sport, can be concretized into two great categories:

1 — Big spectacular sport that excites the masses and belongs both to professionalism and to the great competitive amateurism.

2 — Sport that is practised by the individual or social groups, as a pastime, as a necessity of vital equilibrium.

They are two very different social facts but in both cases, there are more *defeats* than *victories*. The same happens in the lives of all of us.

Now education should be based not only on the aspiration towards triumph but also on the ability to resist defeat, because the apprenticeship of life consists likewise in learning how to receive knocks.

To know how to lose is after all to be able to bear knocks from life, therefore to understand its most difficult part.

Defeat is the antithesis facing the thesis represented by victory in a duly prepared

nalité dument préparée; cette antithèse libère de nouvelles énergies, découvre des habilités insoupçonnées, ouvre des horizons, aménage de nouveaux mécanismes structuraux. La personnalité en sort plus robuste, à la condition toutefois que la défaite soit assimilable et constitue dans ce cas un vaccin; si la dose est exagérée elle peut faire des ravages.

personality; this antithesis releases new energies, discovers unsuspected capacities, opens horizons, arranges new structural mechanisms. Personality becomes more vigorous, on the condition however that defeat is assimilable and constitutes a vaccine in this case; if the dose is exaggerated it may cause ravages.



Un group de participants au *Cours International*.

A group of participants at the *International Course*.

Les organisations éducatives actuelles apportent le danger d'élaborer des milieux artificiels et produisent presque toujours des «plantes de serre». On est donc obligé de donner à la jeunesse une aptitude générale et de lui apprendre à subir des défaites. Le sport peut servir ce but.»

Cette conférence intéressa aussi beaucoup l'assistance et provoqua un échange très instructif de commentaires.

Present day educational organizations bring the danger of working out artificial surroundings and produce almost always «hot-house plants». One is therefore obliged to give youth general skills and teach it to bear defeats. Sport can serve this aim».

This lecture also interested the audience very much and provoked a very instructive exchange of commentaries.

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Dans la *Séance de Clôture* du *Cours*, présidée par M. le Directeur de l'Éducation Physique et du Sport du *Ministère de l'Éducation Nationale*, j'ai eu l'occasion de dire les mots suivants:

«Une fois de plus s'achève un *Cours International d'Éducation Physique* organisé par l'*I.N.E.F.* du *Portugal* et patronné par la *F.I.E.P.*

Il a été rendu possible grâce aussi à l'aide indispensable de la *Direction Générale d'Éducation Physique et Sports* de ce pays.

Comme «international» que je suis à ce moment, je vous prie M. le Directeur Général de bien vouloir accepter nos remerciements et de faire connaître à Son Excellence le Ministre, comment l'Organisation que j'ai l'honneur de présider se sent reconnaissante de cette nouvelle preuve d'intérêt pour nos travaux en vue de la collaboration internationale.

Me référant à l'activité de la *F.I.E.P.* en 1967, ce *Cours* fait suite à un autre similaire tenu à *Bruxelles* du 2 au 12 du mois courant et précède un événement du même genre à *Houlgate (Normandie)* du 27 Août au 5 Septembre.

Dans l'intervalle j'aurai l'occasion de participer comme Président de la *F.I.E.P.*, au *Séminaire International sur la Biomécanique* qui aura lieu à *Zurich* du 21 au 23 Septembre et dont je serai un des Vice-Présidents.

En 1968 auront lieu des *Cours Internationaux* à *Israël* et en *France* ⁽¹⁾.

Pour 1969 sont prévus le 4^e *Congrès Luso-Brasilien* à *Brasilia* et un *Congrès Mondial* à *Strasbourg* qui aura certainement un grand retentissement.

Pour 1970 nous ne pouvons annoncer pour le moment que la distribution, à *Lisbonne*, du *Prix* accordé au gagnant d'un *Cours International Littéraire sur la Théo-*

In the *Closing Session* of the *Course*, presided over by the Director General of Physical Education and Sport of the *Ministry of National Education*, I had occasion to say the following words:

«Once again ends an *International Course of Physical Education* organized by the *I.N.E.F.* of *Portugal*, patronized by the *F.I.E.P.*

It was made possible thanks also to the indispensable aid from the *General Direction of Physical Education and Sports* in this country.

As an «international» as I am now at present, I ask the Director General to kindly accept our thanks and make known to H. E. the Minister how the Organization I have the honour to preside over, feels thankful for this new proof of interest regarding our work in view of international collaboration.

Referring to the activity of the *F.I.E.P.* in 1967, this *Course* follows a similar one held in *Brussels* from 2nd to 12th inst. and precedes an event of the same kind at *Houlgate (Normandy)* from the 27th August to 5th September.

In the interval I shall have the opportunity of participating, as President of the *F.I.E.P.* in the *International Seminar on Biomechanics* to be held in *Zurich* from 21st to 23rd September, of which I shall be one of its Vice-Presidents.

International Courses in *Israel* and *France* will take place in 1968 ⁽¹⁾.

The 4th Luso-Brazilian Congress in Brasilia and a *World Congress* in *Strasbourg* that will certainly make a big echo, are foreseen for 1969.

For 1970 we can only announce at present the award, in *Lisbon*, of a *Prize* given to the winner of a *Literary International Contest* on the *Theory of Physical Edu-*

(1) Il s'est aussi réalisé en 1968, un excellent *Cours International* à *Madrid*, du 1^{er} au 10 Juillet.

(1) An excellent *International Course* also took place in *Madrid* from 1st to 10th July 1968.

rie de l'Éducation Physique, conjointement avec la prochain *Assemblée Générale* de la *F. I. E. P.*

Ces *Cours* et *Congrès* qui se multiplient partout, montrent l'importance scientifique, pédagogique, technique et sociale, du problème que nous venons d'étudier ici pendant 10 jours.

Il faut souligner que les exposés théoriques et les démonstrations pratiques, concernant les activités corporelles qui peuvent être employées comme moyens d'éducation physique et d'échange d'opinions, favorisent aussi l'amitié des gens venus des différents pays. Ce sont donc des occasions pour développer l'esprit de compréhension internationale d'où dépend aussi la paix mondiale.

On ne connaît pas le monde et les Hommes par l'étude théorique de l'histoire, de l'anthropologie sociale et, encore moins, par les journaux et la radio très influencés par des facteurs subjectifs, surtout émotionnels.

L'absence de toute discrimination politique, religieuse et raciale, dans l'activité de la *F. I. E. P.*, d'où résulte la limitation la plus stricte de nos travaux aux aspects scientifiques, pédagogiques et techniques de la gymnastique, des jeux et des exercices sportifs, ont toujours permis que nos réunions soient un exemple d'entente internationale.

Il y aura nécessairement des discussions plus ou moins animées, pour discorder, pour défendre ou critiquer des idées et des techniques, une partie résultant des malentendus provenant, en général, de terminologies différentes qu'il faudra harmoniser.

Dans ce *Cours* j'ai entendu des exposés réfléchis et vu des démonstrations pratiques utiles, celles-ci surtout appropriées aux Associations gymnastiques et sportives de fréquence volontaire, lesquelles ont toujours rempli une fonction très importante dans ce pays.

La période de vacances, après l'année scolaire toujours très chargée, spécialement pendant les examens, a empêché la présence des écoliers assujettis aux programmes officiels.

cation, together with the next *General Assembly* of the *F. I. E. P.*

These *Courses* and *Congresses* that are multiplying everywhere show the scientific, pedagogical, technical and social importance of the problem we have studied here, for 10 days.

One should emphasize that the theoretical statements and practical demonstrations related to body activities that can be used as means of physical education and for exchange of opinions, also favour the friendship of people coming from different countries. These are therefore occasions to develop the spirit of international understanding on which also depends world peace.

One does not know the world and Men through the theoretic study of history, social anthropology and still less, through newspapers and radio much influenced by subjective, above all emotional factors.

The absence of all political, religious and racial discrimination, in the *F. I. E. P.*'s activity from which results the strictest limitation of our work to scientific, pedagogical and technical aspects of gymnastics, games and sportive exercises, have always allowed our meetings to be an example of international understanding.

There will necessarily be more or less animated discussions, to disagree, to defend or criticize ideas and techniques, some of them resulting from misunderstandings proceeding, in general, from different terminologies that should be harmonized.

In this *Course* I heard pondered statements and saw useful practical demonstrations, the latter being above all appropriate to gymnastic and sportive Associations with voluntary attendance, that have always fulfilled a very important function in this country.

The vacation period, after the school year that is always overloaded, specially during examinations, has prevented the presence of school boys and girls subjected to official programmes.

Outre les exposés théoriques, l'intérêt principal du *Cours* paraît avoir été certaines formes de *danse*.

La *danse* est définie par les dictionnaires comme une suite de mouvements cadencés et rythmés au son d'instruments, de bruits, de «clagues» et de la voix chantée. Elle est donc une activité artistique avec une histoire qui s'étend à l'aube de l'humanité et présente des aspects esthétiques, psycho-physiologiques et sociaux; son origine naturelle se trouve dans la spontanéité organique; il s'agit d'une activité essentiellement émotionnelle et ludique motivée par le fait de se mouvoir pour son propre plaisir et le plaisir des autres.

Nous avons assisté à la «gymnastique dite moderne», à la «rythmique», au «ballet», à la «danse artistique», aux danses folkloriques.

Les premières sont d'origine citadine, ses grandes pionnières étant des maîtres de danse et musiciens, suivis par quelques professeurs dames de gymnastique ayant des capacités artistiques.

En ce qui concerne la forme de *danse* appelée «gymnastique moderne», je l'ai vue en plusieurs pays, spécialement en *Allemagne*, représentée dans ce *Cours* par Mme. Ellen Clève.

Le peuple allemand a une grande culture musicale et il arrive que les jeunes filles qui s'adonnent à une telle forme de mouvements corporels ont la beauté nécessaire pour de telles exhibitions; par ailleurs l'effort déployé est suffisamment intense, condition indispensable pour en retirer des effets physiologiques utiles.

Quant aux danses folkloriques elles sont étroitement liées aux régions qu'on habite, à la campagne ou au bord de la mer, et elles ont été créées par des travailleurs à l'air pur de grands espaces, ayant comme fond les paysages les plus variées. Elles sont donc plus saines que les danses citadines.

Il nous reste à dire quelques mots sur l'organisation du *Cours*. Son caractère de vacances a porté les organisateurs à choisir des thèmes répondant à cette période de l'année où on veut se relaxer sans couper

Besides the theoretical statements, the principal interest of the *Course* seems to have been certain forms of dancing.

Dancing is defined by dictionaries as a sequence of cadenced and rhythmic movements to the sounds of instruments, noises, clagues and the singing voice. It is therefore an artistic activity with a history that goes back to the dawn of humanity, and presents esthetic, psycho-physiologic and social aspects; its natural origin is found in the organic spontaneity; it is a question of an essentially emotional, game-like activity motivated by one's own pleasure when moving and the pleasure of others.

We have attended to the so-called «modern gymnastics», «rhythmics», «ballet», «artistic dancing», folkloric dances.

The first ones have an urban origin, their great pioneers being dancing masters and musicians, then followed by some women gymnastic teachers with artistic ability.

In what concerns the *dancing* form called «modern gymnastics» I have seen it in several countries, specially in *Germany*; represented in this *Course* by Mrs. Ellen Clève.

The German people have a great musical culture and it happens that young women who indulge in such a form of body movements have the necessary beauty for such exhibitions; besides the effort expended is sufficiently intense, an indispensable condition to draw from it useful physiological effects.

As to folkloric dances they are closely linked to the regions one inhabits, either in the country or near the sea and they were created by workers in the pure air of large spaces and having as a background the most varied landscapes. They are therefore healthier than town dances.

It remains to say some words about the organization of the *Course*: Its holiday characteristics led the organizers to choose themes corresponding to this period of the year when one wishes to relax without

tout à fait les liens avec sa propre activité professionnelle.

La vie sociale fut un exemple d'excellent camaraderie internationale et de comportement individuel exemplaire; les organisateurs ont été des hôtes aimables toujours prêts à aider, sous l'orientation du Directeur de l'*I.N.E.F.*, Prof. Noronha Feio.

Je salue encore une fois, M. le Directeur Général de l'Éducation Physique, les participants des différents pays et les organisateurs du *Cours*. Je leur dis au revoir, espérant les retrouver dans quelque partie du monde que je puisse visiter à l'avenir pour une réunion internationale semblable, sous l'égide de la *F. I. E. P.*»

quite cutting the links with one's own professional activity.

Social life has been an example of excellent international comradeship and exemplary individual behaviour; the organizers have been kind hosts always ready to help under the leadership of the Director of the *I. N. E. F.*, Prof. Noronha Feio.

I greet once more the Director General of Physical Education, the participants from different countries and the organizers of the *Course*. I say good bye to them hoping to see them again in any part of the world I may visit in the future for a similar international meeting under the auspices of the *F. I. E. P.*