

**Dr. Hermann Brandt**

**CRITICAL SCIENTIFIC  
REVIEW  
OF TEAM SPORTS**

**Thulin Award by FIEP, Year 1970**

**TCHOUKBALL**

**TCHOUKBALL:  
The Sport of Tomorrow!**

**Foreword and Drawing by Michel Favre**

ROULET Publications, Geneva

## FOREWORD

In this beginning of the XXIst Century, the sports phenomenon remains a key activity.

The term “sport” is a borrowing (1828) from the English word “sport” (XVth Century), which was itself borrowed from the Old French ((XIIIth Century) “*desport*,” which meant “amusement” or “entertainment.” The word “sport” applied to bodily activities performed out of pleasure, often in a spirit of competition. Later on, it came to designate any physical activity practiced in the spirit of play, struggle, and effort, the practice of which presupposes training and the observance of certain rules.

In the XXth Century, sport became an essential domain of information and of entertainment, on account of which it took on considerable economic importance.

Its important image in society enables everyone to let his/her imagination run free regarding the possibility of acquiring an ideal physical condition, or to dream of the sports exploit that brings fame. Competition is no longer only related to sports, but it becomes financial as well. The effects of this phenomenon open the doors to all sorts of envies and engender the worst excesses.

In such a context, the fundamental question of safeguarding the identity of sport and of its educative value is raised in an even more relevant fashion.

Tchoukball was conceived with the intention of defending, protecting, and developing the first and fundamental values of sport. Thanks to its comprehensive concept, it is a tool with a definite effectiveness from the physiological, psychological, pedagogical, and sociological points of view.

In 1970 Tchoukball was above all a theory, and there were but a few of us to seek the means necessary for the practical realization of this sport in society. Its philosophy emphasizes above all two points: on one hand, the individual aspect in its totality (psychic and somatic) approached through bodily and sports activity, and on the other hand, the team aspect in the sense of

relationship, collaboration, and construction in common.

The rather disturbed climate of our current society has perhaps a favorable effect upon the desire and the need to look for satisfaction in the area of relationships. In this sense, the playing of Tchoukball supports well the relational dimension and promotes interpersonal exchanges and mutual respect. This sport encourages the idea of an encounter with the idea of going to a refreshing source rather than looking for a confrontation in order to fell the adversary. The tournaments and the matches must be festivals that not only leave the space necessary for each sports prowess but also encourage the encounter in the broad sense, with its entire enriching relational universe. The sports exploit of a player should be lived by the others as the sign of a personal achievement, of which everyone can feel himself an actor.

This first English translation of Dr. Hermann Brandt’s work, *Critical Scientific Review of Team Sports: Tchoukball, the Sport of Tomorrow!*, is an important event. It is being published thirty-three years after the first edition in French and thus reflects indeed the expansion of Tchoukball. The publication of the English text is taking place at a propitious moment, and will consolidate, we hope, the worldwide diffusion of this sport.

While writing this preface, many memories, connected with the first French edition of 1971, come back to me. I had the great luck to meet and to collaborate with Hermann Brandt for several years, and to be at his side at the time of the awarding of the Thulin Prize in Lisbon. At his request, I participated in the execution of the drawings inside his work, as well as in the cover design and the photo of the Thulin Prize medal at the back of the book.

At the time of the Munich Olympic Games in 1972, I myself presented the game and the philosophy of Tchoukball in the framework

of the workshops attached to the Olympic Games: 8<sup>th</sup> World YMCA Consultation on Health and Physical Education, Munich, August 28–September 1, 1972.

In 1970, Hermann and I wrote a charter\* in order to bring an indispensable complementary text to the rules of the game. In the first draft of this charter, we had written this sentence (which at the time only committed me):

“We banish the modern Olympic spirit because of its hypocrisies and because of its extreme nationalisms.”

In the year 2000, at the time of the creation of the Internet site of the International Federation and of the careful rereading of the text of the charter, I agreed to the elimination of this sentence. It seemed to me to be wiser to moderate this wording in order to avoid any polemical attitude within the federation and to protect ourselves against a position that was too judgmental with regard to the Olympic movement.

It appears interesting to me to point out that in the rough draft of the first writing, we had written this paragraph:

“The game must be framed by a desire for human understanding that is not limited by any consideration of religion, any national pride (or two groups!)... We go so far as to expect that no team raises the national colors. The personalities who constitute a

team remain valid for themselves, and the country of origin is concerned only through the means that it offers to the players.”

By common agreement, Hermann Brandt did not print it, for we thought at the time that nationalism was in regression. The quotation of this paragraph in this preface appears relevant to me because its subject is likely to offer us topics for thought regarding the evolution of sports and their connection with nationalism in our society.

The expression of my dearest wish is that you, leaders and players, always encourage the development of this sport in the spirit sought by Hermann Brandt and myself, the spirit presented and developed in this work and in our charter.

By way of conclusion, I quote the geneticist Albert Jacquard:

“The true practice of a sport consists of a dialogue of each person with his own body, under the critical and possibly laudatory eyes of others. This dialogue may be harsh, the demands may be severe; what is important is that the body be respected and not relegated to the rank of a mere tool.”

“To live and to smile together, that could be our motto.”

Michel Favre

\*See the Charter in the appendix

# I. GENERAL INTRODUCTION

## From Science to Technology

When, as a young doctor, one takes up the topic of Sports Medicine, one first discovers that there is, behind that initial appearance, some extraordinary realities called “Physical Education” (“PE”) and “Sports,” which cover a set of extremely varied processes, methods and activities about which one merely has a highly fragmentary, precarious and rudimentary conception. The first impression is that a legitimate utilitarian Sports medicine can only be constructed upon a *knowledge* of these realities *that is at least adequate*.

However, while perusing this seemingly incoherent set, one becomes aware of the large scope encompassed by such realities, along with their numerous related problems.

Personally, it always seemed indispensable to base a Sports Medicine activity on knowledge that is as precise and as complete as possible about the technical *nature* of these Physical Activities. Yet, when wanting to study this first problem, one becomes struck by unexpected findings: in physical activities, one is either caught with activities that are performed *by sheer pleasure*, without any other reason or motivation other than the pleasure of the game and the enjoyment of competition or performance, or one is caught with finding oneself facing *pedagogical concerns*, of which the first concern is to reach man in his bodily and physical qualities. This first classification, seemingly a bit simplistic at first, stays with us from there on in all Sports Medicine activity as there are, one the one hand, those who practice sports *for pleasure* without considering the biological results and, on the other hand, those who look for a qualitative result and who thus concern themselves about pedagogy, be they teachers or performers.

*Physical Activities Must First Take into Account Human Nature*

It seems contradictory to me to rationalize Sports on a medical basis before beginning with the basics: *to have knowledge of the technical structure of Physical Activities*, to understand their management and hence to support those who work in a human meaning with the contribution of scientific knowledge. “Science without conscience is but the ruin of the soul”--this remains the basis for a human conception of science, and in my opinion, that very *search for humanity through such Physical Activities* seems worthy of attention by the scientist.

That is the reason why on the one hand, we can have nothing but praise for ourselves for Scientific Activities that have a deployment of more and more Physical Education Masters, or praise at least those who have understood that they would not be up to such a task this far-reaching without the promptest *introduction of biological scientific realism*; and when I say biological, I also mean everything cerebral, hence everything psychological as well.

Is it to be pretentious or to lack realism to wish to see Physical Activities be humanized? Medicine teaches us what man is about because it is rare that any medical act be linked to the personality of the one who is consulting. The slightest medical contact, the slightest health problem demands the revising of human data about that problem, and man thus appears in a truly human fashion, which initially encompasses man’s complete medical and biological personality, along with everything as well in terms of the areas of psychology, personal behavior, the environment both social and professional, introducing a set of data that make man a man, does not fragment itself, does not lend itself to be divided into different aspects. These aspects are all in solidarity with one another, with man being this sum total.

When examining studying and applying *Physical Activities*, we are always startled

with the difficulty involved in engaging man as a whole; any Method, any play Activity, any Sport neglects some particular aspects of man and, if it true that Physical Activities must tend towards and contribute to the edification of man, and not merely entertain him, it is in fact necessary to wonder about the means that are employed to implement these Physical Activities, and their effects, and it is most important to confirm that they keep the promises that are being attributed to them.

### *Science and Practice*

There are no better experiences for a man of science who deals with these problems than him being the captain of the ship, that is, to convert himself into a teacher, to be the one to instruct, train people and be responsible for the effect of such methods and procedures. The man of science is supposed to be able to confirm if the results that he looks for, or expects to have, have become realities; yet in this field, unfortunately, there is one disappointment after another; least that we have a certain ideal at the beginning, like a clear notion of the long-range goal necessary to offer oneself and the horizons to be reached, as much on individual and physical levels as on psychological and social levels; one frequently faces a quantity of disheartening experiences and observations. *Physical Activities* are still far from obtaining the general cultural level that would make and guarantee them the *human level* foreseen as desirable or even contemplated as necessary.

The physician who is devoted to checking a very small problem, blood pressure or pulse readings, a cardiac examination and even oxygen consumption, sees only *a very minimal aspect* of man's participation in Physical Activities; yet, not only does he neglect the other parts, but he also disinterests himself from them. Indeed, it was only recently that Medicine finally set out to approach the psychological aspects of man with respect to effort, and the first attempts, and first discoveries are certainly encouraging and demonstrate the scope of

the field that science should reach to secure results.

### *Searching for a Perfect Goal*

It is no less true that man searching for constant self-improvement takes us from surprise to surprise, from disappointment to disappointment, from hope to hope; but unfortunately, we end up sadly observing that an overly large number of Physical Activities do not reach their goals because they set an overly restricted program and a goal too narrow. Physical Education often merely looks for articulator-muscular improvement and sometimes looks for a particular development of the nervous System, or maybe sometimes also looks for some greater biological effects (comprising cardio-vascular and respiratory functions). Additionally, Sports, suffering from the attraction of play and entertainment, plunges ourselves into a troubling perplexity. I do not believe that a reasonable man could notice the social, collective effect of taking part in large sports competitions and world championships at the Olympic Games, without being deeply embarrassed as soon as he wants *to consider man and society*, since society is interested, but in what way? Does the Olympic ideal, for instance, evolve towards a true human interest? It would be easy for me to prove the opposite, but men with good intentions and educators whose sound ambitions underline their profoundly human intent, admit being upset, and ask themselves how one will one day react against the mercantile evolution of Sports and its disastrous effect on the psychology, not just of champions, but of the performing masses alike.

Because we need to declare it loudly: our goal, the goal of human Physical Activities is not to create champions but to enable these Physical Activities to contribute to *the edification of an authentic Society*. This edification presumes that it truly and effectively addresses itself first to man as an individual, and to all those who practice and live from society. Once we become aware of these problems, they enable us to briefly

indicate and draw the terms of the various plans upon which Physical Activities evolve, the very plans that enable us to ascertain, more often than not, that the practical attempts lead, more or less, to resounding failures, be they general or individual.

What is it about?

For instance, it seems to us to be extremely dubious that the serial manufacturing of exceptional champions truly serves the humanitarian cause and, if the gigantism of international competitions like the Olympic ideal creates for us a point of view through which we see the champion as great, on the other hand, we fail to appreciate the substantial expenses that the whole of humanity contributes to this manufacturing. We must recognize that the part left to the crowd of performers (whose sole ambition is to entertain itself as well as possible) is in all cases irrational and especially not balanced and, once considering the collective and general necessities of the total population of the globe, faced with Physical Activities, and the effort provided to create super-Olympic champions, one can but be afraid of the dehumanization of Sports turning to mercantilism.

I do say, and I insist on it: as soon as we want to approach Physical Activities truly and scientifically and we enter into the game of persons in charge of others on that level, the anxiety felt towards objective, realistic and actual observations facing humanity cannot but compel us towards a more considerable effort towards this absolutely urgent and indispensable goal that is *to humanize Physical Activities*. When I say "to humanize," I want to say, on the one hand, to understand man as a whole, in his complexity, in his internal and personal activities, and in his social relations. And I also mean to say allowing Physical Activities to play their social educative role by reaching as much and as best as possible all the interested strata of the population.

Far from me is the thought to personally revolt against the idea that one could only talk about youth when speaking about Sports and Physical Education. There are luckily some collective areas, such as Elective

Gymnastics, that concern themselves about the needs of a different humanity, one that, although not young, is nonetheless in the strength of physical rendering, and feels an urgent need, as much on the physical as well as on the psychological level in fact, about sane Physical Activities. But to what extent can we actually guarantee Physical Activities that fulfill the *double goal of being effective and interesting*.

It took us over forty years to become aware of these very serious problems by progressively crossing the different cultural levels shown in Physical Activities, starting with simple biology and ending with psychology and sociology. It is the result of having internally, painfully and deeply felt the urgency of these problems about which we sought to better define the very terms that they put forward to you.

#### *First Step: Science*

On the one hand, on the purely biological level, some serious mistakes, according to us, may be committed and our first obligation was to objectively put the finishing touches on the scientific criteria of Physical Activities, in such a way as to establish with certainty (and in a way that would be controllable, practically speaking, and be thus acting in all likelihood on Physical Activities) the scientific foundations of responsibilities.

After having noted the number of physical education teachers who poorly interpret the gestures, the psychomotor acts (see, for instance, the common error that consists in interpreting as muscle activity that which is the effect of gravity only, something that is frequent in Physical Education), after having considered how much these gaps diminish the efficiency of Physical Education and Sports training, and how much, on the contrary, the more simple views could increase the standing of the Pedagogic Activities of teachers and coaches in charge, we tried to group in a synthetic, albeit practical set on the technical level in Physical Education and Physical Training,

the essential values of biology in favor of pedagogy.

(« *De l'Education Physique aux Sports par la Biologie* ». Editeur: « *Médecine & Hygiène, Genève* »/"From Physical Education to Sports through Biology." Editor: Medicine & Hygiene, Geneva)

This book should only serve as a foundation for fully and objectively establishing the fundamental criteria of Physical Education on a biological level; through these criteria, one is entitled to say to which extent such and such Physical Activity *truly meets its pedagogic claims*. The nature of the criteria is for the most part articulatory, muscular, cardio-vascular, respiratory and cerebral and, in each of these areas, criteria help evaluate in which manner such or such Physical Activity offers genuine training and education possibilities. In my opinion, it is an indispensable foundation outside of which one cannot care about Physical Education and Sports with the claim of introducing into it some educational scientific notions.

It was therefore out of the question to do anything prior to establishing these bases. And we thought we would, by writing this book, meet objections, critiques, in order to more firmly assert or have us confirm or correct our fundamental data. We are left with the conviction that this work must serve as a basis for appreciating Physical Activities on an organic level. We will thus take the liberty of bringing up those exposés to justify our points of view and make them accessible to a biological culture, which is necessary to anyone wanting to be in charge of training.

#### *Search for Personality*

A chapter is especially important in this first volume: the vanguard note being issued in the field of human synthesis and humanization, which is a chapter devoted to cerebral Activities and psychological approaches. According to us, this extremely basic and summarily drafted chapter could

merely be used as a pretext to indicate the direction of our concerns and to prove the scientific importance of cerebral, psychological and social problems, by granting a more precise picture, as small as it may be, of the complexity of cerebral functioning, and by thus evoking the elements in Physical activities that can make up the *basis of the personality*, as there is no such thing as reaching personality with concerns having to do solely with general biological functions, or muscular, articulatory, respiratory and even cardio-vascular functions! A man's personality is of worthy nature only if his psychological and social behavior is meritorious; man's place in society is situated at the level of his personality and its social repercussions, and Physical Education needs to integrate nervous and cerebral functions to enable man to evolve towards the most perfect possible individual and social structure.

For the time being, we retain only the following: any training method and any physical activity, which does not answer to biologically-established educational criteria, is inadequate and does not keep the promises that one is entitled to make regarding such method or activity on a general cultural level. The growing real non-involvement of individuals in Physical Education, for instance, shows how the most current conception has difficulty attracting and holding man's interest and further enveloping it in essential educational measures.

#### *Conclusion*

Physical Education is dead, defunct, we are told. It is a big mistake, but this opinion is explained by the insufficient human means brought into play under the usual frameworks about Physical Education. There are here still some extremely important points to consider and study, and in our opinion, it remains that any Physical Activity failing to meet those obligations is deemed inadequate, with any new technical research whatsoever needing to first meet these general biological criteria.

But stemming from this, with the observance of Fundamental Bases, to innovate is permitted.

*Search for a Rational Definition of a "Human Sport"*

Yet to innovate does not mean to invent anything for the sake of offering something else. Any new measure must foremost be inspired by the updated data of our modern era. To continue and render the services expected of it, a new technique in the field of Physical Education and Sports should encompass the essential elements of the problems at hand, should contribute to solve them, and should even suggest new solutions to the frameworks at issue, ranging from biological to sociological ones. Competent leaders hold much responsibility, but one that is quite urgent at the same time, for any innovation to surround itself with guarantees that would procure it the elements recognized by everyone as fundamental elements of Man's Physical Activities.

The direction adopted from the beginning of our research has specially been that of a complete, integral, biological, mental and social Man. All that is Man.

When we insist on the need to humanize sports, we seemingly follow the mere slogans launched for numerous years that were clearly championed by Monsieur de Coubertin. But the great claim of humanizing sports, that is, of granting it its truly human character, that claim only covered inefficiencies, insufficiencies, deplorable deviations, and opened the path to a path of common grounds that have only truly in common the claim to do better than ever and better than anyone else for the sake of mankind, but which fail to know how to inspire themselves from the pragmatic measures entailed under such a claim. Since indeed, under the denominator and the "human" qualitative measure, we only find extremely vague declarations and for the most part, a halo that attempts to cover a large majority of third parties to make sports accepted by the masses.

Why make them accept sports? Because mercantile and commercial appearances shown in sports gradually seek to legitimize themselves; to let be accepted all measures that are being proposed, especially the financial and spectacular ones. In terms of promoting sports, nothing better has been found than to speak about educational sports and sports needed by the masses, as a "universal good." Last, they claim that sports "shape man."

Well, we raise ourselves radically against the claims issued until now, because as much as they may appear legitimate, as much as the humanitarian goal must be admitted, so much the measures taken reveal themselves fragmented, rudimentary, in a word, insufficient.

*Psychosomatics*

Because, in fact, sports is about man, it is the whole man, the man who is made up of psychological phenomena, psychic and cerebral sensibility, yet also made up of organic sensibility, which is made of acts and will that are in turn made of corporeal reactions. All this, mixed, is interdependent. It is symptomatic that in modern times, a new science tends to come to light, which is called *psychosomatics*; psychosomatics is derived from the Greek: psycho/psyche meaning soul/thinking and thus meaning by way of logic the intellect and somatic, with soma meaning the body and thus all things physical. The psychosomatic view claims to approach the problem of interdependences and interpenetrations of two fields that appear, up until now, very distinct in terms of the psyche and physical realms. Dare we say that this science is only at its infancy and that it therefore cannot pretend yet to make systematically valid accounts. However, it is necessary to recognize that this science's starting point in medicine has specifically oriented us towards the dependencies of two systems that are both associated and inseparable on the medical level, the psychic life on the one hand, and the organic life on the other hand, especially with regards to the viscera (the abdominal as

much as the thoracic viscera), the digestive conditions like the respiratory phenomena, and especially the cardio-respiratory phenomena with important neuro-vegetative syndromes ranging from anxiety to palpitation. In medicine, all these phenomena give us pause to reflect as they establish extremely serious aetiologic and therapeutic problems. It is thus normal that we reach the limit, up until now inseparable, of the psyche and the organic and that we demonstrate the necessity to not consider one without the other.

### *Psychosomatics and Physical Activities*

But Physical Activities make us approach a completely different side of psychosomatic relationships – no longer between Psyche and functional organic data (considered like functions as opposed to being considered like organs). Rather, Physical Activities compel us to reconsider the status of the psychomotor act in the personality as a whole, as a means of expression, as also being at the onset of numerous psychological complexes.

### *Psychosomatics and Personality*

It is time to rethink the remarkable work of Wallon (*de l'acte à la pensée, Bibliothèque de Philosophie scientifique, Flammarion/From Act to Thought. Library of Scientific Philosophy, Flammarion*) whom we can have the honor of introducing this important chapter.

If we want to apply psychosomatic notions to physical activities, we now need to closely review the precise spot of psychometric functions in personality as a whole, and especially, in its psychic behavior. We must proceed, in a way, to a recycling of these functions in personality as a whole.

More than the visceral functions, which are only accidentally involved with psychic abilities, psychometric functions are constantly intricately involved with psychic behavior itself. That is the very problem of relations of the individual with the outside

world, and the *entire* outside world: the natural and physical geographic context as well as the social psychic context; it is that entire whole that is concerned with the psychometric act; and therefore, it is possible to say that to render more human, to humanize physical activity, or physical activities, it is foremost to give them back the status they deserve and that they must have in all personality behaviors. This can reach quite far, because there exists a whole psychic and psychological discipline, which depends on the motor expression of personality.

I vividly remember one of the great truths of personal discipline that I learned when I was a student and that came from a great master of pedagogy: “To direct oneself, it is always necessary to do as though acts were already inscribed in thinking and to act according to the goal of thinking, as if this hope had already been realized.” The fact of acting as if this were possible, as if this were already inscribed in reality creates, in turn, an equivalent state of mind equivalent to those acts. The optimist acts spontaneously with optimism, but the pessimist must act as an optimist in order to receive in counter effect an optimistic excitement that rectifies his fundamental pessimism. The action is not just the consequence of a thought but, in turn, it creates a state of mind, it *acts on a state of mind*; and consequently, the behavior of an individual on a psycho-motor level is not indifferent to his personality since it is interested in a two-fold manner: *the translating action of his thinking and the inspiring action of his state of mind.*

Therefore, on a psychosomatic level, physical activity is understood as integrating the individual as a whole (the integration of his thoughts, intentions, states of mind, personal perception of the world) to the exterior motor activity.

### *Not All Physical Activities are Beneficial to the Personality*

To say very loosely that sports activities shapes personality, is to neglect looking at the different aspects of these activities,

because it is evident that, according to the conditions through which the motor behavior is being exercised, the effect on the balancing of personality is totally different. The human educational coefficient of motor behaviors thus first depends on the conditions in which personality is called to function during this or that physical activity. The *choice of activities* and conditions in which they exercise themselves thus *prevails* and it is dangerous to consider the motor behavior, in physical activities for instance, as always educational.

It was to be later proven, in terms of sociology, that one nowadays considers that sports do not always carry a beneficial influence on personality. The *ethical and psychic climate* in which sports are exercised is more important than sports technique itself; but it should be said that physical activities offer varied possible influences, since certain activities, games and sports lend themselves *more or less well*, more or less integrally, to the total educational effect. We will thus be able to analyze the components of individual behavior in physical activity.

In this field, sheer *physical conditioning* plays, of course, a fundamental role. Conditioning, and consequently, the putting at disposal of the organism is, before everything else, a question about the physical body and we study elsewhere what criteria are to be applied for a physical activity to meet a human definition of fundamental body elements. But, naturally and foremost, there is psychology and the psychic state.

### *Psychology and Social Environment*

From this point of view, the more we study psychological problems in sports, the more we read the works performed in this area, and the more we remain convinced that *social psychology* is the expression of an extremely important reality, spilling far beyond on a sheer psychic domain. Indeed, the psychology of the individual takes on meaning only in relation with his social environment: friends, societies, reactions

about advertising items, etc. In reality, the psychology of the sportsman only becomes accessible *through one's behavior* towards his or her *environments*. Thus we must accept the capital importance of social psychology. This chapter will include an important part of considerations to consider about sports activity, and it will be easy to end with several quick ideas psychologically speaking. But it is really necessary to insist on the fact that sports are *always a social activity* and psychology, always, integrates itself into sociology.

### *Intricacy of Phenomena*

After having considered these formal problems, we must concern ourselves with the very structure of applied sports and the relationships between that structure and organic and psychosocial behavior. The structure of sports is deemed a function of the effects of personality, and personality must always be considered on these two levels, corporal and psychosocial at once. The structure of a sports is made of everything that is characteristic to it and considers at the same time the fields (or geographical sites of execution), the means (tools of performance), the rules of the game (framing the social conditions of performance), the means of control (encompassing the individual in the individual's momentous social complex), and we will need, consequently, to eventually closely examine to what extent the sport-inclined group, and particularly the team, can be viewed as a microcosm and as a mini group, and fall under the purview of actual knowledge of group psychologies and, in the name of these relationships, can verify the nature of the utilitarian qualities of the sports that are being considered. It will then be easy to introduce a sport in function of these different appreciations.

### **Is there Justification for a New Sport?**

When consulting the list of sports registered in national and international competitions, and when we add to them the

small particular sports without international titles yet, and last when we consider Physical Activities (optional gymnastics classes, for instance, which are not of competitive nature), one is hard-pressed to imagine, and even accept, that the claim could be made about the lack of choice. There is something for all tastes, or so it seems?

But if we replace this small discreet statistical look with a serious analysis of the social functions of these different disciplines, one cannot but conclude that *there are some gaps*.

These gaps appear only in light of a broad and general vision of things. If we must approach very diverse chapters, which range from biology to sociology, it is that it appeared to us indispensable to establish an appraisal by successively taking all points of view starting from which one can issue a judgment on Physical Activities (Physical Education and Sports). We commonly consider that each of those points of view is the job of specialists and we have a tendency to let them speak while listening to them in a discreet and sometimes distracted fashion!

But each of those viewpoints, covering a set of more or less specialized research, enlightens our judgments, forges us with an opinion and results in observations. Let us say that the most convincing insights, and the most troubling ones, come from the comparison that needs to be made between what can be and what is in reality most often. All studies to which we refer, that emanate from biology, physiology, psychology, sociology, social psychology and technique, all form *a basic documentation* without which no value judgment can be drawn.

The experience that is acquired in 40 years of practical contact with all these disciplines, the impressions felt in meeting with men who have programs, goals to pursue, ideals to defend, and the anxieties being raised by a certain social realism that watches the world of sports evolve adrift, would all leave us deeply discouraged in the absence of the hope of there existing something else.

Physical Activities still offer us enormous activities and promise us some substantial achievements. It is enough to question what this field still holds in terms of technical possibilities: the elements to which one must be able to attribute adequate educational values. These are the justifications for a novelty.

Is there a need to speak about justification?

The list of usable physical exercises is crowded with small games of medium value, if of not really bad value. Truly, it is regrettable to observe that the time spent for these games is time lost for the major part...lost for the good cause.

### *The Goal to Pursue*

But we believe there is a *cause* to defend. We claim that the hours spent on a field, in a gymnastics hall, must be useful to *the utmost*; and this responds to a double viewpoint.

First, from the point of view of the *performer* who generally has little time available, compared with the total hours of the performer's free time in life; the time during which one can enjoy towards physical exercises is extremely limited.

From the point of view of the *teacher*: in the minimum of such available hours, it is indeed necessary to engage into maximum effectiveness. Here is a concern that appears of relatively little common concern in the people environment in charge of Physical Education and Sports. We have the feeling that educators (instructors and coaches) are merely contented with giving advice and orders, more by routine than by real interest, and that the sense of their mission truly escapes them.

Indeed, the goals that are prescribed in Physical Education and Sport are extremely diverse, from a simple pastime to an educational exercise, by means of games of nature oftentimes infantile, where ease of performance meets again with the lack of interest. Generally, people who are expected to manage the physical activities of the general population behave using means that grant them a certain experience in fields

that have long devoted a kind of tradition to the physical realm. Each generation transmits its own knowledge to the next generations. And it took a lot of good will and initiatives to reach what we received ourselves. That past is what made us discover the truths of today. We are but even more responsible for such truths in a future in which our current society ventures. In noting at what speed technology permeates all economic and social systems, we cannot curb the need to align our discipline to the general evolution. Aligning also signifies the application to our field, the

new discoveries and knowledge that new sciences pass on to us, which are as many specializations that are imposed by the mass of facts arising from human knowledge through the ardor of modern researchers.

No discipline in human activity escapes this generalized push that demands the assimilation of new notions, new scientific elements, new tendencies and ways of life with one's times in a century. The electronic era cannot leave the sector of Physical Education and Sports indifferent.

It is up to us to react!

# APPENDIX

## THE TCHOUKBALL CHARTER

Tchoukball excludes any striving for prestige, whether individually or as a team; rather it is a sport in which players pursue excellence through personal training and collective effort.

Tchoukball is open to players of all degrees of ability (natural or acquired) and skill. Inevitably one will encounter players of every possible ability/skill level during play. Every player must adapt his own play and attitude (technical or tactical) to the circumstances of the moment because each player - teammate or opposing player - is due proper respect and consideration.

On an individual level: the attitude of a player is paramount for it implies respect for himself/herself, for his/her own teammates *and* for opposing team players regardless of whether any are stronger or weaker players than one's self.

On a team level: no outcome, whatever it might be, should never impact one's sense of importance, individually or as a team, and it should never lead to sectarian rivalry. From victory one can derive satisfaction and even joy, but never exaggerated pride. The joy of winning should provide encouragement. Arrogance in victory carries with it the struggle for prestige, which is a source of common conflict among humans and condemned within the sport of Tchoukball.

Tchoukball requires total dedication: one must keep constant watch on the movement of the ball and the other players - both objectively and with empathy. As one participates individually in the sport, one subjects oneself to the group's needs. The result is that in the course of a game, different personalities come together as one

when they react collectively within the game.

Thus, in Tchoukball:

- there is a collective achievement within a team. This binds the players together, it teaches appreciation and esteem for the values of others, and it creates a feeling of oneness in the common effort of a small group.
- there is an acceptance of the attitudes of the opposing team with whom one must engage in opportunistic play while resisting any hostile undercurrents.
- each player's major concern is to strive for beauty of play. The universal experience of sport can be summed up by the expression: "elegant play begets elegant play."

This attitude is the basis for social interaction of Tchoukball: it encourages one to aim for perfection while always avoiding any negative conduct toward the adversary.

This basic premise is more than just the rule of a sport - it is a rule for conduct at all times, a psychological component of behavior, the basis of an individual's personality.

The aim of Tchoukball is therefore the avoidance of conflict, with one main goal in mind: fair play that does not compromise the level of play but rather links the two teams together in common activity. The beauty of one team's play makes possible - and reinforces - the beauty of play by the other team.

Tchoukball provides social exercise through physical activity. By pooling the

resources of all, everyone participates, with the more adept players accepting responsibility for teaching the less adept; therefore, there is no real individual champion, but rather a collective striving for perfection. When one says, "let the best man win," it should mean that a person achieves his/her best through adequate preparation. This being so, it is appropriate that the results reward the efforts which players have undertaken, individually and as a team.

Within these limits, a victory can and should bring satisfaction and meet with an adversary's respect. Victory should inspire in an adversary a desire to do as well,

***Remember, no set of rules can replace a player's respect for one another and the Spirit of the Game***

without any feeling of belittlement. Winners should not convey any feeling of arrogant domination. Rather, a sense of healthy satisfaction on the winner's side is like a handshake to encourage the adversary to continue to train properly.

For these reasons, the notion of "victor" should give way to the simpler more appropriate one of "winner." Play as a means of perfecting one's performance is a basic desire that every activity should include and develop. It is toward this goal that every Tchoukball team must work, whether it is in the smallest, friendliest match or the most important meeting "at the summit."