

The many faces of sports as a challenge for sport pedagogy and physical education

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1. INTRODUCTION

In his endeavour to advance the development of sport pedagogy, J.M. Cagigal, to whom we are greatly indebted, focussed much of his attention on two issues: Firstly, on promoting the international exchange of (new) findings, and secondly, on a dialogue between researchers and practitioners. Both issues are topics of this conference, and problems I shall concentrate on in the course of this lecture.

Whoever speaks of problems will usually mention expectations, which have been disappointed. The clear discrepancy between expectation and disappointment is an everyday experience of the relationship between sport pedagogy as a science, and physical education as an educational practice. But we can avoid this experience, if there is clarity about the different roles of sport pedagogues and sport educators. The latter teach children in schools, clubs and other institutions, the former do not. They think about the relationship between sport and education from an academic point of view, give (hopefully interesting) lectures, write (usually boring) books and train sport teachers at universities. They merely have

an indirect influence on the practical side of education. Of course sports educators should also be orientated towards the development of sport pedagogy; of course sport pedagogues should not lose sight of sport- and educational practice - neither in research nor in their lectures. Nevertheless, we must remember, and also respect, that there is a difference between the theoretical orientations of the first group, and the practical orientations of the second (Scherler, 1990).

The other - equally difficult - task is to promote an international dialogue on central issues of sport pedagogy. What is taken for granted in established scientific disciplines, in sport pedagogy is in need of change in awareness and behaviour. Sport pedagogical research is still too strongly orientated towards national, language, cultural and political barriers and frontiers. Of course we ply our trade in the context of cultural relativism. And the answers to questions may be different in different countries. But the questions and central issues such as the view of man, the development of sport culture, problems of childhood, youth and education are alike all over the world. Some may excuse this situation by quoting the friendly slogan saying that sport pedagogy is a young science. What they are forgetting is that one may flirt with youth and its innocence for quite a while, but one shouldn't forget that youth is also the best time to lose one's innocence and find an identity.

In my exposition I will not add another chapter to the never-ending story of research in teaching P.E.. This way I hope to avoid having to contribute to an area which is in danger of being characterized by a trivialization, inflation and repetition of scientific findings. Neither will I analyse modern theories of science with respect to their applicability to sport pedagogy. This is, at present, being done in a convincing way by some members of the young generation of Anglo-American sport pedagogues (among others Linda Bain, Paul Schempp, Tom Templin from the U.S., David Kirk and Richard Tinning from Australia, John Evans and Andrew Sparkes from Great Britain).

I should like to pinpoint some of the questions and problems relevant to everybody involved in sport pedagogy, whether as a scientist or in «practice», irrespective of political, cultural or language barriers. This way I hope that my efforts may be potentially innovative. Nevertheless, I

cannot pretend to have reconnoitred undiscovered terrain. I rather anticipate that I might be in the position of that safari tourist who went on an expedition to a lonely island, and suddenly ran into a Macdonald's signpost while coming out of the jungle onto the beach.

I have set myself four tasks:

(1) I will begin by pointing out lines of argumentation, which throw a light on how sport pedagogy sees itself as a scientific discipline;

(2) Secondly, I would like to concentrate on some of those aspects which to my mind are important for the further development of the debate on sport pedagogy;

(3) In my third part I would like to show from my own studies how programmatic and empirical findings can be combined, and how a conclusive theoretical framework can provide a basis for research;

(4) I will finish by pointing out the consequences of my theoretical and empirical findings for P.E.

2. SPORT PEDAGOGY - A DISCIPLINE IN SEARCH FOR ITS PROFILE

In the German sport pedagogy, which can look back on a comparatively long tradition, he will find that, at present, there is not much movement in the discipline. Despite a great number of competing concepts real controversies do not take place. One would assume that there is harmony and general agreement on fundamental ideas and lines of argument within German sport pedagogy. Those who analyse the present North American scene, will find a vivid discussion on epistemological issues. One would assume that sport pedagogy and its research have reached a level of professional maturity and have been accepted in the concert of scientific disciplines. I am not sure whether my two interpretations reflect reality. The other possibility would be to interpret the situations described above in the following way: Quiet and vividness as a reflection of a lack of identity and insecurity - insecurity, because of the loss of the unity of theory-building which formerly existed in the German sport pedagogy; insecurity, because sport pedagogy is still looking for its fundamentals - as in the case of the North American branch; insecurity as to the way sport pedagogy sees

itself as a scientific discipline, insecurity as to the developmental perspectives within the system of sport studies and sport sciences, and insecurity also as to the development of relations to the relevant neighbouring sciences (Kirk/Tinning 1990).

My thesis is: Sport pedagogy is presently in a crisis. In a time of hastening social and cultural changes, everyday, as well as scientific concepts of sport and education have lost much of their seemingly general validity, and have been qualified by competing models. Sport pedagogy is at present a discipline without a recognizable core, with open rims and without clear contours and developmental perspectives. It is neither sure of its subject-matter and its objectives, nor of the direction to take. Its central problem is, how to bring together competently two different concepts of pedagogical thought and action: the humanist tradition with its anthropological ties and its normative heritage and the new paradigms, views and epistemological approaches resulting from the present realistic turn to the social sciences.

To elucidate this thesis I will use the metaphor of the ship of sport pedagogy (Crum 1986; Hawkins 1987). A ship is built for sailing and not to stay in the harbour. But where is the ship heading for? Or is the ship already out of control, driven on by the competing paradigms and rapidly changing waves of fashion? Do the older and more experienced pilots still agree on the direction to take? Some of the younger helmsmen have already taken to the lifeboats and are looking for buoys with names such as «Critical theory», «Post-modernism», or «Cultural anthropology». But: Are these buoys pointing in the right direction, or will they guide the boats onto a sandbank? Are the helmsmen still in the line ahead of sport pedagogy? Or are they in danger of drowning in the whirlpool of social sciences? Already we see mutinous sailors appearing on the horizon. Their black flags signal: «Return to reality - Save our Physical Education!»

Hence there are questions which beg answers: Which agenda of findings should we follow to ensure that sport pedagogy is taken seriously not only as an amiable but minor subject, but as a socially relevant scientific discipline? What are its tasks? What is the subject of sport pedagogy?

3. MAJOR ISSUES OF SPORT PEDAGOGY

3.1 What is the subject-matter of sport pedagogy?

At first glance this question would seem easy to answer. The term suggests: Sport must be the subject of pedagogical inquiry. For two reasons this is misleading: The first question is, what does sport actually mean? Does it mean organized sport? Or does it refer to those activities which safeguard the quality of the life of young diabetics? Does it refer to all those in- and outdoor activities young people indulge in for the sake of a slim and beautiful body? Or do we mean those activities, which give people the feeling that they suffice the present ideal of health and fitness? Is it top-level sport, relevant only for very few talented athletes, and that only for a very short time? And what about those many forms of unregulated play, games and sports of children discovering the world, or of adolescents enriching their leisure time?

The second point is just as important: Irrespective of whether we have a narrow or broad understanding of the term sport, it would be wrong to assume that sport is by definition pedagogical, i.e. an educational reality. We must ask ourselves why movement, games and sport are important, and also which forms are important for education. Education in general is society's answer to the fact that human beings develop. As human development cannot be left to the completion of genetic programs or the mechanism of the socialization process, education plays an important role. We may say that sport and games are «produced» with pedagogical intentions because people are not born as fully developed individuals. This does not mean that we can focus our attention on education in social institutions alone, as processes of education in private spheres are equally important factors of development.

Therefore, we must attempt to define the subject of sport pedagogy from two sides (Dietrich/Landau 1990; Kurz1990b; Scherler 1991).

(1) Sport pedagogy can build on forms of movement, play and games which have developed in the course of history, and which are referred to as sport in society today. People grow into this sector of social reality.

(2) But sport pedagogy can also choose another approach and place the human being in the fore, thus laying the focus of attention on move-

ment and the body in general as constitutive parts of the reality of life. Sport in its institutionalized form would then be important, but not the sole sector to come into the sport pedagogical horizon of orientation.

The differences between the two approaches can be identified on the level of theoretical thinking as well as on the level of P.E. at schools (Bain 1990). Whoever chooses the system of sport as a starting point of his observations will probably approach the problem of education to and through sport from a sociological and system-theoretical point of view. The consequence of such an approach: Sport pedagogy is deprived of normative ethics and restricted to empirical-analytical research. The result: Differences between research in sport pedagogy and the social sciences of sport can no longer be identified. The guideline for the arrangement of physical education will then be the question how to arrange and optimize teaching and learning processes in such a way, as to enable participants to competently take part in sport in all its facets.

And vice versa, whoever takes man in his undefined nature as a starting point of pedagogical investigation will find central reference points of his reflections in anthropological categories. He will guide his thoughts along the lines of developmental theory. The important question will be, how a child, or more generally, how man experiences the world by movement, and how he uses his body to develop his personality. It cannot be denied, that institutionalized sport as a culturally relevant phenomenon of our time has a very important part in this process. But it is also important, that the relation of movement and environment does not occur on the basis of systematic matter learning or technical skill but of play and free exploration (Dietrich/Landau 1990). One reason for the polarization of positions is the historically and culturally undifferentiated use of such terms as «the sport» or «the child». We presume to know what sport is and what sports means. But we overlook that sport in all its variety is culturally determined and therefore an element of our socially constructed reality. It is subdued to the processes of change in our society. Likewise we pretend to know the nature of the «child» and his or her needs. But it is often overlooked that we tend to see children and youth not as they are, but as we want them to be. Both approaches - the «sport-oriented» as well as the «child-oriented» approach - mark indispensable reference points of peda-

gological thought and action. Taken alone, each single approach would be a narrowing of sport pedagogical thought. Only by integrating both views and points of reference will we be able to define the subject of sport pedagogy adequately (Kurz 1990b).

Nevertheless we can not escape from the dilemma that we have to decide where to set priority. Do we put more emphasis on education to sport or are we more in favour of education through sport? For the sake of clarification I want to describe my position as being more inclined to emphasize education to sport.

3.2 Accents for further development

I would like to take up this point and name some accents, which may help to broaden the subject of sport pedagogy, contribute to a reevaluation of the question how sport pedagogy ought to see itself as a scientific discipline, and also to reconsider the extent of its practical applicability. My intention is to combine the anthropological view which centers on the individual, with social aspects, that is, with the reality of sport. Such an approach prevents us from creating an idealized picture of «the human being» and from sticking to an one-sided concept of «sport».

There are three prerequisites

(1) Sport pedagogical research should no longer concentrate singly on schools, as sport beside and after school is also relevant to questions of education. In order to make well-founded decisions on pedagogical measures in sport, it is necessary to see the participants of sport not within the framework of pedagogical aims, but as individuals with very individual intentions and reasons for taking part in sport. Such an approach will open those settings to sport-pedagogical research which are beyond pedagogical institutionalization, but which are nevertheless relevant for pedagogical reflections and interventions. Such situations and contexts might be organized sports activities in clubs or other institutions, sport in commercial settings such as fitness centers or in tourism, and even more private and informal forms of sport in the family or peer-group.

(2) Sport is part of a person's entire course of life. A person's sports-career is only one line of his personality development, but it remains intertwined with other areas of life. This means, that sport pedagogical

research must also concentrate on the connection between sport and lifestyle, and also, that there must be even more research into those sporting activities which are of relevance in the life of all age groups. This is because people continue to develop even when they are past childhood and adolescence, and also act and have experiences in sport. I am sure that the Greeks, whose term «pedagogy» means «education for children» would forgive us for extending the connotative implications of the term.

(3) Finally we have to realize that our pedagogical reflections on sport are embedded in historical, social and cultural changes (Schempp 1989).

The subject of sport pedagogy will therefore be the individual and his sport-career, which discloses itself in the cross-sections of spatial and social environments, as well as in the longitudinal sections of individual life-history. It is embedded in different life-styles as well as in historical and social developments.

4. THEORY AND RESEARCH-PRACTICE

The choice of the subject and objectives of sport pedagogy is not incidental, but largely determined by the choice of the theoretical approach. Therefore I would briefly like to draw your attention to the underlying theoretical framework and its socio-anthropological basic assumptions. This framework is derived from recent «transactional» or «dialectic» studies which have attracted much notice in the social sciences - in developmental psychology, in socialization research, and also in pedagogy. I will not go into the nuances of this approach, but simply describe its main features:

In the centre we have the competent active subject, which constitutes its development in interaction with its environment. Therefore, development is action in the context of the changing circumstances of life. Now, the development of the sporting-life of a person is part of the overall development of his personality. The contours of a sports-career become apparent. This sports-career is at the same time a social construction, as certain constituents and structures are culturally determined, and therefore also shared by others. But it is also the individual construction of the subject,

who is competent to practise sport according to his own ideas and subjective interpretations (Baur 1989).

The transformation of such a theoretical model with its basic socio-anthropological implications into a research concept can only be realized with the help of a multi-level analysis with its methodological consequences. This means, that research must be open to more than one method. On the one hand, we need methods to gather objective data on the formation and development of a sports-career. On the other hand, we need methods to find out about, and understand subjective interpretations. This means that there is need for a combination of both quantitative and qualitative methods.

I would like to give you a few examples from one of my own studies on the sport of 13-19 year old adolescents. I have chosen adolescents because this group is most interesting for P.E. teachers. This does not mean that I have doubts about the relevance of other groups for sport pedagogy. My pedagogical reasoning for such an analysis is: Someone who does not know what the sport of adolescents looks like, or where adolescents have experiences with sport and which importance they attach to these experiences cannot understand, let alone teach, the sport of adolescents adequately.

4.1 The sport of adolescents

The following findings are representative for Germany; they were gained by application of quantitative methods and follow-up surveys. The description and commentary of findings will be concise; they can be verified in detail (Brettschneider/Bräutigam 1990).

1. While sport is becoming increasingly attractive for a growing number of adolescents, it is at the same time undergoing a process, which could be described as a «social levelling». Although adolescent participation in sport still reflects sex-specific differences, age trends, different levels of education and regional influences, the trend is towards a levelling-out of differences.

2. The adolescent sports culture is disintegrating. It is expanding and becoming more differentiated. On the one hand, there is an enormous quantitative increase - sporting activities have roughly doubled within two

decades - on the other hand there is a qualitatively «new» sport: I am thinking of movement forms from other cultures, forms which are often in distinct contrast to the norms of institutionalized European sports, and which often express a different body concept.

3. The demand for sport is changing. Traditional kinds of sport are losing much of their former popularity - in Germany this trend is most obvious in gymnastics, athletics and handball; the degree of commitment to a certain kind of sport or sports club is also changing. Formerly, the decision to join a sports club or to go in for a certain kind of sport was often a commitment for life. Nowadays there is a greater willingness to try out various kinds of sports and clubs.

4. Sport «settings» are becoming more differentiated. Alongside «classic» places such as school, sports clubs or families, sport is also practised in commercial settings such as fitness studios or in tourism.

5. Adolescents know exactly what they are looking for in the different sport settings: competition and performance improvement in clubs, social contact in the peer group and on holidays, and to be fit and feel conscious of their own body when they are alone.

6. All in all, our understanding of sport has changed. This can be seen in the opening towards forms of sport and movement which a few years ago, would not have been regarded as sport at all. A further indication of the change is, that the official, institutional interpretation of the meaning of sport is no longer accepted by adolescents. It is now beginning to be supplemented by subjective orientations.

Results

The sport of adolescents is at present in a process of change which is evident on many levels; on the level of participants, the kinds of sporting-activities, the underlying motive-structures, and the integration of sporting activities into the individual lifestyles (Kamphorst/Roberts 1990).

We must take leave of the myth of a unified sports culture. The sport of adolescents has many faces. We must get to know them and learn to read in them. Sport, in its various manifestations outside of pedagogical institutions, is a central point of reference for the planning of physical education.

4.2 Adolescents in Sport

There are two sides to every medal. So far we have taken a look at the changes in adolescent sports culture from an objective-structural point of view. This was, according to our approach, the environment, the social reality of sport. Now we must turn the medal over, and take a look at the adolescents themselves, but from a more individual and subjective point of view. They are our target group of physical education. What do we know about them?

The social changes and the differentiation of sports culture described above, have very different consequences on the way in which adolescents take to sport. The evaluation and interpretation of 2500 pages of transcribed qualitative interviews give an idea of the variety of adolescent athletes. In the following I will give a brief description of the various groups (Bräutigam/Brettschneider 1990).

Top competitive sportsmen

The development of young competitive sportsmen can be compared to a spiral staircase leading to success. These young athletes get a kick out of their own abilities, and enjoy improving. Having reached one goal, they will be willing to go for the next. After a while, these athletes will have very precise and differentiated ideas of what they want to achieve in the course of their sporting careers.

Members of sports clubs

Long-term membership and continuous engagement are characteristic of the typical club member. He or she will usually have joined a club at an early age, and will have been faithful to the club and the sport. Because members often join clubs via traditional kinds of sport, they will sometimes try to increase their scope of possibilities and then go in for different types of sport.

Allround sportsmen

Allround sportsmen often change from one kind of sport to another. He or she will simultaneously be interested in various kinds of sport and sports activities. He is always on the look-out for something new. And, as he is a «natural», he does not find it difficult to find his way into new areas of sport. Prestige athletes.

Prestige athletes permanently try to keep up a special kind of presentation to set themselves apart from the normal and average, and to deve-

lop an individual style of life. Some of the activities of the prestige athlete are quite exclusive. To him sport is a mirror for his own profile or his own special image. For this type of athlete sport is a most appropriate stage for his own self-portrayal, but also a springboard to present himself as attractive and able in other areas of life.

Compensatory athletes

Compensatory athletes are often adolescents, who try to make the best use of the leisure time they have. One possibility to do this is sport. Their enthusiasm and their sporting abilities are limited. They prefer such activities as cycling, running, swimming, fitness or weight training. They are less concerned about what they do, than how they do it. The main concern of these adolescents is to find compensation in sport, to relax, to do something for their health and fitness, as well as for their general physical well-being.

Leisure athletes

The sporting engagement of the leisure athlete is characterized by a lack of continuity. He does not go in for sport for the sake of an individual interest or special ability. More important is the question how sporting activities can be combined with non-athletic leisure preferences. The athletic commitment of the leisure athlete is therefore limited to less standardized kinds of sport, which require only a small amount of organization and obligation.

Occasional sportsmen

If for other adolescents there are many roads to sport, for the occasional sportsman there is only one, and only a very narrow one. The occasional sportsman will usually reach this road by coincidence rather than on the strength of his own initiative. He will only jump into the cold water of the sports scene if pushed in by others. And only very rarely will he dive in, as the water is usually too cold to stay in for long.

Non-athletes

In the case of the non-athlete the key word is a spiral staircase leading to failure. The non-athlete is always overtaxed and permanently suffering failures. To him, the world of sport is unattainable and even a threat. He may also realize that lack of athletic ability is not conducive to social recognition, but on the contrary can even lead to a career as an outsider.

Results

Just as there is no unified sports culture, adolescents do not have a uniform concept of sport. All in all, the concepts of sport have become more differentiated. It would be easy to show to which extent this development is linked with individualization trends in society. They give adolescents more options to organize their own biography individually, and thus lead to a greater plurality of lifestyles and sport concepts (Brettschneider 1990).

5. ON THE WAY TO PRACTICE - CONSEQUENCES OF THE SOCIO-ANTHROPOLOGICAL APPROACH

With these data we have differentiated findings on the nature of adolescent sport. We know what adolescents look for in sport, what they find, and also what they are actually doing. But yet we cannot deduce prescriptive statements from descriptive findings. We face the distinctive characteristic of our disciplines which is to be in-between descriptive and prescriptive system. For our pedagogical interventions we need both: We need knowledge concerning adolescent sports culture and we need norms, we need a pedagogical filter.

Referring to our theoretical framework which saw the individual constituting his development in interaction with the social factor sport, some conclusions for P.E. can be drawn: It will be self-evident for teachers to concentrate not only on the strong and average student or on the weaker student. Teachers will have to think of the whole range of different groups and types of adolescents.. All of them have the same right to do, and also to enjoy sports. A student will only be interested, and stay interested in sport, if sporting-activities can be integrated into his life, and are compatible with his other values and orientations to life. A one-sided understanding of the «proper» sport can seriously jeopardize a person's chance to become interested in sport. Sport is - as we have shown so far - not a uniform and consistent phenomenon in itself, but a phenomenon with many facets. Whoever wishes to bring together individual and society, and sees movement and body on the one side and the social factor sport on the other side as central reference points for peda-

gological decisions, will have to take into account the consequences of his position in educational practice. He will have to arrange P.E. lessons in such a way that sport, in all its various manifestations and with all its different meanings, becomes understandable and available for as many students as possible.

The pedagogical norm for the arrangement of P.E. lessons in such an understanding aims at educating youths to and through sport. It aims at the «ability to act in the various fields of sport». This ability has three dimensions, which can be distinguished for the purpose of analysis, but which in reality are related (Lange 1977; Kurz 1990a).

(1) The operational dimension: Here the intention is to teach participants a broad and flexible repertoire of abilities, patterns of movements and skills. They should guarantee access to the whole realm of movement, games and sport. They should also enable them to have experiences with their own body which go beyond athletic activities.

(2) The communicative dimension: Here the intention is to make it easier for participants to understand and also to practise sport in varying situations and social contexts, and with different meaningful orientations. In short: to recognize sport as a part of our constructed reality.

(3) The discursive dimension: Here the intention is to keep a distance to sport, and to teach participants to be critical of the reality of sport, for example of the ideas of the sport federations, the influence of economic interests, the demands of the media. This way we shall be able to protect the principle of openness in sport.

Some brief explanations may help to clarify this multidimensional aim, what has been called «ability to act». Action is meaningful conduct, often also conduct in search of meaning. Skiing, body-building or volleyball are not simply meaningful in themselves. It is people that give these activities meaning. Therefore we must ask ourselves some questions (Kurz 1990a).

The first question is: What do young people look for in sport and which meanings do they attach to sport activities and athletic actions? In accordance with other recent studies on adolescent sport our own findings show that first of all they participate in sport for the sake of fun and enjoy-

ment. They do sport for the sake of exercise and physical well-being. They hope that sport will have a positive effect on their fitness, their health and their figure. People wish to express something by moving; they would like their movements to be masterly, impressive and aesthetic. They see sport as a field of action in which they can set themselves a task, compare themselves with others and reach the limits of their own possibilities. In sport adolescents look for situations which are exciting. They are looking for the feel of risk and adventure, the enjoyment of uncertainty, and afterwards, the feeling of relief. In sport adolescents also see an opportunity to enjoy the company of other people in an atmosphere which makes it easy to communicate.

Each of these answers refers to the subjective appeal of sport - but, for the time being, without a pedagogical filter. Therefore, the second question we must answer refers to the pedagogical possibilities which might be important for the development and the well-being of people. It is incompatible with the pedagogical task of education to restrict students to certain meanings, while other meanings are cut out. In principle, all meanings described above are of equal value. The competence to act is therefore always also: to have certain meaningful perspectives together with patterns of action at one's disposal (Kurz 1990a). Do we succeed in following this pedagogical guideline? This seems doubtful.

The next question is: How should the multi-perspective principle be put into practice? There are different ways: We can have a look which sectors of the field of sport, which kinds of sport are most suitable for specific experiences. For example, dancing for the aesthetic experience, games for the communicative perspective and swimming for special sensuous experiences. The result would be a curriculum, well-balanced with regard to the range of activities and their meanings. This suggestion is not new. But if we follow our multi-perspective principle it would also be possible to teach certain kinds of sport with a view to various kinds of meaningful perspectives. For example, certain disciplines of athletics or swimming could be arranged not only under the aspect of achievement and competition, but also with a view to sensation and enjoyment connected with movement or physical fitness and general well-being. This would of course mean changing the face of the institutionalized forms of sport we have

become so familiar with. And what is true of reglemented kinds of sport is also true of informal athletic activities. For example, in school jumping, throwing or running could, with a bit of imagination, be arranged in such a way that students can experience many different perspectives. Such a lesson will certainly require a broader concept of sport. It may possibly require radical rethinking.

6. CONCLUSION

Here ends my attempt to exemplify how to go about conducting sport pedagogical research in such a way as to meet academical demands as well as pedagogical responsibilities.

Instead of a summary, I would like to add a few general comments on the future development of sport pedagogy:

It is my firm belief that sport pedagogy has a good chance of improving its academic and social reputation in the near future. There are at present two circumstances, which would offer very favourable opportunities for the further development of sport pedagogy:

(1) There is a growing importance of sports activities in our societies. The interest in one's own body and the willingness to practise sport and take part in sporting events will increase even further. Together with the expansion of leisure time for all sections of the population, there is a trend towards a more active organization of one's leisure time. We are presently witnessing a process in consequence of which age is becoming more and more of a relative thing, a process also evident in sport. In our «age-defying-society» sport, in all its facets, is a central element of the life-style of all age groups - children, adolescents and adults.

(2) The other reason for the improving prospects of our discipline is that sport in the near future, will again be viewed and evaluated from the point of view of humanization or from a pedagogical perspective. There are numerous indications of this development. I see these indications not only in the growing public concern about athletic top-level and record performance at all costs, but also in the growing importance of the connection between health education and sport. Other indications can be seen in the attempts to give not only a few people or certain groups, but every-

body the opportunity to experience the fascination of sport. And there is also the growing willingness to see sport not only as a system symbolizing certain aspects of our society and our culture, but also with a view to its educational potentials.

What can and what must we do to use these chances in the interest of sport pedagogy? There can be no doubt: Sport pedagogy has a special responsibility for the arrangement of sport in schools. Nevertheless, we have to know about the reality of sport not only within, but also outside of schools. We have to enhance our endeavours to understand that an increasing number of people no longer accept the institutional meaning of sport, but attach great importance to their subjective understanding of sport. We must put emphasis on the discussion of the normative pedagogical-anthropological reference points according to which we aim to arrange sport - a discussion which has been neglected in some countries, and has not even begun in others.

While bearing in mind these pedagogical points of reference, we must try to find an attitude to sport, which combines commitment with critical detachment. And this means commitment and critical detachment to sport in its historically developed institutionalized forms, as well as in its informal manifestations.

We must look into our neighbouring disciplines and examine their paradigms, methods and advice for the analysis and arrangement of sport (Tinning 1990; Kurz 1990b). But we should keep in mind that it is not the nature of knowledge that is the central issue of sport pedagogy, but it is the view of man, though both issues are clearly related (Siedentop 1987).

My last point: Sport pedagogy should not attempt to establish an independent scientific profile at the expense of its practical credibility. Sport pedagogy should rather help to forward the development of practice in its various areas of application.

To keep a balance between academic demands and pedagogical responsibility, and at the same time not to lose sight of the bridge to practice is the great challenge sport pedagogy presently faces. The best way to tackle the many tasks deriving from this challenge would be together, together in an international dialogue of the scientific community as well as in a dialogue between researchers and practitioners.

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This is a revised and extended version of the Cagigal Memorial Lecture, which was given at the AIESEP/NAPEHE World Congress in Atlanta in Jan. 1991. The author argues within the framework of the debate on sport pedagogy as it presently takes place in Germany and some other parts of Europe. He regards his contribution also as an invitation to North American sports pedagogues to risk a look over the fence that has traditionally restricted sport pedagogical thinking to questions such as teacher training, curriculum implementation and program evaluation.