

INTERNATIONAL OLYMPIC ACADEMY

ΣΤΑΛΙΩΝ • ΠΟΛΥΚΙ



REPORT ON THE I.O.A.'s
SPECIAL SESSIONS AND SEMINARS 1998

ANCIENT OLYMPIA

INTERNATIONAL OLYMPIC ACADEMY

**6th INTERNATIONAL POST GRADUATE SEMINAR
1/5-12/6/1998**

**4th JOINT INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL
OLYMPIC ACADEMIES, MEMBERS AND STAFF
OF NATIONAL OLYMPIC COMMITTEES AND
INTERNATIONAL SPORTS FEDERATIONS
7-14/5/1998**

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PROLOGUE

The publication of the proceedings of the IOA's special sessions, for the second consecutive year, is one more contribution of the Ephoria of the Academy and the Hellenic Olympic Committee to Olympism and Olympic Education.

The present report contains the papers and conclusions of the 6th Post graduate Seminar on the special theme: "Olympic Marketing" and of the Joint Session for Directors of National Olympic Academies and Staff of National Olympic Committees on: "Olympic Education programmes in schools. Cooperation between NOAs and NOCs".

Once again the Post graduate Seminar was very successful this year. Lectures were given by 9 professors and it was attended by 34 students. Professors I. Weiller, R. Kyle, N. Müller, J. Parry, Ch. Lolas, O. Schantz, R. Heamish, L. Da Costa, F. Landry were in charge of the seminar's work.

The 300 hours approximately of the seminar's courses (History, Philosophy, Sociology, Politics, Marketing, Olympic Education, Ethics) gave students comprehensive academic understanding of Olympic questions.

Post graduate students presented 34 papers covering all aspects of the Seminar's special subjects. For the first time, these papers are published integrally in the present report.

The scientific level of the papers which students presented at the Seminar was varied for the simple reason that there are differences in scientific research from country to country. By general admission, however, the post graduate seminar is an activity of high scientific value that promotes the Academy as the leading International Centre of Olympic Studies in the world.

The 4th Joint Session for Directors was attended, for the first time, by 54 National Academies, 76 National Committees and one International Federation.

The proceedings of this Session were of a high level, with excellent presentations for the most part by the speakers.

Professor Nicolaos Yalouris interpreted, in his own unique way, the ideological principles which governed, from a cultural and philosophical point of view, Ancient Elis, the city entrusted with the supervision of the ancient Olympic Games for thousand years.

Professor Dr. Norbert Müller, with his knowledge, experience and long involvement in Olympic Education, spoke about the ideals of Olympic Education, as well as the practical aspects of programme implementation.

Mrs Helen Brownlee presented Olympic Education programmes and their implementation at practical level. Her paper contained all the information and data that can motivate and inspire educationists to elaborate similar programmes in their respective countries.

Dr. Marc Maes and Dr. Anibal Justiniano presented the main activities and the educational programmes that can be organized by a National Olympic Academy.

Based on their own national experience, they formulated specific guidelines that would help the work of other Academies. They proposed cooperation schemes, at interstate level or at the level of cultural zones, for the propagation of Olympic Education.

Professor Dr. Theophile Touba invoked sport tradition as a source of inspiration and vision for Olympic Education programmes, suggesting that this source of inspiration which enshrines the principles of fair play, understanding, friendship, co-operation: *Citius-Altius-Fortius*, should be used in order to enrich Olympic Education programmes.

Professor Jim Parry attempted a number of philosophical exercises in order to interpret, in the best possible way, the essence of the Olympic Idea.

Professor Dr. Miquel Moragas spoke about the endless possibilities which new technologies offer to the Olympic Movement making it possible, in a few years time, to provide direct training to larger numbers of educationists.

This report also contains the summary conclusion of the Session's ten working groups.

We should note that the aims and vision of the unforgettable pioneers of the IOA and all the people who have worked for it are becoming reality today.

This is confirmed by the fact that the Olympic Education programmes launched on the IOA's initiative are now being promoted by National Olympic Academies throughout the world.

The Academy is pursuing its outstanding work tirelessly, trying to respond to the Olympic Movement's high demands.

Dr. Kostas GEORGIADIS
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**SUMMARIES OF THE PAPERS
PRESENTED AT THE
6th POST GRADUATE SEMINAR**

1/5-12/6/1998

SPORT FOR ALL AND ITS CONTRIBUTION TO OLYMPIC MOVEMENT. SPORT FOR ALL IN TURKEY

by Yesim ALBAYRAK (TUR)

Introduction

Olympism accompanies individuals all through their lives and the reflections of this philosophy can be seen in their personalities, behaviors as well as in their other activities. Sport is used as a means of attaining the ideals of Olympism. The path was first pointed out by Pierre de Coubertin with the statement of his wish to offer "Every Sport for Everyone". This thought has evolved and has come to life during the presidency of Samaranch. Sport for All is aimed at realizing Olympism, which states that sport is the right of all humankind. It helps to pursue the promotion of health and well-being through sports activities, which can be adapted to people of all ages, both genders, differing races, religions and various social and economic conditions, whatever the local and regional cultures. The Movement Sport for All has an important and significant place within the framework of IOC activities.

The purpose of this presentation is to focus on the concept of Sport for All and its contribution to Olympic Movement, and to give examples about its application in Turkey.

Development of Sport for All

In the last quarter of the century Sport for All has become formally recognized as an important task for the contemporary development of sport: as a counterbalance to overestimated top sport and the role of sport in a changing society. Introduced by the European Council in 1963, the word "Sport for All" as an internationally accepted term of proclaiming everybody's right and giving everybody access to sport⁶.

The concept of Sport for All is clearly explained in the "World Manifesto on Physical Education" published by International Physical Education Federation (FIEP) in 1971, stating that Sport for All is the essential aim of national sports programs, which operate under the National Olympic Committees and state sports bodies in Eastern Europe. The concept also has been in UNESCO's sport program since 1976^{1,6}.

Participation in physical activities has increased progressively especially in developed countries, since 1980. People who participate in physical activities state that they feel more happy, satisfied, free, healthy and productive at work⁵. Therefore, it has become one of the policies of governments, as well as, private enterprises, educational institutions, physical education instructors, scientists, sport federations, clubs and international organizations, to direct people to join and make sports a part of their lives.

What is the spirit and function of Sport for All in the Olympic Movement?

Through Sport for All, the identity of sport has changed in two ways, by: a) the quantity of participation, b) the quality of structures and programs. The amount of people who participate in sport, all around the world, reflect the quantity aspect. More than a hundred sports, games and physical exercise systems play a part in this. People of all age and levels of fitness are involved in sports. A lifestyle concept of sports is emerging. Diversity of activities is remarkable i.e. games festivals, swimming through lakes and rivers, city marathons and cultural games which reflect the quality aspect⁶.

The hierarchy of international sport, which is greatly dominated by the Olympic Games and top sport events regards Sport for All, at least verbally, as an essential part of the whole. That is why as many as possible people should be oriented to sports - especially children, the youth, women, families and the disabled. Sport for All activities should be well designed according to the needs of people from all ages and social groups, and in both genders, so that everyone can participate all through their lives.

It is not possible to compare the educational effect of the Olympic Movement with any other educational systems, as participation in sports is voluntary. An extra motivation is not necessary, because participation is much more important than anything else. In Sport for All nobody is beaten, nobody loses. All winners and victors.

Sport for All should be a part of school's physical education program. Sports activities and education, regarded as an integral part of the life-long education of the youth, greatly contribute to the educational and academic improvements of students, as well as to the development of their physical and intellectual potentials and moral values. With the cooperation of physical education teachers and parents, children and young people should be encouraged to make sports as a part of their lives, so they will intern lead their future children.

There is no discrimination in Sport for All. This means that everyone should have the opportunity to participate in sports regardless of his or her race, color, gender, language, religion, political or other opinions, national or social origin, property, birth or any other consideration. Sport for All programs encourage mutual understanding, empathy and tolerance within and between nations. The application of such programs is flexible to the needs of the physically weak and disabled people, because they belong to the "All" group as well.

Sport for All guarantees the continuation of the Olympic Movement. Now-adays, problems, such as politics, commercial competition and mass media have been threatening the Olympic Movement. Many people today wonder whether the Olympic Games have floated away from their humanistic origin. If the connection is lost, the Olympic Games will indeed become a separate entity of its own, still great and glorious, but isolated from the life of the ordinary people i.e. the elite athletes of the world would be like actors in a dream world far away from the boys who play basketball at the school ground. To make sure the Olympic Movement is not mystified, it deserves a balance. The Olympic Games need an investment in the world of Sport for All. On the other

hand, the Olympics offer dynamics and transmitters for the development of Sport for All⁶.

Sport for All is also important for the social, economic and sociopolitical factors in the development of countries. The movement can promote public health, which will be resulted as increased performance at work and productivity. Leisure time, sports activities, fitness programs, rehabilitative exercises, outdoor activities and traditional games play an important role in the development of every society, because they lead to an increased quality of life. Any and every increase in the quality of life is a social gain^{1,7}.

A country's Sport for All program is unique in the sense that it encourages people to be proud of their culture and cultural identity. Culture is not inherited by genes. Every generation inherits their own culture by learning them. Therefore, with the intervention of sport, Olympism becomes an important factor that can help countries to maintain, continue and develop their culture. Today, in some countries modern games take the place of traditional games. However, rather than forgetting the traditional games, people should share the wealth and history of their sports. Countries can also contribute to the Olympic Movement by keeping their traditional games alive.

Sport for All in Turkey

Sport has always played an important role in every stage of Turkish History, from the Ancient Turks, to the Ottoman Empire, and the modern Republic of Turkey. Equestrian sports, cirit, archery, wresting and many other traditional games have always been part of Turkish society; from the celebration of the new birth through the excitement of circumcision parties and the lengthy observance of weddings. However, traditional games also have military aims.

The importance of Sport for All in Turkey was considered in the late 1980s. The Sport for All Federation was established in 1990 and the movement gained speed especially after nominating first time for the 2000 Olympic Games in Istanbul, in 1993. Host-

ing the Games in 2000s is still one of the main goals of the Turkish government, and an article of this law is still in the constitution. Sport for All movement in Turkey plays an important role in this long process. National culture which leads the way in setting Sport for All programs in Turkey, is mostly supported by the government, municipalities, the Turkish NOC and local sports associations.

The Republic of Turkey is a secular country whose cultural diversity is no exaggeration. Continents not only meet in a country, but traditions, religions and entire civilizations do as well. The main objectives of Sport for All programs in Turkey are to gather people in a peaceful atmosphere, permit them to meet in as many occasions as possible, maintain and improve health, make sport a part of people's lives, and to contribute to the overall development of the whole country. Education, which is one of the most important needs of Turkish people, is the primary solution to many problems Turkey is faced. Sport is believed to be one of the important components in the educational process.

Selected Sport for All Programs

Although Turkish people seem to be active in their daily life, they don't participate in sports activities regularly. Municipalities and local associations are trying to promote participation by organizing public sports events such as keep-fit exercises every morning, cycling tours or city marathons.

One of the most interesting activities of Turkish NOC will be the Olympic Day Run this year. It will be held in the four cities, in the east and south-east of the country in order to promote peace and provide harmony among the people in that region.

GAP (Giineydogu Anadolu Projesi) Water Sports Festival is both cultural and sport "festival", which will also be held in the south-east region. Many athletes from all over the country come together for the festival at Ataturk Dam and they both have fun and compete in swimming, sailing, rowing and underwater sports.

Bosphorus Swimming Race has been held in every July in Istanbul with the "Sport for All" theme, for 10 years. Swimming

from one continent to another is the main characteristics of this program. Turkish people share this opportunity with athletes all over the world, and, for one time in every year, Bosphorus is closed for sea-traffic.

Women Commission of NOC of Turkey and the Ministry of Education have been arranging Sport Schools Program in Istanbul for children and young people who have low income to fill their leisure time, make them feel the joy of participation and keep them away from bad habits. The project started with 1000 students in 6 schools in 1996 and currently it is continuing among 2500 students in 8 schools.

Longitudinal studies are needed in order to determine the profile of Turkish citizens, their participation in sport and the effect of age, gender, marital status, education level, income level, occupation and work status on participating. It is very important to gain this knowledge as soon as possible, because hosting the Olympic Games in 2000s in Turkey, is still part of the Turkish government's constitution.

Conclusion

Meaning of sport is more than competing in today's world. One of the objectives of the Olympic Movement is to provide opportunities for everybody from any age, gender, race, religion etc., to participate in sport.

Sport for All is considered by every country in its own unique manner and each culture shows their own way to set up the programs. Successful applications of Sport for All programs can lead to success in reaching the Olympic ideals. Each country should give importance to Sport for All in order to promote public health, quality of life as well as peace within, so that its reflections can be seen globally for a better and a peaceful world.

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THE ROLE OF SPORTS PUBLICATIONS AND THE LIBRARY IN SPREADING THE OLYMPIC IDEAS A CASE OF POLAND

by Justyna ANDRZEJCZAK (POL)

The library is indispensable in the chain of institutions responsible for spreading Olympism. It has been never officially questioned, however, the facts seem to be entirely different. Except several countries as Canada, Germany, Greece, Spain, Switzerland, or the USA, where the Olympic Centres are placed with their libraries, the organisational development is not so excellent.

In Poland, an Olympic library has not been established yet but several institutions include among their activities publishing and collecting of Olympic materials, with the Polish Olympic Committee (POC) at the head. However, the absence of library affiliated with the POC may cause difficulties for people interested in Olympic idea. Due to difficult local conditions and financial shortcomings it is currently impossible to establish such a library but when the POC moves to a new building, this plan should go into effect. A question arises: how to acquire, preserve and optimally use materials sent to the POC. Most of them are delivered to the library of Museum of Sport and Tourism that serves in the role of the Olympic library. Among its most interesting collections there are materials relating to the International Olympic Committee and Polish participants at the Olympic Games. The library, with its collection of 15.000 books, 4.000 archive materials concerning Polish Olympians and 300 postcards, is a prominent source of documents focused on Olympism, Olympic Games, and also on cycling and skiing. All materials including 300 titles of journals are accessible in the reading room. The Museum, founded in 1952, organises exhibitions, prepares catalogues and conducts scientific research. The main publication "Studia i Materiały" has been issued since 1971 with the research conducted

mainly by the employees of the Museum. It is important to add that in the last (the 8th) volume several articles were prepared by The Museum of Physical Culture in Prague what is a good move towards cross-cultural co-operation. The sixth volume entitled "Olympism, Polish Olympic Movement" focused on its testimonials housed in the Museum collection. I would like to turn now towards an article on the collection of 42 books, written by Polish Olympic athletes including great sport champions as Bronisław Czech (skier), Ryszard Szurkowski (cyclist), Janusz Kusociński (runner)¹. This collection is an evidence of emotions and impressions experienced by athletes, and also includes textbooks and handbooks related to technical aspects of sport. They can also be considered to be an important feature in the portrait of a Olympian. Among other materials, a folder was issued in 1996 in Polish and English to promote the Museum amongst wide publicity: "Olympic Games in the Sport and Tourism Museum Collection". It consists of data on Pierre de Coubertin and facts about Olympism with enumeration of the most precious objects from the first edition of the Olympic Anthem issued in Athens in 1896.

The institution responsible for spreading Olympic ideas in Poland, and co-operation with Polonia² as well as involvement in the process of preparing the Polish Olympic team is the Polish Olympic Committee. Established on the 1st of December 1919 in Krakow, the POC was recognised by IOC as the 28th National Olympic Committee. Polish Olympic Academy, a social agenda of POC, was founded in 1984 with the aim of gathering the prominent groups of people around the Olympic idea. Promoting and organising the scientific and popular studies was also the main activity.

From 1986, the leading publication issued by the POC and the Polish Olympic Academy is "Almanac PKOI" (The Olympic Almanac) - at this stage six volumes have been published for years 1986, 1987/88, 1989/90, 1991/92, 1993/94 and 1996. It is a basic and invaluable source encompassing the versatility of issues from historical research to law and also to economic aspects of Olympism. Among the most important editorial initiatives

is a presentation of works by Pierre de Coubertin. In addition, several foreign authors as Norbert Mueller, Athanasios Kalpaxis, Elektra Karasavidou and Don Anthony were once invited to publish their work in the columns of "Almanac PKOI". To commemorate the International Olympic Committee Centennial Congress in Paris, the Polish Olympic Academy prepared an English jubilee issue of "The Olympic Almanac" in which the most important papers were presented.

Earlier a similar role was assigned to the monthly magazine "Dysk Olimpijski", published from 1968 to 1972 by the Polish Olympic Committee. It was established to promote Olympic ideas among Poles all over the world; journalists presented the portraits of Polish Olympians and the influence of Olympic ideas on art and culture. Besides, the name of the journal was taken from the identical title of the book by Jan Parandowski who won the bronze medal at the Olympic Literary Competition in Berlin (1936). The main aim of the journal was spreading the knowledge among the wide range of readers. Due to financial problems it stopped publishing in 1973. In 1996, the new quarterly "Olimpijczyk" was inaugurated by the POC in co-operation with The Olympic Games of 2012 Foundation, and the Polish Olympic Academy to undertake the task of "Dysk Olimpijski". We may hope that the benefactors will be able to continue supporting the enterprise.

Recently, the Polish Olympic Committee has been engaged in several scientific enterprises, such as

- Institutional patronage of the conference "Logos i ethos polskiego olimpizmu", held in Krakow in 1994 to commemorate the 100th anniversary of the International Olympic Committee and the 75th anniversary of the POC. The proceedings include studies, reviews, and discussions delivered by the renowned scientists from universities, the physical education academies, and teachers colleges³.
- Fair Play Club, a branch of the POC was among organisers of the European Congress of Fair Play and 2nd General Assembly

of the European Fair Play Movement held in Warsaw on September, 12-14, 1996⁴ (published also in English). The above mentioned material presents the latest findings dealing with the problems of Olympism in Poland so they may become a starting point for those interested in the area. Due to language barriers their range of influence is highly limited, as the bulk of work is published in Polish.

The materials are available in the libraries of the physical education academies which play a leading role in collecting the materials in the field of physical culture, sport, tourism, recreation and related sciences, thus Olympism is one of the subjects of interest. There are six academies in Poland located in Gdansk, Katowice, Krakow, Poznafi, Warszawa, and Wroclaw⁵. The libraries with the Central Library of Physical Education and Information Centre in Warszawa were founded to serve primarily the needs of the students and researchers of the schools, but they are also open to the general public. Acquisition is focused on textbooks, handbooks indispensable in the course of education as well as complementary works in science at general interest. Papers and journals are an important part of the collection that provide readers with the latest information. Now, I would like to discuss some of them, including Olympic problems, in their contents.

The most popular sport newspapers with the all-Polish range are

- "Przegląd Sportowy" founded in 1921⁶
- "Sport" founded in 1945
- "Tempo" founded in 1948.

These specialise in sport information and give detailed results of national, local and international competitions. The Olympic Games hold a significant place for journalists and sport commentators and emphasis is laid on detailed reports and results. It is important that the quality of print of these papers has improved recently, and thus on the occasion of the Olympic Games in Nagano, the supplement was edited with short descriptions and

portraits of Polish Olympians, schedules of contest, competitions, etc.

Several Polish sport journals include articles focusing on different aspects of Olympism, and are not restricted only to presentation of the results. Among these, the following ones should be mentioned

- "Sport Wyczynowy", the monthly founded in 1963, appears six times a year, two issues at a time. It covers both theory and advice for coaches and teachers of physical education in the areas of sport psychology, biochemistry, theories of training, etc.
- "Kultura Fizyczna" (formerly Wychowanie Fizyczne), the monthly founded in 1920, appears six times a year, two issues at a time. It is now edited by The Physical Education Academy in Warszawa. Since 1998, the subtitle of the journal has been changed to: Education, Sport, Olympism. In this journal there are, among others, the articles dealing with all social, philosophical aspects of the Olympic Movement.
- "Wychowanie Fizyczne i Zdrowotne" (formerly "Wychowanie Fizyczne i Higiena Szkolna"), founded in 1933, is edited five times a year. It focuses on health education, presents propositions and outlines of PE lessons, and is directed mainly at teachers, doctors and school nurses.
- "Trening", a quarterly founded in 1989. The journal aims to familiarise athletes and coaches with modern training techniques and provides them with practical guidance.
- "Lider", monthly, founded in 1991 and issued eleven times a year. The coverage includes sport education, tourism and recreation, as well as ways of coping with stress. Moreover the new methods of movement activities are also presented. It is directed mainly towards teachers of PE, however editorial assumptions that publication should be short and attractive makes the journal a good source of information for all interested in this area.

I have mentioned only the leading Polish sport journals addressing the general problems of sport, and also those closely

relating to Olympism and the Olympic Movement. However, nowadays, information is widely dispersed. As the Bradford rule defines only a 1/3 of important publications, in certain area is included in the small number of highly specialised publications. The other 30 per cent is covered by a much greater number of general journals within the area. The rest of the publications can be found in innumerable general journals. At least two conclusions can be drawn. If the majority of important information is included in a comparatively small number of publications the library should trace the documents and subscribe to them, not striving to the completeness of resources. Also a close co-operation is necessary between libraries and there is an urgent need for electronic polish sport bibliographies.

In 1953 Instytut Naukowy Kultury Fizycznej (Scientific Institute of Physical Culture) was established to conduct research in this area in Poland. As a part of its work, the publication "Przegląd Piśmiennictwa Polskiego z Zakresu Kultury Fizycznej" (The Polish Review of Physical Culture) was inaugurated. In 1964, selected foreign publications were abstracted and incorporated into the journal, so the title was changed to "Przegląd Piśmiennictwa z Zakresu Kultury Fizycznej" (The Review of Physical Culture). At the beginning it was published quarterly, later it became a bimonthly. It contains selection of scientific and professional abstracts. From 1969, the journal was edited as abstract cards bound together in a single issue. Due to changes both financial and organisational that followed the "Polish revolution" in 1989 the journal was discontinued in 1991. Specialised and general bibliographies of physical culture were also edited, with the latter covering the period of 1841-1969⁸. Above mentioned works grouped all Olympic issues under the entry "Olympic Games". So far I have found one bibliography on Olympic Games and related subjects edited as a book. The book was compiled by Maria Nockowska in connection with the Olympic Games in 1976. The aim was to present books edited between 1956-1976⁹.

Since 1991 there have been no edited general sport bibliographies, but still each school of PE has been preparing their own

current awareness service to meet their users needs. The service of TOC has been undertaken - table of contents of foreign journal are exchanged between our schools. This service seems to be useful but it can not be replaced by a "proper" bibliography.

As I mentioned before, the physical education academies in Poland play a leading role in sport education¹⁰. Poznani is one of them. It has developed from the Chair of School Hygiene and Theory of Physical Education affiliated with The Poznan University. The Chair was founded in 1919, as the third one established in Europe and the first in Poland¹¹. Professor Eugeniusz Piasecki, a scientist of an international reknown (from Lvov), accepted the post of chairman. The library has developed mainly due to his efforts, scientific contacts and his own private library, which later became a part of the collection. Now the collection of library comprises over 133.000 volumes including 400 titles of journals both Polish and foreign. Books dealing with Olympic problems are grouped in a catalogue section "Olympic Games" and "Socio-philosophical problems of sport". Selected books are included in the reference room with collected works of Pierre de Coubertin among them. All books and journals are available for users in the reading room. Students can also borrow five books for three or four months.

To enable quick information in the field of sport, physical education, tourism, and rehabilitation, the library has subscribed (since 1993) to electronic databases such as Sport Discus, Embase CD: Rehabilitation 85 Physical Medicine, Focus on Sports Sciences & Medicine, and Current Contents. Life Sciences. Since 1994, our own sport bibliography based on polish journals has been created. Special attention has been paid to registration of all works conducted by the researchers of the Academy. These two databases use the program CDS ISIS that was dispersed by UNESCO. Since 1996, the library has been a member of the Poznan Foundation of Scientific Libraries and computerisation was introduced on the base of the system HORIZON. An Internet connection was also established.

From 1970 the Physical Education Academy in Poznań has started to issue its own publications among them 4 volumes of "Studies in Physical Education and Tourism" in English (since 1990). The publication was established to promote Polish scholars and to co-operate with foreign contributors. As an example of such a co-operation I would like to mention a few works that are to be published in the 5th volume dealing with the problems of the role of health promotion in Ancient Greece or discussing pre-historic Greek Games¹².

Physical education students in Poland are given basic knowledge on Olympism in the courses on sociology, pedagogy, and the history of physical education. Additionally, The Physical Education Academy in Poznań has started (since 1991) a separate course of Olympism led by Professor Wojciech Lipiński that lasts 6 months.

Specific research has been conducted in Poland to establish the level of awareness and knowledge on Olympism among "students of PE. One of the largest was led between 1990-1992 on the group of 1167 students of 9 universities, among them schools of physical education in Poznań and Warszawa. Generally the students appreciate the importance of Olympic Games and rank them highly, although they notice some negative tendencies associated with them, such as aggressiveness among the spectators, commercialisation, etc. The majority of students declare the interests of the Olympic ideas but their knowledge is far from complete. The author ranked the sources of knowledge on Olympic ideas and 83% of students specified the media, including the press, radio and television. PE students indicated lectures on history of physical education, sociology and pedagogics as the main source of information.

I have presented only a rough outline of scientific publications on Olympism. I have also mentioned one group of people interested in Olympism. As a librarian I would like to focus on preparing materials and spreading information mainly amongst students. As future teachers, they will be one of the most important source of information on that topic in their environment.

As I have discussed, there is a large organisational, scientific, and educational base for spreading the Olympic movement in Poland. As far as I am concerned, the main shortcomings are the following: limited co-operation between the libraries, and the lack of a central Olympic library. Part of these shortcomings can be explained by organisational changes after 1989.

What can I do to help? After this Seminar, I will continue to be the person responsible for Olympic collections in my library. In co-operation with a colleague responsible for acquisitions, I will assist in choosing suitable documents. It is also a long tradition in our library to arrange exhibitions that provide students with information on latest acquisitions. We have always paid special attention to graphic design of the show-cases. The Olympic Games give us an excellent opportunity to combine information with pictures, photographs, posters and paintings. These exhibitions allow us to contribute modestly to the idea of "blending sport with culture and education".

Notes

1. Drozdowski S.: Ksazki polskich olimpijczykow, w: *Studia i Materialy*. T. VI. Olimpizm, polski ruch olimpijski i ich materialne swiadectwa w zbiorach Muzeum Sportu i Turystyki. Warszawa 1992, s. 63-75.
2. Polonia - People of Polish origin who live all over the world.
3. Logos i ethos polskiego olimpizmu. Red. J. Lipiec. Krakow 1994.
4. Fair play, sport, edukacja. Red. Z. Zukowska. Warszawa 1996.
Fair play, sport, edukacja. Europejski Kongres.
Fair Play i II Generalne Zgromadzenie Europejskiego Stowarzyszenia.
Fair Play 12-15 wrzesnia 1996. Red Z. i R. Zukowscy. Warszawa 1997.
5. These Vere founded respectively in Poznah (1919), Krakow (1927), Warszawa (1929), Wroclaw (1946), GdaAsk (1969), Katowice (1970). Two of these in Warszawa and Poznan have branches in Biala Podlaska and Gorzow Wielkopolski.
6. <http://www.przegladsportowy.com.pl> e-mail:ps@polbox.com
7. The journal is a continuation of the biweekly "Ruch" published between 1906-1915.
8. Monka-Stankowa A.: Bibliografia Wychowania Fizycznego i Sportu w Polsce (1841-1914) which is a basic source for research on history of Polish sport.
Sypniewska H.: Bibliografia Wychowania Fizycznego i Sportu w Polsce (1945-1960).
Sypniewska H.: Bibliografia Wychowania Fizycznego i Sportu w Polsce (1959-1969).

- Skrzypek E.: Zarys bibliograficzny. Wydawnictwa z dziedziny Wychowania Fizycznego i Sportu 1951-1958.
9. Nockowska M.: Igrzyska Olimpijskie. Poradnik bibliograficzny za lata 1956-1976. Warszawa 1976.
 10. The process of "demonopolisation" of schooling system in the area of physical and health education has begun in Poland. The new departments of PE have been established at universities, teachers, colleges - some of them under the patronage of PE Academies. See: Jaworski Z: Rozwoj studiow wychowania fizycznego i edukacji zdrowotnej w Resorcie Edukacji Narodowej. "Lider" 1988 nr 5, s. 11-14.
 11. Earlier were established chairs of physical education in Ghent (1908) and Kopenhagen (1909).
 12. Selected articles for publication in the 5th volume:
 1. Mouratidis J., et al.: The Promotion of Health through Physical Education and Athletic in Aristotle.
 2. Papaellina C.: Prehistoric Greek Games and Sports.
 13. Dabrowska A.: Sport i idea olimpijska w zyciu i swiadomosci studentow. W: Logos i ethos polskiego... op. cit, s. 325-330.

OLYMPIC SUCCESS AS ISSUE IN PROMOTING NATIONAL IDENTITY AND INTERNATIONAL RELATIONS

by Adokiye B. DANS (*NIG*)

Sport is a social institution. It is a social situation with actors as subjects playing various roles - as producers or consumers. Sport participation may be seen in terms of involvement - direct and indirect. Direct primary involvement refers to the role played by active participants e.g. players or athletes, while indirect primary involvement refers to that of the officials e.g. coaches, umpires, referees etc.

"Direct secondary involvement refers to the roles played by financiers, manufacturers and administrators while indirect secondary involvement reflects the roles played by spectators" (Kenyon, 1969).

This invariably means that athletes, officials, financiers, administrators, entrepreneurs and spectators play essential roles in the sustenance of sport, with sport having a strong influence in their well-being - be it physical, social, emotional, economic, or spiritual. These various categories of actors are tools for national identity and international relations.

Sport, in its well-developed form is an integral part of society. It is recognized by nations and governments as a tool for national mobilization, cultural re-orientation, national integration and unity, youth development and socialization, national pride and prestige, an acculturational weapon for national expansion and imperialism.

Sport cannot be separated from politics, either at national or at international levels. Sports and politics are institutions, and are based on a structural functional perspective: all institutions must work together to maintain societal equilibrium. There must

be relative balance in the operating system between and within institutions for equilibrium and success to be achieved. Thus the structures and processes of sport must help to achieve this end. The difference therefore is that sports and politics are intertwined, particularly at their most developed and functional level. It is not wonder then that nations and governments see sports as a tool promoting national identity and international relations in order to maintain relative societal equilibrium.

However, it must be realised that social institutions operation is achieved from disorder (conflict theory), which recognises the virtue of change. It recognises the fact that national identity and international relations operate in dynamic forms, the virtue of which could vary from one nation to another. What is dysfunctional for one group or nation could be eufunctional for others.

The following must be borne in mind in this discourse:

- (i) That every society is subjective at every moment to change, thus socio-psychological phenomena of national identity and international relations are subject to change. The dynamics of national identity and international relations are always there and are not static.
- (ii) That elements in society contribute to its change which to some extent influence the level of national identity and international relations. The influence of science and technology, seen as instruments of mass media and the new information age, explain this aspect. The roles in sport of athletes, coaches, umpires, administrators, financiers, entrepreneurs, and spectators explain the contributory influence they bring to bear on sport and hence on national identity and international relations.
- (iii) That every society rests on the constraints of some of its members by others and this informs the position of the leadership in policy formulation and policy implementation, and the role, of major actors in the various economic and social strata of our society, in creating some burden on the majority of the populace who are known as the masses.

Olympic Success

The expression "Olympic Success" is relative to our environment, especially considering that since 1952 when Nigeria first took part in the Olympic Games, no gold medal has been won. Thus, at the Atlanta Olympics, a phenomenal feat was achieved when we least expected it, which called for celebration and identification and the use of this success as a political and diplomatic tool. No doubt, the success of two golds, one silver and three bronze medals was an exceptional feat which took Nigeria and the international community by surprise. The question is, how did we do it? Was it a flash in the pan? Can it be sustained or surpassed? Well, a scientific based programme could answer all these questions as the performance rate should be subjected to assessment and evaluation for continuous success to be assured.

Importance of Olympic to national Ethos

The ancient Olympic Games began in 776 B.C. in Greece, and was held every four years by Greek City states. A victory at the Olympic Games of that era which refers to taking first position by participants was followed with the crowning of the victor with olive wreath. Each participant was seen as a representative of his state, and it was on record that success at the Olympic was seen by the government and populace of a city state as worth celebrating. Victorious participants are awarded honours, and pride of place in the community. Victors were not only a pride to the family, but to their government. The victor was paid cash and kind as a symbol of unique qualities and attributes that the community possessed. Thus winning was revered with everything put into it in terms of family participation, community cooperation and encouragement, and government support. The overwhelming concern by everybody could explain the series of suicides after a defeat as participants saw it as shameful, disgraceful and humiliating, not only to themselves but to their families, communities and governments. They felt disappointment based on promises made before the Games. Thus winning was seen not as an end in itself but as a means to an end. This might explain

the level of professionalism and corruption that pervaded the later Games of the Ancient Olympiads.

During the Games all warring tribes were expected to observe a truce while the Games were in progress. Athletes, peasants, noblemen, politicians and state emissaries from all parts of Greece made their way to the Games. The Olympic Games of the ancient era, provided the major force of cultural exchange among the city-states.

The ancient Olympic could be said to have the following attributes:

- (1) The cessation of war between city-states during the period the Games would last.
- (2) The vicarious commitment of governments, communities, families and individuals to the cause of the Olympics and support given to their own participants.
- (3) Healthy competition between participants of different city-states which was seen as a test of strength and vitality of their youths.
- (4) The use of emissaries who discussed issues other than sports which provide diplomatic appeal and an avenue for diplomatic activities.
- (5) The opportunity for cultural exchange, and thus acculturation.
- (6) The opportunity for exhibition of identity and sovereignty.

The modern Olympic Games were the revival of the Ancient Olympic Games and came into being through Pierre de Coubertin and others on June 23, 1894. The objective for establishing the Games was in response to the positive use of sports in solving the social and political crisis France, the home country of Pierre de Coubertin, was facing. So, his thinking and motivation was that if organised sports could help solve some of France's deep-seated socio-political problems then, the shared pursuit of excellence would build an international movement which could contribute to the peaceful resolution of international conflict.

De Coubertin felt that the most important element was to participate in the Olympic Games and not to win. Thus winning was

to take a secondary place to participation. Mass participation was encouraged by de Coubertin, apparently to attract more people of different racial and socio-cultural background to the fold of the Olympic Games so as to achieve the aims of the Olympic Movement.

However, the Olympic festival, from its inception has become a very important instrument for expressing national identity, racial identity, national pride and prestige, and international strength and cooperation. These attributes are expressed in terms of Olympic Success through winning gold medals by participants and the reflection of this in national overall acquisition of gold medals.

The Olympic motto: *Citius, Altius, Fortius* - (Faster, Higher, Stronger), is an expression of the need for greater effort and greater commitment on the part of athletes within their innate ability and capability to excel.

This ideal is carried to extreme length by athletes and coaches, who desire to cut corners by involving themselves in drugs and by nations and organisations spending large sums of money for scientific and technological experimentations in order to explore and exploit human potentialities for motor excellence. The opportunities given to professional athletes to take part in the Olympic Games have improved the situation. Professionalism is based on excellence and winning so as to have greater bargaining power to attract better financial/material incentives. Thus the movement from amateurism to professionalism in the Olympic Games, seen most graphically at with the recent Atlanta Olympics which was highly commercialised, shows a digression from de Coubertin's idea of amateurism, mass participation, and the intrinsic value of participation.

There is no doubt that professionalism brings out the best of the Olympic Games in consonance with the motto, "*Citius, Altius, Fortius*" but it also brings out the worst of competitiveness and commercialisation which involve deceit and taking undue advantage of opponents and competitors. The goal here is to sustain,

retain, and maintain Olympic success so as to achieve the euphoria of national unique attributes for international relations.

It is important to note that Olympic Success is a relative term, as some individuals may not consider Nigeria successful after all, if one considers that, after five years of participation in the Olympic Games, Nigeria had won her first gold medal: a case for sober reflection and critical analysis. This is needed as an impetus for every successful Olympic outing. Success, therefore, should be seen in line with other regional sports powers in Africa.

Reasons for countries participation in Olympic Games

Many countries who are not financially buoyant, and are also small in size and weak in influence, want to take part in the Olympic Games at an equal level and gain recognition as stronger, financially buoyant and influential countries.

The following reasons will suffice

- (i) The opportunity to be known and recognised as a nation unique in attributes and status,
- (ii) The opportunity provided for economic, social and political diplomacy.
- (iii) Diversionary measures from political, social and economic problems - at least for the period the Games will last.
- (iv) Measures to enhance the image and credibility of national governments and their actors.
- (v) The felt need to be known as a sovereign and independent nation among other nations.
- (vi) The opportunity to show to the world the nature and vibrancy of the nation's youth, as men and women of unique and superior status and influence whose vitality and versatility be carried outside the sporting situation - technological and commercial sectors of the national economy.

The success at the Olympic Games provided a reinforcement of these attributes regarding the nation's, participation. Success at the Olympic Games instilled credibility on the national government, increased the euphoria of normalcy in an otherwise precarious sociopolitical environment, increased the sense of be-

longing and identity among the populace, and afforded an opportunity for nations to be identified in terms of international awareness and recognition and thus international confidence building, friendship, and cooperation.

Olympic Success as issue in national identity

Nigeria is populated by blacks, and is the largest populated black country in the world. Being a country of blacks, it is populated by people with black consciousness and personality attributes that are reinforced by their socio-cultural milieu and environmental cues. Though ethnic and religious differences exist, Nigeria is the pride of the Black Race and the would be Giant of Africans if resources are well explored and exploited, and were also a focal point for emotional and psychological attachment among blacks in diaspora.

Thus the consciousness of what Nigeria is and should be during the Olympic Games alone was activated after the resounding success at the Atlanta Olympics. Government understood that sport is a mechanism that encourages social integration, whereby national regional, religious, ethnic and political rifts can be bridges, and divisiveness can be circumvented (Leonard 11, 1984). Thus the Olympic Success as achieved by Nigeria in Atlanta was an opportunity for the government to keep the tempo of celebration by organising T.V. programmes and talk shows, symposia, youth camps programmes, tourist shows, educational and social lectures around such a novel situation. This involved programme continuity between the Ministry of Youth & Sport, and that of Information and Culture.

The Atlanta Olympic Success therefore was seen as a success that projected the potentialities of Nigerians and Nigeria. It provided a period of celebration that fostered collectivity, oneness, and a sense of belonging: an issue in self confidence, self-esteem, self discovery, self-commitment and identity among the populace. It was a period to strengthen ties that bound together and put away divisive issues.

The Atlanta Olympic Games provided the avenue for Nigeria to show her peculiar nature - national sovereignty and independence. It provided an avenue to exhibit national value and orientation. Thus Nigeria, operating from an area of relative strength and dominance (regional and international), was able to effectively utilize the period of the Games to show and portray to the world what she is made of, and what really make her tick.

National identity therefore involves being proud to be a Nigerian, sharing in the country's problem solving, believing that the country is fulfilling her goal within constraints, appreciating the nation's problems, taking personal pride and joy in her achievements, openly introducing one's self as a Nigerian, and encouraging friends and close acquaintances to view Nigeria in positive light. The attributes for national identity might not be embraced by just one person at a time because of social dynamics and one personality attributes. How strong or weak one is in terms of national consciousness and identity depends on the influence system (positive or negative) projected and propagated by the nation and her actors. This could be reflected on a continuum, a 1 to 10 scale, with scores of less than 5 expressing weak identity and those above 5 expressing strong identity. Where do we stand? Do we pay lip service to the nation? Olympic Success tends to overshadow our pretence, particularly during celebrations.

Socio-psychological pattern of national identity

The socio-psychological pattern of national identity is apparent from what is called the ritualistic functions of sports and Olympic Games. It should be understood that national identity is a product of social consciousness and orientation. National identity is always in the state of flux because society is subject to constant changes and dynamics. Thus a strong value towards national consciousness could instill a strong attachment to a national cause like the Atlanta Olympic Games in which Nigeria participated, while a weak consciousness will elicit a weak emotional inclination and involvement in a national cause like Nigeria's participation in the games of the Atlanta Olympics. Thus at the

presituation stage, a strong national consciousness would elicit a nostalgia and longing for the festival. A need to contribute to national success both in cash and kind, and subsequently provide a fulfilment of belongingness and oneness to a cause which is Olympic Success. The need to travel to competition sites (becomes eminent) or to remain in one country and watch the Games live on T.V. The press has a role in sensitizing and educating the Nigeria populace as regards the potential project area and the programme schedule of such games. The press has a role to project, sustain and maintain value attributes to areas of national identity through Olympic Games.

Situation or Actual Stage: This is a product of awareness and orientation of what previous experiences have been derived from previous Games and the roles that have been played by the press in educating and sensitizing the populace; and also the role of the government in mobilizing the populace towards the cause of the Olympic Games.

This stage required the populace to be strongly emotionally attached from psychological support group and interest group and thus become psychological players on the spectator stand if at the site of play or at home if watched alive. The media have a role to play here, as they provide the avenue to show the product of national identity on a practical term-emotional fluctuation in terms of excitation and mood tendencies. However, media reliability in terms of programme scheduling and actual delivery comes into focus at this stage. A strong national identity would project commitment to the Olympic programme schedule.

Post-Situation Stage: This is strongly reinforcing if members of the public or populace have strong national identity. It involves a sense of pride, belongingness, self esteem, self confidence and a need to actually identify with the cause of success. They felt need and preparation to share from success increases. There is need to sacrifice in cash and kind for the success attained. A need to identify with a success story, celebrate celebrants and also the need to hero worship. Here the media and government have a role in creating a situation to suit national consciousness

depending on the socio-political climate of the nation and the socio-cultural enlightenment and orientation of the populace. Thus it is necessary that programmes of Olympic Games Success is made continuous and purposeful to last at least a year and not just an one time experience.

However, the NIS Symposium endeavors to fulfil this need and to help to bridge the gap between the post-situation stage and the pre-situation stage. Olympism and its ideals should be propagated at all times move round as a logical and systematic process embedded in programme. Thus, there is need for the formation of Nigeria Olympic Academy to work out programme in this regards so that national identity may be kept alive, stronger and better into every new Olympic Games Festival. It is important to say that the success achieved which no doubt is a surprise to the nation and an increase in her status, has further built a strong national pride and consciousness among the Nigeria populace.

Olympic Success as issue in international relations

Success for Nigeria in any international forum or any field of endeavor is an issue of international image making, international awareness, recognition and identification. The Atlanta Olympic Success should be seen in this light. Position of Nigeria's in the committee of nations as the Giant of Africa as the embodiment of the greatest concentration of the black race and thus a custodian of the black aspirations and culture, may be looked upon as the hope of black Africa. Those in the Diaspora, necessitates success such as that recorded in the U.S. should be seen as a sure hope that all is not lost, that when we are ready to explore and exploit our potentialities, the sky is the limit.

The international image of Nigeria rose after defeating world giants in football like Brazil and Argentina. In those countries reverse was the case in that the image of the two countries plummeted. This could explain why a country like Brazil wanted another opportunity to prove that she is what her people think she is and what other countries think they were.

There is no doubt that football has created international awareness of the position of Nigeria in Africa and the rest of the world. There was a time when Ghana (formerly called Gold Coast) was seen as the only black country of prominence. Today, Nigeria's footballers are scouted for by many advanced, Western and Eastern football countries. Thus a forum like the Atlanta Olympic was a conglomeration of popular and respected Nigerian footballers from various parts of the world.

The fact that Nigeria was playing a match means that spectators from some foreign countries had a player from Nigeria, who they were psychologically attached to because such players are recognised and respected in their own country. A victory or success for Nigeria therefore was seen as victory for them. A situation which created an improved international awareness and image for Nigeria. It is only proper that our athletes project this good image at all times.

The fact that the Government of Nigeria recognizes the position of football amongst other sports as the king of them all - which is reflected in the pride of place given it in terms of allocation of funds and thus Government sentiment in relation to the Olympic Gold won, reveal the determination of Government to use sports, particularly football as an instrument of international relations. That Nigeria did not host the World Youth Soccer Championship was based on unfounded claims, and then the subsequent sanctions showed the resolve of Government to show to the international committee that deprivation and sanctions cannot be successful for a strong willed and determined group of people. Celebration of Olympic Success may be seen in this light, coupled with the International Olympic Committee which provided an opportunity to prove this point.

The Olympic Charter is quite clear on this issue of equal opportunity of individuals and nations to participate in the Games. It states that the goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youths through sports practised without discrimination of any kind and in the Olympic Spirit, it requires mutual understanding with a

spirit of friendship, solidarity and fair play (IOC Charter, 1995). The promotion of friendly relations among nations by coming together for a quadrennial sports festival, in the spirit of oneness, love and understanding has been a great leverage for Nigeria to stretch her hand of friendship to the U.S. and other western countries. It is an opportunity for international diplomacy and an avenue for world peace, cooperation, and friendship.

In terms of international peace and security, the Olympic Truce secured by the IOC during the 1994 XVII Winter Olympic Games was the climax of commitment to its ideals. According to Samaranch (1995), the proclamation of the year 1994 as the International Year of Sports and Olympic Ideals to mark the centenary of the IOC and the support given to the Olympic Truce during XVII Olympic Winter Games are gratifying to the Olympic Movement.

The fact that the UN General Assembly considered addressing the issue in a session entitled "for the building of a peaceful and better world through Sport and the Olympic Ideal" at its Fiftieth Session in New York at a period to commemorate the rebirth of Olympics is a pointer to show the commitment of the IOC to use sport as an instrument of international peace and security. Nigeria took an advantage of the forum as with the Atlanta Olympic Games providing a celebration of her success and then extending her hand of fellowship to the world to support the point of capturing an Olympic Football Gold Medal. The fact that goodwill messages were sent and visits by emissaries from foreign countries were made to share in the joy of our success were expression of peace, love, friendship and mutual security, all afforded by the Atlanta Olympic Games.

The implication of Nigeria's Olympic Success, is that many countries now look to Nigeria as capable of assisting in sports, in terms of providing technical expertise, financial aid, coaching facilities and even moral assistance. Nigeria sends many coaches and physical educators to African, Pacific and Caribbean countries (through TAG) which show interest in maintaining relationship with Nigeria in the Atlanta Olympic Games. The credibility

of sports personnel in TAC has been enhanced as they have inspirational source to point as, of reference. This will increase the demand for more of our coaches and physical educators in foreign countries and will also encourage the exchange of technical experts in sports, a situation needed for the promotion of friendship and diplomatic relations between nations.

The Atlanta Olympic success, enabled Nigeria's name to be written in gold, and no doubt projected in the eyes of the international world the placement of Nigeria as an emerging nation in sport. This is important to sport officers seeking regional and universal placements in regional and international Sporting Associations or Federations. The awareness is not limited to Sports as Sports might have projected the image of Nigeria for other latent fields of endeavours to equally show promise.

The emergence of South Africa as a Sporting giant at the regional level - African level may be seen as a threat to the supremacy of Nigeria in Africa sports. The All African Games was an avenue to test it and also the Olympic Games, however, the final result of the medal table at the Olympic showed that Nigeria and South Africans are arch-rivals with each dominating sporting areas.

The world has developed into a global village with the advent of satellite television stations which have global and regional significance. Nigeria's participation in the Atlanta Olympic Games and the success in popular sports like football, Athletics and boxing was well viewed by mass audience all over the world. The Nigeria versus Brazil match had a good coverage and viewing by the international community. Thus the negative international image of Nigeria in terms of drug trafficking, advanced fee fraud and leadership style was submerged in the euphoria that a black nation can one day emerge as a leading world power not only in sports but in other fields of human endeavour.

International relations are an issue in equity among nations and reciprocity in international exchange, fair play and confidence building. It is important to say while there may be a permanent interest there is no permanent friendship. Sports is a tool to

build up our interest in world affairs. It serves as a prelude to economic and political diplomacy and has a wider reach to the international community, especially at this period of success and confidence building.

Conclusion

Olympic Success has a strong implication on the psyche of the Nigeria populace and is as follows

- (i) That despite the economic recession, we are capable of recovery if we gear our energy and resource towards better uses.
- (ii) That we can capture the world in other fields of human endeavour, other than sports.
- (iii) That there is hope for assured victory if there is commitment and perseverance.
- (iv) That the black race and blacks in diaspora who look to Nigeria for support are on the right path, their aspiration would not be in vain.
- (v) That international foreign assistance may not be all that is needed to help Nigeria have rely on ourselves.
- (vi) That whatever difference we have in Nigeria, we have to co-operate with one another especially in any international engagement.
- (vii) That with the right leadership always, the sky is the limit for Nigeria.

Implication for Government

The Nigerian Government has always fought the cause of Nigerians, Black Africans and Blacks in diaspora. The Supreme Council for Sport in Africa was a right instrument for Nigeria in fighting against apartheid and racism in sports and in countries practising it. Therefore the boycott of Nigeria and other Black African nations at the Montreal Olympics in Canada in 1976 was a pointer to this cause.

Thus success attained by Nigeria in the Atlanta Olympics may be seen by the Government as follows

- (i) That it could achieve its leadership goal despite the national socio-political turbulence created by undue international interference.
- (ii) The money spent in the four years of preparation for the Olympic Games is not wasted after all, despite international threats and sanctions.
- (iii) The feeling that the administration has a lot of good will and can still project the image of Nigeria in international avenues - The ambassador of Nigeria to the U.S. did just that after the soccer victory.
- (iv) That the Atlanta Olympics Success was important as a diversionary measure from socio-political and economic pressure the citizens could have been subjected to.
- (v) That there is need and assured confidence to push on with its policy both within and abroad.

It may now be understood that success is difficult to maintain, and unless Nigeria goes back and evaluates her performances so as to find out why we emerge successfully and then plan for greater success, we may be walking on a tight rope to Sydney 2000 in Australia. Thus there is need to maintain a strong national identity and commitment and also a vibrant and positive international relations in the community of nations.

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COMPETITION PRINCIPLES IN ANTIQUITY

by Elena A. ISTIAGUINA (*RUS*)

Competition is a complicated social phenomenon which greatly influences public consciousness both on a global scale and at the level of the individual. The study of the principle of competition increases interest in pedagogical possibilities, there are applications in physical education, and also in pedagogical activity.

The study of competition principles as a public phenomenon raises new theoretical and practical problems. They are concerned: Discovering the particular-historical conditions and origin of competition principles, their social senses by tracing the historical evolution, and the qualitative modifications, comprehensive studies of connections and interactions between this principle and public phenomena (religion, formation, art etc.).

The opinion of several european and russian researchers is that competition has appeared in the beginning of mankind. It is in all human collectives. Competition is unseparable property of human communities because it promotes to increase life intensity of individual or group. That's why it most completely spread in culture. One of the brightest splashes of competition was in antiquity during the period of transformation of archaical game to culture. The competition is in any kind of human activities as an inheritance of antiquity, and "agon" (word that means both, places of competitions and the competitions) - becomes symbol of productive and civilized competitiveness. Agon has become a major motive force in development of Greek culture. That's why its necessary tracing the development of competition principle, since antiquity.

The uncontrollable rushing to any competition in all orbs of life was a special feature of ancient household. This competition is the legacy of ancient civilization. That's why it is necessary to search the sources of it's origin in the mentality of ancient Greeks

which was generated under the influence of different reasons, such as

1. Geographical conditions;
2. Solid-spiritual ideals of ancient Greece;
3. Special feature of the interpretation of the world;
4. Typical Greek ethnos features as a whole.

The special influence to formation of world outlook of ancient Greeks was rendered by the geographical factor. A warm and healthy climate, fertile soil favoured to that the energy of population is not spent bodily in struggle for existence, for sufficing elementary vital needs, and was spent also for a science, poetry and art. At the same time the crops and natural riches of the ground were sufficient, but did not allow Greeks to taste their riches to their fullest. The successful development of the country was promoted division on small city-states (polises) were created and competed among themselves as centers of life, commerce and culture.

The type of mentality depended on mode of ethnic adaptation to a landscape. Sensation of patrimonial connection with harmonic and counterbalanced nature of Ancient Greece and backwardness personality forced the antique person to resort as analogy to the natural solid organization, because it was closest and easy understanding to him. The given principal interpretation of the world defined as "somatism" underlies the interior relationship between ancient mythology, philosophy and culture.

Greek mythology was faster, than mythology of other peoples, in passing a stage of zoomorphism. In the completed aspect it has given the images indicative human appearance and attitude between gods has assimilated human. At a definite stage of the development the people had created the world of Olympic gods to their image.

In Olympic mythology spread among aesthetic perception of the world and gods, the person has become a measure of all things. The ancient Greeks did not identify, but also did not oppose sharply god and person. The Olympic human religion completely has taken possession of Greek art. It has spread all cul-

ture of Greeks, and on the contrary, their aesthetics have spread all Olympic religion. For a long time sculptors modeled gods as physically perfect man and woman or perfect like gods winners of Olympic competitions.

Center in designing of the form perfect becomes solid organization of the person.

The spiritual orientation of community is connected with axiologic treatment of human's body. So, in ancient Greece was formed the type of harmonic solid-spiritual person tending to self knowledge and perfecting.

The Classical Antiquity sees purpose of life in realization of an ideal "perfect and kind". This ideal consists of a harmony spiritual and physical development. The proportional body was considered beautiful, and the beauty for Greeks at the same time means kindness. Similar mixing of an aesthetics and ethics is an image of thinking of that time was exhibited in ideal "Kalokagathia". For example, let's remember famous episode, when greek haetera Phrini was condemned for a crime on a death. Instead of justifying she stripped naked before judges. It was unanimously decided that such a perfect person cannot have spiritual defects.

The term "Kalokagathia" means a sum of perfection of body and spirit. In addition to it there were also ethical categories, such as Arete, which represented the ideal of perfection in all. They required "Golden Mean" or principle "Anything over a measure".

The feeling of proportion at Ancient Greece embodied the whole image of life, where the physical aspect was only one of the components.

Homer, the author of "Iliad" and "Odyssey", for the first time has described a model of an antique ideal of harmony -image solid and spiritually of developed person, which did not oppose collective, but at the same time did not depersonalize.

Homer characters strictly followed norms public moral, and executed deeply patriotism. The characters constantly competed among themselves in feats of glory of the homeland. Each char-

acter attempted to surpass his competitors and aspired to be distinguished.

The social life of Ancient Greece was pierced by principle of democracy. Each free man had the right to actively participate in a solution of state important problems, on stretch of the life repeatedly was selected in organs of public authority (courts etc.) and also, in particular had the right to participate in Olympic games.

Among anthropologists the broad circulation has distinguished two types of human cultures "guilt culture" and "shame culture". They determined by comparing the fundamental behaviors of an individual.

In "shame culture" the evaluations of behavior include exterior character - endorsing of blaming members of given community; the basic motives of this behavior is to immitate the best (the one who appears here is considered the best) and compete.

In "guilt culture" the foreground of the interior system of values is the court of conscience, which is independent or can be biblical.

To Greeks the feeling of inner guilt was foreign (at least in archaic period). However in a high degree of shame towards the citizens was inherent. The fear of shame and the fear to be shown silly or ridiculous were a number of major notice influencing the behaviors of ancient Greeks. Another motivation was the desire to be champion.

In heroic epoch, this competition was limited by an orb military. Then it is spread in other areas of life, initially in sport, also in art, rhetoric, politics etc. The Olympic Games were considered event not only of the greek states, but of Greece as a whole. The winners were given the greatest honour by erecting a statues of themselves in Olympia and in their native land. Greeks through the years formed the basis of Olympic Games.

In other words, the sport games are the best expression of the competitive spirit in Ancient Greece. The principle of competition was formed which up to now still has a huge value.

As time went, an one cultural-historical phase was replaced by another.

Each epoch, each community crystalizes the sense in ideology and world outlook.

They express themselves in religion, philosophy, science, art, and also in representations about solid beauty.

In the Middle Ages the principle of competition has not found the same bright embodiment as in antiquity. With the domination of Christianity the physical activity has been rejected and was not included in one of Christian ceremonies.

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THE ALL-GERMAN OLYMPIC TEAMS 1964 AS REFLECTED IN THE SPORT POLITICS OF THE GDR. A RE-ASSESSMENT ON THE BASIS OF THE "ARCHIV FÜR PARTEIEN UND MASSENORGANISATIONEN IN DER DDR" [ARCHIVE FOR POLITICAL PARTIES AND MASS ORGANISATIONS IN THE GDR (Berlin)]

by Isabel KAPPLER (GER)

Introduction

After the collapse of the GDR and the re-unification in 1990 we have today the chance to try to understand the "Sportwunder DDR" (sport miracle GDR) and its backgrounds even from the inside.

As a result of the opening of the archives to the public it is possible to reconstruct in detail by the means of documents of political parties and mass organisations how politics, assuming that in a socialistic system "there are no more antagonistic contradictions and...that there exists no impartial interest conformity among the working people, the political parties representing their interests and every state-owned institution", without any contradiction integrated the sport into their domestic and foreign political objectives.

Using the opportunity to find first-hand and therefore completely new information, as those up to now have not been available for research works, the lecturer decided on the method of documentary analysis, hereby especially leaning on the method of contents analysis.

This method, mainly applied in social sciences, is serving the investigation of social reality, in which characteristics of a non-manifest context, here the social-political situation in the CDR, are inferred from the characteristics of a manifest text, here the documents.² The former had been deduced from the manifold secondary literature and had formed the theoretic basis that had

been opposed to the file-documented proceedings in the forming of an all-German Olympic team.

The thesis concentrates on the Olympic Winter and Summer Games 1964, as those meant a turning point in the sport politics of the GDR. After the building of the Wall on August 13th, 1961 the Government of the GDR had created political realities, that could not even be without effects on the sport and here mainly on the inter-German relations.

Working on the principle that sport was governed by politics, the lecturer's works at the SAPMO (Archive Foundation of Political Parties and Mass Organisations of the GR in the Federal Archive) in Berlin therefore mainly concentrated on documents of the Zentralkomitee (Central Committee) of the SED party, because everything came together in its "working group sport".

Furthermore the interview with Dr. Karlheinz Gieseler, who, in his function as press and public relations officer of the DSB (German Sport Federation) and of the German NOC (National Olympic Committee) and since 1964 as Secretary-General of both of these institutions, was directly involved in the events, was an interview with a witness of that time, whose testimonials and whose extensive private archive enabled the lecturer to have a look at "both sides of the medal".

The Sports' Organising Structure

Organised according to the Marxist-Leninist principle of the "democratic centralism"³ even for the sport, the party leadership of the SED was the highest authority. It ruled either directly or indirectly⁴ over each national or social organisation working in the sport sector. Party resolutions obtained by transformation⁵ a kind of legal decree for the respective state institutions and hereby became absolutely obligatory for the subordinated institutions. Those on the other hand were obliged to give the polit-bureau a regular account of their transformation of the resolutions.

According to this principle the planning had to fulfil the following general tasks:

- On the basis of the last achieved results it has to analyse the development possibilities.
- It names the targets for growth or the plan orders in coordination with all possible influencing factors.
- It determines the growth speed, the strategy and the means with all responsible persons involved.
- By setting the target/actual comparison it organises the control of the fixed date for the growth speed.⁶

This principle was logically carried on in each of the mass organisations from the top management down to the basis and was developing a red-tapism with gigantic dimensions, which was also reflected in plenty of often redundant file materials.

But the increasingly tightened organisation and the consequently executed long-time planning especially with regard to children and youth sport resulted at longer term in an enormous increase of performance within the relatively compact area of high-performance sports, which built up the reputation of the GDR as a "sport miracle" and finally supported the state legitimacy of the GDR.

Sport and Foreign Policy in the GDR

Sport served the governments purposes not only domestically as to the education of healthy socialistic personalities, who thus helped building up the state. For the GDR, striving for state recognition and thereby compensating the "legitimacy deficit"⁷ as a second German nation besides the democratically elected government of the Federal Republic of Germany, above all the high-performance sport became an important means at international events for representation and getting into contact with other states beneath the official political level. As to international law the Federal Republic of Germany regarded itself as the only legitimate representation of the German population. Under the government of Konrad Adenauer the Federal Republic underlined its

"claim to be the only legitimate representative" by the "Hallstein Doktrin"⁹, which resulted in the Federal Republic breaking off its

diplomatic relations to all those countries, that also maintained an Embassy of the GDR besides the Federal German Embassy.

Although in each phase of its German policy until 1960¹⁰ the GDR succeeded in stabilising its position by a tighter political, economic and military binding to the USSR as well as to other socialistic countries, for the moment it was not granted diplomatic relations to non-socialistic countries and thereby the acknowledgement by international law. The government of the GDR even had difficulties in convincing its own population of the advantages of socialism, especially because bottlenecks in the socialistic production industries were facing the "economic miracle" of the Federal Republic.

That was the reason why high-performance sport was made use of, because "high-level sport is cheaper than an economic miracle"¹¹ and sport became the "highest developed part of the GDR culture"¹², its international successes should stand for the effectiveness of the system and by the time made it impossible to deny the sovereign state existence. In addition sport events of international rank like the "German Gymnastic and Sport Festival" in Leipzig as well as the cycling tour known under the name of "Friedensfahrt" were established in the own country.¹³

With the provisional recognition on May 23rd, 1955¹⁴ of the GDR's NOC (National Olympic Committee) by the IOC and the constantly increasing number of international sport federations, that accepted GDR associations as autonomous members¹⁵, the possibilities of representation of the East German state by the means of sport extended more and more, whereby the West German claim to be the only legitimate sport representative was more and more repressed. With the increasing self-confidence of the GDR government, the all-German Olympic teams of 1956 and 1960 turned out to be a means for demonstrating the sovereignty, which of course lead to harsh confrontations with the Federal Republic's idea of unpolitical sport as well as with the IOC and by this the German-German sport political conflict incurred the name "Querelles Allemandes".

The All-German Olympic Team 1964

Breaking-Off of the inter-German sport relations

With the military securing of their state borders during the night of August 13th, 1961, which in public was legitimated as a precaution to maintain peace and as the only suitable reaction to the nuclear armament of the Federal Republic¹⁶, the establishment of socialistic foundations¹⁷ had come to an end. According to the party the tasks of the transition period from capitalism to socialism could be regarded as solved, as the socialistic production circumstances had won.¹⁸ In reality that way the chances for an escape, which had mainly been used by people of working age, had been restricted, whereby it was tried to prevent the economic "bleeding to death" of the state. In this situation sport, as an object for domestic and foreign identification, once again became a political focus.

While the undivided indignation at the cutting off measures could neither move the allies nor the Federal Republic to more than verbal protests, the West German sport was demanded to react. 19 As a result on August 16th, 1961 the presiding committees of the NOC and of the DSB came together and, after a long and very controversial debate, in the course of which the consequences of a breaking-off of the inter-German sport relations especially with regard to the joint Olympic team had been discussed, the "Duesseldorfer Beschluss" ("Dusseldorf resolution") was passed.

From now on this breaking-off of the inter-German sport relations became the central issue of the negotiations for 1964. While the GDR's NOC used this argument towards the IOC to make the West German sport out to be the actual troublemaker of the all-German Olympic team and blamed it for political dependence, just to point out, that this way there was no basis at all for a joint team²⁰, the DTSB (German Gymnastic and Sport Federation) reacted with politically motivated appeals to its members.²¹

Therefore only after tenacious negotiations between the two NOCs and the IOC on February 2nd, 1963 a superficial agreement

on an all-German Olympic team was reached.²² In a total of 15 NOC-negotiations and 96 conferences of the respective sport associations details were fixed during protracted discussions and were held in all-German qualifying contests, that often were very much at the edge of sporty fairness. IOC President Brundage more than once had to take over his function as a referee to grant the achievement of this symbol, a victory of sport over politics.

Preparation for the Olympic Games 1964

According to the already drafted idea of politics and the organisational structure connected with it, the polit-bureau, under the leading of the Chairman of the Council of State Walter Ulbricht, enacted perspective plans for the high-performance sport. On March 20th, 1961 the GDR's sport leadership had already drawn up a bill for the polit-bureau, which contained the following "Targets for the Olympic Games 1964".

"For the Olympic Games 1964 the athletes will face the task to achieve **performance superiority** towards West Germany. That means that the athletes of the GDR will win **more medals** and in total will achieve a better placing than West Germany. The work has to be organised in that way that 60% of the athletes of a possible joint team at the Olympic Winter and Summer Games will be athletes from the GDR."²³

On March 14th, 1961 this bill became obligatory by the resolution of the polit-bureau and was entailed by the next step, "measures for the improvement of the preparations for the Olympic Games 1964",²⁴ which manifested in the following the proceeding of the GDR's sport leadership on all levels.

The measures were classified in the following areas

- Improvement of the political education
- Getting through of the scientific-methodical progress
- Managing and leading works

The first practical consequence, that was decisive for the further centralisation of the organisation, was the establishing of the "central high-performance sport commission", that consisted of representatives of politics and sport, and whose task it was to

instruct and support the SKKS (State Committee for Physical Education and Sport) and the DTSB (German Gymnastic and Sport Federation) in their realisation of the targets.²⁵

The measures for education applied to all persons involved, whether sportsman or coach or referee.²⁶ To make it even clearer to the Olympic team, that all participants were "diplomats in track suits", they all had been obliged already at the beginning of November 1962 for the Olympic Games 1964 to the following "form of an oath"

"We promise to prepare ourselves thoroughly for the Olympic Games, to train talent, power and will with the help of our coaches, and to be aware of the fact that we will represent our socialistic home country.

We promise record performance for the honour of the German Democratic Republic and for the glory of the Olympic idea.

This we vow."²⁷

Besides training scientific and sport medical efforts the establishment of sport technical requirements were essential for the realisation of sporty success. Several construction measures had been introduced mainly for the increase of training times for the winter sports.²⁸

Seen internationally these targets meant

- "Expanding of the Olympic program"
- "Stabilisation of the position of the GDR's sport federations among the international federations."
- "Determined striving for the total recognition of the NOC of the GDR."²⁹

These targets were followed by a multitrack proceeding with different strategies towards the IOC, the West German federations, the international federations and the NOC for Germany.

Furthermore it existed a propaganda at home and abroad that orientated itself exactly at these targets and was governed by the state.³⁰

Inter-German negotiations tor Tokyo 1964

After the GDR did not succed at the Olympic Winter Games in Innsbruck in neither starting as an independent team nor reach-

ing the team majority and thereby appointing an East German representative to the position of Chef de Mission, all forces were now concentrated on the Summer Games in Tokyo.

While in letters to Brundage the attempts continued to defame the Federal Republic and by doing so to reach final recognition of the GDR's NOC, on the other hand nothing was left untried at inter-German contests and negotiations to achieve the team majority for Tokyo, thereby being able to present itself as independent as possible from the West German part of the team. In doing so it was proved that the proceeding of the GDR-sport leadership, planned to the last detail, was extremely efficient especially with regard to inter-German negotiations between special associations, as at these meeting the West German sport representatives, mostly working honorarily and in many cases acting independently from the NOC, could hardly match the full-time GDR sport officials dialectically extremely well educated.

This was leading much too often to blockades during NOC negotiations, as the West Germans tried to regain lost ground and tried to not being completely overrun by the politically motivated demands of the East German negotiations. This fact shall be unfolded by the example of Basketball.

As already demonstrated at the Winter Games the GDR officials put emphasis on team sports, as hereby in case the winning team was an East German team, the target of obtaining the majority within the all-German team could be reached very fast.

From the concept³¹ for the negotiations in May 1964 between both German NOCs as to the sending of a Basketball team, resulted a negotiation tactic, that was directed unmistakably to confrontation and separation.

a) after the East German team of the GDR's NOC having won the first two qualification games it could be read in article 4: "A mixed team will not be accepted."

b) the declaration followed in articles 5 and 6: it was expected, taht Daume would insist on a mixed team and thereby would force Brundage to make an arbitrat award, who after the acceptance of the GDR would vote for West Germany, whereby a "precedent for every team sport would have been created". At the same

time it was intended to use this chance to once again expose "the permanent interferences of the West German NOC" and by this "to point out the unreasonable demand of the West German NOC to the IOC President".

By doing so it was intended to use every possible chance to emphasise the uselessness of a joint team and by this to collect further "sporty" arguments for the recognition of the GDR's NOC.

In Wiesbaden it was finally internally agreed on September 2nd, 1964 to send no basketball team at all. At this time the GDR athletes already provided the complete water polo, hockey and football teams and thus occupied 49:0 positions of the all-German team, which made it easier for the GDR's NOC to agree to this decision.

Upshot

The analysis of the files has rendered a fundamental insight into the processes of a centralistically governed state. It was possible to understand in detail the political targets and their transformation in the field of high-performance sport. So it has to be appreciated that the efficiency of this proceedings is not only reflected in medals but also politically. But it also has to be remarked critically to what extent the political instrumentalisation of sport has put the state targets above the rights and needs of the individual. That is to say to what extent the athlete or the coach themselves have been aware of this instrumentalisation.

Testimonials of time witnesses could certainly answer this questions. The number of high-performance athletes, coaches and sport scientists who have fled from the GDR until the re-unification speaks for itself.

One reason for the fact that the IOC despite of all efforts of Brundage was not able in the long run to maintain the ideal of political abstinence, might be that this was from the very beginning a wishful thinking, which is incompatible with the reality.

From today's view it has to be considered that it is true that the experiment socialism has failed in the GDR and in the USSR, but that we may not dismiss the knowledge that we have gained and will still gain from the files as being a thing of the past with

fading meaning of topicality, as the same conditions are still existing mainly in the Asian region where especially with regard to Olympic ideals and Olympic education different standards are applied.

Notes

1. Lehmann 1986, p. 117.
2. cf. Brednich, Rolf W. (Ed.): *Grundriss der Volkskunde. Einführung in die Forschungsfelder der europäischen Ethnologie*. Berlin 1988, p. 82.
3. Detailed word explanation cf. Boehme (a.o.) 1989, p. 179f.
4. For the central direction system cf. Ihmels, Karl: *Sport und Spaltung in der Politik der SED*. Köln 1965, p. 20-23.
5. Idea of Marxist-Leninist origin: "Mass organisations (are) the transmission belt of the leading power", in this case the SED. Quoted after Gieseler, Karlheinz: *Sport als Mittel der Politik. Die Sportbeziehungen in gespaltenen Deutschland*. Mainz (o.J.). (1966), p. 19.
6. Gieseler, Karlheinz: *Das Leitungs- und Leistungs-System der Korpekultur in der DDR*. In: *Sportwissenschaft* 13 (1983) 2, p. 113-133, p. 120.
7. Schulz, Eberhard: *Das staatspolitische System der DDR*. In: Ueberhorst, Horst (Ed.): *Geschichte der Leibesübungen. Leibesübungen und Sport in Deutschland von Ersten Weltkrieg bis zur Gegenwart*. Volume 2/3. Berlin 1982, p. 885-894, p. 885.
8. Severely criticised by some GDR authors as "assumption to be the only legitimate representative". Cf. Descher, Siegfried: *Der moderne Olympismus im Spiegel der Störversuche des westdeutschen Imperialismus*. In: *WZPHP* 14 (1970) 4, p. 599-605, p. 599.
9. Named after the Secretary of State in the Foreign Ministry. This policy was pursued until 1969. For more details on the Hallstein-Doktrin cf. *Militär-geschichtliches Forschungsamt (Ed): Anfänge Westdeutscher Sicherheitspolitik 1946-1956. Die NATO-Option*. Volume 3. München 1993, p. 171-178.
10. cf. Lehmann 1986, p. 55-60 and Schaubild 6, p. 109. In this overview he puts the inter-German relations until 1984 in relation to the most important international political events.
11. Steinbach, Manfred: *The Sport of the Two Germanys*. In: Simri, Uriel/Liebermann, Sarah (Ed): *Sport and Politics. Proceedings of the 26th ICHPER World Congress 1983*. Jerusalem 1984, p. 65-76, p. 69.
12. Voigt, Dieter: *Soziologie in der DDR. Eine exemplarische Untersuchung*. Köln 1975, p. 7.
13. Strenk, Andrew: *Diplomats in Track Suits. Linkages between Sports and Foreign Policy in the German Democratic Republic*. In: Kanin, David B./Lowe, Benjamin/Strenk, Andrew (Ed): *Sport and International Relations*. Champaign 1978, p. 245-368, p. 351.
14. cf. Holzweissig, Gunter: *Diplomatic im Trainingsanzug. Sport als politisches Instrument der DDR in den innerdeutschen und internationalen Beziehungen*. München, Wien 1981, p. 200.

15. cf. Erbach, Gunter (a.o.) (Ed.): *Kleine Enzyklopadie Korperkultur und Sport*. Leipzig 1972, p. 173-178. Also cf. Geyer, Horst: *Olympische Spiele 1896-1996. Ein deutsches Politikum*. Munster 1996, p. 96. He draws the attention to the different structures of the IOC and the International Federations and comes to the conclusion that the latter presented more liberal structures, that would have made the acceptance of East German federations more easier.
16. cf. f.e. Simon, Hans: *Die Bedingungen für Korperkultur und Sport in den sechziger Jahren und die Entstehung der Spartakiadebewegung in der DDR*. In: TPK 35 (1986) 1, p. 12-17, p. 121.
17. Development stages of the GDR from 1949 until 1961, cf. Eichel, Wolfgang (a.o.) (Ed.): *Illustrierte Geschichte der Korperkultur. Die Gestaltung der sozialistischen Korperkultur in der Deutschen Demokratischen Republic bis 1981*. Vol. 2. Berlin (Ost) 1983, p. 105-143.
18. cf. Simon 1986, p. 12.
19. cf. Pabst, Ulrich: *Sport-Medium der Politik. Der Neuaufbau des Sports in Deutschland nach dem 2. Weltkrieg und die innerdeutschen Sportbeziehungen bis 1961*. Berlin (u.a.) 1980, p. 296f. Mainly Brandt in his function as Lord Mayor of Berlin and the Minister for Foreign Affairs Brentano did appeal to the sport and insisted on the long telex sent by Brandt, the contents of which had influenced the passed resolution.
20. cf. f.e. SAPMO-Document DY 30 IV 2/18/27, information on the negotiations of representatives of the GDR's NOC with the IOC president Brundage on 4.3.62 in Lausanne.
21. cf. Pabst 1980, p. 298.
22. cf. SAPMO-Document Dy 30 IV A2/18/27, protocol of the conference with Brundage on 6.2.63 in Lausanne.
23. SAPMO-Document DY 30 IV 2/18/78, bill for the polit-bureau on 20.2.61, p.72.
24. cf. SAPMO-Document DY 30 IV 2/18/28, measures for the improvement of the preparations for the OG 1964, p. 51.
25. cf. *ibid.*, p. 56-59. For the establishing 8 permanent posts were created; as to the personal make-up cf. *ibid.*, Enclosure 1.
26. cf. SAPMO-Document DY 30 IV 2/8/28, bill for the polit-bureau on 20.2.61, p.76.
27. SAPMO-Document DY 12/12232, Biindel 1247. Engagement of the Olympic cadre 1964.
28. cf. SAPMO-Document DY 30 IV 2/18/28, bill for the ZK (Central Committee) on 30.10.62, Enclosures 1 and 2.
29. cf. *ibid.*, p. 76f.
30. cf. the respective chapters of the here shortly sketched examination thesis.
31. cf. SAPMO-Document DY 30 IV A2/18/30, concept for the NOC's negotiations on the sending of a Basketball team on 11/12.5.64.

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OLYMPISM IN HUNGARIAN EDUCATION

by Eva KARSAI (*HUN*)

The educational activities of Olympism is made by few Institutes and Committees in Hungary. The two most important are the Hungarian Olympic Academy and the Hungarian University of Physical Education (HUPE).

The main tasks in the field of education of Olympism are to organise and co-ordinate the education system and different events related to this subject. E.g.: Student Olympic Games, Intellectual Competitions, Grammar Schools specialising in Olympism, Summer camps, International Student conferences e.t.c.

The Hungarian University of Physical Education has always been an important part in supporting and developing the Olympic Idea. The excellent evidence of this activity was the working relation between Ferenc Kemeny, a Hungarian professor of history and baron P.de Coubertin - concerning the start of the modern Olympic Games. We are proud of the fact that two of the most excellent personalities have studied at HUPE, Dr. C. PALEOLOGOS as well as Dr. O. SZYMICZEK.

The establishment of the Hungarian Olympic Academy was on 23rd November, 1985. The possibility which was opened by the fact that the Hungarian University of Physical Education hosts the Olympic Academy, may confer the great impact on the promotion of the Olympic Idea among our students as well as among the whole Hungarian youth.

At HUPE the duration of the training is 4 years. Besides the natural and human sciences, the history of the Olympic Games and the moral deduced from it, is taught to the students in the framework of the subject "History of Physical Education and Sport". This subject is lectured in 84 lessons during the first and the second semesters. Another eligible subject is Olympism. In

the final state examination, the students have a theme: "Olympism and Olympic Idea."

The deductive effect on the environment has a great importance. The inner and outer environment of HUPE is to be formed so that it should radiate the Olympic Idea. To meet every day with paintings, statues, relieves representing the different events of the Olympic Games as well as the Olympic Champions will supposedly influence the interest and view of the students. The memory of the Hungarian Olympic champions is guarded with special care. Memorial marble slabs preserve their names and results realised at the Olympic Games.

We hope that the new forms and methods, the joint force of written, verbal and visual effects may provoke the further interest of the students of Physical Education and so deeper knowledge of Olympic Movement and the Olympic Idea will be possible.

Olympic Research

This research was made among Hungarian and International (mostly Greeks and Cypriots) students from different Universities in April 1998. The purpose of the research was to get a general picture about the knowledge and opinion of Olympism and Olympic Idea among University students.

The respondents of the questionnaire were students studying in Universities, because it is supposed that they have developed opinions about many things. The Universities which participated in this research are the following: the "Hungarian University of Physical Education" (100 students) and the "Technical and Economical Universities" (100 students). We made a comparison between the results of HUPE students and other university students and also between the Hungarian and International students.

The method of the research was mailed questionnaire with open questions and value scale. The opinion of the respondents could be indicated in the scale at a range from 1 to 10.

The following similarities were found between the P.E. students and other students:

- for the question "What is Olympism and Olympic Idea in your point of view?"

Most of the answers were similar. The reason for using open questions, was not to influence the students in answering the questions.

There was no any significant difference between the opinion of P.E. and the other students. 80% of the answers emphasised the following issues:

- Peace
- Friendship
- Co-operation
- Fair - Play
- Equality
- Health
- Honour
- Glory

Some examples from the answers of the positives and negatives concerning this question:

1, "The main aim of Olympism is respect each other without discrimination."

2, "Olympism is a Movement using devices like: co-operaiton, fair-play, competition in order to achieve harmony among different nations."

3, "Olympism is a brilliant idea but unfortunately it does not exist anymore."

4, The main aim of Olympism is to earn more and more money and to achieve better records, so this differs completely from the original idea of baron Pierre de Coubertin."

The third point of the questionnaire had to do with the Olympic symbols and Olympic ideas. The students had to write 3 different symbols and ideas. The students studying at the Technical and the Economical Universities could write more symbols than Olympic ideas.

The symbols which were mostly indicated by the students were

- the Olympic flame
- the five rings

- the Olympic flag.

The additional mentioned symbols were: the dove, the Olympic hymn, the logos, etc.

According to this research the most known ideas were:

- Peace
- Fair - Play
- Unity
- Friendship
- Equality

For the question "What is the difference between the Ancient and the Modern Olympic Games?

We can summarise the opinions in the following points

- A money and business oriented approach.
- More events in the modern Olympic games.
- Women's participation.
- The Games are more international and universal.

Some other differences were mentioned: doping, professionalism, mass media, advertising, sports clothing.

Concerning the role of the Olympic champions nowadays, we also get similar opinions from the students. From the scale of value from 1 to 10, the average score was 7.3 for the P.E. students and 7.2 for other university students. We can say that the tendency was positive in the answers.

Differences

There was a question upon the information of their source about Olympism. 98% of the students from other universities wrote only the mass media as an information source. While the students from HUPE mentioned the school as often as media. We can obviously see how important the role of mass media is.

90% of students from HUPE knew that the 2004 Olympic Games, will take place in Athens. From other universities only 65% of the students knew the right answer. Concerning the name of the President of the IOC, 96% of the Hungarian students knew it, while only 56% of the international students could give the correct answer. Obviously this or just one question is not sup-

posed to show their general knowledge about Olympism. Even though the President of the IOC is the most common face in the mass media.

The result of the question concerning the role of Olympic Champions in sport education of youth was the following: the average score was 8.3 for the Hungarian P.E. students while for the other students it was 7.6.

After comparing the results of International (Greek, Cypriot) and Hungarian students, the following differences were found:

The family as an information source was mentioned only by Greek students.

What can be a possible reason for this? Probably the Greek students have closer, deeper family relationships, than the Hungarian students. Also the cultural influence, the strong identity of the Greek people can be of influence. We have to take into consideration that Greece is the cradle of Olympic Games. It was also interesting that the Greek students mentioned the ancient symbols more often than the Hungarians. I think this is also result of the above mentioned facts.

The name of Juan Antonio Samaranch was known only among 78% of the Greek P.E. students while the 96% of the Hungarians knew it.

For the question "How important is the role of the Olympic Champions in sport education of youth, the International students gave the highest point: 9.

QUESTIONNAIRE

Name of University:

Age: Sex: Do you pursue any sport? yes - no

1. Could you please give me your view point of Olympism and Olympic Idea?

2. From where did you get information about Olympism?

School, Family, Media

Others: _____

3. Please write three existing Olympic Ideas and Symbols used during the Olympics

Olympic Ideas

Olympic Symbols

4. What is the difference between the Ancient and Modern Olympic Games?

5. Where will the summer Olympic Games in 2004 be held? Do you think there is an importance in choosing the Olympic city? Why?

1 2 3 4 5 6 7 8 9 10
no importance very important

1	2	3	4	5	6	7	8	9	10
no contradiction							huge contradiction		

b. If there is contradiction, please give examples

1	2	3	4	5	6	7	8	9	10
no moral							very	important	
importance at all								morality	

1 2 3 4 5 6 7 8 9 10
no importance very important
at all

ETHIC PROBLEMS OF PHILOSOPHY OF PHYSICAL CULTURE AND OLYMPISM

by Milan KOLAR (CZE)

1. Introduction

Philosophy is a peculiar activity, and one of its peculiarities is that it cannot be easily and simply defined. It has in fact meant rather different things to different people in different times and places. Philosophy is basically connected with problems of everyday life. It starts when the usual reality loses its "usualness" and becomes a problem. Every one of us is able to answer and build some philosophical point of view, but we still do not think, that it has any importance in our life. Philosophy is still widely connected with gloomy darkens of library. If we ask a man on the street about the importance of philosophy for every day life, he will classify philosophy as an insignificant thing for life, or he will speak about it as art or literature. The old saying, which tells us we have to eat but we can read, is still on the top. Animal part of human nature is still more important and it is the object of our everyday effort. The orientation of human being and the aims of society are more and more connected with this part of human being. The best way to understand the nature of philosophy is to have some experience of doing it.

The main purpose of philosophy, as practised in the Western tradition, is the critical evaluation of assumptions and arguments. Every society and every cultural group tend to accept without questioning a number of beliefs. In modern society most people accept without question that seeing is believing, that perception by the senses is the most reliable kind of evidence there is. However, is it true? These conflicts lead us to question beliefs that were traditionally taken for granted. Can we believe in God? Why should we believe in

it? Can we believe new scientific truth? Why should we trust that rather than the old beliefs? Philosophy asks us to examine such assumptions, to consider whether we have good reason to follow them. If we find that we do not have good reason, then we should either suspend judgement or seek new framework of belief.

So far we have talked about philosophy in general. The view, which we have suggested, is that philosophy is first, the critical evaluation of assumptions and arguments, and second, the clarification of concepts, which have a key role in the notions, subjected to critical evaluation. However, philosophy is not only theoretical. It is not only searching between old and new beliefs, some concerned beliefs about facts, beliefs about what is the case. It is searching also between beliefs about the norms and values, beliefs about the way we ought to behave. It is the main aim of ethics or in widely term moral, practical philosophy. Practical philosophy is philosophical inquiry about norms or values, about ideas of right and wrong, good and bad, what should and what should not be done. In this sense ethics is more connected with the normal life, that philosophy of knowledge. Ethics is part of our life and we do not think that it is something peculiar. We are educated about what is right or wrong and research on ethics field is for us something strange what is out of our every day life.

The same problem we can find on the field of physical culture (term physical culture includes sport, physical education and physical recreation in leisure time). Experts in physical culture usually do not evaluate philosophy as one of the most important province for solving problems of physical culture. Ethics, as a practical philosophy, is deeply connected with philosophy of physical culture. The investigation about norms and values are in connection with theories about the body and spirit, which can be considered as basic roots of philosophy of physical culture. The position of philosophy of physical culture in the complex of sciences about physical culture is still not clear. Philosophy is considered as a province,

which can be supplied by the other empirical branches. Philosophy can not be supplied by any other sciences such as sociology, psychology or economics.

We can find two kind of connections between ethics and physical culture. First let's examine ethics and sport. When we are talking about ethics in sport, we mostly think of Fair Play, or symbols of the Olympic Games. Symbols of friendship, understanding and the moral quality of sportsman are still alive from ancient Greece till today. This dimension is very important in sport and in physical culture, but it is not the only way, where we want to see investigation about ethics and physical culture.

The second dimension is ethics as a science. In this case ethics is not only represented by a sense of understanding and friendship between sportsman on the field of sports competitions, but stands on the position of science in the field of sciences about physical culture. Ethics from our point of view is science about a man and human being and can help for individual seeking the right way of living and true understanding or human nature. From our point of view we are looking for solving problems between fundamental ethics, represented at first by Plato, Aristotle, Thomas Aquinas and Kant; and modern in right term post-modern conception philosophy and ethics. But there is at last one more question.

Is ethics a theoretical or a practical inquiry? Can ethics solve the problem of *how we ought to live*? Ethics is not in fact able to give a conclusive answer to that question. In other words, it cannot fully achieve its primary aim of critically evaluation normative assumption.

But even partial achievement can be of practical use. Philosophical debate can reach a firm negative conclusion that one particular set of beliefs should be rejected because it is internally inconsistent or because it is based on a factual assumption which is false. The conclusion is a negative one, showing us only what not to accept. It does not show us what positive belief should rationally be held. Yet the negative conclusion is of practical use

in narrowing down the range of viable options from which we must still make a choice. Ethics also makes definite progress in its secondary aim of clarifying concepts, and this often helps individuals to make their own decision on the more practical questions. Therefore an idea of justice can be crucial in helping one to decide between two rival theories of ethics as a whole.

Ethics cannot, and does not try, to tell us what we ought to do. Lots of people study ethics because they hope that it will solve their practical problems and show them what to believe and what to do. But we must decide that from ourselves. Nevertheless ethics is not purely theoretical. Most people do not study the subject simply for the fun of it. The inquiry arises from problems of real life. Ethics is not in fact able to give a conclusive answer to that inquiry.

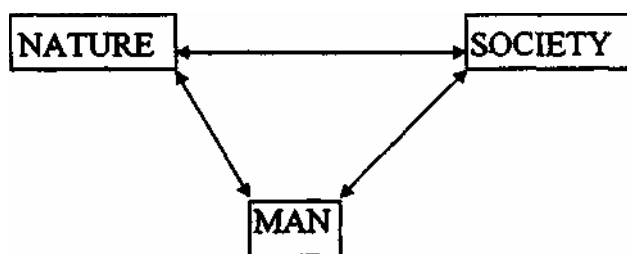
From our point of view the ethical dimension of physical culture lays in clarifying concepts, which can help individuals to make their own decision on the more practical questions. Because physical culture, in the symbol of human body, has some of its foundation in philosophy and ethics, we can consider ethics as an integral part of philosophy of physical culture. We do not expect ethics to solve all problems of physical culture. The deep connection of philosophy and ethics with physical culture makes it more necessary to stand on our own feet, to be self critical and to be obliged to choose for yourself. It makes man more responsible, more of a human being.

2. The concept of man

If we want to talk about ethics and sport we have at first to understand, what is man. Some answers can be found in philosophical anthropology.

The life of man is life in *the world* in Heidegger's term. The basic connection is between *man - nature - society*.

Men being in a world that we can describe in two dimensions. The first dimension is the relation between man, nature and society as a basic source for life. Here we are talking about biological, empirical motivation. In this horizon we are not free, we



have not enough space for freedom in right sense. We are forced to create world or *second nature* where we are only able to live. This of course brings together more problems. What can we do with our nature? How far can we go with destruction? We are creators not only of second nature, but also of the society. We are living in the society. And there are other problems. How can we live with each other? Do we have any responsibility for an other people and all society?

When we talk about responsibility, we enter the second dimension of human being in the world. It is the dimension of *transcendence* of everyday reality. In this dimension became man to be a man. We have to cultivate our natural inclination and become to be responsible for everything that we do. Dimension of transcendence interested philosophers from the beginning of mankind. Plato was searching in the *world of ideals*. Philosophers of religions were looking for a God. Kant did find *categorical imperative* as a basic and eternal principle of human being. Also contemporary philosophers want to show us, that the man is not only *ratio*, what can be described by the empirical sciences. Still there is something inside the man that makes him proud to be a man.

Let's talk more about *responsibility*. Questions that were put earlier in this paper lead us to the field of ethics. We can find three horizons of ethics' responsibility

- responsibility *I - I am* (individual aspect)
- responsibility / - *You/We* (personal aspect, social ethics)
- responsibility *I/We - It* (ecological aspect)

Individual aspect is how I as a subject, will be responsible for my own life and for who / *am*. It seems to be easy. We have to think about / *am*, as a possibility. *I am* is still open. / *am* needs to be taught how to live. We have to take responsibility for it. In other way / *am* can be a prisoner of desire of our blind /. When it happened to a man, he (she) started to be egoistic. Egoism is a thing which is responsible for the contemporary crisis of the society and mankind. With egoism is connected a lot of other problems. Many problems of sport are connected with egoism. Problems, such as doping, the desire to win, to be the only best without any respect or responsibility for my life or for others are becoming usual in sport fields.

Personal aspect is widely understood as a field of ethics. We need other, we tied with other. We have parents, we are searching for friends, we need our own family. The *gold true* to take care about the other the same as about self is the foundation of modern humanism. The assumption for humanism is liberty and equality. Social ethics includes all these problems. The world is still smaller. We are in the century of communication and transportation. The problems are crossing the borders and continents. The communication is not only between my family, friends and small society. Communications go over the border and became to be *intercultural*. Now we have to respect people from other continents, with other languages and traditions. We have to also screen their moral statement and their system of values. Then we can search some universal philosophy, mutual concept of values. In this sense we have responsibility for all of the people, for mankind.

Ecological aspect is last but not least. The nature, biosphere, is basic condition for our life. Earth we call *Gaia*. Gaia is our mother, it is the system where everything is connected. During the historical evolution of man, man has constantly interfere with the tender mechanism of system Gaia. The last century is in that way the worst. The destruction of the nature is one of the *eight deadly sins* of man (Lorenc). The ecological crises have roots in our desire to own everything. To *have or to be* becomes a very

important question in our life. Some philosophers talk about new society, ecological thinking, turning point etc. From an ethics point of view it is most important for us to become responsible for everything that we do in our everyday life.

The basic principle of ethics of responsibility is: "All people have to take responsibility for predictable consequences of their activity and give effort minimalist negative descent of unpredictable consequences". A man has to live with some ideals and has to answer the question, why he/she behaves in particular way. But we can do more than only behave with our conscience. We have to go over our maxims, we are requested to contribute towards education and the upbringing of all human being. The responsibility is tied with my person. It is something that I, if I am a *human being*, cannot refuse. I am alone and responsible. I can substitute everybody, but nobody can substitute me. It is eternal identity of subject. Dostojevsky said: We are all responsible for everyone and everything in front the face of all and I am responsible more then others.

3. Olympism - new ethical concept

The roots of Olympism can be find in Homer's mythology. In ancient Greece the Gods were very important for everyday life. The Olympic games in ancient Greece were also a sign of humility between the Gods. But for the Olympic Games is more important idea of *kalokagathia* then mystics rituals. The idea of *kalos*, beauty and *agathos*, good is the basic principle of the ancient Olympic Games. This idea is still alive. However, it seems than in today's world this is missing from the sporting field. Why is it?

The answer cannot be easily given. The cause is lying somewhere in Europe tradition, in contemporary crisis of society and mankind. We are living in a society where the best performance is the most important. The best performance also applies to sport. The man is living in internal emptiness. The society, state and all institutions are very well organized. There is no place for freedom of personality. In this emptiness we are looking for something, what can enjoy us. We want more and more colorful pic-

tures, more and more thrill and ecstasy. The market is producing everything we want. It is a circle. We are part of the market and market produces us. The most negative aspect of contemporary sport is tied with market and commercialization. Can Olympism solve problems of the contemporary sport?

Olympism is a universal philosophical concept. Philosophy of Olympism crosses the border of state and continent and connects people of the entire world. The field for mutual communication is sport. This idea is great, but brings some problems together.

Many philosophical courses and ideals have risen over the evolution of mankind. Can we find one philosophy which could have universal use for Olympism? And is the idea of universal philosophy right? Olympism has its roots in Greek, better say European tradition. This tradition is a sign of religion and *logos*. Religion was first and its marked on European culture. Later the power of religion was changed by power of *logos*, *ratio*. Descartes made a separation between *res extensa* and *res cogitans*. This dualism, between body and mind is still in our tradition. Rationalism is our starting point for understanding reality. But society is in the edge of crisis. Is our belief in *logos* still right?

Where can we now find philosophic foundation for Olympism? European tradition seems not to be without problems. We have to live in plurality and accept other beliefs and philosophical systems. We build intercultural society.

Interculturality is also problematic. It needs to accept a lot of new beliefs, new system of values and norms. What is right in our society mustn't be right in other society and other way around. The communications between people need also universal language. If we have universal language we can easily start losing our own tradition. The opening to the world is also losing identity. But mutual communication is only possibility how to save our world. Maybe we are standing before new epoch of mankind. Maybe Olympism is one of the new concepts for the next millennium.

EXCLUSION OF WOMEN FROM THE ANCIENT OLYMPIC GAMES

by Mary-Zoe KONTOU (GRE)

The purpose of this paper is to discuss the exclusion of women from the ancient Olympic Games, with the belief that this particular subject is closely connected with the presence of Heracles at Olympia.

The overwhelming majority of traditional testimony in the ancient Greek authors connected the founding of the Olympic Games with Heracles son of Alcmene¹. Pindar's testimony on the founding of the games was the most ancient and ascribed the foundation of the games to Heracles. Pindar said that Heracles returning from his victory over the Elean King Augeas founded the games at the ancient tomb of Pelops².

The story of Heracles founding the games probably had its roots in the Dorian Peloponnese. It was just natural, Gardiner said that "the great athletic hero of the Dorians should be regarded as the founder of the greatest athletic festival"³.

The Dorians claimed Heracles as their ancestor long before they came to the Peloponnese. They had a special reason to claim that they were descended from Heracles: he was the most popular hero of the Greeks, known as strong and great, an averter of evils, a great athlete, and a helper in all difficulties. Heracles was not only a Dorian; but in fact he was more Mycenaean than Dorian. He was a Panhellenic figure worshipped and honoured in almost all Hellenic communities.

He was mentioned by Homer⁴ several times in the *Iliad* and the *Odyssey*, and tradition made him a beloved hero both among the Mycenaeans and Dorians.

The presence of Heracles at Olympia is particularly noticeable during and after the second half of the seventh century. One early relief possibly represents Heracles "offering sacrifice at the

founding of the Olympic Games"⁵. The hero also may "be recognised in the figure of an archer cut out of a sheet of bronze, a technique common at Olympia but rare elsewhere"⁶. Heracles also appears on a relief shooting at a wounded centaur, as well as on another relief representing him and the Old Man of the Sea⁷.

In the ninth *Olympian Ode* Pindar⁸ mentioned the famous Kallinikos or victory song in honour of Heracles, attributed to Archilochos

Tenella Kallinike!
Hair Lord Heracles!
You and Iolaos, soldiers Two,
Tenella Kallinike!
Hair Lord Heracles⁹.

This hymn was sung by the Olympic victor's friends celebrating his success in the games. It was not itself an epinician ode; it was rather a hymn to Heracles¹⁰. It is interesting that this song of Heracles was written by a poet who lived at the end of the 8th and the beginning of the 7th century.

The existence of this hymn can only be explained by the very fact that the hero had something to do with contests and the place. Heracles was mentioned by Archilochos as Kallinikos (splendidly victorious¹¹ or handsome in triumph¹²) an epithet which connected the hero with the games and fair victory. The adjective Kallinikos, it is believed, is actually a cult title of Heracles from earliest times¹³. According to Diogenes Laertios¹⁴ the name of Heracles with the epithet Kallinikos was inscribed over doorways to avert evil. The adjective Kallinikos has an explicit and unequivocal connection with Heracles as it becomes known from literary and archaeological evidence¹⁵.

It is reasonable to assume that the hymn written by Archilochos was sung from the beginning for the hero athlete of Olympia in whose honour the games were held, and later when Heracles was displaced by Zeus, the hymn was sung for the victor by his friends.

We have to accept Heracles from very old times as an almost Panhellenic hero¹⁶ whom the Greeks considered their hero of heroes. On Heracles as a Panhellenic figure Guthrie wrote

He was; for example, the only one to transcend completely the borders, which divided the small communities of Greece. He was an exception to the rule that heroes were local and tied to a grave. So completely did he become the possession of the whole of Greece that no single city is recorded as having claimed to possess his tomb... The Greeks took him to their hearts and into their homes, which some of them sought to protect by writing this charm over the door: The son of Zeus, the conqueror dwells here, Heracles. Let no evil thing come near¹⁷.

It is evident that a hero like Heracles would gather the rival Greeks together at Olympia to complete peacefully with one another. We have every reason to believe that Olympia served from the very beginning of the games as a place of peace and reconciliation. The rivalry between the Greeks was not only a classical phenomenon; it definitely had its roots before historical times. Lysias, an Athenian orator of the fifth century B.C., said that Heracles founded the Olympic festival because he believed that the gathering of the Greeks at Olympia would be for them the beginning of mutual good fellowship and goodwill¹⁸.

According to the historian Polybios, Heracles also founded the Olympic truce¹⁹.

But even after the introduction of Zeus at Olympia - probably after the 50th Olympiad-Heracles still remained a great hero not only in Olympia, but almost all over the Greek world. The twelve labours of the hero were sculptured in relief hi twelve metopes on the temple of Zeus at Olympia. There were many sanctuaries of Heracles in Attica, most of them connected with a gymnasium, where games were regularly held in his honour²⁰. In Euboea²¹, Thasos²², Marathon²³ and Rhodes²⁴ games were celebrated to honour Heracles who was regarded with Hermes as the patron of the gymnasium²⁵.

More research into the personality of the "hero-god"²⁶ Heracles will reveal other important connections that he had with games

and festivals in general and the Olympic Games in particular. For example, one problem which still remains unsolved and which will be discussed in this paper is that of the exclusion of women from the ancient Olympic Games.

Pausanias²⁷ informs us that no women allowed to watch the Olympic Games or even to cross the Alpheios river during forbidden days. The penalty for the women detected entering the Olympic festival was death being thrown from a precipitous mountain with high rocks called Tupaion.

The only recorded case of transgression of this law throughout the history of the Games was of Kallipateira or Pherenike as some people called her. The Hellanodicae saw that she was a woman but pardoned her out of respect for her father and her brother and her son, all of whom won victories at the Olympic Games. The Hellanodicae then passed a decree that for the future all trainers should appear in the Games naked. Pausanias also said

Opposite the Greek arbiters is a white stone altar, and on this altar a woman sits and watches the Olympic Games, the priestess of Demeter of the Ground, an office awarded by Elis to different women at different times. Virgin girls of course are not barred from watching .

Demeter of the Ground, better known as Chamyne was a goddess of soil and vegetation, and the fact that her priestess was allowed to watch the Olympic Games, rather indicates a connection of the Goddess with some kind of contests and festivals held in her honour.

The presence of the Great Goddess of Earth is attested at Olympia by both literary and archaeological sources. Olympia was a sacred place, before the coming of the Greeks, due to her oracle and position. The cult of the great Mother was in existence in Olympia as it becomes clear from two layers of ashes containing primitive votive offerings that have been found there²⁹. The material evidence clearly indicates the existence of primitive religion which definitely preceded that of the Olympian gods³⁰.

The great Goddess at Olympia bears the name Gaia (Earth) and her worship at Olympic goes back to very early times as is

evident from her name, which indicates an early stage of religious thought and ritual³¹. In fact Gaia had functions similar to the "Mother Goddess" worshipped all over the Aegean world. She was goddess of the wild life, forest, mountains, fertility and all living things in the nature³². Such a goddess we have in Artemis, whose shrines and graves were found through "Elis"³³. Artemis' connections with Olympia are not in question. She was associated with the river Alpheios of Elis and received the name Artemis Alpheia or Alpheionia³⁴.

One of the six double altars that Heracles founded at Olympia was dedicated to Artemis and Alpheios. She had, in fact, eight altars in Olympia³⁵ and every year a festival was celebrated in her honour³⁶, not to mention that she received monthly sacrifices as well³⁷.

The evidence shows that Artemis was more popular in Olympia than in any other place on the mainland Greece. It is almost impossible not to conclude that Artemis was a primitive goddess of fertility and vegetation worshipped at Olympia before and after the coming of the Greeks. That festivals, including dances and games, were held to honour her is a reasonable suggestion to make, since the Goddess was worshipped in Minoan Crete and in Asia Minor with games and dances.

Another indication that games were held in honour of this Great Goddess in mainland Greece is the fact that during the Olympic Games the priestess of Demeter Chamyne, who took over

most of Artemis's functions as a fertility and vegetation goddess, was the only woman allowed to watch the games³⁹. This is also an indication that the Olympian religion, which brought Zeus to power, did not entirely abolish the pre-Hellenic cults and festivals.

It is true that some of these cults of the immemorial heritage ended by being incorporated into the Olympian religious system⁴⁰.

It is possible that the Olympic Games had some roots in pre-historic fertility cults which can be detected through not only the presence of the priestess of Demeter Chamyne in the games, but also by the very fact that the victorious athletes were crowned

with wreaths of wild olive. One, however, should always exercise caution about the origins of the Olympic Games because the games held in honour of the "Mother Goddess" were neither the only ones, nor the major sporting activities in prehistoric Greece.

There is little doubt that when the Greeks invaded the mainland, they came in contact with the powerful goddess and adopted several aspects of her worship. As it has been said, "The religious ceremonies and ritual practices of the pre-Hellenes made a deep and lasting impression upon the minds of the Greeks"⁴¹. The vegetation elements that we see in the later Pan-Hellenic games were due to the influences of the traditions of the original inhabitants, who worshipped their Goddess of nature with dances and games.

What probably happened was a fusion and symbiosis of Greek and Prehellenic athletic traditions whereby the conquerors succeeded in imposing to a great extent their own athletic customs on the Prehellenes while maintaining some of the earliest customs which, in fact, were not in conflict with the Achaean tastes, beliefs and inclinations. Thus, the Greek hero cults connected with competitive games predominated and were superimposed on the Prehellenes, but the existence of some elements of ancient vegetation ritual in the later Greek athletic contests attests the influence on these contests of an old vegetarian and fertility cult. Thus, the presence of the priestess of Demeter Chamyne, only woman allowed to watch the Olympic Games is not surprising.

Pausanias's second statement that unmarried women "of course are not barred from watching" has been challenged by both Gardier and Harris. Gardier found Pausanias's statement "at least doubtful"⁴² because "we never hear of any unmarried women being present at the festival and Olympia can have afforded little or no accommodation for them"⁴³. In Harris' opinion, women generally were excluded from the games

The statement in Pausanias, "they do not prevent unmarried women from watching" has been corrupt passages in the text of that author. It flatly contradicts Pausanias's own statement that any woman caught at the games or even on the opposite side of

the Alpheus on the relevant days would be thrown down the cliffs of Mount Typaeum. Suetonius tells us that when Nero established games on the Greek pattern in Rome he invited the vestal virgin to be present because of the precedent of the priestesses of Demeter at Olympia. This gesture would have been meaningless if all virgins had been admitted at Olympia. The probable explanation of the corruption in Pausanias is that a scholiast's note referring to the girls' races had made its way into the text⁴⁴.

We can conclude that with the exception of the priestess of Demeter Chamyne, women were banned from the men's Olympic Games.

The girls, as Pausanias said, had their own games, the Heraia, consisting of races for unmarried girls⁴⁵.

Gardiner tried to explain the exclusion of women from the Olympic Games and concluded that it was due "to some religious taboo rather than any sense of modesty or decorum"⁴⁶. He believed such "a feeling cannot have existed in these times"⁴⁷ since women in Ionia attended the Delian Festival in honour of Apollo, and in Sparta they participated in athletic exercise with boys⁴⁸.

"They are excluded", he said, "from all military rites, the presence of married women especially being prejudicial to warriors on the warpath... Their exclusion at Olympia was thus only natural if Zeus was a god of war"⁴⁹. That the presence of women in military rites was considered detrimental "to warriors on the warpath" has been emphasised by Farnell, as well⁵⁰.

With regard to Gardiner's second statement about Zeus being a god war, we have to say that Zeus was not regarded at Olympia as such. He came to Olympia as a peacekeeper and reconciliator, as it becomes abundantly clear from literary and archaeological evidence. Since the presence of women in shrines of heroes or military rites was harmful to the warriors' power, then one should look for a warrior or hero whose power was affected by the presence of women. We found Farnell's argument about the exclusion of women from sanctuaries of heroes more convincing

...it lay rather in the old religious feeling that the presence of women impairs the warriors' energy, and that it would therefore

be detrimental in a hero's shrine which served to consecrate heroic valour; for this reason as we have noted, they were excluded from shrines of Agamemnon; and for this reason, as we may believe, rather than for any myth, was Heracles called "Misogynos" ("women hater") in Phokis, and his priest was pledged to serve chasitity the tenure of his office⁵¹.

Phokis was not the only place where women were excluded from Heracles' shrine. An archaic inscription provides regulations for the cult of Heracles at Miletos. One of these regulations was that the women are forbidden to enter the sanctuary of Heracles⁵². It is evident from the inscription that the exclusion of women from the sanctuary was decided by an oracle of Apollo of Didyme, the one who used to give consultation about the cults of the other gods⁵³.

At Erythrae, there was a very old cult of Heracles as Kallinikos from whose shrines all women except of Thracian origin were debarred⁵⁴. It has been pointed out that the Thracian women being in their majority slaves were considered as chattels⁵⁵. Thracian women were rather admitted under the benefit of a regulation that the slaves generally were permitted to enter.

It is possible that the slaves generally came from Asia Minor, where Heracles himself suffered slavery⁵⁶. This suggestion can be supported by a unique parallel in the cults of Africa, namely a regulation concerning the *nothoi* or bastards in Attic cults, that they should be engaged by some kind of religious initiation to Heracles in his shrine at Kynosarges; for which there is no other interpretation than that of being under the safeguard of a hero who was himself in some sense a bastard by tradition⁵⁷.

Another archaic inscription found in the island of Thasos provides a few rules for the sacrifices to the shrines of Heracles. It becomes clear from this inscription that women were forbidden to enter the sanctuaries of the Thasian Heracles⁵⁸. According to the excavator the exclusion of women from the shrines of Heracles at Thasos was a primitive tradition of the cult⁵⁹. An inscription of Cos makes it clear that women again were excluded from the rites of Heracles Diomedonteios⁶⁰.

Greece was not the only place where forbidden to enter the sanctuaries of Heracles. Aulus Gellius said

In our early writings neither do Roman women swear by Heracles nor the men by Castor. But why the women did not swear by Heracles is evident, since they abstain from sacrificing to Heracles... Nowhere, then is it possible to find an instance, among good writers, either of a woman saying "by Heracles"⁶¹.

Plutarch in his *Roman Questions*⁶² said that in Italy women do not share in nor taste what is offered on the greater altar of Heracles. The same point of view was expressed by Sextus Aurelius Victor⁶³ and Macrobius⁶⁴. Silius Italicus informs us that those who are permitted and privileged to have access to the inner shrine of Heracles at Gadeira, a city under Carthaginian influence where the famous temple of Heracles existed, forbid the approach of women⁶⁵.

It becomes evident from both literary and material evidence that women in Greece and Italy were not allowed to enter the sanctuaries of Heracles or participate in sacrifices offered to him.

The ancient saying that a woman does not frequent the shrine of Heracles was notorious and unquestioned. The reason was that the presence of women, it was believed, could harm and diminish the warriors' or heroes' power, and Heracles being by tradition the warrior *par excellence* and the hero of heroes, women had no place in his rites.

It is reasonable to conclude that since the Olympic Games was a festival in honour of Heracles, women were naturally excluded. This prohibition survived throughout the history of the Olympic Games, even after the coming of Zeus, as did the presence of the priestess of Demeter Chamyne in the Olympic Games.

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1. Pindar, *Ol* 10.5.26-85; 2.3-4; 6.67-70; Lysias, *Olymp.* 33.1-2. For more on the founding of the Games see: Polybios 12.26.2; Paus. 5.7.9; Apollodoros 2.7.2; Diodoros Sic. 4.53.4-5, 4.14.1-3; 5.64.6. Pausanias 5.7.6.; 5.8.1. as well as Diodoros Sic. 5.64.6 presented the theory of the antiquarians of Elis that the Idaean Daktyls or Kouretes, among them Heracles, who came from Crete intited the Olympic Games. This view was supported by J. Harrison

- (*Themis*, p. 372) and rejected, on good grounds by Farnell (*Greek Hero Cults...*, pp. 130, 131, 134-5).
2. Pindar *Ol* 10.23-31.
 3. Gardiner, *Olympia...* p. 51.
 4. *Iliad* 2.653, 658, 659, 679; 14.324; 18.115-117; *Odyssey* 8.224; 11.268, 601-604; 21.26.
 5. For references see Gardiner, *Olympia...* p. 94, fig. 24.
 6. *Ibid.*, fig. 20.
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 12. *Pindar's Victory Songs*.
 13. See Apollodoros *Bibl.* 2.64.
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 15. See Euripides *Heracles* 180, 570, 582, 673-681; Appolod. 2.135.
 16. *Ibid.*, pp. 134-5.
 17. W. K. C. Guthrie, *The Greeks and Their Gods* (Boston, 1967) p. 239. Also see Diog. Laert. 6.50.
 18. Lysias, *Olymp.* 33.1-2.
 19. Polybios, 12.26.
 20. For references see: S. Woodford, "Cults of Heracles..." In Mitten (Ed), *Studies Presented....* p. 212-217.
 21. See I. Ringwood, "Local Festivals of Euboea", *AJA* 33 (1929) pp. 389-390.
 22. See Brigitta Bergquist, *Heracles on Thasos*, pp. 58-60.
 23. See Pindar *Ol* 9.88; Pyth 8.79.
 24. See I. Ringwood, "Festivals of Rhodes", *AJA* 40(1936), pp. 433.
 25. See Farnell, *Greek Hero Cutts...*, pp. 153-154. Woodford "The Cult of Heracles in Attica" in Mitten (Ed) *Studies Presented...* p. 214; Rinwood. *AJA* 33 (1929), p. 389. Also see Paus. 4.32.1, who said That the status of Heracles, Hermes and Theseus were in all training-ground wrestling schools. We learn from an inscription that the boys and youths of Chios offered libation to Heracles and the Muses in connection with some state-games (see C.I.G. 2214). We learn from Pausanias (3.14.6) that at Spata near the place called Dromos, the Epheboi sacrificed to Heracles in his temple, on reaching Manhood. Another temple of Heracles was recorded by the same writer near Platanistai where the annual combat between two groups of Spartan youth took place (see Paus. 3.14.60).
 26. Pindar, *Nem.* 3.22.
 27. Paus. 5.6.7.
 28. Paus. 6.20.9. Trans. By Peter Levi (GB, 1971).
 29. Weniger, *Klio* 7, p. 145 in Gardiner, *Olympia....*, p. 123. For the existence of an oracle at Olympia see: Pindar *Ol* 6.5; Paus. 5.14.10.
 30. Gardiner, *GASF*, p. 38.

31. *Ibid. Otympia....* p. 41. Farnell, *Cults of the Greek States...* (l.p. 425) said that one of the cult places of Artemis in prehistoric times was Elis.
32. For references regarding the "Mother Goddess and her function" see Walter Burkert, *Structure and History in the Greek Mythology and Ritual* (Berkeley - Los Angeles - London, 1979), p. 187 n. 3.
33. Farnell, *Cults of the Greek States*, III, p. 11.
34. Pindar *Nem.* 1.1-6; Athen. 346b; Strabo 8.3.12; Paus. 6.22.8.
- SS. Paus. 5.14.4; 5.13.5; 5.14.6; 5.14.7; 6.15.8.
36. Strabo 8.3.12.
37. Paus. 5.14.5.
38. In Arcadia, where was found her oldest cult, she was associated with Demeter and her daughter Persephone (see Mircea Eliade, *A History...* p. 279). See Herodotos for the connection of Artemis with Demeter.
39. See Paus. 6.20.9; 6.21.1. Also see Frazer, *Pausanias* 4.21.1.
40. Mircae Eliade, *A History....* p. 251.
41. Gustave Glotz, *The Aegean Civilization*, trans, by M. R. Dobie and E. M. Riley (London, 1925), p. 265.
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43. *Ibid.*
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47. *Ibid.*
48. *Ibid.*
49. *Ibid.*, *Olympia*, p. 76,
50. Farnell, *Greek Hero Cutts....*, p. 163, Also see: Lawler "Orchesis..." *TAPA* 79 (1948), p. 262.
51. Farnell, *Greek Hero Cults.....* p. 163. This information comes from Plutarch (De Pyth. Or. 20) who said that: "There is in Phocis a temple consecrated to Heracles the woman-hater, the chief of priest of which is forbidden by law and custom of place to have private familiarity with his wife during the year that he officiates; for which reason they most commonly make choice of old men to perform that function".
52. See J. Fontrose, *The Delphic Oracle*, p. 419.
53. See *BCH*, 1923, p. 247.
54. Paus. 7.5.5-8.
55. Lawler "Orchesis...", *TAPA* 79, (1948), p. 262.
56. Farnell, *Greek Hero Cults...* p. 164. Also see W. R. Halliday *Plutarch's Greek Questions*, p. 215, who found Farnell's explanation convincing.
57. *Ibid.* pp. 164-5. According to tradition Heracles was the son of a god (Zeus) and a normal woman (Alcmene).
58. Ch. Picard, "Un Rituel Archaïque du Culte de Heracles Thasien", *BCH* 47, (1923), p. 243.
59. *Ibid.*, p. 225, While women were excluded from the rites of Heracles, they played an important role in other rituals. The Dionysiades in Sparta were

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The majority of my work is based upon Professor Mouratidis' (University of Thessaloniki) research on the subject. Part of this research has already been published in the Journal of Sport History - Winter 1984 (North American Society for Sport History publication). It is still a work in progress within the Humanitarian studies section of the P.E. department of Aristoteles University of Thessaloniki.

SOCIAL SIGNIFICANCE OF TOP SPORT IN FINLAND. FROM TOTALISATION TO GLOBALISATION

by Jari LAMSA (*FIN*)

Introduction

Finland used to be among the most successful nations in the modern Olympic Games. Especially before World War II the success of the Finns was remarkable when contrasted to the size of our country. The phrase, "Finland has been run to the world map", has often been heard as the ground for the popularity of top sports in Finland. Top sport and especially the Olympic Games have always ranked high in Finland. However, Olympic Movement and top sports have undergone some fundamental changes during the last 30-40 years. The rise and fall of a socialistic sport system, a growing proportion of professionalism in top sports, globalisation and technology together with commercialism and mass popularity have influenced top sports both at the international and the national level. The essence of top sports also includes many negative points such as doping and violence. During the last two decades Finnish athletes haven't been so successful as they used to be. The purpose of this paper is to raise some important themes about the social significance of Finnish top sports on the basis of the changes that have taken place in national and international sports during the last 30 years. This paper is part of my research proposal for PhD. The whole study aims to evaluate the social significance of Finnish top sports from two scientific perspectives: history and sociology.

The main research problems are

1. What has been the absolute and relative success of Finland in international top sports during the research period (years 1966-1998)?

2. What changes have there been in the popularity of top sports in Finland during the research period?
3. How could the results of questions 1 and 2 be described in relation to the changes in top sports (international and national) and changes in Finnish society?

Sport as social system

Sport is one social system among many others. If we describe sport as a social system, we assume that it is made up of social values, norms and rules, which together form a social structure. This provides sport with an unmistakable identity and autonomy. Sport is also distinguished from its social surrounding to which it has specific relation, receiving benefits from other social systems as well as returning benefits to them.

Sport, as part of society, has always had a diverse relation to other social systems, especially to those sectors that determine our society such as economy and labour. However, the kind and quality of this interdependence can still not be defined clearly. Many sociologists, philosophers and educators have tried to provide answers to this question. They have come up with a large variety of answers depending on their culture and society.

Changes in international top sports

Figurational sociologists have for some time used the term sportization to describe aspects of the process of the emergence and British State's initial diffusion of modern sport. The initial sportization of pastimes occurred in two main phases. A 17-th- and 18th-century phase in which the principal pastimes that began to emerge as modern sports were cricket, fox hunting, horse racing and boxing. Second, 19th-century phase, in which soccer, rugby, tennis, and track and field began to take modern forms. The third sportization stage settles till the turn of the 1900's. At this stage Hobsbawm (by Maguire 1994, 405) sees the birth of modern sports. The

fourth stage in which the processes were divided into western and non-western ones held from the 1920's even up to the 1960's. The supremacy of the western values had the main stress. This paper concentrates on the changes in the fifth sportization stage which Maguire describes with the breaking of the western supremacy. Especially traditional European and British sports, such as track and field, badminton, cricket and football got new successes from Africa and Asia. The international Olympic Committee began to accept members from outside Europe (Maguire 1994, 407-409). Growth of the popularity of the American entertaining professional sport appeared as the second counter force, which has produced the real stars of sports (Andrews, D.L. et al. 1996, 431).

Other changes, which had taken place since the 1960s in international sports, were the growing publicity of the doping problem, the expansion of televised sport competitions, the new super power of Olympic sports, GDR. There was also an increased emphasis on the significance of science and how the different systems related to sports. This stage can be characterised as the birth of rationality and technical development in top sports (See Table 1). Science became an important factor in sport and coaching. The character of sports has changed in the course of this period in many ways. Only the changes of the end at the 1980's in Eastern Europe ended the nation based sport systems and the significance of the global factors rose in top sports.

Totalisation process in international sport

The totalisation process in international sport was introduced in the late 1970's by Finnish sport sociology Kalevi Heinila. The process can be described as combination of three main categories 1. The spiral of competition, 2. The increasing value placed on success (over evaluation of success) and 3. The totalisation of competition (Heinila 1984, 20). The totalisation process of international sport aimed to explain how sport is expanding from individual competition to competi-

**TABLE 1. Social development and change in sport
(Locatelli, E. 1997,9)**

SPORT IN FIFTIES	SPORT TODAY
• Everyday knowledge and experience	• Scientific rationalism
• Honorary work	• Work on a full time basis
• Amateur	• Professional
• Direct participation as a spectator	• Indirect participation as a spectator
• Self financed competitions	• Subsidised competitions
• Competitions without supplementary interest	• Commercialisation of competitions
• Simple rule system	• Differentiated rule system
• Simple organisation	• Differentiated organisation
• Accidental promotion of talents	• Scientifically oriented promotion of talents
• Competition as a free space	• Political and economic utilisation of competition
• Competition as comradeship, as a social occasion	• Strict separation of competition and sociability

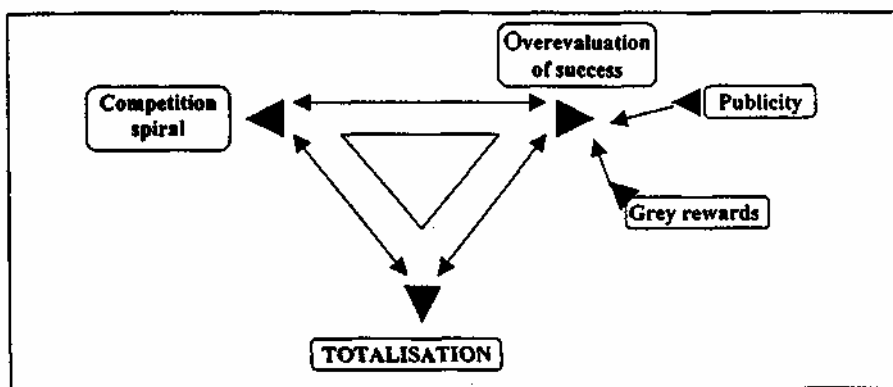


Figure 1. The totalisation process of international sport.

tion between different systems and especially competition between different countries (See figure 1).

When the overvaluation of success and the spiral of the competition continues, it will create the situation in which it is necessary to find the new methods and factors that will lead to success. The competition will not be the battle between individual athletes, on terms of equal conditions, but between different systems and nations. The competitive spiral in international sports leads to the totalisation of competition between the different systems. Totalisation tries to catch all those resources, which affect the productivity of the system, in other words the ability to produce top athletes. On the other hand, the degree of totalisation also affects success. If the relevant resources are used more totally, then the changes for international success are increased (Heinila 1984, 21-29). It is also known as the paradox of modern top sports: constant improvement of human capacity, and on the other hand however, keeping this operation ethically acceptable (Heikkala 1994, 237).

The concept of totalisation, which has been created in the 1960's and the 70's further represents present top sports for the spiral of the competition, but the totalisation systems have come to an end with the fall of socialism in Eastern Europe. Totalisation was usually attributed to the socialist states of Eastern Europe and especially to their nationalistic aims with the help of top sports. Now, when these systems have collapsed, we have moved to a more open system, which contains the whole world (Bale, J. & Sang, J. 1994, 220). The world of sports has moved from totalisation to globalisation.

Globalisation

Globalisation could be defined as "the growing interdependence between different peoples, regions and countries in the world" (Giddens 1997, 582), or the strengthening of the social relations of the whole world between separate places through events that have been uniformly arranged, such as Robertson (1992, 8) formulates the matter. Globalisation has been one of the most dis-

cussed themes for the last decade in sports. Points of view concerning globalisation have varied from cultural imperialism, Americanisation and mundialization to modernisation (Harvey, J. & Houle, F. 1994, 339). The main difference between these points of views is whether the process is seen either as a one-way phenomenon, which affects the national states, or as a multiform process in which the counter forces, and different cultural differences are mixed (McKay, J. & Miller, T. 1991, 93, Maguire J. 1994, 404-412).

Globalisation limits the sovereignty of the nation by forming conflict between the global branches of the nation and most other social sub-systems, such as economy, science, technology, religion and sports. They exceed national limits and are forming parallel world system (Wilke 1995, 160). In top sport, the Olympic movement, some international sport organisations and federations (IAAF, FIFA, FIBA) and different professional world series (Formula 1) or even national professional leagues (NBA, NHL) have grown into powerful multinational organisation, whose power threatens national systems. The constant growth of the number of international championships or competitions raises costs. In order to stay along in the competition, the nations and sports organisations must invest more and more in sports to secure success. In western sport pluralism can be perceived; on the other hand, there are big companies like sports clubs which aim at the international success and on the other hand amateur sport clubs which are based on voluntary work at local level. The number of different sports continues to increase (Goodger 198, 140-141). Individualism and collectivism are shaping the sport culture in different ways.

Olympic Games

How have the Olympic Games been able to answer to the change in the world and in international top sports? The Olympic Movement is absolutely the biggest sports movement of the 20th century. Historically, the Olympic Movement has been able to stay internationally uniform and wide giant organisation despite

the cold war subsequent to World War II and the political boycott of the 1970's and the 1980's. The Olympic movement promotes globalisation strongly. Altogether 197 countries and 10 300 athletes participated in the centennial Olympic Games of Atlanta and furthermore, a huge number of the representatives of the media and the power elite of many nations followed the Games. Economically the value of the Games is enormous. The demand of the tickets is so high, that special policies to distribute them are planned. The television income guarantees financial success to both the IOC and to the hosting city. In this belief the number of applicant cities has increased strongly after the successful Games of Los Angeles.

But the Olympic Movement does not live without problems. The conflict between amateurism and professionalism was solved only before Barcelona Olympic Games, when, the NBA "dream team" won the basketball gold. The code of amateurism was dropped out of the Olympic rules in year 1974, but it took almost 20 years to bring the best athletes to the Games. Professionalism has brought increasingly rigorous competition. The Olympic Movement now wants to restrict the growth of the Games by setting limits to the number of the participants in different sports, which

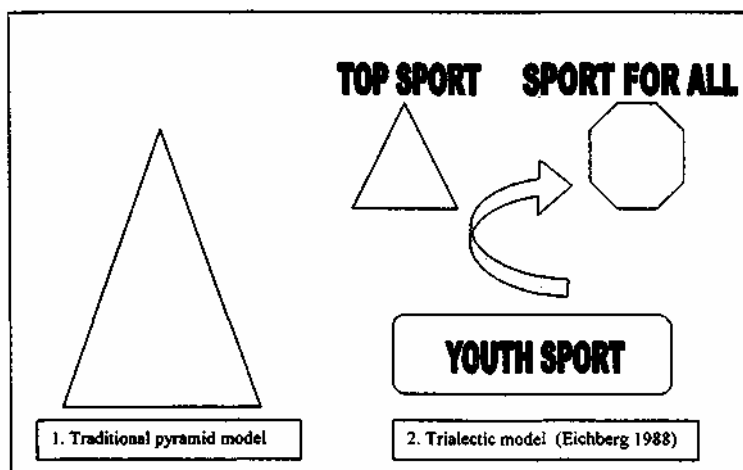


Figure 2. Traditional model and trialectic model for sport.

also means the displacing of national selection procedures from the international methods. The Olympic Movement makes world championships and continental championships trial competitions to the Olympic Games and thereby raises its own authority. Only the really best athletes compete in the Olympic Games.

The ending of history and the big projects (Real M. R. 1996, 10-11) has been seen as one sign of postmodernism. The Olympic Movement that has been based on British aristocracy cannot lean on the same principles as at the beginning of the 1900's. The mysticism of sports and sports heroism have changed. The modern athletes have become professional, normal workers who earn their living from sport, a proper compensation for the work done.

Commercialism and information technology have been emphasised in the Olympic Movement of post-modern time. The IOC media policy has been directed by the goal of making the Games available to the widest possible audience. While this dictates against reducing television coverage to a pay-per-view event, it has reinforced the commercial incentives to co-operate with television, radio, newspaper and other media sources to constantly expand the spectacle aspects of Olympic Games (Real, M. 1999, 16). Science-fiction fantasies of technological capabilities become real and invisibly transparent as media consumers everywhere access the competitions and entertainment mounted as Olympic spectacles. In addition to the television technology, data and text transmissions speed off to print media, and the record keeping and co-ordination of the Games themselves are based on massive arrays of computerised technology and organisation. But the Olympic Games do not operate independently of the global cultural environment surrounding them. To know the changes and processes around sport and societies leads to better understanding of Olympic Movement.

Sport and society in Finland

In Finland the relation of sports and society has been a mixture of East and West. On one side the liberal-democratic basis from western countries has given the athletes relatively free scope

for action. On the other hand the goals of the operation have been bound for example through the division of the resources to more collective social goals (Heikkala 1994, 236). This collectivism has always been a part of Finnish tradition.

Finland was the small superpower of international sports during the beginning of its independence in the early 1900's. This is described generally by proportioning the sports success of the countries to the population. Using this measurement, Finland is a most successful nation through the history of the modern Olympic Games. The strong history of winning could be a strong ballast to athletes. Sports have been essential factor of the Finnish identity, first as the guarantor of national existence, and later as the defender of independence (Reinikainen 1991, 88-89). For the Finns sports have always been the battle of patriotic existence. Thus, it is no surprise that the Finns adopt a serious attitude to sports and the securing of existence still lies in the background of the values of sports even if modern sports have become commercialised.

The Finns have traditionally been considered as supporters of individual sports. The concern about the decreasing popularity of traditional sports like, cross-country skiing, track and field and wrestling still lives among at least the older age group.

However, public interest in team sports and especially ice hockey has moved ahead from individual sports distinctly during the last few years.

Voluntary work has always been the basis of Finnish sport. The change in the international sports field towards professionalism has caused problems in the Finnish sports system, which has not been able to change for the demands of modern top sports. The full professionalisation of Finnish sport lives only in the speeches of the sports leaders. The limited size of the Finnish markets would require strong economical support from the state before one could talk about professional sports. At the moment, ice hockey at the highest league is the only professional sport in Finland.

The relation of top sports to the other fields of sport culture has also changed during the 1990's. We have moved from a traditional pyramid model towards the trialectic model (See Figure 2). Top sports, sport for all and youth sport all have their own goals and practices. In future it will be essential to have at least some common values and goals among all the different fields of sport cultures. Especially important for top sport is to have link between high performance sport and youth sport.

Issues of understanding social significance of finnish top sports

The purpose of this paper has been to evaluate some fundamental changes in international sport that will affect the social significance of Finnish top sports. International success of Finnish athletes is still perhaps the most important factor, but not the only one as it used to be. At the moment the post-modern society is not giving very high value to history. Winners lose their pride and glory quickly. After Jani Soininen won Olympic gold and silver in ski jumping in Nagano, only 300 people attended the "home coming party" organised by Iivaskylä city (75.000 inhabitants). The Olympic Games are no longer the only huge events of international sport. The star athletes of professional series like Michael Jordan, Michael Schumacher, Tiger Woods, Romario or Martina Hingis are taking the image of the sports hero in a new direction. The international success of Finnish top athletes will be the starting point of my evaluation of top sports in Finland during the years 1966-1998.

Helsinki was the venue for the XV Olympic Games in 1952. This was the first time that the Soviet Union sent athletes to the Games. Since then the competition has been not only between individual athletes, but also between different societies. The two superpowers USA and Soviet Union count their Olympic Success and tried to demonstrate the superiority of own society. The battle between the eastern and western block continued until the breakdown of socialism in Eastern Europe in 1989.

The earliest research to attempt to account for differential success by nations at the Olympic Games was published by Jokl in 1964. He investigated the influence of nation health and economic standards. His analysis suggests a direct relationship between a favourable socio-economic climate and success at the Olympics (Colwell 1981, 242). Since then many studies in this topic have been done. The results of the studies done on Olympic success also vary widely, depending on the type of analysis the researcher uses, the variables being studied and the countries involved. In many attempts to explain nation's sport success the following factors have been used: socio-economic status, coaching tradition, political ideology, national economic status, geography, climate, media sports coverage, professional sports opportunities, facilities, training, population, athletes personal conditions, organisational aspects, specialised equipment, educational background, funding level, number of sport researchers, nutritional diet, monetary incentives, competition, athletes' age, athlete's identification system, medical support, nationalism, athletes' religion, mass participation. Larose, K. (1991, 87-88). In my study the methods of Paavo Seppanen (1981) are followed and comparisons to his results from Olympic Games (from 1896 to 1972) are made. In addition to nations top sports success competitions other than the Olympic Games are also taken into consideration. Points from World championships and European championships from all the Olympic sports are calculated using the same method as is used in calculating the points from Olympic Games.

International sport has become big business. As audiences have grown, so has the interest of sponsors. However sponsors are more concerned about having large audiences for sports events than to obtain high levels of mass participation in sport. Sponsors are particularly interested in elite competitions that can draw large numbers of spectators; and as technology has driven up the cost of training and competing at elite levels, sponsorship money has become increasingly important to national sport organisations. In my study I want to compare the media visibility (TV) of sports to their popularity in Finland. The popularity of

top sports in Finland is measured in three different ways. Counting 1) The number of participants in organised sports, 2) The number of spectators in different sports, and 3) The TV-ratings of sport broadcasts. Especially the amount of children and youth (below 18 years) in each three cases is emphasised.

Hoberman refers to the rationality of Norwegian sportive nationalism, which is usually tempered by a sober practicality, irrespective of whether it is responding to victory or defeat. Arguably, this description applies to the Finnish approach to sport. Historically Sweden has been the dominant Nordic nation. Norway and Finland, on the other hand, did not become independent until the beginning of this century, and both Norwegians and Finns continue to regard Sweden as the big brother. It is hardly surprising therefore, that when competition with Sweden is involved, Finnish or Norwegian sportive nationalism becomes somewhat less rational, that was proved, when Finland won the World ice Hockey Championship in Stockholm's Globe Arena (Bairner, A. 1996, 314-334). The changes in the nationalistic expressions of sports in Finland have been considerable during the last 10 years. Even though the Finns also further attend a lot of competitions for the television in the family circle, the following of the sporting events has become more public. The feelings are more distinctly and openly shown, the victories are publicly celebrated and the defeats are suffered together.

Top sport could also be an instrument for understanding universalism and new type of nationalism for Finnish people. Last year the only Finnish medal from 6th Athletic World championships in Athens was won by Eduard Hamalainen, who is former Bela-Russian athlete. He moved to Finland three years ago. Non native athlete has not been a very common sight in Finnish national teams. After Games public discussion about foreign athletes and their role in Finland has been useful for both the Finnish people and sport in Finland.

Professionalism and global pressure towards top sports will lead to many changes. The economical aspects of top sports will be overevaluated, when compared to other social benefits like

health or socialisation. Career of athletes and formal education must be linked by new methods to avoid social problems after sports career. Many dysfunctional dimensions of top sports will be more visible, for example violence, doping.

Conclusion

The relation of top sports and society is pluralistic and it causes changes to sport at both national and international level. Finland is a country that has a very strong Olympic tradition. During the last years professionalism and the new situation. The increasing popularity of teams sports and professionalism challenges the traditional voluntary based Finnish sport culture. There is a need to understand both professional top sport and voluntary based lower level sport and sport for all. Sport itself doesn't contain any value. People, who live in the society, define the values and ideals of top sport.

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WOMEN IN TAIWAN AND OLYMPIC MOVEMENT

by Sue FANG-SU LI (TPE)

It is my pleasure to share this topic with all of you in this seminar. I do appreciate the I.O.A. giving me this chance to come here, and I am grateful to my advisor for recommending me for this seminar so that I could know many friends from different countries. Today I would like to talk about the topic of "Women and sports" with you, especially the situation of women and sports in Taiwan.

As you know, «Women» has become a more and more popular topic in the world, with many fields focusing on the role of women. There was a seminar on "The role of women in sports" on 15 to 16 August, 1990, Thailand. Also, the topic of "Women in Republic and Olympic Movement" was discussed at the 36th International Olympic Conference. The 1st World Conference on Women and Sport was held by the I.O.A. during 14 to 16, October, 1996, Lausanne. Many women from different countries talked about the topic of "women and sport" in many different ways. They talked about women's barriers to participate in the sport world, cultures, women's sports, and the real situation in their own countries.

In Taiwan, we have just finished a "2nd National Women Conference" this February. Here we talked about women's education, women's social status, the laws about women, and many other topics related to how women are affected by our society and culture. In addition, we also talked about the topic at our National Olympic Conference several years ago. I think it is a good phenomenon because it means that more and more people in Taiwan have started to pay attention to the situation that exists in the culture and society, in the country. We want to search for the real causes that make it different between males and females, so

that we might create a better environment for both, and sharing the success we create together.

I would like now to tell you about what my country has done for women in Taiwan and the Olympic Movement, and about the future efforts we could make. As you know, women all over the world have begun to give an effective and helpful hand in bettering social, political, and economic communities, and in sharing in all human activities. Given this opportunity, women could become even better helper, and also play an important role in many aspects, such as in social, political, economic, and educational communities. This argument can also be applied to the important field of "sport and physical education" where the helpful hands of women could make it better. However, is it really fair between males and females in sport and physical education nowadays?

Baron Pierre de Coubertin defined the Olympic Games as "The solemn and periodic exaltation of male athleticism with internationalism as a base, loyalty as a means, art for its setting and female applause as reward". Although I do respect him a lot, I don't agree with his opinion regarding the participation of women in the Olympic Games. Approximately ten years ago, some famous women who work in the field of sport predicted that the sports level that women stand would become different by the end of twentieth century. Has this prediction become a reality? If we examine the facts, we see that for the membership of the International Olympic Committee, there are only 10 among the 113 member I.O.C. now. Although it is still hard it find many women play an important role in the administrative system, we can see that the situation for females is getting better and better.

In the Chinese traditional culture background, the older people believe that girls should look like ladies, and act femininely. Most of the parents encourage their daughters to study music, classical ballet, art, literature, and anything that will help train them to be a good wife and a good mother for the future. That's why more girls major in literature, music, home economics, and education, and fewer girls major in medicine, politics, and law. Even fewer girls major in physical education. It seems that our tradi-

tional Chinese social and culture values do not encourage women to excel, because most of the people think that women will enter into marriage sooner or later, spent their time taking care of their children and stay at home doing housework. For this reason, they don't need to focus on pursuing a career. In our traditional society in Taiwan, there are social - culture inhibitions which limit females to participate in sports. Many women seem to stop taking part in sports as soon as they leave school, get married, or have their children.

Most of sportswomen tend to get their full time jobs which do not allow them to participate in sport earlier than men. That is why it is hard to find professional sports for women, and most of them become amateur athletes. Most of the serious women's sporting activities in Taiwan are only in schools, in a few clubs, or in a big city. At all levels of sports in Taiwan, women are less involved than men in participating, teaching, coaching, training, and leadership. As a matter of fact, women in Taiwan, when they graduate from school with higher education degrees still encounter difficulty in finding good jobs. For example, some schools prefer to employ men to be PE teachers, since they believe men are more aggressive and effective at finishing more tasks and works than female PE teachers. The reason they hired a woman PE teacher was always for the dancing classes or swimming classes for girls, so a woman with a PE masters degree still had less opportunities to find a job in a college or university. However, in Taiwan, participation by women in international sport has developed quickly. Since 1992, we have sent more and more women to participate in international games. In addition, it is worth noting that the highest leader of sport committee in Taiwan is now a female, that means people have accepted a female as their leader. This is a big difference in comparison with earlier times. From those two examples, we can see that Chinese society and culture is changing and is becoming better and better for women in the field of sports. In Taiwan, we don't set any limitation for women joining national exams for sport administration, taking physical education class in school, or set restrictions against

them entering into post graduate school or getting higher degree in PE schools. Therefore, it's worth cherishing what the women of Taiwan have had.

Now L will show you the situation of women in Taiwan who participate in sports, and try to compare the number of participants between males and females in the Olympic Games, especially focusing on 1996 Atlanta Olympic Games.

After a century of struggle for women to participate in all sporting activities, women are still excluded from sports like Boxing, Weightlifting, Water-polo, Wrestling and Baseball. In the 1996 Atlanta Olympic Games, only males were allowed to participate in Boxing, Weightlifting, Water-polo, Wrestling and Baseball events. All participants from Taiwan took part in 13 of 26 events in the Atlanta Olympic Games. Female participants from Taiwan took part in Archery, Athletics, Badminton, Judo, Softball, Swimming, Table Tennis, and Tennis events. As we know from looking at Archery, Athletics, Badminton, Judo, Softball, the proportion of females to all participants from Taiwan is higher than 50%. This means Taiwan sent more females than males to participate in the 1996 Atlanta Olympic Games in these five events. This is especially notable in Badminton, Swimming, and Table Tennis where the numbers of female participants were about two times that of the male participants. In addition, the major proportion of females to all participants from Taiwan was higher than the average proportion of females to all participants at the 1996 Olympic Games.

Regarding the 1996 Atlanta Olympic Games, the proportion of females to all participants in most of the events was lower than 50%. Only Badminton, Gymnastics, Baseball were over 50%. That means that for most of the events in Atlanta, the number of male participants is higher than that of female participants. However, we can see that the female proportions of Gymnastics, Archery, Badminton, Table Tennis, Tennis, Artistic, Basketball, and Volleyball are approximately 50%, especially in Gymnastic where the proportion of females to all participants was up to 63.6%. The total number of athletes participating in the 1996 Atlanta Olympic

Games was 10744. There were 3684 female participants in these games and the female proportion was only 34.3%. Twenty-six National Olympic Committees took part in the Atlanta Olympic Games without any females and only two countries took part in these Games without any males.

The conclusion of The First International Conference on Women and Sport was that they try their best to empower women, educate the public, eradicate gender stereotype and gender discrimination, and to establish more reasonable laws and policies for women. I appreciate the opinion that the most important point is not who can run faster, be stronger, or throw farther, but that the emphasis is placed on women and men being given the same opportunities, conditions, resources, and freedom for each individual to realize their greatest potentials. That women «share» most of these areas with men is a "key concept". I believe that it is easier to enrich our jobs and tasks when we work in a framework of equality and respect between men and women.

«Sports belongs to all human beings». This is an idea which I believe should be one of the important principles in Olympism. Sports provided people with an opportunity to set goals and accomplished them. We have learned that women were excluded from the Olympic Games for many years. However, in recent years, we can find more and more examples of people happy to celebrate women's excellence. The current trend is towards this direction, and it's hard to stop, since people understand that the ability of women in the society is also an important concept which can't be ignored. As women get the better space for developing their future, it will not be just good for women, it should also result in positive effects for all human beings.

FROM ROMAN WRESTLING TO JUDO: THE HISTORY OF KODOKAN JUDO

by Igor LANZONI (ITA)

1. History of Ju-Jitsu

The activity which is now practised throughout the world under the simple name of judo should, in fact, be called Kodokan judo. Within this paper I will give an outline of the history of Kodokan Judo in the following chapters.

The Kodokan judo of today is based on the traditional ju-jitsu or ju-jutsu of ancient Japan. The techniques of the latter, re-examined, refined, systematised, and welded to an ideal, became those of the former. Thus it may be said that the Kodokan judo has elevated jutsu, "art" or "practice", to Do, "way" or "principle".

What then was ju-jitsu, the prototype of judo? It has been known by a dozen different names including *Yawara*, *Taijutsu*, *Waijutsu*, *Torite*, *Kogusoku*, *Kempo*, *Hakuda Kumiuchi*, *Shubaku*, *Koshinomawari*, etc.

It had numerous schools each of which was distinguishable from the others by its own individual features. Generally speaking, though ju-jitsu may be defined as an art of attack and defence, without or occasionally with weapons against an opponent, with or without weapons.

The origin of ju-jitsu is lost in the mists of antiquity. The *Nihon Shoki*, "The Chronicle of Japan", a history, compiled by Imperial Command in 720 A.D., refers to a tournament of *Chikara-Kurabe*, the contest of strength, which was held in the 7th year of the Emperor Suinin, in about 230 B.C. This is regarded by some historians as the beginning of Sumo, or Japanese wrestling, which has something in common with ju-jitsu. Although it is questionable, whether the said Chikara-Kurabe bore any relation to either the Sumo or ju-jitsu of later days, the event is recorded as an

important authentic historical proof showing the embryonic stage of both Sumo and ju-jitsu in the remote past.

The first instance of the word *Yawara* occurring in Japanese literature is to be found in the *Konjagu-Monogatari*, the Once-upon-a-time Stories, which are said to have been written in the latter half of the last century. As the word *Yawara* mentioned in that book is found in a story about Sumo, we cannot identify it directly with ju-jitsy, but in any case, it is an interesting documentary item which deserves the attention of ju-jitsu historians.

According to the *Bujutsu-Ryusoroku*, the Biographies of the Founders of Various Martial Exercise Schools, and other kindred materials, schools existed in the days prior to the establishment of the Kodokan judo (some twenty Ryu, schools of ju-jitsu), these included the *Takenouchi Ryu*, *Sekiguchi Ryu*, *Kyuschin ryu* and *tenshin-Shin'yo Ryu*, the last two of which were especially studied by the Professor Jigoro Kano-our founder. The differences between these various schools were chiefly attributable to specialisation in certain techniques of ju-jitsu by the teachers. But at times it would seem that a few ju-jitsu masters founded new schools simply for their own publicity purposes, for there were schools differing, in name but were practically identical in substance.

2. The circumstances which led to the rise and development of ju-jitsu

(a) Before the advent of firearms in Japan, bows and arrows had been used in warfare from the earliest times. In close combat, swords and spears were used by the warriors, and occasionally they had to fight with their bare hands. This was called *Kumiuchi*, the more advanced techniques of which contributed to the development of ju-jitsu.

(b) For centuries the Japanese warrior used to wear two swords, one long one short, until this custom was banned in 1871, under the Decree Abolishing the Wearing of Swords. However, often when in the presence of high personages a warrior had to appear without the long sword. Particularly in the Toku-

gawa period the long swords were taboo in the court of the Shogun. The retinue on guard, and minor officials were the only ones allowed to wear the short swords. The same was the case with prison keepers. They needed a special art for self-defence, as well as for controlling their prisoners without killing them.

(c) Special methods such as hitting, poking or chopping with the hand, fingers, elbow and fist, kicking with the knee-cap, heel or ball of the foot, or bending and twisting the joints, were studied and developed so that an unarmed person or a person determined restrained from using his weapons which could subdue an adversary.

(d) For several hundred years before the -Meiji era, throughout the feudal age, class distinction was rigidly enforced between the warrior and the commoner, the latter being ordinarily forbidden to wear sword. Naturally for self-defence purposes commoners had to learn the art of bare-handed fighting.

The basic circumstances described above that led to the development of ju-jitsu are closely interlocked, and cannot be clearly separated one from another. However, from the extent *Densho*, the manuscriptal instruction and records of secrets by the founders of various schools, we may readily perceive their respective characteristics. For instance, in *Densho*, there are minute instructions, together with pictorial illustrations, on how to capture an opponent and bind him with rope. Such details, though they may lie outside the scope of ju-jitsu proper, are profoundly, interesting where they serve to show concretely the kind of roots out of which a particular technique has grown. For a historical study of ju-jitsu there are two sources: (1) historical and literary work in general, and (2) the various *Densho* mentioned before. History books contain comparatively few references to ju-jitsu, but there are more to be found in the miscellaneous writings, of each period. As for the documents of individual schools, each school in its eagerness to add lustre to itself and to enhance its own prestige adorned its origin and records with flowery rhetoric, so that their contents in some cases will have to be taken with a grain of salt. Moreover, some *Densho*, while of antique origin,

are manuscript copies of later hands, so that a high degree of authenticity is doubtful. Nevertheless, it may be safely deduced from the records available today that ju-jitsu began to take a systematised form in the latter half of the 16th century and that the various schools came into being in the centuries from the 17th to about the beginning of the 19th. As for the tenets, or doctrinal principles, of ju-jitsu, the instructions of the various schools mostly dwell on the ideas which may be seen in the famous old book on strategy selected by the Chinese strategist, Hwang-Shihikon, which was the Bible of our warriors in the feudal age, namely, "In yielding is strength" ("Oaks may fall when reeds brave the storm"). They also carry echoes of the Chinese philosophy -represented in the Book of Lao-tsze, who preached non-resistance and gentleness, etc., or the Yi-King, the Book of Changes. There is little original thinking, although occasionally one encounters passages which indicate an aspiration to the ideal of *Buschido*, the passages are exactly in line with the spirit of the Kodokan Judo. A word may be added about the legend that ju-jitsy was originally introduced to Japan by a Chinese, named Chen Yuan-ping, approximately in 1644-48, or in 1627 according to the Kokushoji document. However, a large amount of authentic evidence disproves this. For instance, we have reliable records of the Japanese ju-jitsu masters, such as Hitotsubashi-joken, or Sekigushi-jushin, who thrived years before the above dates. Authentic descriptions of ju-jitsu are found in documents such as *Yukisenjo-Monogatari*, *Kuyamigusa*, and the old ju-jitsu *Densho*, which also predate the legend. This is not necessarily to deny that Chen-Yuan-ping introduced Chinese boxing, *Kempo*, to Japan. Indeed, it is more or less reasonable to assume that *Kempo* had some influence on ju-jitsu.

3. The development of Kodokan Judo

In order to trace the birth of the Kodokan judo, it is necessary first to look back upon the social circumstances of that period. Professor Jigoro Kano, founder of the Kodokan, was born in the

seaside town of Mikage, near Kobe, in 1860. He moved with his family to Tokyo in 1871.

Those were the years during which Japan witnessed many revolutionary changes, political and otherwise. The Tokugawa Shogunate crumbled, and the Imperial rule was restored in 1868. With the collapse of the feudal system the nation, casting to the wind all culture and institutions of old, was rapidly embracing the ways of the advanced countries of Europe and America.

For example, the Noh drama, one of the traditional arts of the country was suddenly deprived of the patronage of the clan lords, who incidentally lost their princely domains. A story is told of a famous Noh master, who went begging from door to door reciting popular passages from his repertoire. The ordinance prohibiting Samurai from wearing swords, in 1871, signalled a swift decline of all martial arts, and ju-jitsu was no exception. Its various schools, once strongly entrenched at numerous clan capitals throughout the country, were now tottering on the brink of ruin. Just how did Jigoro Kano, a student of Tokyo Imperial University at the age of eighteen, happen to take up this dying art? The question is simply answered. A young gentleman of no sizable physique too proud to yield, and smarting under the bullying of bigger companions, wanted to get stronger. On hearing about ju-jitsu, an exercise by which a man of small strength can beat a man of Herculean strength, he at once made up his mind to learn it. However, owing to the social conditions, as mentioned above, which had caused many ju-jitsu masters to turn to other occupations, it was difficult to find a suitable teacher. He finally met Teinosuke Yagi, who taught him the rudiments of ju-jitsu. Later he studied under Hachinosuke Fukuda and Masatomo Iso of the Tenshin *Ryu*, and Tsunetoshi Iikubo of the *Kito Ryu*, and was initiated into the secrets of both schools. Then he established his own school, named Kodokan, in 1882 and began to teach his own exercise calling it judo instead of jujitsu. He was then twenty-three years old and one of the faculty of the Gakushuin, the Peers' School.

Despite his characteristic zeal and tireless energy, he was not satisfied, and continued to explore the mysteries of other schools as well as to improve his own fitness and skill, he took great pains to visit other famous masters of the art and to study the old *Densho*. Finally, he attained a height hitherto unknown in the realm of jujitsu.

The process of the evolution of judo from jujitsu is told by Professor Kano in one of his early lectures, *gii-en*, to his students in 1898.

"While studying ju-jitsu, not only did I find it is interesting, but I also realised that it was most effective for the training, of both body and mind. It therefore occurred to me to disseminate it far and wide. But it was necessary to improve the old ju-jitsy to a certain degree in order to popularise it, because the old style was not developed or devised for physical education or moral and intellectual training. The latter, in fact, were nothing but the incidental blessings or benefits of the former, which was exclusively devised for winning. On the other hand, knowing that everyone of the ju-jitsu schools had its merits and demerits, I came to believe that it would be necessary to reconstruct ju-jitsu even as an exercise for martial purposes. So, I by taking together all the good points had learned in the various schools and adding thereto my own devices and inventions, I founded a new system for physical culture and mental training as well as for winning contests. I called this "Kodokan judo".

Why did call this judo instead of ju-jitsu? Because what I teach is not simply *jiutsu* or *jitsu*, "art" or "practice". Of course teach jutsu, but it is upon do, "way" or "principle", that I wish to lay special stress. Nowadays it is common for people to say, judo for ju-jitsu. But before I began to teach my judo, the term had been adopted only by one school, the *jikishin-ryu*. It was used very rarely among other schools. I purposely chose this rarely used term in order to distinguish my school from the common run of ju-jitsu schools, The reason why I did not adopt a totally new name is as follows: The Kodokan judo I teach has, as compared with the old ju-jitsu, wider aims and differs in tech-

nique, so that I might well have given it a new name. But after all, it is generally based on what I had learned from former teachers, so I did not like to give it an entirely new name. There are two other reasons why I avoided the term ju-jitsu. One is that there were ju-jitsu schools which often indulged in violent and dangerous techniques in throwing or twisting arms and legs. Seeing these things many people had come to believe that ju-jitsu was harmful. Again, in an exercise hall where supervision was inadequate, the senior pupils would wantonly throw down the juniors or pick quarrels, so that ju-jitsu was despised as something that made rowdies of young men. I wished to show that what I taught was not a dangerous thing, and would not needlessly injure any person. That it was not the ju-jitsu as it was taught by some people. It was "judo", an entirely different discipline.

The second reason was that when I began to teach, *ju-jitsu*, had fallen into disrepute. Some ju-jitsu masters made their living by organising troupes composed of their followers, and putting on exhibition matches to which admission fees were charged. Others went so far as the stage bouts between professional Sumo wrestlers and ju-jitsu men. Such degrading practices of prostituting a martial art were repugnant to me so I avoided the term ju-jitsu and adopted Judo instead. Then, to distinguish it from the *Jikishin-Ryu* which employed also the term judo, I called my school the "Kodokan judo", though the title is rather long".

Such was the outline of the genesis of Kodokan judo as told in the words of Professor Kano himself.

When Kodokan was first established in 1882, its Dojo the exercise hall, was only a 12-mat room, 12'x18', in size, and the students in the first year numbered nine in all. Today Kodokan, which recently celebrated the 115th anniversary of its founding has a 500-mat, 100'x100', exercise hall and the number of pupils, men and women, young and old, and disregarding race and nationality is counted in millions. One of the ardent visions during the last days of the late Professor Kano, the International Federation of judo, is realised at last, with his son, the present

president of the Kodokan, as the president of the Federation and with the Kodokan as its headquarters. When we look back upon the past, our hearts are full of deep emotion. Many stories and anecdotes are told of the difficulties which confronted Professor Kano and the great pains taken by him when teaching the art of judo in the early days of the Kodokan, but we regret that we are compelled to omit them because of lack of space. Having endured every hardship and having overcome many difficulties, the Kodokan in spite of its youth and small size made rapid progress winning wide public recognition in a few years. Then in 1886, it gained in a dramatic fashion undisputed leadership in the field. About that time with the stabilisation of the social conditions of the country, the old ju-jitsu schools were staging a comeback. The Tokyo Metropolitan Police Board, because of the function of its office took an active interest in the revival of ju-jitsu, as well as Kenjiutsu, the Japanese fencing, and other martial exercises. The new Kodokan judo was the centre of public attention. Everyone admired its tenets and slogans and its high idealism. But its practical merits in combat were looked upon with doubts and suspicion and even contempt by old Ju-jitsu men, including the then outstanding master Hikosuke Totsuka, who commanded a very large following. Naturally, there developed a keen rivalry between the Totsuka School and the Kodokan. In 1886, under the auspices of the Chief of Metropolitan Police, a grand tournament was arranged between both schools. This was a decisive battle. Defeat would have been fatal to the Kodokan. But in that tournament, to which each school sent 15 picked men, the Kodokan won all the bouts excepting two which ended in draws. That brilliant victory established once and for all the supremacy of Kodokan judo over all ju-jitsu schools, not only in principles but also in techniques. From that date to day, there are many important things to be told, such as the history of judo at home and abroad. However, we regret that the space does not permit us to insert them all here. The technical formula of the Kodokan judo was completed in about 1887, while its spiritual phase was gradually built up until it was perfected in approxi-

mately 1922. In that year the Kodokan Cultural Society was established, and a social movement was launched under the slogans **Seiryoku-Zen'yo**, the Maximum-Efficiency and **Jita-Kyoe**, the Mutual Welfare and Benefit.

References

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3. Attilio Lombardo - La Lotta e la sua evoluzione - Roma - Ermes 1993 - pag. 521.

• HISTORY

The Wrestling culture is one of the ancient form of human rights, the wrestling born in the prehistory with a man to demonstrate the wisdom and the power with body and mind in combination. The best wrestler was a leader in the community and his supremacy was recognised all time during the life and after the death for the demonstration of respect, wisdom and honour. The figure of wrestler changes often during the history and the people considered him a man to follow because inside of your movements there is the dreams, the ideology, the religion, the avenge of people.

The evolution of wrestling from the historical point of view has not happened in every continent's evaluations and with the same intensity, notwithstanding was the form more involved and more diffused than all the forms of sport in the past centuries to such point to count a lot of hundred of variety of forms and of styles in all over the world.

The more significant evolution in the development of the arts by fights is without doubts the Judo that melts in it the principles of the oriental ideology and philosophy.

• THE EDUCATIVE PRINCIPLES OF THE DISCIPLINES OF WRESTLING

The moral principles of correctness, loyalty and respect find wide development in the formative educative process of the children and in the psychological retrieval of the carriers of handicap,

find above all in the judo a correct form of expression of the body and of the mind.

- ***PRINCIPLES AND AIMS***

The major difference between the Kodokan judo and the old ju-jitsu may be summed up as the "elevation of an art to a principle". The instructions left by our founder, as are being taught at the Kodokan today, include the following.

Judo is the principle of the maximum-efficient-use of mind and body, and ju-jitsu is nothing but an application of this Ali-principle to the methods of attack and defence. In studying judo it is essential to train the body and to cultivate the mind through the practice of the methods of attack and defence and thus to master its principle. Thereby perfecting oneself and contributing to the welfare of the world. That is the ultimate aim of the study of judo.

Further, Professor Kano summarised the above teaching in the slogans "Maximum-Efficiency with Minimum Effort" and "Mutual Welfare and Benefit". The major property attributed to judo is explained in a general way by the principle of Ju, shown in the world itself, by Professor Kano in his book as follows:- "What then does this "gentleness" or "giving way" really mean? To answer this question let us suppose that we estimate the strength of a man in units of one. Let us say that the strength of a man standing in front of me is represented by ten units, whereas my strength, less than his, is represented by seven units. Now, if he pushes me with all his force, I shall certainly be pushed back or thrown down, even if I use all my strength against him. But if, instead of opposing him, I were to give way to his strength by withdrawing my body just as much as he had pushed, taking care at the same time to keep my balance, then he would naturally lean forward and thus lose his balance.

"In this new position, may become so weak, not in his actual physical strength but because of his awkward position, as to have his strength represented for the moment by only three units instead of his normal ten. But meanwhile, I will be keeping my

balance, retain my full strength as originally represented by seven units. Here then, I am momentarily in a superior position, and I can defeat my opponent by using only half of my strength, that is half of my seven units, or three and one-half against his three.

JUDO KODOKAN

- *JUDO the "way" of JU (expression of spirit and mind)*
- *The Judo is based on the traditional Ju-Jutsu ancient martial arts and the culture of Japanese people*
- *Jigoro Kano the founder of Judo and promoter of Olympic Ideal*
 1. (Seirioku-zen"yo _____ The maximum efficiency)
 2. (Jitakyoei _____ The mutual welfare and benefit).

Wrestling in Europe	Wrestling in Asia
1. Greek and Roman culture	1. Indian culture
2. First form of Wrestling in Egypt 4000 years BC	2. First form of W. in India (Delhi) 4000 years BC
3. Religion origin polytheist	3. Religion origin polytheist
4. Honour code Kalokagatia (Greece)	4. Honour code Buschido (Japan)
5. First Modern Olympic Games Athens 1896	5. First Modern Olympic Games Tokyo 1964
6. Historical start games 776 BC Olympia (Greece)	6. Historical start games 800 BC Mongolia

KODOKAN JUDO

- The style of Tenshin-Ryu and Kyto-Ryu transformed into the J. Kano style.
- In 1874 the first educational program about the Jigoro Kano style was taught at the University of Gakushin in Tokyo.
- In 1882 the Kodokan school "Dojo" was founded.
- In 1886 the first competition between Kodokan Judo and Police club of Totsuka Ryu was stages (the final score: Kodokan 13 won and 2 undecided).
- The technical formula of Kodokan judo was completed in 1887.
- The spiritual phase was gradually built by approximately 1922 and the slogan was Tita-kyoei and Seiryoku-Zen"yo".

- In 1964, Judo became an official Olympic Sport.

JIGORO KANO

Born: in 1860 in Mikage-Macni, Hyogo Prefecture. Died in 4th May 1938 during a crossing between Egypt and Japan. He had been attending the 38th IOC Session in Cairo. **Nationality:** Japanese.

Education: graduated from the University of Tokyo in 1882.

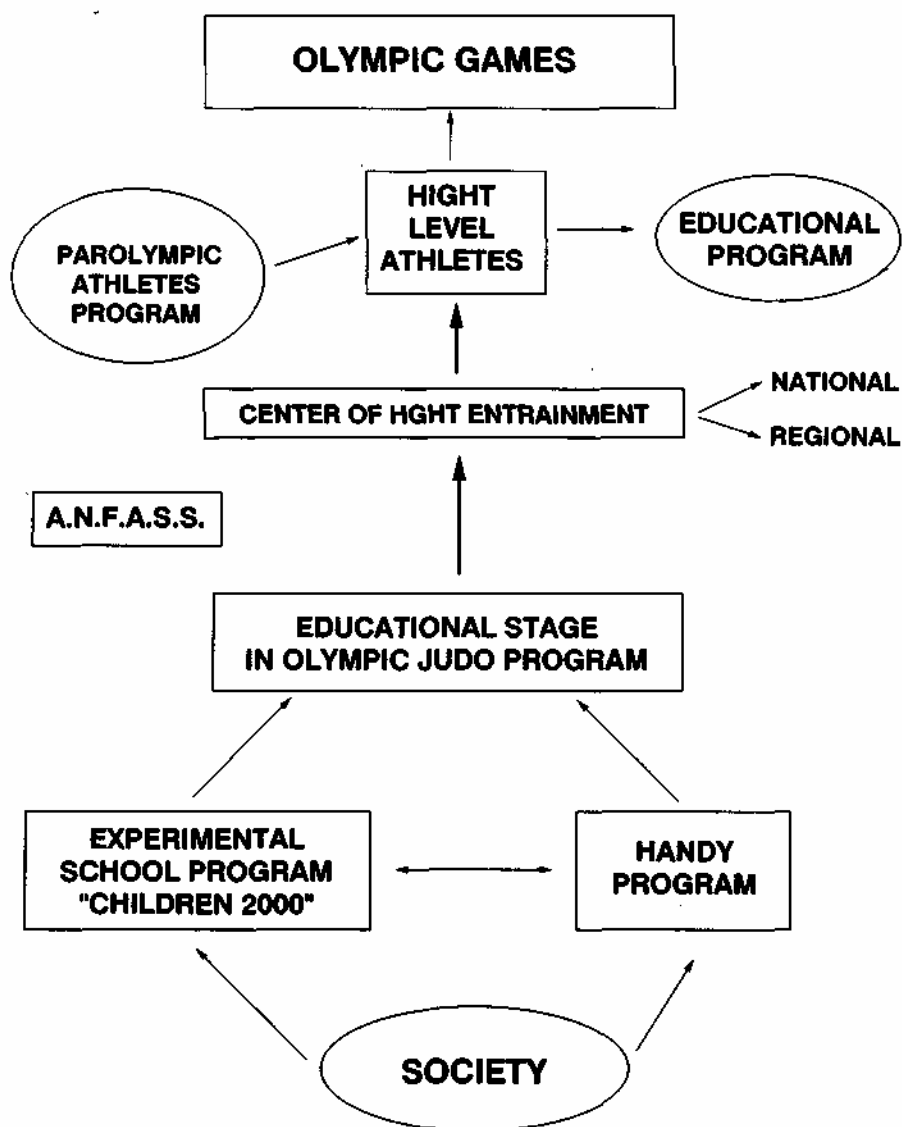
Career: University professor, Rector of the Tokyo Higher Institute for Teacher Training; Senator. **Sports participation:** ju-jitsu, judo.

Sports administration: founder of the Kodokan School of Judo in 1882 and of the Institute of ju-jitsu; founder (1911) of the Japan Amateur Sports Association (JASA), founding President (1912-1921) of the Japanese Olympic Committee, leader of the Japanese delegation to the Games of the Vth Olympiad in Stockholm in 1912. **Member of the IOC from 1909 to 1938.**

The contents are present in the table relative to the factor "JUDO"

TABLE 7.10		JUDO			ATRIP		P
	Media	DS	%	Media	DS	%	a=0,05
Movement	14,07	1,41	81,66	13,50	3,19	75,00	ns
Play	11,47	,95	90,00	8,89	3,05	68,38	,000
Relationship	8,50	2,55	77,27	7,24	2,91	65,81	ns
Language Understanding	7,40	,97	92,50	5,94	1,55	74,25	,013
Language Produced	8,60	3,69	71,66	7,94	3,69	68,16	ns
Global Language	16,00	4,30	80,00	13,89	4,30	69,45	ns

JUDO EDUCATIONAL OLYMPIC PROGRAM



**THE ANCIENT AND MODERN OLYMPIC GAMES
AS REFLECTED IN A SAMPLE
OF GREEK LITERATURE AND VIDEOS IN THE I.O.A.,
FROM THE VIEW POINT OF THE USEFULNESS OF
THE MATERIAL FOR OLYMPIC EDUCATION**

by Dimitra LYKOYIANNI (*GRE*)

Introduction

The purpose of this project was to examine the themes that are dominant in the documentation concerning the Olympic movement in Greece. In order to carry out this work, I surveyed Greek books and videos in the library of I.O.A.. I also conducted interviews with school children who had visited the Altis in order to obtain more information about their general knowledge on this subject. I will discuss a number of books which I have analysed, discuss videos and also summarize the results of a questionnaire.

Books

Title: Ancient Greek's Gymnastic

Author: Chrisafis John

Editor: National Academy of Physical Education

Language: Greek

Edition: Athens 1965

Pages: 527

At the beginning of this book the writer describes the physical education of the Homer's years. He also discusses philosophers, Aristoteles, Hippocrates, Plato, Xenofon, and Galen. He writes about Filostrato's view of the course of the decadence of gymnastics. He continues on the subject of the educational system of ancient Greeks. He describes the celebrations of Nemea,

Isthmia, Pythia and Olympiia. He focuses his discussion on wrestling at the Ancient Games.

At the end of this book, he writes about the rebirth of gymnastics in the modern times and gives information about the gymnastics in the different countries such as Germany, Sweden, Switzerland, Denmark and France.

- It is a very interesting book for adults with many details about the ancients' gymnastic.

Title: The Modern International Olympic Games

Author: Chrisafis John

Editor: (X.O.)

Language: Greek

Edition: Athens 1930

Pages: 489

In the first part of his book the writer describes physical education in Europe and Greece before the advent of the International Olympic Games. He focuses primarily on the athletic movements in Greece between 1834 and 1895 where regional Olympic Games were held and where the first teams were organized.

In the second part of his book he discusses the modern International Olympic Games and Greece's help with them.

Finally at the end of his book he writes about the second and third Olympic Games and also about the Winter Games of the North in 1901 and about the Greek competitive movement between 1898 and 1906.

It is a book for adults which gives considerable information on the Modern International Olympic Games in Greece.

Title: Mind & Body; The Revival of the Olympic Idea 19th - 20th century

Author: Spathari Elsi

Editor: Ministry of Culture

Language: English - Greek

Edition: Athens 1996

Pages: 209

This book is about the art exhibition Mind 85 Body staged in Athens in the summer of 1996. In this book there is information about the revival of the Olympic Ideals and Olympia and about the history of the revival of Folk Tales of the cultural scene of Athens at the end of the 19th century. She also discusses the state of Athens at the time of the first Olympic Games as well as the Panathenaic Stadium. There is also information about Pierre de Coubertin, Athens 1896, Olympia, the revival of the Greek myths, literature and theater. She also writes about the painter N. Gyzis, and the first Olympic games and the sculptors portraying athleticism and about the cultural scene in Athens at the beginning of the 20th century. Finally the book ends with a report on the Art of the 20th century.

- It is a very enjoyable book for adults as well as young people with many photos and interesting information about Greek culture.

Title: Zappies and Modern Olympic Games

Author: Yiannakis Thomas

Editor: University of Physical Education in Athens.

Language: Greek

Edition: Athens 1993

Pages: 765

At the beginning of the book, the writer discusses the revival of the Olympic Ideal and the Olympic activity in Greece, prior to the first Olympic Games. He writes about the games, which were held between 1859 and 1889, and also the Olympic Games between 1896 and 1992. The book ends with the discussion of Olympism and of the reasons why the bid of Athens to hold the Olympic Games of 1996 was not successful.

It is a book suitable for adults, with a significant amount of information about the Olympic Games up to 1992. This book is used by the University of Physical Education of Athens.

Title: Panellinios Gymnasticos Syllogos 1891 - 1991

Author: Linardos Petros

Editor: Athanasiadis Co S.A.

Language: Greek

Edition: Athens 1991

Pages: 501

This book chronicles the history of one of the first athletic unions in Greece which was created before the first Olympic Games. There is information about the relationship between Pierre de Coubertin and Vikelas. It also discusses the Greek idea for the revival of the Olympic Games.

The rest of the book describes the sports and great champions who belonged to this celebration over the last 100 years.

- It is a very interesting book with much information about Vikelas' offers and about sports in Greece.

Title: 100 Years of Modern Greek Olympic History
Committee of Olympic Games 1896-1996.

Author: Sciathas Eleftherios

Editor: Committee of Olympic Games

Language: Greek

Edition: Athens 1996

Pages: 622

In this book the author begins by describing the Ancient Olympic Games, and what happened in Greece before 1896. He continues by describing important facts of the Olympic Games such as the participation of women, the winter games, Ketseas' offers of the Olympic idea and many others. He gives much information about all Olympic Games and about other activities in Greece during that period.

- It is a very interesting book for adults with many details about the Olympic Games and nice photos.

Title: The Physical Education and the Education of Young People in the Army and the Organization of those Activities

Author: Chrisafis John

Language: Greek

Editor: Ministry of Public Education and Religion

Edition: Athens 1925

Pages: 209

Title: The introduction of the Swedish system of gymnastic in Greece

Author: Chrisafis John

Editor: (X.O.)

Language: Greek

Edition: Athens 1909

Pages: 432

Title: The Physical Education of Students in High Schools; Teachers' Guide

Author: Chrisafis John

Editor: Ministry of Public Education and Religion

Language: Greek

Edition: Athens 1931

Pages: 286

Title: Olympic Spirit

Author: Spathari Elsi

Editor: Adam

Language: Greek

Edition: Athens 1992

Pages: 496

Title: From the Vision to the Practice

Author: Linardos Petros

Editor: Committee of Olympic Games

Language: Greek

Edition: Athens 1996

Pages: 272

Title: 100 Gold Years of Offers in the Sport. National Gymnastic Union

Author: Linardos Petros and Skiftas Fanis

Editor: Samaras Panos

Language: Greek

Edition : Athens 1994

Pages: 363

Title: Olympic Games in Athens 1896-1906

Author: Tarasouleas A.

Editor: Tarasouleas A.

Language: Greek

Edition: Athens 1988

Pages: 221

Title: Laography of Gymnastic (Games - Competitions)

Author: Yiannakis Thomas

Editor: Department of Science and Physical Education of Athens University

Language: Greek

Edition: Athens 1991

Pages: 510

Title: a) History of Physical Education

b) History of Physical Education (From the first races until now)

Author: Yiannakis Thomas

Editor: University of Physical Education of Athens

Language: Greek

Edition: Athens 1990

Pages: 457

Title: History of Physical Education with Philosophy

Author: Mouratidis John

Editor: Christodoulidis K.

Language: Greek

Edition: Thessaloniki 1992

Pages: 596

A comment

Through my survey of a sample of Greek books I found that there is a wide variety and number of them. There are many books about the Ancient and Modern Olympic Games, but there appears to be few Greek publications in the present library of the I.O.A. on the subject of Olympic education aimed at a school children. Thus, my findings from these books, show that there are many good Greek books but not enough for children's education.

Title of Greek videos (sample)

- Olympic Games
- The three dates: Ancient - 1896 - Today
- Ancient Greek Theater: Euripides - act imitations
- Ancient Greek Theater: Sophocles - act imitations
- Ancient Greek Theater: Aeschylus - Aristophanes act imitations
- Lighting of Olympic Flame in 1994 For a Hundred Years of Olympic Games
- Celebration of the Olympic Day 1995
- Lighting the Flame of the Olympics of 1996 in Atlanta 30/3/96
- Olympic Flame Atlanta 1996 from Marathon to Athens (For the celebration of 100 years of Olympic Games)
- Mediterranean Games of Naples 1963
- Travel to the temple of Olympia
- Recounting at light: Duration of the Olympic idea
- Poets sing for Greece
- A hero's journey to the story of the Marathon

History of the Modern Olympic Games

- **The spirit of Olympia**
- Olympic program for children. Children's museum of Greece
- Press conference of Mr. N. Filaretos to the Greek T.V. ERT1 - ERT2 at 19/03/89 and 01/04/89 for the I.O.A.
- I.O.A,
- Seminar of students of Elis

- Celebrations for 100 Years after the rebirth of Modern Olympic Games 1896-1996.
- Seminar for Greek Doctors 1996 - I.O.A.

Two examples

- **Olympic program for children. Children's museum of Greece**

This video is about Olympic Games, when they were held; a wide variety of other information on the games is also portrayed. It is aimed at elementary school students (6-8 years old), using interesting methods and games. It is the most useful in terms of information for school about the Olympic Games and Ancient Olympia.

- It is very interesting for school children.

- **Press conference with Mr. N. Filaretos on TV**

This 1989 Video about the Academy contains an informative and interesting description of the general aims programs and target - groups of the I.O.A. It is an interview with M. Filaretos (President of I.O.A. - I.O.C. member) about the I.O.A.. It was originally shown on television. Mr. Filaretos informs the public about Olympism, Pierre de Coubertin and about the activities of the Olympic Academy.

- This video about the Academy is informative and interesting.

Comment on the Videos

Through my brief survey of Greek Videos, I found that presently there is not a great deal of Greek language aimed at the Greek public about the Olympic Games, Olympic Idea, or Olympism. Most Greek videos describe the Ancient Olympia. None were found on the subject of the Modern Olympic Games or on the area of approaches, methods, and materials for Olympic Education in the school system of Greece.

An example

List of questions for children at the time of a visit in the Altis (8-10 years)

1. Do you know when and where the first Olympic Games were held?
2. Do you know when and where the next Olympic Games will be held?
3. Do you know any Greek Olympic champions?
4. What do you know about your favorite sport?

A closing comment

After the above questions were posed to a sample of children I found they could react to each. The majority of the children had answers to the simple questions which concerned the Olympic Games. However, this does not necessarily mean that all schools have information available on the Olympic Games. My personal experience in Greek schools assures me that there is not sufficient information nor specific lessons on Olympism and on Olympic Games.

My quick survey indicated that in Greece there is not enough information about Olympia and the Olympic Games in the educational System. The University of Athens however, has significant information.

My own belief is that Greek children are not sufficiently informed about the Olympic phenomenon nor are they educated well enough about the motions of their native country.

I hope the future prospects of Olympic education will improve the current situation in this special and interesting area of study, a reflection of our national heritage.

EFFECTIVENESS OF DOPING PREVENTION AMONG THE YOUTH

by Maria Ludvikova (CZE)

1. Introduction to the Problem

Doping is not only a problem of the top level sport but also a problem of all levels of sport today. It is not a problem of adults only but has become more and more of a problem for children and adolescents.

Present society is oriented especially to performance and success. It contributes to increasing demands on individuals. People who are not able to adapt to them get into states of frustration. The solution of this complicated psychological situation is not easy especially among children and adolescents. One of the easiest ways how to solve the problems is also the usage of doping substances.

Today the image of a successful man is also connected with perfect physical look. The media play an influential role in emphasising this look. They provide a cult of artificial superman. Young people want to look like their idols as much as possible and their heroes are sportsmen and actors. In the Czech Republic there is remarkable increase in tolerance of doping usage among the fitness centres clients who are focused on improving their figures (Slepicka 1996, Pysny 1997). Young people are influenced by the tendency to demonstrate their figure to be strong and self-confident, which brings the biggest danger. Substances which stimulate the growth of muscles are abused most often. A new law which forbids giving anabolic steroids to people under 18 for other than medical reasons was recently passed, but we can not rely only on this administrative action if we want to overthrow doping today.

2. Tasks and Aims of the Research

2.1 Aim

Influence doping opinions and attitudes of respondents with the use of antidoping programme.

2.2 Intention of the Research

Respondents were classified through results of a uniform questionnaire which was aimed at identification of opinions and attitudes to doping and basic social characteristics. The research sample was then divided into control (1) and experimental groups (3). An antidoping programme, modification from a Dutch one (Clean Sport Guide, NECEDO, 1996) was then applied to the experimental groups. After the application of the programme we used a questionnaire to determine the changes in the opinion and attitude to doping among probands from all experimental groups.

2.3. Scientific Questions

1. What kind of opinions and attitudes to doping have young people today?
2. How effective will be the programme of the doping prevention?

2.4. Methods

We used diagnostic method (questionnaire) and intervention method (doping prevention programme).

A validated questionnaire was used for diagnosis of opinions and attitudes (Slepicka, Slepickova 1995)

We tried to influence respondents with a programme of antidoping education. The programme combined regular lectures, video performances and informational brochures. The length of a lecture varied between 25 and 45 minutes. Topics of lectures were aimed at doping history and its medical and social aspects. In order to keep objective conditions all the lectures were given

by one educationalist. Respondents also received a short hand out from each lecture.

We also studied whether respondents' changes in opinions would vary according to the length of the programme. That is why three programmes of different length were prepared: two, four and six months long.

2.5. Research Sample

The research covers approximately three hundred and fifty individuals

- students at secondary agricultural school
- apprentices
- students at general secondary school
- students at secondary art school

The following groups were compiled from the research sample

- Control group: set of students at secondary agricultural school
- Three experimental groups, where the antidoping programme was applied
 1. apprentices - two months programme (4 lectures)
 2. students at general high school - four months programme (8 lectures)
 3. students at secondary art school - six months programme (12 lectures)

At present the processed data are only from the shortest, i.e. two months programme. The research sample on which was this programme applied was made on apprentices at secondary apprentice school in a small town in the Czech Republic.

Social characteristic of the sample

75% of respondents came from complete families, 11,8% of them live with mothers only, 7,5% had one step parent.

4% of fathers had basic education, 59% attended apprentice schools, 23% graduated from secondary schools and 7% from university. 6% of mother had basic education, 59% attended apprentice school, 32% graduated from secondary school and 5,5% from university.

65% of respondents spend their leisure time with friends, 14% alone and 12% with their classmates. 19% of respondents compete in sports, 59% practise sports and 21,5% do not practise sports at all.

2.6 Results

Comparison of level of opinions before and after the programme enabled us to judge efficiency of methods used. If the results are good, the programme will be included into an antidoping programme to be used by Czech Olympic Committee and Ministry of Education.

3. Presentation of Results

3.1. Changes in opinions and attitudes

Respondents mentioned that they were better informed of doping problem. The knowledge increased by more than 30%.

In the beginning the role of the media dominated significantly as the main source for information. After the antidoping programme the involvement of teachers increased but the media still remained as the main information source. Of little importance was the position of trainers and parents although these should be much stronger. It is clear that there is significant free space which could be used for additional improvement of doping prevention. Young people should be educated in an objective way in their closest social surrounding.

Doping is, for the majority of respondents, a substance which increases performance in an unnatural way. The number of respondents who endorse this opinion almost did not change.

The number of respondents who admitted that they used a doping substance for performance enhancement raised by 8%. It happened because respondents did not know exactly what substances are regarded for doping before the programme. The majority of them only considered the use of anabolic steroids as doping. Knowledge of basic doping substances improved a lot as a result of the programme.

The majority of respondents agreed with doping controls and punishments of sportsmen who are caught for using doping. This attitude came from the respondents conviction that doping sportsmen are swindlers.

They also realised that sportsmen who use doping put their health and even their lives at a risk.

The results also highlighted the respondents opinions that doping goes hand in hand with top level sport. The percentage of those who think that it is not possible to have success in sport without doping also increased. Respondents realised how serious the problem of doping in sport is. For many of them this was a completely new piece of information that served to sensitize them to the problem.

Sport performances are very attractive for young people even though they know that quite many of them are supported by doping. That is why the number of respondents who think that without doping sport would face loss of performance and attractiveness increased a little. But still there remains in the research sample more than three quarters of respondents who disagree with the above mentioned statement.

The previous graph results also show the reason why the percentage of respondents who think that it is not good totally exclude doping from sport increased.

The attitude of respondents to success differed a lot. After the program the number of respondents who stated that the most important thing for them is to have success and win decreased significantly (almost for 30%). Respondents found out what is sometimes necessary for success.

Repression plays a very important role in the case of an eventual usage of doping when it is needed for an important victory. If the respondents were sure they were unpunished, they would use doping even more after the program than before.

On the other hand if they risked a punishment the percentage of those who would use a doping substance falls.

Punishment is definitely much more important for young people than possible health risks. Even though the respondents

became acquainted with the health danger connected with doping, they could imagine more easily a punishment than health disorders.

Curiosity plays a great role in the tendency toward usage of doping. Part of the young always react to the presentation of a negative example in a way that they want to try the forbidden fruit themselves. Especially when the information they receive about it comes from an older person. It is a kind of rebellion for the young people, they want to show that I will not obey. That is why 3% more of respondents stated after the programme that they would try offered doping substance. However this percentage is not too high because the lectures were given by a person, only a little older than the respondents.

The attitude toward doping as a mean of improvement of physical look remained almost unchanged. It is obvious from this result how important the cult of body is today. There was about 1/5 of boys who practised sports and focused on conspicuous musculature. Their number refers to the 15% of respondents who would use doping because of their figure even with the knowledge of all health risks.

I do not want to make conclusions now because I want to compare results of above described programme with those from the other two. But there are already several things which should be considered

1. Focus on health side effects of doping as much as possible.
2. Explain to the respondents that doping is not the right thing to try because they are curious how it works.
3. Try to persuade respondents that physical look is not the main thing which counts in human life.

School sex 1. boy age
class 2. girl date

1. Do you practise sport?

- 1) I compete in a sport
- 2) I do only recreational sport
- 3) I do not practise sport

2. *Is the most important goal of your life to win and to have succes?*
1) yes 2) no 3) I do not know

3. *When you do anything do you have to be the best in it?*
1) yes 2) no 3) I do not know

4. *Do you think that top class sport can have negative effects on health?*
1) yes 2) no 3) I do not know

5. *Do you think that usage of doping substances belongs among health risks of sport?*
1) yes 2) no 3) I do not know

6. *In what is the risk of doping usage?*
1) damage of muscles, bones, joints
2) damage of inward organs
3) premature death

7. *Are you sufficiently informed about doping effects on human organism?*
1) yes 2) no 3) I do not know

8. *From which source did you receive the majority of information about doping?*
1) parents 2) trainers 3) teachers 4) friends 5) media 6) other

9. *Have you ever tried a doping substance for increasing your performance?*
1) yes 2) no 3) I do not know

10. *In the case of yes, write what*

11. *What do you think about sportsmen who use doping?*
1) I admire them, they are heroes
2) they are likeable
3) they are indifferent for me

- 4) they are not likeable to me
- 5) they are cheaters

12. What do you imagine under the term doping...?

- 1) a substance which contributes to improvement of performance in an unnatural way
- 2) a substance which betters mental qualities
- 3) a substance preventing a muscle injury

13. Which from the following substances are regarded as doping?

- 1) Stenolon 2) Dolsin 3) Acylpyrin 4) Paralen 5) Coldrex 6) Na normon 7) Furosemid 8) Anacid 9) Fenmetrazin 10) Kinedryl

14. Do you want to try the effect of a doping substance just for the experience?

- 1) yes 2) no 3) I do not know

15. Do you think that the only way to success is hard training?

- 1) yes 2) no 3) I do not know

16. In the case of important victory would you use a doping substance if you were absolutely sure that it would not be found?

- 1) yes 2) no 3) I do not know

17. Would you use a doping substance which is not forbidden, but which could have negative health side effects?

- 1) yes 2) no 3) I do not know

18. If you were sure that doping would not harm your health and help your success, would you take it?

- 1) yes 2) no 3) I do not know

19. Would you take a doping substance for increasing your performance, if you knew that it would help you to life success, to gain Olympic medal?

- 1) yes 2) no 3) I do not know

20. *If there existed a doping substance which could not be found in the organism, would you take it?*

1) yes 2) no 3) I do not know

21. *Would you take a doping substance, if it provided remarkable improvement of your figure?*

1) yes 2) no 3) I do not know

22. *What would you do if anybody (trainer, friends) made you use doping?*

1) I would try
2) I do not know what I would do
3) I would definitely refuse

23. *Do you think that it would be wise to make doping reachable for all sportsmen in the same way?*

1) yes 2) no 3) I do not know

24. *Do you think that doping controls in sport are appropriate?*

1) yes 2) no 3) I do not know

25. *Do you think that sportsmen who are found to use doping should be punished?*

1) yes 2) no 3) I do not know

26. *Express your opinion on the following statements*

	agree	do not know	disagree
a) doping is part of top class sport	1)	2)	3)
b) it is possible to be successful in sport without using doping	1)	2)	3)
c) doping does not belong to sport	1)	2)	3)

d) without doping the performances would decrease and sport would lose attractiveness	1)	2)	3)
e) it is necessary to completely exclude doping from sport	1)	2)	3)
f) the sportsmen who use doping put their lives and health at risk	1)	2)	3)
g) when some sportsmen use doping also the others have to use it?	1)	2)	3)

27. In my family I live

- 1) with both parents
- 2) with both parents, one of them is a step parent
- 3) only with mother
- 4) only with father
- 5) other

28. Education of parents

father

- 1) basic
- 2) apprenticeship
- 3) secondary
- 4) university

mother

- 1) basic
- 2) apprenticeship
- 3) secondary
- 4) university

29. *Occupation of parents*

father

1. manual worker
2. mental worker
3. manager
4. entrepreneur
5. household
6. unemployed
7. retired
8. other

mother

1. manual worker
2. mental worker
3. manager
4. entrepreneur
5. household
6. unemployed
7. retired
8. other

30. I spend my free time especially

- 1) alone
- 2) with parents
- 3) with classmates
- 4) with friends (in a company)

CANADA'S EARLY OLYMPIC BID HISTORY¹

by Martha J. McINTOSH (CAN)

Introduction

Canada has a remarkably long and rich history of active participation in the worldwide competition to host an Olympic Games. It is a history that extends far beyond the better known perseverance of Calgary's bidders in the 1960's or the successful candidatures of Montreal for the 1976 Summer Games and Calgary for the 1988 Winter Games. Unfortunately, it is also an important part of the country's Olympic history that has thus far been largely neglected by both the scholars and archivists. The challenge, therefore, is now to gather together and write about this part of Olympic history before it is lost completely. Although there are few original bid documents still in existence from the earliest Canadian attempts, it is these very documents in combination with information found in other sources that can serve as valuable resources in this effort to begin to chronicle and preserve Canada's Olympic bidding history.

The Strategy Behind Canada's Early Olympic Bids

In the time between the 1920's and 1950's that encompasses the period of Canada's early Olympic bids the Canadian Olympic Committee (COC) actively pursued the possibility of gaining the job of Winter Games host. Guided by a firm belief in the image of Canada as a winter sports nation, it was a natural step for the COC and Canadian sports officials to seek the Winter Games. However, the original International Olympic Committee (IOC) rule on hosting the Games made this an ambitious challenge. The rule, which was approved in 1926 when the IOC established a cycle of Winter Games, clearly stated that the IOC will select the place for the Olympic Winter Games and will reserve priority to the country arranging the

Summer Games of that particular Olympiad provided that the latter can furnish sufficient guarantee of its ability to organize the Winter Games in their entirety². Undaunted by this Olympic rule the Canadian officials in these early years concentrated on gaining the hosting privilege for only the winter portion of the Olympic celebration. The Canadian bid strategy that was developed and adopted throughout most of this time period was designed to present both a strong argument for Canada's climatic suitability for staging winter sports competitions and a creative proposal to sublet the Winter event from the chosen Summer Games host country. For each of these bids in 1932, 1940, 1944, and 1956 the City of Montreal also remained as the COC's preferred choice as a possible Canadian host for the Winter Games.

During this same period of time, the COC virtually ignored the possibility of a Canadian Summer bid. The first signs of evidence related to the possibility of a Canadian bid for the Summer events can ultimately be categorized as brief flickers of interest that were quickly extinguished. Although references can be found in the IOC Session minutes regarding expressions of interest from both Halifax for 1928³ and a combined Toronto/Montreal bid for 1940⁴ there is no further evidence to suggest that these statements of interest were ever developed into official bids. Media reports of a potential Vancouver bid for the 1936 or 1940 Summer Games can also be regarded as a mere expression of interest and nothing more. These flickers of interest were then followed by a concrete, albeit, poorly planned attempt by Toronto for the 1960 or 1964 Summer celebration. It would not, however, be until almost a decade later, when Montreal took the initiative to seek the hosting privilege for the 1972 celebration, that an officially accepted Summer bid to the IOC would be made by a Canadian city.

1932 Olympic Winter Games

It was in 1928, at the Winter Games in St. Moritz, that the COC first invited the IOC to consider holding an Olympic celebration on Canadian soil. The 1932 Summer Olympic Games had

already been awarded to Los Angeles⁵ and the United States was expected to exercise its right to also stage the Winter Games for that same year. However, US Olympic Committee chairman Gustavus Kirby's public acknowledgment of Canada's bid and the country's suitability for winter sports encouraged the Canadians to believe in the possibility that a non-American Winter Games site for 1932 might still be chosen. Guided by the enthusiastic leadership of chairman Patrick (P.J.) Mulqueen, the COC requested that the United States Olympic Committee forward a proposal to the Los Angeles Games organizers to consider a Canadian staged celebration of the Winter events⁶.

In Canada, the selection of a suitable host city candidate moved rapidly from speculation to a firm decision. Mulqueen publicly launched Canada's bid with an announcement to the media that Montreal or Banff would serve as a feasible site for holding the Winter celebration⁷. The possibility of Banff as a contender appears to have carried little weight next to the advantages of the Montreal site⁸, however, as Mulqueen quickly confirmed the endorsement of the Montreal site for the bid candidacy in the same announcement to the media⁹. In addition, Calgary's own *Albertan* newspaper coverage of the announcement also ignored Banff as a potential candidate and only reported the name of Montreal for the bid¹⁰.

Had the site for the 1932 Winter Games been decided in St. Moritz in 1928, it is possible to speculate that Montreal might have been chosen over an American location. The validity of Canada's argument for the importance of suitable climatic conditions was strongly reinforced by the disastrous effects of that and warm rains on the February 1928 Winter Games schedule¹¹. However, the formal decision by the IOC on a site for 1932 Winter events was not scheduled to take place until April 1929.

Between February of 1928 and April of 1929 the United States set out to prove to the IOC that there were several sites in the country that could guarantee their suitability to stage the Winter Games. Duluth entered the bidding competition shortly after Montreal on February 21, 1928,¹² the Los Angeles organizers con-

timied to maintain their conviction that an acceptable site could be found in California's mountain region¹³, and the Lake Placid Club in upper New York State adopted a bid strategy of emphasizing the advantages of Lake Placid over the disadvantages of Montreal as the Games site¹⁴. In total, seven United States candidates¹⁵ arrived at the April 1929 meeting of the IOC fully prepared to present detailed bid proposals¹⁶.

Canada's own representative, Sir George McLaren Brown, arrived at this same meeting unprepared to present an equally detailed bid proposal¹⁷. The lack of existing primary source documentation pertaining to this bid makes it impossible to provide an explanation for why this occurred. What is known from the detailed newspaper accounts of the Montreal attempt, is that the preparation of Canada's first official bid documents became a series of hastily prepared but fact-filled cablegrams between McLaren Brown, in Switzerland, and James Merrick, representing the COC in Montreal¹⁸. These last minute efforts by Montreal's bidders, however, were not strong enough to dissuade the IOC from recognizing the priority of a capable United States site's right to hold the Games. Lake Placid emerged as the 1932 Winter Games host¹⁹, much to the dissatisfaction of both the Los Angeles²⁰ and Montreal²¹ delegates. Ironically, and in keeping with their claim of having suitable winter conditions, Canada did ultimately play a small but crucial part in the 1932 Winter celebration. Just as weather had played havoc with the 1928 St. Moritz Olympic events schedule, the lack of snowfall at Lake Placid forced the Games organizers to look to their Canadian neighbours in the north to help provide the necessary snow to

make competition possible at many of the venues .

1936 and 1940 Summer Olympic Games

The surprising gold medal performances of Percy Williams at the 1928 Summer Olympic Games and the resulting joyous celebration by the citizens of Vancouver almost lead to a first Canadian Summer bid. Included among the many suggestions to honour Williams that were reported by the media was a proposal by

Amateur Athletic Union (AAU) president, A.E. Tennant, that Vancouver seek the 1936 or 1940 Summer Olympic Games²³. There are, however, no further sources that have been found to shed light on this proposal. It appears to have merely been an impetuous suggestion that was quickly pushed aside by the original issue of planning Williams' future welfare²⁴.

1940 Olympic Winter Games

Research, to date, on the 1940 bid competition presents two different accounts of Canada's participation - the media's account of an active bid effort by the Canadians and the IOC's account of a bid competition with no official Canadian contender. According to the accounts found in newspaper articles written at the time of the 1936 IOC Session, where the site of the 1940 Winter Games was to be decided, Canada planned to once again seek the hosting privilege for the Winter celebration. The media also reported that Mulqueen, of the COC, intended to submit a two-part proposal which would include a formal announcement of Montreal's bid and a request for the IOC to consider approval of a motion to allow the Winter and Summer celebrations to be held in separate countries²⁵. At this point in the research process, however, the question of intention versus action must be taken into consideration when piecing together this account. A cautionary approach is warranted since preliminary research of limited IOC sources has revealed a different account of the 1940 bid competition. This account of the 1936 IOC Session is potentially significant as it contains absolutely no mention of Montreal's bid or Mulqueen's request that separate countries be allowed to host the Winter and Summer Olympic Games²⁶. What is consistent and clear in both the IOC²⁷ and media²⁸ sources is that the 1940 Summer site was selected and the award went to Tokyo. This decision, in turn, assured Japan of first priority in the IOC's consideration of a site for the 1940 Winter celebration. However, the awarding of the 1940 Winter Games was instead postponed for one year²⁹.

At the 1937 IOC meeting, committee members ultimately chose to maintain their policy of "reserve priority" and selected the Japanese site of Sapporo for the Winter events. Although, according to media sources³⁰, Canadian officials had planned to carry forward their efforts to bid for the 1940 Winter Games to the 1937 IOC Session, there is again no reference to a Canadian bid in Lyberg's study³¹ of the IOC minutes dealing with the award of these Games. It is interesting to note, however, that while Canada's pleas³² had failed to convince the IOC to modify the reserve priority of the Winter Games award, the minutes of this IOC session show that those of Norway's Fearnley resulted in a promise to discuss the issue at the 1938 Session³³.

Due to a unique twist of fate, Canada was given another opportunity to be considered for the 1940 event on the second shuffle to relocate the Winter Games. In July of 1938 the IOC was, for the first time, forced to seek new sites for both the 1940 Summer and Winter Games when Japan's focus shifted from preparations for the Olympics to the possibility of the country going to war. Journalists assigned to cover the site shift avidly followed news of Japan's withdrawal, the world reaction to the announcement, and the speculations as to which country would be chosen as the new host³⁴. Although the media speculation had seemed to favour a Finnish site receiving the award³⁵, the IOC chose to re-award the Winter Games to St. Moritz³⁶. This, however, proved to be an ill-fated choice when the Swiss refused to include ski demonstrations in place of full - fledged competi-

tions in the Olympic program .

At the June 1939 meeting of the IOC, where the focus was meant to be on the selection of the 1944 host cities, the committee members unexpectedly found their attention also focused on the additional task of once again relocating the 1940 Games. Under these unique circumstances, Canada's bid for the renewed competition to host the 1940 Winter Games was issued with the attached condition that the invitation would not effect the chances for their then current 1944 Winter candidature³⁸. In addition, the IOC also considered Oslo, Garmisch - Partenkirchen,

and Lake Placid to fill the twice-vacated position of 1940 Winter Games host³⁹. The Games were finally awarded to Garmisch-Partenkirchen before they were finally irrevocably cancelled due to Germany's invasion in Poland in September 1939.⁴⁰

1944 Olympic Winter Games

In 1938 the newly renamed Canadian Olympic Association (COA) issued their third invitation to the IOC to hold the Winter Games in Montreal⁴¹. While an examination of newspaper sources at first creates the image of a joint Montreal - London bid, this image can quickly be shown to be incorrect. Although the media wrote of an Empire Plan that linked the Montreal Winter bid to the British Summer bid from London⁴² these two bids were treated as entirely separate candidatures by the IOC⁴³. In addition, the 1938 IOC shift from the reserve priority stipulation of the Olympic Winter Games selection rule to the possibility of separate countries being considered as Winter and Summer Games hosts made a joint bid strategy entirely unnecessary⁴⁴.

With this bid, Montreal was also finally learning to play the bidding game, as evidenced by the composition of their bid delegation to the June 1939 London meeting of the IOC. In addition to the IOC Member in Canada, James Merrick, the COA sent P.J. Mulqueen⁴⁵, and the City of Montreal sent their Mayor, William Northey⁴⁶. Unfortunately, the Canadian delegations' increasing bid savvy still proved to be insufficient to win the host city award. In a close competition for the hosting privilege the IOC chose to award the Winter Games to Cortina d' Ampezzo⁴⁷. Like the 1940 Olympic Winter Games though, the celebration would also eventually be cancelled due to World War II.

1956 Olympic Winter Games

When World War II caused the cancellation of the Olympic Games, the bidding competition was also effectively forced into hiatus until the War ended and the Olympic celebrations began again in 1948. It did not take long, however, for Canadian sports officials to subsequently reestablish their quest to gain the job

of Olympic Games host. In 1949, Montreal and the COA decided to once again enter the bidding competition by way of a proposal to host the 1956 Olympic Winter Games.

The bid by Montreal for 1956 can be regarded as a significant point within the chronological history of Canada's bid attempts. It is the first Canadian bid for which information can be pieced together through the use of primary source documents and less reliance on newspaper articles. The most important of these primary sources is a copy of what is the equivalent of the modern bid book. In addition, correspondence between the COA and Montreal's bidders sheds some light onto the timeline for the bid attempt, provides details of the types of information required by the IOC, and shows the level of assistance given by the COA during this particular time period of Olympic bidding history.

Dates from existing correspondence between the bid committee and COA president, Sidney Dawes, seem to suggest that the majority of the critical work on the bid was still incomplete only one month before the bid presentation was to be made in Rome⁴⁸. There also appears to have been some question at that same time as to whether Montreal still wished to even proceed with a bid for the 1956 celebration⁴⁹. Nonetheless, in late March and early April of 1949, Dawes provided the Committee with advice regarding the information on facilities and letters of support for the proposal that were required elements of the bid document⁵⁰. Throughout April the necessary letters of support from the various levels of government were obtained⁵¹ and by the month and deadline the Montreal committee created a bid book to present to the IOC.

In late April of 1949, the City of Montreal sent the bid committee president, J.O. Asselin, to present Canada's candidature at the IOC meeting in Rome⁵². Asselin carried with him a bid document filled with photos, general promotional information, and the necessary letters of support from the Mayor of Montreal, the Premier of Quebec, and the Prime Minister of Canada⁵³. All of these efforts by Montreal, however, proved to be in vain. In a repeat of the 1944 Games voting outcome, the IOC again selected

Cortina d' Ampezzo. This time, as the host for the 1956 Winter Games, Cortina had received an overwhelming thirryone votes to runner-up Montreal's seven votes⁵⁴.

1960 Summer Olympic Games

In April of 1954 the City of Toronto became the second Canadian city to arrive, by an indirect route, at a proposal to be considered as host for the Summer Olympic Games. Politicians from both the Committee on Parks and Exhibitions and the City Council had first been granted the authority to submit an earlier bid to gain the hosting privilege for the 1954 British Empire Games. The attempt, however, proved to be unsuccessful against the competition from a Vancouver bid and, subsequently, Toronto's focus was redirected, in 1954, towards making a bid to host an Olympic celebration⁵⁵. Unfortunately, this effort to launch an Olympic bid, although intended to be quite serious and thoroughly planned, would ultimately turn out to be defeated by a series of premature and late starts, misinformation, and a lack of communication on the part of the bidders.

An examination of the initial efforts of the Toronto politicians provides proof of their serious commitment towards the goal of creating a bid that would place the City in contention to be host of the Summer celebration. As a first step towards realizing this goal, a special committee was formed for the purpose of examining the value of hosting the Games. The Committee investigated both the financial and the facilities benefits associated with the Games, the positive publicity for a host site, and Canada's chances of being chosen as an Olympic host⁵⁶.

In addition, Toronto's bidders also proceeded to obtain the necessary support from both the COA and Toronto's City Council. As a first step, the bid proposal was presented to the COA in conjunction with a request that the required endorsement of the Association be granted. COA members voted unanimously to support Toronto's bid attempt, on the basis of the many fitness, health and tourism benefits that hosting the Games could po-

tentially bring to the community and country at large⁵⁷. With this endorsement from the COA and the findings of the special committee report in hand the bid was at last presented for the official approval of Toronto City Council. In April 1954 Council approved both the bid attempt and a recommendation that the invitation for the Summer Games be personally presented to the IOC by Mayor Allan Lamport⁵⁸. It is from this point onward in Toronto's preparations that the smooth organization of the candidature and actions taken by the bidders began to unravel.

In May of 1954 Mayor Lamport traveled with Ontario Hydro Chair and COA representative, Robert Saunders, to the IOC meeting in Greece in order to formally present the Toronto Olympic bid⁵⁹. This action was also premature and in direct violation with the 1953 ruling -of the IOC which had clearly stipulated that no bid invitations were to be presented at the 1954 IOC Session⁶⁰. Unfortunately, the small number of existing documents for this bid does not provide an explanation of why this premature approach was made. It is, however, possible to speculate that perhaps an awareness and concern over the reported interest of between nineteen and thirtytwo American cities⁶¹ may have been the catalyst for Toronto's actions. What can be documented as fact, is that Mayor Lamport's attempt to get in ahead⁶² was a breach of etiquette that did little to instill a favourable impression upon the IOC's members⁶³.

Almost one year later, in March of 1955, the City of Toronto was still supportive of the plan to bid for the 1960 Summer Games. Approval was once again granted for the Mayor to present the formal bid invitation to the IOC at their annual meeting. In addition a recommendation was also approved to create an Olympic Games Committee that would function in an advisory capacity to the Mayor during the bid effort⁶⁴. This renewed surge of effort came to an abrupt halt when the City was informed by Sidney Dawes that the Toronto group had missed the March 1, 1955 IOC submission deadline for invitations to host the 1960 Games. A bid from Toronto would simply not be considered by the IOC⁶⁵.

Toronto's bidders were forced to instead look ahead and set a new goal of becoming the 1964 Summer Games host.

1964 Summer Olympics

Toronto

While the IOC was listening to bid presentations for 1960, at their June 1955 annual meeting, Toronto's Olympic Games Committee was at home recommending to City Council that the Mayor be asked to correspond with the IOC and indicate an interest in hosting the 1964 Games⁶⁶.

The record of this recommendation is the last reference to a 1964 Summer bid attempt found in Toronto's City Council minutes for this period. In addition, in 1956, when a second Canadian city considered taking up the challenge of a bid attempt there is no local media coverage by journalists to report on any corresponding action by a Toronto bid group. When it was time for the IOC to choose a host for the 1964 celebration Toronto was not even entered as a candidate in the competition⁶⁷. Unfortunately, research to date has failed to uncover any documents or oral sources that might provide an explanation for why the Council - endorsed bid attempt had been abandoned.

Vancouver

In January of 1956, a confident boast made by COA president Sidney Dawes that either Toronto or Vancouver could successfully host the Olympics sparked another ripple of mixed interest in a Canadian bid for 1964 Summer Games⁶⁸. For this second attempt it was the sports and civic leaders from Vancouver that briefly contemplated jumping onto the bandwagon of Olympic boosterism. The possibility of turning Dawes' boast into a reality initially appeared to gather some support through the positive acclamations received from the Vancouver Trades and Labour Council, Vancouver Mayor Fred Hume⁶⁹, influential Vancouver Sun sports editor Erwin Swanguard⁷⁰, and the Premier W.A.C. Bennett⁷¹. However, at the same time that the media was reporting on the

reactions in favour of an attempt, articles with headlines such as Vancouver pooh poohs Olympic Games in '64 were also highlighting the apathy of Vancouver's sports leaders and citizens towards efforts to launch a bid⁷².

Just as quickly as the idea of a bid attempt sparked the interest of several influential individuals and garnered attention from the local newspapers it appears to have simply been dismissed as a possibility. Like the earlier proposed candidature by Toronto for 1964, no written or oral sources have been found to explain the outcome of a possible Vancouver bid. The record of the attempt abruptly ends with the newspaper articles of late March 1956⁷³ and the first and only municipal government reference to the bid in the March 20, 1956 meeting minutes of Vancouver's civic finance committee⁷⁴. However, this suggestion of a Sumer Games bid for 1964 served the purpose of planting the seeds of inspiration that would later blossom into a dedicated effort to bring an Olympic celebration to the Vancouver vicinity. Through the continued advocacy of leaders such as Dawes, Bennett (W.A.C.), and Hume and the adjustment to a more suitable goal to host the Winter Olympics, the Vancouver/Garibaldi bid efforts would begin in earnest at the advent of the 1968 hosting competition.

Conclusions

The facts presented in this paper were deliberately chosen to serve as the starting point in presenting the factual evidence that has begun to be drawn together in order to chronicle and preserve Canada's whole bidding history. It is important however, to understand that the presentation and preservation of these facts represent only one aspect of a larger research and analytical project designed to also look at the IOC bid process as a whole. Equally important in this ongoing research project is the need to also examine the evolution of the general bid process, perform critical analysis on the existing bid requirements and procedures, and ensure that the knowledge gained will be shared with future Olympic host city candidates and the IOC.

Notes

1. This paper presents only one small but significant section of an ongoing, in-depth study of Canada's whole Olympic bidding history and the evolution of the general IOC bid process that is being carried out by the author. Due to the limitations placed on the length of this paper and the presentation time, the emphasis has been placed on an examination of only the historical chronology and factual evidence of Canada's early Olympic host city bids.
2. Michael Morris Killanin, and John Rodda, *The Olympic Games* (Don Mills: Collier Macmillan Canada, 1976), 176.
3. Wolf Lyberg, *The IOC Sessions 1894-1955: volume 1* (Sweden: Swedish Olympic Committee, 1989), 96.
4. Montreal did make a bid for the 1940 Winter Games, however, there is no evidence to suggest that it was with Toronto except in the minutes of the 31st IOC Session held in Los Angeles in 1932 where the joint bid is referred to as an unofficial candidature. See I bid., 168.
5. Wolf Lyberg, *The IOC Sessions 1894 - 1955: volume 1* (Sweden: Swedish Olympic Committee, 1989), 113.
6. "Seeking 1932 Olympiad", *Montreal Gazette*, 15 February 1928, p. 13.
7. "Canada Suggested for Olympic Events", *Globe and Mail*, 15 February 1928, p. 11.
8. Frederick Wilson, "Scanning the Sport Field: Winter Olympic Games for Canada", *Globe and Mail*, 15 February 1928, p. 10.
9. Canada Wants Winter Sports of the 1932 Olympic Games, *New York Times*, 15 February 1928, p. 18.
10. Canada Bidding for Winter Games, *Albertan*, 15 February 1928, p. 8.
11. Frederick Wilson, Scanning the Sport Field: Another Argument for Canada, *Globe and Mail*, 16 February 1928, p. 6, and Olympic Winter Card is Ruined by Thaw, *Globe and Mail*, 16 February 1928, p. 6.
12. "1932 Winter Olympic Games Will be Sought by Duluth", *New York Times*, 22 February 1928, p. 27.
13. "California Official is Indignant Over Olympic Winter Sports Award", *Globe and Mail*, 11 April 1929, p. 21.
14. "Canada and United States Heads Battle for Winter Sports Program", *Globe and Mail*, 9 April 1929, p. 11.
15. By the time of the April 1929 IOC Session in Lausanne there were representatives for seven United States cities vying for the privilege to host the Winter Games. These seven cities included Bear Mountain, New York; Denver, Colorado; Duluth, Minnesota; Lake Placid, New York; Lake Tahoe, California; Minneapolis, Minnesota; and Yosemite Valley, California. See Wolf Lyberg, *Fabulous 100 Years of the IOC* (Lausanne: International Olympic Committee, 1996), 308.
16. "Canada and United States Heads Battle for Winter Sports Program", *Globe and Mail*, 9 April 1929, p. 11.
17. Ibid., and "Canadians Fighting Hard for Olympic Winter Games", *Globe and Mail*, 10 April 1929, p. 10.
18. Ibid.

19. "New Bobsled Run for Lake Placid", *Globe and Mail*, 11 April 1929, p. 21.
20. "Lake Placid Chosen by Olympic Body", *New York Times*, 11 April 1929, p.25.
21. "Ruling is Explained", *Montreal Gazette*, 12 April 1929, p. 18.
22. Martin Connors, Diane L. Dupuis, and Brad Morgan, *The Olympics Factbook* (Chicago: Visible Ink Press, 1992). 18.
23. "Urges Olympic Meeting Here", *Vancouver Sun*, 6 August 1928, p. 1, and "Vancouver Suggested for Future Olympiad", *Globe and Mail*, 7 August 1928, p. 8.
24. "Initial Meeting of Williams' Committee is Fixed for Monday", *Vancouver Province*, 5 August 1928, p. 28.
25. "Canada Seeks 1940 Winter Olympic Games", *Globe and Mail*, 28 July 1936, p. 1.
26. Wolf Lyberg, *The IOC Sessions 1894 -1955: volume 1* (Sweden: Swedish Olympic Committee, 1989), 196.
27. Ibid.
28. Arthur J. Daley, "Japan Will Hold Olympics of 1940", *New York Times*, 1 August 1936, p. 6.
29. Elmer Dulmage, "Japan Awarded Olympic Games", *Globe and Mail*, 1 August 1936, p. 6.
30. Elmer Dulmage, "Postpone Decision on Olympic Games", *Globe and Mail*, 31 July 1936, p. 7.
31. Wolf Lyberg, *The IOC Sessions 1894 - 1955: volume 1* (Sweden:Swedish Olympic Committee, 1989), 203.
32. Ibid., 168 & 174, and "Ruling is Explained", *Montreal Gazette*, 12 April 1929, p. 18.
33. Ibid.
34. Finland Favored for Olympics Host as Japan Drops Out, *New York Times*, 15 July 1938, pp. 1&5, and "Japanese Shamed by Loss of Games", *New York Times*, 15 July 1938, p. 5.
35. Ibid.
36. Wolf Lyberg, *The IOC Sessions 1894 - 1955: volume 1* (Sweden:Swedish Olympic Committee, 1989), 211.
37. Wolf Lyberg, *The IOC Session 1894 -1955: volume 1* (Sweden, Swedish Olympic Committee, 1989), 217 & 218, and "Swiss May Lose 1940 Winter Games", *Globe and Mail*, 9 June 1939, p. 20.
38. Jack Brayley, "44 Winter Olympics to Italy", *Montreal Herald*, 9 June 1939, n.p.
39. 1*8 Jeux d'hiver sont Accordes aux Italiens", *Le Devoir*, 10 June 1939, p. 11.
40. Martin Connors, Diane L. Dupuis, and Brad Morgan, *The Olympics Factbook* (Chicago: Visible Ink Press, 1992), 21. 41.AAU of C, *Annual Meeting Minutes - Report of the COA*, 28 November 1946.
42. Jack Brayley, "44 Winter Olympics to Italy", *Montreal Herald*, 9 June 1939, n.p.
43. Wolf Lyberg, *The IOC Sessions 1894 -1955: volume 1* (Sweden: Swedish Olympic Committee, 1989), 219.

44. Wolf Lyberg, *The IOC Sessions 1894 - 1955: volume 1* (Sweden: Swedish Olympic Committee, 1989), 209.
45. "Hitch on Refusal by St. Moritz", *Montreal Herald*, 8 June 1939, n.p.
46. Montreal, City Council, *Extrait du Comité Exécutif de la Cité de Montréal*, 23 May 1939.
47. Cortina d' Ampezzo (16 votes) and Montreal (12 votes) emerge as the victor and the runner-up in the voting for the 1944 Winter Games host, well ahead of Oslo (2 votes). See Wolf Lyberg, *Fabulous 100 Years of the IOC* (Lausanne: International Olympic Committee, 1996), 309.
48. Sidney A. Dawes, letter to J.O. Asselin, 4 April 1949.
49. Sidney A. Dawes, letter to J.O. Asselin, 29 March 1949.
50. Sidney A Dawes, letter to Camillien Houde, 29 March 1949, and Sidney A. Dawes, letter to J.O. Asselin, 4 April 1949.
51. M. Duplessis, letter to the IOC, 8 April 1949, Government of Canada, letter to the IOC, 8 April 1949, and Camillien Houde, letter to the IOC, 11 April 1949.
52. Montreal, City Council, *Extrait du Comité Exécutif de la Cité de Montréal*, 13 April 1949.
53. Comité Olympique de Montréal, *Montreal Vous Invite*, April 1949.
54. "Melbourne will be Site of Summer Olympics; Winter Sports to Italy", *Globe and Mail*, 29 April 1949, p. 20.
55. Toronto, Committee on Parks and Exhibitions, Report No. 7, *Appendix A - Holding of Olympic Games in Toronto in 1960*, 6 April 1954: 1028.
56. Ibid.
57. Ibid., 1029.
58. Ibid.
59. "Lampport, Saunders Arrive at London", *Globe and Mail*, 23 April 1954, p. 26.
60. Wolf Lyberg, *The IOC Session 1894 - 1955: volume 1* (Sweden: Swedish Olympic Committee, 1989), 301.
61. Toronto, Committee on Parks and Exhibitions, *Report No. 7 - Appendix A - Holding of Olympic Games in Toronto in 1960*, 6 April 1954: 1029, and "Lampport, Saunders Arrive at London", *Globe and Mail*, 23 April 1954, p. 26.
62. "Canada is First to Present Bid for '60 Olympiad", *Globe and Mail*, 10 May 1954, p. 23.
63. Sidney A. Dawes, memorandum (to COA members), 3 April 1962.
64. Toronto, Board of Control, Report No. 7, *Appendix A - Holding of 1960 Olympic Games in Toronto*, 14 March 1955: 612.
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"GREEN GAMES" - THE ENVIRONMENTAL EFFORTS OF THE INTERNATIONAL OLYMPIC COMMITTEE AND THE LILLEHAMMER OLYMPIC ORGANIZING COMMITTEE

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Introduction

The Modern Olympic Games are arguably humankind's most significant, celebrated and spectacular festival of sport. Resurrected in 1896, by a Frenchman, Pierre de Coubertin, and loosely based on the ancient Greek tradition, the Modern Games were to symbolize the cornerstones of progress and health for the youth of today (Coubertin, 1915, p. 115). Coubertin's vision of the Games extended beyond athletics. He had aspired to showcase a variety of cultural events at the Games, including art and aesthetics, so that the spirit of the Games would evoke a sense of eurythmy, an ancient ideal based on harmony and practice (Loland, 1996a). This balance has come to typify the nature of the Games as a sport and cultural mosaic is established with each celebration.

Coubertin regarded sport and culture as the two dominant pillars of an ideology that has come to characterize the essence of the Olympic Movement¹: Olympism. As outlined in the Olympic Charter, the goal of Olympism is to create a peaceful society concerned with the preservation of human dignity. Olympism epitomizes a way of life, in which the joys, morals and ethics of sport provide an example for every day living.

In September 1991, at the First International Conference for Cities and Regions Organizing the Olympic Games, International Olympic Committee (IOC) President, Juan Antonio Samaranch asserted that Olympism would welcome an additional element: the environment. Largely as a result of the environmental planning

initiatives of the Lillehammer Olympic Organizing Committee for the 1994 Winter Olympic Games, Samaranch contended that the Olympic Movement would adopt an audacious ecological policy (Clare, 1994, p. 49). He aspired to name the environment as the third Olympic pillar.

Environmental concerns were first addressed by a host city, albeit rather loosely, at the 1992 Albertville Winter Olympic Games. Co-presidents Jean-Claude Killy and Michael Barnier of Albertville's Comité de l'Organisation pour les Jeux Olympiques (COJO), marveled at how their environmental protection planning efforts for the Games were the first of their kind in Olympic history (Riding, 1992). These efforts notwithstanding, Albertville was fraught with many environmental concerns due to poor planning initiatives (Chernushenko, 1994).

Of these concerns, the bobsleigh and luge track was most disturbing. Constructed on an unstable slope within close proximity of a village, COJO was forced to provide residents with gas masks in the event that the track's refrigeration coolant system of ammonia leaked and presented a threat to the residents. Poor planning initiatives were also evident in a number of other Albertville venues. The biathlon and nordic skiing finishing area at Les Saisies, for example, was constructed in a rare wetland of protected status. The bog was nearly destroyed as a result of the significant number of athletic competitors and spectators that had frequented the area during the Games. Although COJO was convinced that the Games were good for the environment, poor planning efforts, as demonstrated by the aforementioned examples, were common place (Riding, 1992, p. 13).

Albertville's disaster proved to be Lillehammer's triumph. As the 1994 Winter Olympic Games shifted to this small Norwegian town of 24,000, concern for the environment was placed at the forefront. Norwegian Prime Minister Gro Harlem Brundtland (former President of the Environment Commission for the United Nations), promised that Lillehammer would deliver the first completely Green² Games (Clare, 1994, p. 49). Lillehammer held true to its promise and introduced an environmental model that would

serve as a source of inspiration for future Olympic bid and host cities.

The greening of the Olympic Games is the primary focus of this argument. Specifically, this paper will analyze the verbal and written environmental commitments of the IOC, as well as the demonstrated environmental protection efforts of the LOOC. It will be argued that the environmental efforts of the LOOC have acted as a catalyst for present day IOC commitment to the environment.

There are four elements that will assist in the assessment of this commitment. First, the connection between sport and the environment is rationalized. To elaborate, the history of sport and the environment, and its natural connection, as expressed by Chernushenko (1994), is forwarded. Through his ecosophy of sport analysis, Loland (1996b) identified how sport's move from natural to artificial settings has severed this once prominent connection. Present day sport community environmental concerns are also advanced. Second, the verbal and written commitments of the IOC are examined. Precisely, the signed alliance with the United Nations Environment Programme (UNEP), The Centennial Congress - The Congress of Unity, the establishment of the Sport and Environment Commission (SEC), and the First and Second World Conferences on Sport and the Environment are discussed. Third, the demonstrated environmental initiatives of the LOOC are analyzed. Of these initiatives, the following five large scale sporting event environmental criteria, professed by Chernushenko (1994), are assessed: public involvement/monitoring systems, venue construction/renovation initiatives, conservation efforts, transportation initiatives, and waste management/recycling efforts. Chernushenko (1994) contended that each of the aforementioned criteria are paramount in staging an environmentally friendly large scale sporting event, such as the Olympic Games. In addition, the strengths and shortcomings of some of the LOOC's environmental efforts are mentioned. Last, the benefits and issues of legacy associated with Green Olympic Games are investigated. Through an analysis of the pertinent IOC and LOOC

literature and consulting reports, it will be revealed that the LOOC was instrumental in furthering the IOC commitment to the environment.

Sport and the Environment - A Severed Connection

Chernushenko (1994) contended that the connection between sport and the natural environment was one characteristic that was predominant in sporting practices from ancient civilization to the Industrial Revolution. During these periods, sport was practiced in remote areas, removed from the villages and towns. As a result, many of sport's earliest practitioners possessed a highly developed understanding and appreciation of their natural environment.

After the Industrial Revolution, however, Chernushenko (1994) claimed that sporting practices moved "away from the natural and towards the artificial" (p. 15). The link between sport and the environment became less pronounced, as sport was organized within the confines of «human-made» facilities. According to Chernushenko (1994), this move towards an artificial environment contributed to a sporting community with a diminished understanding and concern for the environmental health upon which it is in fact highly dependent (p. 29).

Historically, the environmental movement has been opposed to sporting practices. Some environmentalists (e.g., Faarlund, 1989, Naess, 1977), have viewed sport and its ideals as «elitist and exclusionary», and have hence rejected its practice (Faarlund, cited in Loland, 1996b, p. 70). The principles of environmentalists are largely embedded in «self-realization» and the potential for others to achieve such a state. Specifically, environmentalists have contended that the principles of "cooperation and symbiosis" alone are instrumental in achieving a «self-realized» state (Loland, 1996b, p. 70). Many environmental advocates are of the opinion that these principles are absent in sport, and are thus hesitant to accept its ideals and practices.

Recently, however, Lolant (1996b) argued that "if practiced within a sound framework", the principles of sport could be of

tremendous value to the ecological movement (p.70). His argument is based on Naess's (1977) ideal of ecosophy. According to Loland (1996b), ecosophy is understood as a personal [or] total view on the relations between ourselves and nature which guide our decisions and [appreciation] of the environment (p.71). When practiced in natural settings, outdoor sports provide an opportunity to appreciate the relation between one's self and nature. For example, an outdoor sport such as nordic skiing is filled with periods of rest, relaxation and appreciation for the environment. Such periods of physical inactivity have the potential for developing "a deep sensitivity for nature" (Loland, 1996b, p. 85). Loland (1996b) would like to see sport practiced in direct association with nature. If practiced in this manner, he is of the opinion that ecosophical thinking could ally the two movements.

While an ecosophical approach may provide a means of reconnecting sport and the environment, there are a number of environmental repercussions - largely emanating from the planning and construction initiatives of sporting facilities and events - that have hastened a merger between the two movements. Facility and event management practices have contributed to a variety of environmental woes such as energy consumption, ozone depletion, greenhouse gas emissions, soil erosion, water pollution, and habitat and biodiversity loss. Chernushenko (1994) provided three examples of facility practices that are illustrative of this claim:

- The British Short Council's National Centres consume close to US \$1 million of energy per year, adding around five hundred thousand tons of carbon dioxide to the atmosphere;
- The typical American professional football/baseball game adds between 30,000 and 50,000 disposable cups to the local land fill; and
- Canada's 2300 ice arenas and 1300 curling rinks consume more than one million MWh of electricity annually and leak ammonia and CFC coolants to the atmosphere (p.23).

Chernushenko (1994) also identified a host of short-term and long-term environmental threats to both sport and society. Some of the short-term threats are: airborne smog, poor indoor air-

quality, toxic chemicals, pesticides, water-borne pollutants/bacteria, noise, and cigarette smoke. Of the long-term threats, ozone layer depletion, climate change, habitat/biodiversity loss, radioactive contamination, accumulation of toxins, soil and water contamination and acid rain are the most devastating.

The connection between sport and the environment - once so natural - has deteriorated with the onset of artificial and modern sport practices. A host of environmental concerns have emerged, partially as a result of poor sport facility and event management tactics. Since 1991, the IOC has attempted to broach the relationship between the two movements.

The IOC and the Environment - Reconnecting the Past

In keeping with Coubertin's ideal of "respect for universal and ethical principles", Samaranch believed that the Olympic Movement made for a natural advocate and partner of the environmental cause. Shortly following his declaration of the environment as the third pillar of Olympism, the IOC Executive Board amended the Olympic Charter and introduced a number of written initiatives that emphasized environmental stewardship in the bidding and hosting efforts of the Games.

The first of these initiatives occurred in 1992, at the "Planet Earth" summit in Rio de Janeiro, Brazil. At the summit, the IOC asked that all International Federations of Sport (IFs) and National Olympic Committees (NOCs) sign the "Earth Pledge" to ensure that positive contributions would be directed towards environmental protection efforts by all facets of the Olympic Movement. Upon completion of the 1994 Lillehammer Winter Olympic Games, a cooperation agreement between the IOC and the United Nations Environment Programme (UNEP) was signed. Key to this agreement was the development of environmental guidelines for all 2002 Olympic Games bid cities (see Appendix A). These requirements were further amended in 1995 (see Appendix B).

The IOC commitment to the environment continued to flourish throughout 1994. In September, the Centennial Olympic Congress - The Congress of Unity, in Paris, devoted one of its four

day sessions to the environment and sport dichotomy. From this session, five conclusions and recommendations concerning sport and the environment emerged. First, it was decided that respect for the environment should figure prominently among the other principles of the Olympic Charter. Second, it was believed that the Olympic Movements concern for the environment should extend beyond the celebration of the Olympic Games. Specifically, it was recommended that a sport and environment commission be established by the IOC. Third, it was suggested that the IOC, in cooperation with organizations and consulting firms that have expertise in the realm of the environment, adopt an environmental education policy so that the sporting community and the youth could be informed of matters that concern the environment and sport. Fourth, it was recommended that sport be coordinated and executed in a green manner; one in which sustainable development practices were promoted and implemented. Last, participants maintained that the environment must be regarded as an important criterion in the selection of future Olympic Games host cities. It was suggested that the environmental initiatives proposed by each bidding city be carefully considered by the Olympic Selection Committee (Olympic Review, 322, 1994).

Following the Congress of Unity, the First World Conference on Sport and the Environment was staged in Lausanne, Switzerland, in 1995. The conference was attended by more than 190 individuals who represented a diverse array of interests, and included members of the Olympic Movement, government, the United Nations, research centres and universities. After four days of deliberations and discussions concerning topics such as the role played by sport in protecting the environment, the duty of the Olympic Movement to preserve the environment, and environmental sporting infrastructure and construction material practices, it was decided that a sport and environment commission should be created (Mascagni, 1995; Olympic Magazine, 7, 1995).

In response to this final suggestion, the IOC Sport and Environment Commission (SEC), chaired by IOC Vice-President, Pal Schmitt, was created in December, 1995. The purpose of the SEC

is to act in an advisory capacity to the IOC Executive Board with respect to environmental protection practices.

At its first gathering, the SEC drafted a list of eight priority issues to serve as a directive for present and future recommendations and actions pertaining to sport and the environment. These recommendations and actions were as follows

1. To increase the environmental cause to encompass all of the Olympic Movement;
2. To amend environmental guidelines for future host cities;
3. To develop educational material that pertains to sport and the environment;
4. To sponsor a series of conferences and seminars devoted to the environment;
5. To sponsor a National Clean-Up Day with NOCs from around the world;
6. To cooperate with other sport and environment organizations in promoting environmental issues;
7. To promote national and international athletes as environmental ambassadors; and
8. To work with the media in promoting the environment as a priority issue of the Olympic Movement.

In response to the positive feedback that was received from the First World Conference on Sport and the Environment, the SEC suggested that a conference of this magnitude be staged on a biennial basis. Thus, in November 1997, the Second World Conference on Sport and the Environment was held in Kuwait City, Kuwait. More than 200 participants representing 62 countries participated in the discussions and presentations.

The conference featured three major themes: The Olympic Movement's commitment to green practices, government policies on the environment, and ecological practices of various sectors of industry. Once the discussions had terminated, all participants established a resolution to serve as a framework for the SEC and the Olympic Movement in developing sound environmental practices. Included in the framework of the resolution were recommendations that were focused at rectifying the problems faced

by both sport and environmental organizations. An overriding theme of the recommendations was that both sport and environmental organizations should work together to achieve joint solutions on a variety of environmental problems that are associated with sport (Mascagni-Stiuachtis, 1997-1998).

Having declared the environment as the third pillar of Olympism, the IOC has positively contributed to its protection in a number of policy formation manners. The staging of international conferences focused specifically on sport and the environment, and the establishment of the SEC, are two initiatives that demonstrate the IOC's commitment to environmental protection practices. However, it can be argued that the LOOC was responsible for initiating the environmental involvement of the IOC. The LOOC's environmental initiatives are analyzed in the following section.

The LOOC Environmental Initiatives

At the outset of the 1994 Lillehammer Winter Olympic Games, Samaranch (1994) praised the efforts of the LOOC for having made the Games a conciliation, even reconciliation, between nature and culture (p.2). These self-dubbed «Green Games» represented the first significant Organizing Committee for the Olympic Games (OCOG) attempt at implementing environmental protection practices into the Olympic celebration.

Public Involvement/Monitoring Systems

A week following the conclusion of the 1988 Seoul Summer Olympic Games, a group of Norwegian national, regional and local environmental authorities met to establish guidelines for the Games. After a series of discussions, the group agreed to stage the Games in an environmentally friendly manner. They aspired to make Lillehammer "an environmental showcase". The group decided that the 1994 Winter Olympic Games would demonstrate care for the environment in every phase of planning, construction and maintenance of all Olympic-related infrastructure.

Less than two years later, the municipality of Lillehammer and the LOOC spelled out five goals to satisfy all of their environmental aspirations

- To create environmental awareness;
- To take regional considerations into account;
- To create sustainable development and sustainable business growth;
- To take environmental considerations into account in the construction of arenas; and
- To uphold environmental standards at all stages of the event (Haugsjø, 1994, p.2).

To guarantee that all Olympic venues were constructed in an environmentally sound manner (e.g., limited noise from construction vehicles, low energy consumption, the establishment of interior climate monitors), a watchdog system of specifications referred to as "Management, Operations and Maintenance (MOM)" was developed. All potential suppliers and builders were provided with a specimen environmental impact assessment, that identified the environmental requirements that were to be met during venue construction (Chernushenko, 1994, p.245). For example, one requirement stipulated that any building company that removed a tree without MOM authorization would be fined up to US \$10,000, depending on the species (Christie, 1994; Kalosh, 1993).

Venue Construction/Renovation Initiatives

Prior to the construction of any Olympic-related infrastructure, the LOOC identified six environmental requirements to be adopted at each venue. The requirements were as follows

- Sports facility design should adapt to existing architecture and landscape;
- The treatment of the terrain must be taken into consideration when Olympic venues are constructed in untouched areas;
- Environmentally friendly materials such as stone and wood should be given priority in the construction of all facilities;
- Energy efficient solutions (e.g., solar and wind power) should be pursued in the operation of all facilities;

- A list of environmental requirements must be included in each signed supplier and builder contract; and
- Environmental audits should be performed to ensure that all of LOOC's environmental goals were achieved (Haugsj , 1994, p.3).

Conservation Efforts

The LOOC practiced a number of conservation efforts in their Olympic venue preparation efforts. The Huseskogen Bobsleigh and Luge Track is an example. To satisfy a number of environmental and security considerations, the site for this venue was moved from its original location at Olympica Park in Lillehammer to Huseskogen, 15 kilometers north of Lillehammer. Trees were left standing close to the track to protect the ice from the sun, so that the track relied less upon artificial cooling means. The track was also constructed to face north so that the rising sun from the east and setting sun from the west affected the ice as little as possible.

Unlike Albertville, many safety measures were adopted so that the environment would be protected from potential ammonia leaks from the track's refrigeration facility. To ensure that the environment was well protected, all of the refrigeration pipes were encased in a concrete sheel and placed underground in a concrete culvert which ran parallel to the track (Haugsj , 1994).

Hamar Olympic Hall provides another example of the LOOC conservation efforts. The Hall was originally planned to be constructed in a protected wetlands area that served as an important migratory ground for water fowl. However, in cooperation with a number of environmental organizations, the LOOC had the hall moved away from the bird sanctuary so that the nesting and mating practices of the birds would not be disrupted (Christie, 1994; Kalosh, 1993; O' Neill, 1994).

Transportation Initiatives

A number of transportation initiatives were implemented during the celebration of the Games. To ensure that car pollutants were kept to a minimum, nearly all private cars were banned

from the Olympic site for the duration of the Games. Alternative means of transportation - trains and buses - ushered between 20,000 and 80,000 people a day, respectively, to the various Olympic venues (Christie, 1994a; Kalosh, 1993; O' Neill, 1994). As a result of these efforts, Haugsja (1994) contended that bus and train travel accounted for more than 80% of all transportation to and from the Games. Furthermore, several of the key Olympic venues, such as Gjøvik Olympic Cavern Hall, were constructed close to downtown so that they did not require the creation of a separate transportation system (Haugsjå, 1994).

Waste Management/Recycling Efforts

Chernushenko (1994) estimated that during each day of the Games approximately 100,000 people frequented Lillehammer, and consumed close to 300,000 meals. The LOOC devised some waste management strategies to handle this massive influx of people to the region. New sewage treatment plants were constructed, and all visitors were asked to minimize their waste. Chernushenko (1994) added that many of the Olympic sponsors assisted the LOOC with the waste management schemes. For example, Kodak attempted to reduce the photochemical wastes that were produced by all of the Games' press photographers.

The LOOC also demonstrated a number of recycling efforts. Gjøvik Olympic Cavern Hall is one example. As previously mentioned, the hall was carved from inside a mountain. Chernushenko (1994) estimated that approximately 140,000 cubic meters of stone was removed for construction purposes, of which a substantial portion was recycled, and used to create new roads in the area, a new breakwall in the harbour and a beach promenade near to downtown.

Progressive heat regeneration schemes were also developed at many of the Olympic venues. Hamar Olympic Hall and Gjøvik Olympic Cavern Hall were both equipped with a heat regeneration system. The architects had heat circulatory pumps installed that used the excess heat from the refrigeration unit to warm the structures. In both buildings, the heat that was emitted from the

cooling unit was recycled, and used as the principal source of warmth (Haugsjø, 1994).

Strengths

In certain respects, the 1994 Lillehammer Winter Olympic Games could be recognized as an environmental guinea pig. Motivated by an environmentally conscious public and an environmentally committed OCOG, the LOOC environmental programme included many achievements (many of which were legacy related and will be addressed later in this report). Most noteworthy of all the LOOC accomplishments, however, was its leadership efforts in spearheading and monitoring the Games' first ever legitimate environmental programme.

Prior to the construction of any of the Olympic venues, the LOOC appointed one of its managing directors as director of the Controller Department, the group that was held responsible for all environmental affairs. The director ensured that each LOOC Board Member was regularly informed of all environmental protection practices. These regular updates fostered a strong commitment to the environment. As a result, the LOOC made environmental training mandatory for each of its 12,000 members. Bjurgren (1994) reported that the LOOC commitment to the environment had a contagious effect on the entity (p.5). The commitment was such that many officials even wrote on non-chlorine paper! The LOOC also had its practices regularly scrutinized by agencies that were removed from the organization. For example, a few external environmental committees were established and featured a number of prominent Norwegian scientists and consultants who assessed a number of the LOOC's environmental initiatives (Bjurgren, 1994).

Shortcomings

Although Lillehammer introduced a stunning environmental programme that serves as a source of inspiration for current and future Olympic host cities, a post-Games assessment revealed some negative environmental impacts. Foremost among these

degradation practices was the extensive use of land in the construction of Olympic venues and roads. Unfortunately, the exploitation of land contributed to the destruction of a protected forest belt, as well as a hillside forest. Moreover, the landfill sites used during the construction of venues severely affected a Lynx habitat and destroyed a valuable wetland area. Unfortunately, paths and green spaces in Lillehammer that had been declared as recreational during the Games, have now been lost to commercialization interests (Chernushenko, 1994).

Green Games Benefits and Issues of Legacy

Benefits

There are a number of benefits associated with staging an environmentally sound set of games. Chernushenko (1994) listed four benefits for green games organizers, contractors and participants: economic savings, environmental health, human health, and community awareness (p. 69).

Economic savings may be the least obvious of the aforementioned benefits. Chernushenko (1994) stated that green sporting events are typically accompanied by the popular belief that they are expensive to plan, implement and stage. While the initial expenditure to minimize environmental degradation practices (e.g., impact assessments, hiring environmental consulting agencies) may prove costly, the money allocated towards environmental initiatives is devoted to create many economic savings. These reduced costs on sources of energy, material and waste disposal is referred to as eco-efficiency (Chernushenko, 1994).

The 1994 Lillehammer Winter Olympic Games were illustrative of many eco-efficient measures. For example, at Hamar Olympic Hall, the energy savings from recycling heat from the ice-making system expend 2.5 million fewer KWh per annum, a savings of US \$180,000.

The environmental health and human health benefits to Green Olympic Games are evident. The LOOC's environmental initiatives have resulted in reduced greenhouse gas emissions, a reduced

demand for water, innovative waste management schemes, and the protection of parklands. These environmental health aspects have had direct implications for all athletes, spectators, officials and residents of the host community. Environmental protection practices, like the ones demonstrated by the LOOC, have limited the exposure to air pollution, water pollution and other hazardous chemicals for all involved, and posed less of a threat to human health.

A final benefit of Green Games is the community awareness that is fostered by following an environmentally friendly approach. The extensive profile of the Olympic Games has provided an excellent medium for the environmental message. Green Olympic Games serve as a fantastic educational tool for everyone, and are a symbol of pride for all who were involved with the preparations (Chernushenko, 1994).

Legacy

While there are a number of benefits associated with Green Olympic Games, post-Games issues must not be overlooked. Typically, many new venues are constructed for each set of Olympic Games. Prior to the construction of all Olympic-related infrastructure, it is important that the planning initiatives of COGs address and consider the post-Games use of these facilities. The planning practice of post-Games facility usage is referred to as legacy and warrants consideration.

The legacy of the Games can be of a "financial, social and environmental nature" (Chernushenko, 1994, p. 199). For example, the 1976 Montreal Summer Olympic Games created a negative financial legacy (tax payers were burdened with a debt in excess of CDN \$1 billion). The 1994 Lillehammer Winter Olympic Games, however, produced a positive social legacy (IOC spokesperson, Andrew Napier, claimed that "it isn't possible to organize a more perfect Olympics than the one Lillehammer has shown the world" [Christie, 1994b, p.A24]).

Unfortunately, the environmental legacy of Olympic Games past has been primarily negative; many Games have left an indel-

ible scar on the environment. As little as six years ago, during the 1992 Albertville Winter Olympic Games, a significant portion of the land was developed and destroyed, pollution was prolific and massive amounts of waste were generated. While COJO was exceedingly proud of their environmental protection practices, the public had serious doubts about its commitment to the environment.

There are a number of initiatives that can be addressed and acted upon prior to the commencement of the Games so that its environmental legacy proves positive. Such positive issues as infrastructure improvements; preserving and enhancing natural spaces; environmental monitoring before, during and after the events; and post-event use of facilities are important aspects that necessitate the consideration of organizers (Chernushenko, 1994, pp. 202-206).

The LOOC adhered to a number of the aforementioned initiatives. As a result, its economic, environmental and social legacy is largely positive. During the Games, Lillehammer generated in excess of 549 tons of garbage, of which 50% was recycled. Lillehammer also reported that 100% of the plates and utensils used in its official food and drink pavilions were made from recyclable or compostable elements. In the realm of energy conservation, it was estimated that 30% of all Olympic facilities witnessed a reduction in consumption due to the LOOC conservation practices. On the social front, 65% of Norwegians were more impressed with the environmental protection efforts of Lillehammer than with the Norwegian athletes who won gold medals (Chernushenko, 1994). When one considers that Norway is a Winter Olympic Games powerhouse, this last statistic is most impressive. The positive display of public opinion confirmed the credibility of the LOOC's environmental programme.

Conclusion - The LOOC: A Catalyst for Present Day IOC Environmental Efforts

The LOOC should be regarded as the catalyst for present day IOC commitment to the environment. While not all of their efforts

to protect the environment proved successful, the LOOC demonstrated that a major sporting event, such as the Olympic Games, could be staged in an environmentally friendly manner. Prior to the organization of the 1994 Winter Olympic Games, the IOC had demonstrated a limited interest for matters which concerned the environment. However, the environmentally sound practices of the LOOC have fostered a legitimate concern for the environment on behalf of the IOC.

The LOOC environmental programme has created an "IOC environmental awareness" in a number of manners. The amendment of the charter to include for environmental issues, the signed cooperation agreement with UNEP, the creation of the SEC, and the World Conferences on Sport and the Environment are four examples of the IOC's commitment to the environment. It is important to note that the aforementioned IOC policy and discussion group creations were initiated either directly before or immediately following the 1994 Winter Olympic Games.

The strength of the IOC's commitment to the environment, however, is manifested by its establishment of environmental guidelines for all bid cities. In 1994, largely as a result of the LOOC's environmental initiatives, the IOC made it mandatory that all Olympic bid cities for the year 2002 and beyond propose an environmental programme as part of their bid packages. The following year, these requirements were further amended and served as the guidelines for all bid cities in the year 2004 and beyond. While these guidelines are some what ambiguous, it was the LOOC's adherence to a number of environmental initiatives with respect to public involvement/monitoring systems, venue construction/renovation initiatives, conservation efforts, transportation initiatives, and waste management/recycling efforts which influenced their creation.

Not only has the LOOC been instrumental in swaying the environmental commitment of the IOC, it has also influenced the environmental planning practices of the OCOGs of the three Games that followed Lillehammer. Atlanta, Nagano and Sydney were all selected before the IOC had legislated that bid cities

propose an environmental programme. The lack of environmental guidelines notwithstanding, each of the OCOGs have displayed (or in the case of Sydney, are in the process of displaying), a number of environmental initiatives.

The Atlanta Committee for the Olympic Games (ACOG) did not aspire to create a second Green Games. It was made apparent on numerous occasions that the 1996 Summer Olympic Games were to be recognized as the Centennial Games. However, motivated by the environmental protection efforts of the LOOC, the ACOG found it prudent to comply to certain environmentally friendly practices. These practices included the renovation of existing venues, the introduction of natural gas powered vehicles, and the recycling of solid wastes (Moss, 1995).

The Organizing Committee for the XVIII Olympic Winter Games, Nagano 1998 (NAOC) wished to create an environmental programme that rivaled that of their Winter Games predecessor. It adopted the theme of "coexistence with nature, and made respect for the beauty and bounty of nature" its vision for the Games. The NAOC adhered to four environmental initiatives during its Games' preparations: preserving the balance of the ecosystem, using existing facilities, minimizing the impact of the environment, and restoring nature with the assistance of a number of environmentally friendly techniques. The NAOC introduced a number of innovative, yet environmentally sound, technological designs, recycled tableware that was used in the Olympic dining facilities, and preserved and stored the topsoil that was removed during the construction and renovation of most Olympic venues (NAOC, 1995).

Sydney was awarded the 2000 Summer Olympic Games largely due to its promised environmental guidelines; it was the most comprehensive environmental plan that had ever been proposed (Chernushenko, 1997). Sydney's environmental guidelines were based on the principles that had been adopted at the 1992 United Nations Earth Summit and were stated in a number of ecological sustainable development policies of other nations (OCA, 1997). In total, 14 guidelines were presented; energy conservation, waste

avoidance and minimization, and noise control are three examples. To date, the Olympic Co-ordination Authority (OCA) and the Sydney Organizing Committee for the Olympic Games (SOCOG) - the two organizations that were created to prepare for the Games - have worked jointly to ensure that the environmental commitments made on behalf of the 2000 Summer Olympic Games are met (Chernushenko, 1997, p.1). These commitments include solar powered street lights in the Athlete's Village and other venues, the planting of a number of indigenous species, as well as the integration of a massive pedestrian and cycle trail network throughout the Olympic site (Richmond, 1996).

Salt Lake City and Athens were the first Games to present the required environmental programme as part of their bid packages. The Salt Lake Organizing Committee for the Olympic Winter Games of 2002 (SLOC) forwarded an environmental programme that consisted of 12 platforms. The Athens 2004 Bid Committee listed nine environmental guidelines as part of their bid package (Athens 2004 Olympic Bid Committee, 1997). It is anticipated that both Games will follow the lead of the OCOGs past, and further strengthen the Olympic commitment to the environment.

Similar to its aspiration to contribute to the betterment of sport and culture, the IOC and the LOOC could be regarded as leaders with respect to environmental protection practices. Specifically, the IOC policy commitment and the LOOC initiative commitment to issues of environmental protection has provided a model for all international, national and regional events, be they sport or non-sport related. Not only has environmental awareness increased on a global level, it has also penetrated event management practices which have evolved to meet certain environmental criteria. As a result, sporting facility and event management planning tactics need to carefully consider a new dimension in their planning and organization efforts: the environment.

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Appendix A³

IOC Environmental Guidelines for 2002 Winter Olympic Games Bid Cities

For the 2002 Winter Olympic Games, all bid cities were required to

1. Supply an official guarantee from the competent authorities, stating that all work necessary for the organization of the Games will comply with local, regional and national regulations regarding town and country planning and protection of the environment. The original documents must be given to the IOC.
2. Indicate whether impact studies have been carried out with a view to the harmonious and natural integration of the Olympic Games into the environment and whether they have been established by official bodies, or bodies recognized as authoritative and scientifically competent.
3. State whether the ecological organizations in your city, your region or your country have been informed or consulted. If this is the case, state their opinions and attitudes regarding your candidature. Indicate the size of these organizations and the extent to which they are representative.
4. Indicate whether an awareness programme has been created by the candidature committee on the subject of environmental protection.
5. Indicate whether the staging of the Games will give rise to advanced technology being developed in the area of environmental protection and, if so, describe this.
6. State the plans for waste and water treatment and energy management, particularly for the Olympic village or villages, the competition sites, the MPC, IBC and other Olympic sites.
7. Indicate the efforts to be undertaken regarding transport (particularly with a view to minimizing atmospheric pollution).

Appendix B⁴

IOC Environmental Guidelines for 2004 Olympic Bid Cities and Beyond

The IOC has included in the specification lists of the bidding cities a chapter relating to new requirements in terms of the protection of the environment. Environmental measures are occupying an increasingly large place in the candidature file and are of particular importance in the choice of a host city. All Olympic Games bid cities are required to

1. Supply charts and brief information explaining the public authorities, environment and natural resource management system, and their responsibilities vis-a-vis the OCOG.
2. Supply a brief survey, including maps and charts, if available, of the local environmental situation with a view to environmental health, protected areas, cultural monuments and potential natural hazards.
3. Supply an official guarantee from the competent authorities, stating that all work necessary for the organization of the Games will comply with local, regional and national regulations and acts, as well as international agreements and protocols regarding planning and construction, and the protection of the environment.
4. Have environmental impact assessments conducted by competent authorities for all sites and facilities.
5. Supply an environmental key-point action plan for the Games with objectives, goals and priorities, including a brief overview of the OCOGs planned environmental management system.
6. State whether an environmental awareness programme has been created by the candidature committee, and likewise, indicate plans for the OCOG.
7. State the efforts to protect and enhance significant features of the natural environment and cultural heritage during the preparations for the Olympic Games.

8. State each environmental organization that has been consulted; indicate their size, character and representation; indicate their opinion and attitudes towards the candidature.
9. State the efforts to be undertaken regarding transportation and the minimization of the environmental impact arising from air pollution, noise, and if applicable, from infrastructure programmes such as road expansion, etc.
10. State the plans for solid waste handling, sewage, treatment and energy management, and how do you expect this will influence the city and region in the future.
11. Describe any environmental pilot or development projects that have been created as well as any environmentally friendly technology that has been developed for the Games.
12. Indicate special features which are not covered by this questionnaire and which the candidature committee would like to add.

Appendix C

List of Acronyms

ACOG	Atlanta Committee for the Olympic Games
COJO	Comite de l'Organization pour les Jeux Olympiques
IF	International Federations of Sport
IOA	International Olympic Academy
IOC	International Olympic Committee
LOOC	Lillehammer Olympic Organizing Committee
MOM	Management, Operations and Maintenance
NAOC	The Organizing Committee for the XVIII Olympic Winter Games, Nagano 1998
NOC	National Olympic Committee
OCA	Olympic Co-ordination Authority
OCOG	Organizing Committee for the Olympic Games
SEC	Sport and Environment Commission
SLOC	Salt Lake Organizing Committee for the Olympic Winter Games of 2002
SOCOG	Sydney Organizing Committee for the Olympic Games
UNEP	United Nations Environment Programme

Notes

1. The Olympic Movement includes the International Olympic Committee (IOC) and its associates: The International Olympic Academy (IOA), the various Organizing Committees for the Olympic Games (OCOGs), the International Federations of Sport (IFs), and the National Olympic Committees (NOCs).
2. According to Chernushenko (1994), something is classified as green when its level of environmental impact is at or close to the best current level available. Green is simply a state to which we aspire (p. 8). Essentially, «greening» practices at major events of sport encompass aspects of planning, practice, products, events, facilities and organizations.
3. These guidelines were taken from *Environmental Protection, The Quebec City 2002 Bid Committee for the Olympic Games*, 1995.
4. These guidelines were copied from *The Olympic Charter*, 1997.

THE OLYMPIC MOVEMENT AND THE OLYMPIC GAMES. AN ENVIRONMENTAL PERSPECTIVE

by Anu OITTINEN (*FIN*)

1. Introduction

Environmental issues and the demands for sustainable development have become increasingly important for the cities bidding for and organising the Olympic Games. The 1994 Winter Olympics in Lillehammer Norway were the first games in which the issue of environmental protection was introduced in the Olympic Movement. Environmental protection and cooperation between the organisers of the Olympic Games and environmental organisations was also part of the Olympic programme for the 1998 Winter Olympic Games in Nagano, Japan. Furthermore, Sydney, which is currently in process of preparing for the Summer Olympic Games in 2000 has a wide range of environmental programmes and guidelines: environmental issues were considered an important factor when the IOC decided to give the games to Sydney. The Helsinki 2006 working group which examined the project of Helsinki, Lahti and Lillehammer for the 2006 Winter Olympic Games stated that all the plans for the games are based on sustainable development. Sion has also underlined the values of sustainable development in their plans.

The Olympic Movement has started to emphasise the importance of environment and environmental protection in its principles. The International Olympic Committee (IOC) has signed a cooperation agreement with United Nation's Environmental Programme (UNEP) and it has also created a commission responsible for environmental issues, the IOC Sport and Environment Commission. Environment fully deserves to be con-

sidered as the third pillar of the Olympism, after sport and culture is stated in the Manual on Sport and Environment published by the IOC (Schmitt 1997, introduction). In its policies, the IOC states that it is fully committed to sustainable development (Sport and Environment. Guidelines for Bidding Cities, Host Cities and Organisers of Olympic Games and Major Sports Events 1994,3).

At present, it seems to be a rule that all the plans and projects are marketed with an environmental perspective and sustainable development. What is the meaning of these concepts which have become so popular and so often used? What are the problems and a philosophy behind them and what is the nature of sustainable sports? How can we examine the Olympic Games from environmental and sustainable development's perspective?

2. Theoretical perspectives

The purpose of this paper is to examine the Olympic Movement and sports culture from environmental and sustainable development perspective. The concept of environmental perspective is used to refer the whole development which has taken place during the last 50-100 years around environmental issues and environmental protection. It is a wide term which derives its origins from the appearance of environmental problems and from the growth of people's environmental awareness which, in turn, has caused the demand for better environmental practices. Sustainable development is one of the last stages in the development of the environmental perspective in a society. It has been taken up and referred to so frequently and is therefore important to be taken into consideration.

2.1. The appearance of environmental perspective and the nature of environmental problem

The reasons for the appearance of an environmental perspective in a social discussion and for the demands for better envi-

ronmental practices have been discussed a lot among researchers. The most logical reason for such discussion is the increase in environmental problems and risks. When the nature of the environmental problem is, however, closely examined it can be seen that it is not necessarily the only reason.

Latour (see Valiverronen 1996, 14) has described environmental problems as hybrids (i.e., the mixture of nature, politics and culture). Also Beck (1990, 62-90) emphasised the cultural starting point and social nature of the defining process of environmental problems. In addition to their connection to natural sciences, environmental problems have a strong social and cultural background which is significant in the process in which they are raised and their significance is defined in a society. Valiverronen (1996, 10) examined the appearance of environmental problems in Finnish society and stated that they were frequently emphasised during 1980's but have lost their significance as number one problems already in the 1990's. This cannot be explained by the disappearance of environmental problems in Finland in 1990's. More significantly, the reason can be found from the social nature of environmental problems (i.e., the fact that societies do not only passively react to environmental problems), but those problems are also - partly from cultural stand points - brought to our awareness. There is a constant fight between a multitude of different social problems and their representatives for the attention of the public.

In addition to the observations that environmental problems have become a growing risk for societies, it can be regarded that the reason for the appearance of environmental perspective is found in the growing awareness of people about environmental issues and their relations with others. It has also been suggested that societies start to pay attention to environmental problems and issues at the phase when they can afford to do it (i.e., when they have reached the certain level of economic development and the satisfaction of needs). When the most urgent needs in the hierarchy of social goals, such as national safety, general health and well being, and economic safety are satisfied, societies can

afford to start focusing on the secondary goals, such as taking care of the environment. (see Jokinen & Jarvikoski 1992, 54-55; Valiverronen 1996, 38-39).

2.1.1. Constructivist perspective to environmental problems

As previously stated, environmental problems also have a social nature and cultural roots. Environmental problems arise when somebody raises a problematic issue concerning the environment in a society and expresses a demand to solve the problem. The nature of the environmental problem is described by a constructivist perspective (Valiverronen 1996). The basic idea of constructivism about the foundation of social reality is that our actions and definitions also create social problems. The definitions we give to different phenomena do not only describe the social reality but also create it. The constructivist perspective emphasizes the role of active members of society as a catalysts in a process through which social problems are defined and formed.

2.1.2. Environmental and constructivist perspective in sports

The same kind of phenomenon can be found in sports and physical culture during the last decades. At the beginning of the 1980's, alpine skiing faced some opposition and criticism expressed by environmental activists. It was accused to cause irreparable harm to nature in vulnerable areas. Thus, an action of a certain group of people to bring up this certain issue connected sports as a part of wider discussion about environmental problems. Later many other sport forms, like motor sports and golf, and new sport forms such as canoeing, kayaking, climbing, caving, and diving, for example, have gone through the same process of opposition.

In Finland, the phenomenon has not been as strong and visible as has been in Germany, however, but there has been some discussion. An analysis of the discussion around two sport forms, alpine skiing and motor sports shows the signs of the same hybrid-cocktail, a combination of nature, society and culture. In a critique of the rapid and intensive building of skiing centres in

Lapland, environmental activists argued that the harm caused to natural areas, especially to flora, would take hundreds of years to be naturally restored. On the other hand, the critique can be described to be emotional reaction to the destruction of fjords, a valuable Finish cultural landscape. Politicians and decision makers have been criticised for allowing this to happen and for being too economic oriented.

A critique of motor sports has emphasized the connection between traffic and global environmental problems such as the greenhouse effect. Motor sport is accused to reflect the values and attitudes which conflict with a sustainable lifestyle. It is accused of being a sport form which reflects a very utilistic way of defining the value of nature. The opponents of motor sports have also referred to unequal division of development and social welfare on a global level.

All of the same aspects as in the environmental discussion in general - nature, politics and culture - are found in sport and environment conflict. When problems caused by sports are criticised, environmental impacts, social inequality, disturbances of our daily life as well as the destruction of a valuable landscape are most frequently mentioned. What is criticised as well is that the emphasis in decision making process is too much economic oriented.

2.2 The development of environmental perspective

Certain phases can be found in the development of environmental perspective and thinking. The period after the Second World War until the late 1960's can be called the first stage of the rise of the environmental concern. (Jamison 1993, Valiverronen 1996, 46-49). This was a period when people were first aware and worried about the state of the environment on a large scale. One central catalyst for the discussion was a book titled *Silent Spring* (1963) by Rachel Carson. During that time, the emphasis was mainly on the pollutants of the environment and the problems caused by chemicals and radioactive wastes.

The next phase (1968-74) can be described as a period of the critique of industry and industrial society. It was also a period when environmental protection efforts started to become institutionalized'. These efforts were made a part of public administration in many countries, and many national and international environmental organizations were founded. United Nation's Environmental Program (UNEP), for example, was created in 1972.

The most characteristic development during the first two phases was a shift from the traditional thinking of the protection of nature towards the idea of the protection of the environment. What environmentalists aspired to do was to broaden the idea of the protection of untouched nature as the idea of conservation was previously defined into a wider concept which took our living environment and society into consideration. (Jokinen & Jarvikoski 1992, 82-86). That was the first time in which environmental problems were viewed also as social problems, and not only a natural science problem.

The oil crisis had its own influence in the development of environmental perspective and it also forced people to pay more attention to the questions concerning energy consumption. The critique was more and more directed towards the modern industrial way of life, and the problems of the so called consumer society were emphasised.

In the 1980's, environmental protection became more professionalized. In many European countries, the green parties were founded and international organizations like World Wildlife Fund and Greenpeace became important opinion leaders. Internationalisation has, however, been the most important trend in the development of environmental perspective during the last 15 years. During the 1980's and 1990's a lot of discussions have emerged about global problems concerning the environment and the development. In 1987 the World Commission on Environment and Development set by United Nations published its report: Our Common Future, which was an important starting point for the discussion about the concept of sustainable development. In 1992, the most important political leaders of the world gathered

in Rio de Janeiro for the United Nation's Conference on Environment and Development (UNCED) to discuss the same issues. Five years later, a follow-up conference under the same title was organised in New York. That same year, the climate conference was staged in Kioto, Japan. Neither of these conferences were considered as successful as the conference organised in Rio. The enthusiasm which could be seen in Rio seems to have disappeared or replaced by more critical view towards the environmental problems and especially their solutions.

2.2.1. The development of environmental perspective in the Olympic Movement and sports

The environmental perspective is relatively new in sports and in the Olympic Movement. The first signs of criticism towards sports can be found in the end of 1970's and at the beginning of 1980's. The criticism came from outside the sports movement and brought the representatives of sport into a completely new situation: after being considered as social benefactors serving the society for decades they were now declared guilty of environmental neglect. The first reaction of the representatives of sport was to avoid or abolish the criticism. Sports was seen to serve only the positive functions and purposes in a society. Therefore, the criticism towards sports was accused to be exaggerated when compared with big polluters like industry and traffic. Later the sports culture realized the wider connections between different aspects in our way of life and admitted that there is a natural connection between sport and the environment. Therefore, the sports advocates found it prudent to take environmental issues into consideration in sports activities too.

The development of the environmental perspective can be described as a proces which takes place on three levels and separately in different sports forms. On the first level somebody, a person or a group, most often outside of the sports institution itself raises the problems caused by a specific sport. At the next level, the representatives of sports start to defend themselves and try to prove the problems wrong and unnecessary. This level can

be described as a conflict situation where the sports culture tends to defend itself and remain the status *quo* in its own action. The third level is a cooperation agreement between the conflicting parties and the search for better environmental practices in planning and realizing the sports activities. The whole process can be described to consist of waves which follow each other every time when new sports forms are taken up. It was first evidenced in sports like alpine skiing, cross country skiing, golf and sailing and continues among newer sports like climbing, caving and cross country biking which have increased their popularity.

Wave I	Wave II	Wave III
ACCUSATION	CONFLICT	COOPERATION
Sport or a sports event is accused of causing environmental damage	Conflict between environmentalists and sport organizations	Cooperation between groups. The search for better environmental practices
Skiing Slalom Golf Sailing	New accusations	New conflicts
New sports are introduced		
Climbing Caving Cross country biking Canoeing		

Figure 1. The development of an environmental perspective in sports.

The Olympic Movement involvement with respect to environmental issues emerged during the 1990's. This happened when the discussion concerning general environmental and developmental problems was already taking place at the international level (i.e. during the last phase in the development of the environmental perspective). The IOC was present at the Earth Summit in Rio de Janeiro in 1992, and two years later, they signed a cooperation agreement with UNEP. From Olympiads' perspective,

the time after the Winter Olympic Games in Lillehammer can be referred. This was a period when the representatives of a big, world-wide movement, like the IOC, could no longer afford to avoid taking environmental aspects into consideration if they wanted to remain the credibility and legitimacy of their actions.

2.3. Sustainable development: ecological and social problems, technical and ethical solutions

Environmental problems and demands for responsibility for the environment seem to have become a permanent part of social activities and discussion. The discussion about global environmental problems and risks like the greenhouse effect, climate change, and the hole in ozone layer is no longer only a concern among natural scientists. These environmental problems have also become a part of every day life of people. In a "global village" or in a risk society anything is possible. All individuals must understand that their decisions and actions have impacts on the environment.

All of the aforementioned environmental issues were a concern when the concept of sustainable development was introduced in the political, social and scientific discussions. During the last half of 1980's, a report titled: *Our Common Future*, by the Commission on Environment and Development was written. Sustainable development was offered as a solution to complicated global environmental and developmental problems. The main problems or aspects concerning the environment and the development on a global level are: 1) ecological (e.g., increasing destruction of the environment caused by all sorts of human actions) and 2) social (e.g., inequality between people in their possibilities to satisfy their needs). The main question following the above mentioned aspects, therefore, is how can we reach the equality between human beings without overloading the carrying capacity of the planet.

If the most fundamental problems behind the demand for sustainable development are both ecological and social in nature, the solutions for problems may be found from two levels. First, there is a need for technical innovations (e.g., changes in tech-

nology and production in order to find technologies which have minimal impacts on the environment). Second, there is a need for ethical valuation of our ability and willingness to change our way of life and habits to narrow the gap between industrialised and developing countries.

Technological innovations are not the only solution for the global environmental and developmental problems or the way to attain sustainable development in society. What is also needed are changes in people, in their ideas or their needs and in their means to satisfy them. Essentially, if we examine the most fundamental basis of sustainable development, we need to address which components are necessary and which are unnecessary. This is a part which is often forgotten in our actions. Only the technical aspects are being emphasised and the ethical ones are ignored. The concept of sustainable development is often used when somebody wants to make something sound socially and politically acceptable without thinking about the real meaning of the concept.

STARTING POINTS	ENVIRONMENTAL	SOLUTIONS
Natural sciences/ECOLOGICAL	Knowledge of environmental problems	On technical level
Social sciences/SOCIAL	Social nature of environmental problems	On ethical level
	Knowledge of social and developmental problems	
	Increase in environmental awareness	
	Globalisation	
	Rich society	
	Demands for SUSTAINABLE DEVELOPMENT	

Figure 2. Theoretical framework for the analysis of the Olympic Movement and sports from an environmental perspective.

2.3.1. Ecological and social as starting points also in sports

The above mentioned aspects have to be considered as starting points when sports are being examined from a sustainable development perspective. The examination should start by conducting an analysis concerning the impacts of sports on the environment. Sports may not be the number one destroyer of the environment but they do have their own share of the environmental consequences. The growing numbers of sports enthusiasts are causing a strain on the environment, especially in ecologically vulnerable areas. In densely populated Central Europe, sports have in many cases been attacked by nature conservationists. Modern sports are turning increasingly instrumental and technical or motorised. New equipment and new techniques make distant, remote and often ecologically sensitive areas easier to access for a large number of people. New areas for sports are being established and after they have been used up, other new areas will be found instead. Also the so called leisure time traffic (i.e., people using their private cars in order to spend their free time) has increased. On the other hand, when sports are compared with many other land use purposes, they may also serve the conservational purposes in a society. Many outdoor sports demand as natural and untouched areas as possible. Therefore, depending on the ways in which different sports are carried out and on the attitudes of each individual practising sports, it may have either positive or detrimental effects on the environment.

The idea of sustainable development includes the question concerning the global equality of people in their possibilities to satisfy their needs. Sports for all has been set as a goal in global sports culture. When sports are examined in this perspective, we have to discuss the question about the level of the satisfaction of our needs through sports. If we want to create possibilities for all to practice sports, can we sustain the level we have reached in industrialized countries? Is it so, that if we are not able or willing to give up our own standards, the limits of growth will also be exceeded in sports? How can we divide the positive impacts of

sports on human beings without endangering the carrying capacity of the environments they take place?

In one respect, sport serves a positive and potential function. Sports, especially physical education in schools, activities in sports organisations, and different sports events, offer possibilities to deliver information other than related to sports (i.e., the idea of teaching through sports). Sports and recreation are activities which involve a large part of the population, and therefore the capacity of it to motivate and educate the public should be exploited. In practice, this means that new ways to combine the elements of environmental education with different areas sports culture should be further developed.

2.3.2. What kind of sports serves our efforts towards sustainable development?

What kind of criteria can be set to define sports which are in harmony with the tendencies towards sustainable development? At its best, sports culture can offer possibilities for a wide part of the population to take care of their physical and mental health in a way which causes limited harm to the environment. In practice, this means practising the basic sports forms which do not require a lot of equipment and infrastructure and can be practised near residences.

3. The Olympic Movement from an environmental and sustainable development perspective

In the Olympic Charter, the Olympic Movement is stated to be a philosophy of life which places sports at the service of the harmonious development on human beings and contributes to building a better world by educating individuals through sports (Olympic Charter 1997, 8-9; Schmitt 1997, Introduction). In this sense it is also seen to have a concrete role in the field of the protection of the environment. A healthy environment, both on a global and national level is considered an important part of the Olympic Idea (Schmitt 1997, Introduction). The Olympic Charter includes many ideal goals and purposes, such as a harmonious

development of people, establishment of a peaceful society, educating youth through sports, promoting friendship, solidarity, fair play etc.

The IOC states that it is fully committed to sustainable development. In line with this commitment, the IOC is adopting environmentally sound policies, programmes and practices that meet the need of the present generations. (Sport and Environment. Guidelines for bidding Cities, Host Cities and Organizers of Olympic Games and Major Sports Event 1994, 11.) The IOC has set two main goals with respect to sustainable development. First, the IOC wants to ensure that the Olympic Games are held in conditions which are environmentally sound and which show a responsible attitude to environmental issues. Second, the IOC tends to promote an educational programme through which people will better learn environmental practices and the principles of sustainable development. (Schmitt 1997, Introduction; Sport and Environment. Guidelines for bidding Cities, Host Cities and Organizers of Olympic Games and Major Sports Event 1994, 11-12).

In cooperation with UNEP, the IOC has compiled its own Sport and Environment Programme for 1995-1999. In this programme, the goals for promoting sustainable development and the protection of the environment are stated on three levels. On a global level, the acceleration of the greening of the Olympic Games and associated events is emphasized. On a regional level, people are encouraged to create new green teams and sports events in cooperation with other sports federations. Locally, it is deemed important to launch self help youth sports and environment improvement projects (Sport and Environment. Guidelines for bidding Cities, Host Cities and Organizers of Olympic Games and Major Sports Event 1994, 12).

The IOC has also published a Manual on Sport and the Environment, organised seminars around the sport and environment, and published material and guidelines for cities bidding and organising the games. Since the Winter Olympic Games in Lillehammer in 1994, the Olympic Games have had quite wide environmental plans and programmes (Manual on Sport and En-

vironment 1997; Sport and Environment. Guidelines for bidding Cities, Host Cities and Organizers of Olympic Games and Major Sports Event 1994; World Conference on Sport and the Environment. Final Report 1995; The Lillehammer Conference. Forum on Sport, Environment and Development. Executive Summary 1996).

3.1. The criticism presented by the opponents of the Olympic Games

Some signs of a growing interest in environmental issues can be seen in the Olympic Movement during the past few years. Still, the question concerning how the movement and the games promote the goals and principles of sustainable development remains unanswered. The tendencies and solutions so far have been more technical in nature. This means for instance that the cities bidding for the Olympic Games must present a plan which outlines how they are going to take the issues of environmental protection into consideration during the planning and implementation.

The social and ethical aspects of sustainable development gives a completely new perspective to this examination. It can be even stated that it questions the existence of the whole event, is necessity and legitimation. In what ways do the Olympic Games promote the global equality of people in their possibilities to satisfy their needs, or to increase their own well being through sports?

In what ways do the Olympic Games promote the physically active life style of ordinary people? When estimated from a global perspective, the Olympic Movement and the Olympic Games are elitist in their nature: bidding and organising the Games requires millions of dollars, only the best participate, and some of them tend to improve their performance by using illegal means, and the main goal of the organisers is to gain the best possible economic results.

These kinds of issues have been raised by groups opposing the Olympic Games and ideas. Presently, the groups opposed to the Olympic Games are formed in every candidate city during the bidding process. In some cases their work has also been influ-

ential. In some cases it has lead to cancellation of the games in the city (i.e., Denver Winter Olympic Games 1976) or been detrimental already during the bidding process (Berlin, Stockholm).

4. Summary and conclusions

The increasing emphasis given to environmental issues in society has forced the sports culture and the Olympic Movement to address these concerns. The bidding processes of the Olympic Games often activates discussions about the environmental impacts of the games and the importance and usefulness of them in the areas where they are organised.

The environmental perspective is a relatively new phenomenon to the Olympic Movement. It seems to have appeared during the 1990's when the discussion around environmental issues became very visible and international. During the past few years, the IOC has shown more interest and has been more active in promoting environmental issues. At present, the cities bidding for the Olympic Games must prepare an environmental programme in which they describe the meteorological conditions of the area and environmental plans for carrying out different activities during the games.

When planning and staging the Olympic Games, the demand and the tendency to find the best possible environmental techniques and practices is important. The elements of environmental education can be connected as a part of the events as well. The Olympic Games can be marketed - only of course if there is a reason for that - as events in which environmental aspects are taken into considerations as well as possible. But it has to be asked whether it goes too far to market them as the games of sustainable development especially when we examine the concept from a wider, global perspective?

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PRIZES, HONOURS AND GIFTS FOR THE WINNERS OF THE FOUR PANHELLENIC GAMES AT OLYMPIA, DELPHI, CORINTH AND NEMEA¹

by Olaf PEIM (GER)

For the year 776 B.C. we have the first name of a victor in the stadium-race at Olympia. This is the common date to start the ancient Olympic Games. We are very lucky to have for about the same time one of the first Greek sources about sports competition and athletics. The *Iliad* of *Homer*, especially the 23rd book with its funeral games for *Patroclus*, is of tremendous interest for the history of sport. Patroclus was a Greek aristocrat soldier, who died at the gates of Troy. The games for Patroclus were held by his old friend *Achilles*, a heroic figure in ancient Greece who did not participate in the fighting against the Trojans. After his friend died he changed his mind. Achilles arranged altogether eight athletic and hippie disciplines with competitors which mostly came from the Greek aristocracy. The disciplines were, in order of appearance: the chariot race with four horses, boxing, wrestling, running, *hoplomachy*, discus-throwing, archery and javelin. The given prizes, which all came from the personal possession of Achilles and Patroclus, were all of a different kind. These prizes included cups and bowls, weapons and armour, animals like horses, donkeys and bulls. In addition, gold was given to the competitors and even women were given as slaves. It was a great honour, even for a wealthy aristocrat, to receive a gift in the form of a prize from the goods of the dead Patroclus. Beside

1. This presentation was held at the 6th Post-Graduate Seminar at the International Olympic Academy, Ancient Olympia, Greece. Due to the technical and editorial limitations it was not possible to include footnotes in this paper. All factual information cited in this paper can be found in sources included in the attached bibliography.

many other aspects that are worth mentioning about the funeral games, I want to point out that Achilles gave prizes to almost every competitor who joined the games. Achilles only made exceptions at the competitions in discus-throwing and javelin. Today it is common to honour first, second and third place with gold, silver and bronze medals. Officially they are all called "the winner" (first-place-winner, second-place-winner, third-place-winner) but in antiquity, at least at the very popular and kind of official panhellenic crown-games at Olympia, Delphi, Corinth and Nemea, it was common that only the best was honoured and only he received a prize. One of the possible reasons why it is different in Homer was that the Patroclus games were private, held by Achilles. He was the referee, he was the one that decided about the gifts, and he made the rules. The Panhellenic Games had different rules and limitations. Every winner received a crown that was made of leaves from different trees in the area. In Olympia it was a crown from the wild olive tree which was set by Heracles, as the myth tells us.

The four crown-games were also called the *periodos*. The most popular was without doubt the festival at Olympia, for which we have the most sources to build a very close picture about the organisation, the competitions and the winners. Today the name Olympia lives on in the modern Olympic Games that were first celebrated in Athens in 1896. Beside the games at Olympia the games at Delphi were also of great importance in ancient times. In addition the two smaller but also very important games were held at Corinth and Nemea. All of these places were sanctuaries for different gods. In Olympia people made sacrifices to Zeus, in Delphi to Apollo, in Corinth to *Poseidon* and in Nemea to Zeus as well. All festivals were held in a regular rhythm. The first two took place every four years, while the last two were held every two years. While Delphi's importance was focused on the oracle of *Pythia*, especially when the games were not taking place, the importance of Olympia was during the games and less at the time in between.

During the five days of the festival many Greek kings, roman emperors and important politicians came to Olympia. It is no wonder then that important decisions and proclamations were made during the games. In the year 324 B.C. it was *Alexander the Great* who sent his legate *Nikanor* to Olympia to tell the greek city-states that they had to let all the exiles back into their home-towns. The only exceptions were those that committed a crime. The ancient Greek historian *Diodorus* tells us that more than 20.000 refugees were travelling to Olympia to hear *Nikanor*. A few hundred years after Alexander made his announcement, it was the emperor *Nero* that came to the festival, but this time for a different reason. Nero was also travelling around Greece visiting the four Panhellenic Games in order to win a crown at every festival so he could call himself a *Periodonike*. Only those athletes who won all four crown-games had the right to use this name. In his selfish and arrogant way Nero wanted to be honoured with this most desired title, but he did not want to wait for at least three years to win all four games. He made the officials of Elis, who were responsible for the organisation at Olympia, celebrate the festival after two years rather than wait four years. This exception was enough for Nero because there was no question at all that he would win the chariot-race he started in.

The crown that Nero and every other winner received at Olympia was made from leaves of the wild olive tree of *Pelops*. After the events ended all winners received the crown at the presentation ceremony. As we can see in many ancient vase-paintings, the crown was put on the head of the victor, a leaf from a palm-tree was given to his hands. The whole ceremony took place in the entrance-hall of the temple of Zeus. Every visitor of the games, kings or slaves, politicians or soldiers, all heard the name of the victor, the name of his father and the name of his home-town. Afterwards the victors made sacrifices to the gods and went to eat at the *Prytaneion*.

The procedure was quite similar at the other games at Delphi, Isthmia and Nemea. One of the main differences at the other festivals was that musical and literal competitions were also held.

The crown at Delphi was made from the leaves of the laurel-tree, although in roman times the prize may have changed to an apple. We even have information that in the first years material prizes were given at Delphi. The crown at the Isthmian Games was made of leaves from the wild ivy. Also here we have different sources that tell us that the crown was possibly made from the pine tree. Both crowns might have existed in different centuries. Finally, the crown at Nemea was made of ivy.

We have already heard that Olympia and Delphi had a special importance beside the athletic festival. For Nemea we also have interesting information. Due to many wars and the mighty control of the sanctuary by the nearby town of *Argos*, the games at Nemea were held not even one quarter of the time at Nemea. Most of the time the games were held in other places. Another interesting piece of information is given to us by *Pausanias* (II, 15, 3), an ancient author of the 2nd century A.D. Pausanias mentions winter games for Nemea. This is the only source we have for athletic competitions that were held in wintertime.

The last sanctuary that needs to be mentioned is at Corinth. Corinth had because of its tremendous geographical position an outstanding role in the world of the Greek city-states. At Corinth very important decisions were made. For example in 480/79 B.C. the representatives of the Greek city-states met at Corinth to decide how to defend their cities and lives against the Persian aggression. One hundred and sixty years later, in 338 B.C., it was *Philip II* of Macedonia who decided at Corinth to take actions towards the Persians. This led to the long and successful march of his son Alexander all the way to India. A third important date was 196 B.C. In that year, the Roman general *Titus Quintus Flamininus* proclaimed freedom for the Greek states after he defeated *Philip V of Macedonia*.

Thus far we know which towns and their sanctuaries belonged to the four Panhellenic Games. We also know that every victor at these games received a crown as an honour for his win. In addition, as another form of "prize" each victor was also allowed to build a statue of their own or any other illustration they liked

on the campus of the sanctuary. Here again the best evidence and information about the winners and their statues come from Olympia. In Pausanias' account of his visit to Olympia he names and describes almost 200 statues of winners he saw in the sanctuary of Olympia. This right to build a statue and place it at a very special place was one of the most important honours an athlete could receive from the promoters of the games. To receive a crown, to be named in public and to be named in the list of the winners was already an honour, but to build a statue with their own name, the name of the father and the name of the hometown was like creating a lifelong monument. We also know from Pausanias and from our archaeological findings, it was even possible to add much more information on the base of the statue.

However, erecting a statue was not always possible since lack of money sometimes prevented a victor from exercising his right to highlight his success. This "prize" could be financed by either the athlete himself, through the more common support of a sponsor that was interested in the athlete, or even by the hometown of the victor. Some athletes must have a great deal of money because Pausanias mentions athletes who won more than once at Olympia and therefore created more than one statue.

Having examined what prizes a victor received at the Panhellenic Games in ancient Greece, we now come to the question of whether that was enough for living, for food, for clothes and for travelling around the country from one contest to another? We know that amongst the athletes that came to compete at Olympia there were many wealthy and rich persons, especially for the horse competitions that were dominated by the upper class. But what about the others? Aside from the money that one had to spend for the above mentioned expenses, a winner also had to think about paying for a statue, which made the cost even higher. Actually, there must have been something else which made a successful athlete into a rich person.

Coming back to his hometown after a long and hard tour to as many games as possible, the athlete received extra honour from the city representatives in his town. The athlete gave honour

and pride to his hometown because the town was also named when the athlete's name was announced at the festival. It was a great pleasure and honour for all cities to have as many athletic winners as possible among their inhabitants. In return, the athletes received financial and material income from their cities as reward for their performances. The sources give us information about gifts that were given to the athletes. I do not call these offers prizes because it is a free extra honour for the winner, although these gifts were written down and fixed that so everybody could read it. These gifts included money, food, reserved seats at the public theatre and even important positions in the city parliament. It is important to note, however, that some contests were more popular than others which meant that athletes would receive different gifts from their cities depending on the importance of the games. Amongst these games it was the win at Olympia that brought the most honour and the most material gifts to the winner.

For example, our sources tell us about the situation in Athens in the year 593 B.C. and thereafter. At this time the politician SoZon. decided within his reformatory efforts to also change the prizes for winners at the Panhellenic Games. A winner of the Olympic Games should receive 500 Drachmas and a winner at the games of Corinth only 100 Drachmas. We are not sure if Solon lowered the amount of money down to 500 and 100 Drachmas or if it was the first fixing of a certain amount. Other cities had different amounts and placed different emphasis on different disciplines. We have information that in many cities athletes of the combat disciplines like *Pankration*, fist-fighting or wrestling received more money than athletes of other disciplines. The explanation for this is that a city which had many inhabitants who won at the popular games in Greece, especially in the combat events, would be a city that was viewed as being very strong and powerful. Other cities, especially rivals, would have more respect for these towns and their militia.

It is obvious, as I already said, that the gifts were well known to the public. One nice example comes from *Hermopolis*, a town

in Asia Minor. In the year 267 A.D. the Pankratiast *Aurelios Leukadios* wrote a letter requesting that the officials of Hermopolis give him the amount of money that they owed him because he had won many athletic games in past years. His very exact calculation of the amount totaled 2 Talents, 3090 Drachmas that the city owed him and he wanted the officials to pay him.

In addition to the materialistic gifts that the athlete may not have really needed anymore after he had won a certain number of games, the political power and influence was one of the most desired "gifts" for an athlete. This can be seen from both the side of the athletes and the politicians. On one hand, the athlete wanted to become an important person in his hometown, while on the other hand the politicians were interested in gaining the support of a popular athlete. An example, that demonstrates the idea of political power of athletes, is given to us by *Thukydides* (VI, 16), who is regarded as the first real historian. He wrote mainly about the war between Athens and Sparta during the 5th century which ultimately escalated into a nationwide war. *Thukydides* writes of the Athenian inhabitant, named *Alkibiades*, who declared that he is the one who should be the leader of the people of Athens because he won the chariot-race at Olympia in 416 B.C. *Alkibiades* claimed that he had brought so much honour to the city that he should be chosen as the leader of the city.

We also find a different example in the texts of *Vitruv* (VII, V, 6), who lived at the time of Augustus, was a roman architect and engineer. In reference to the people of Alabanda, a city in Asia Minor, he wrote: "...they had the reputation of being stupid because of one not very great fault, inconsistency. In the gymnasium, the statues were all of politicians; in public assembly, they were of quoit-throwers or runners or javelin-throwers." The way *Thukydides* and *Vitruv* presented these episodes can be easily seen as hidden criticism or more or less funny notes about the common use of athletic winners for political positions. Other writers, especially philosophers, were not as careful or gentle with their thoughts. *Socrates*, one of the most famous philosophers of the ancient world who died 399 B.C., was very vocal in his criti-

cism of these practices of making athletes into politicians. In his last speech before he died Socrates said that instead of killing him the inhabitants of the city should rather honour him with lifelong feeding in the Prytaneion of Athens. He went on to say that he did more good things for his city than any athlete could or would ever do. Athletes were honoured only because of their strength or their luck but intelligent and capable people were not honoured at all. It was those with intelligence and capability who should receive the crown.

This is the end of my short presentation and I want to now focus your attention, or considering the information that you have just received, in relation to the modern situation of today. To be more precise, to the development of the enormous increase in prizes during the last 20 years. A good athlete in a popular sport becomes a millionaire within his first year or contract. People say today that athletes in antiquity were the real sportsmen, because they only fought and competed for honour and a good name, but as we have seen it was not like that. As it is today, it was also in ancient times. Successful athletes became rich and powerful very fast.

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THE MEXICO CITY OLYMPIC GAMES (1968) AND 30 YEARS AFTER (October 12th - 27th)

by Alberto PELLICO-URRUTIA (MEX)

I.- Organizing the Mexican Olympiad 1968

In October 1963 Mexico City along with three other cities, Detroit, Lyon, and Buenos Aires, bided for the hosting rights of the XIXth Olympic Games. That year the International Olympic Committee gathered in Baden-Baden, Germany and selected Mexico as the host city for the 1968 Olympic Games. Mexico City was awarded 30 votes slightly more than twice the amount that runner up Detroit received.

The XIXth Olympiad presented a rich culture and a new stage in the modern Olympic Games.

Mexico City hosted the first Olympiad in the Spanish-speaking world, more than 5,500 athletes from 112 Nations competed in 172 events and took part in the world's greatest event of the 1960s. For the first time ever, the sacred flame of Olympia journeyed to America (the Olympic flame was established for the first time in Berlin 1936).

The path for Mexico towards its Olympic consecration was not an easy one. Prior to 1968 no other organizing country has faced the amount of difficulties that the Aztec country encountered. Due to the city's altitude of 2,240 m. an international campaign against the Olympic Games was initiated. Journalists and athletes alike complained, but IOC President Avery BRUNDAGE sharply replied: *"The Olympic Games belong to all the world, not just the part of it at sea level"*.

When all the arguments regarding the altitude factor suggested that the height of the city did not prove detrimental to the athletes, a new problem emerged about the participation of South Africa in the games. The I.O.C. decided that South Africa would

be able to compete due to the progress that the South African Olympic Committee had made against racial discrimination, specifically "apartheid". Consequently just seven months prior, a campaign was created by the African countries and some others from America against the Mexican Olympiad that presented serious threat to the organization of the games if South Africa was allowed to compete in the games. The I.O.C. had an executive meeting to discuss the matter and it agreed to withdraw the invitation to South Africa. Once again, the Games of the XIXth Olympiad were saved.

The year 1968 was also witness to many political turmoil. China was in the throes of the Cultural Revolution, Soviet troops crushed Czechoslovakia's quest for freedom; the government of France was almost overthrown by student-led demonstrations; and in the United States, civil rights and anti-war demonstrations spread across the country. Mexico was by no means immune to such revolutionary activity. On 2nd October, ten days prior to the opening ceremony, some sad incidents took place at "Plaza De Las Tres Culturas" which created many political problems before the games began: the Mexican army killed dozens of rioting students. This horrendous act gave a motive to some disinterested voices to suspend the Olympic Games.

The resolution of the I.O.C. and the Mexican Organizing Committee was not to suspend the Olympic Games.

Finally during a splendid sunny Saturday, more than 600 millions television viewers, and 80,000 spectators at the Olympic Stadium of "Ciudad Universitaria" lived the opening ceremony of the Olympic Games of 1968 meanwhile 600 thousand white doves were flying all over and around the stadium.

II. The journey of the Olympic torch

Olympic. - Mexico City

The Delegation for the Conveyance of the Torch hit on the sterling idea of focusing the entire symbolism of its journey on the discovery of America. It was a spectacular and magical idea

come true. The flame was transported by sea from Greece to Italy (presumed birthplace of Christopher Columbus), and then to Spain (the nation that discovered and first colonized the New World). The Odyssey continued from the same port where Columbus' ships departed (the last bearer on Spanish soil was Cristobal Colon de Carvajal, direct descendant of the legendary Admiral of the Ocean Sea) arriving in San Salvador just as the heroic and exhausted discoverers did on a famed 12th October. The Olympic flame toured the island, then it was received into Mexican hands where it boarded a Mexican navy gunboat "Durango". It crossed the Gulf of Mexico arriving to Veracruz the "Olympic Getaway to Mexico" where 17 swimmers, each carrying the torch 50 m., conveyed it onto land (this was an unprecedented innovation).

The flame toured many cities through the Republic of Mexico, a troop of Mexican Boy Scouts played an important role in organizing each phase of the Olympic flame relayed through the various provinces. Then on its way to Mexico City it arrived to the Cuahatemoc stadium in the city of Puebla, where an artistic dramatization involving numerous performers formed a human mosaic alternately flashing colored cloths retelling the epic of the discovery of America. In Huamantla, Tlaxcala 800 men laid a two km long carpet of flowers and sawdust for the passage of the torch. The holy city of the Aztec Empire Teotihuacan welcomed the torch, it was the Mexican nation's official reception for the Olympic flame. 1500 dancers with costumes adorned with colored panache and feathers twisted and turned by the Pyramids of the Sun and the Moon under a spectacular light and sound effect.

Finally on October the 12th, at 12:51, the female Mexican athlete Enriqueta Basilic de Sotelo entered the Olympic Stadium for the final relay of the torch. After circling the track, she nimbly mounted the stairs of the central tower and lit the great flame in the cauldron for the Games of the XIXth Olympiad. "Mexico '68, first Olympics of the Spanish-speaking world, was on its way to becoming part of history".

III. Athletes highlights

Bob BEAMON, United States

The highest performance of the Olympic Games was the long jump towards the XXI century. After nine world Olympic records beaten on the 24 athletic competitions during the Mexico's Olympic Games. A new world was set, a new mark that possibly would take many years to be beaten. Bob BEAMON from the United States made it.

He was in danger of being eliminated from the long jump in the qualification round. He made two fouls during his first two attempts...one more foul and he would be going home that day. His friend and teammate Ralph BOSTON came over to help and told him *"Bob, you won't foul if you take off a foot behind the foul line. You can not miss it"*, then he qualified. The long jump final was held later that afternoon, many minutes after his amazing jump while officials and athletes were running all over the place, the public address system announced the history-making news. Bob BEAMON's leap, 8.90 meters... A new world record was set beating the previous 27 feet 43/4 inches. The Scoreboard started flashing 8.90 m. Puzzled BEAMON asked a teammate how far it was in feet. The man quietly said to him, *"Bob, you jumped 29 feet, 2 1/2 inches."* BEAMON could not pronounce any single word, he jumped and while he started to cry and fell to the ground, weeping, nauseated and too dizzy to stand, he kissed the floor. The rest of the competitors were in shock. For all practical purposes the competition was over for them in the first round.

Indeed, it was the thin mountain air that aided what some have labeled *"the greatest single athletic achievement of all time"* Bob BEAMON's monumental long jump of 20'21/2" that broke the world record by 1'93/4" and stood for 23 years until 1991 when America's Mike POWELL sailed 29'41/2". BEAMON shrugged and said, *"Mine was a jump way before its time. It almost made it into de 21st century"*.

"The Black Power Salute"

It could be argued the two most significant political demonstrations surrounding an international athletic event took place at the 1968 Mexico City Olympic Games.

The most famous was the "Black Power Salute" performed on the award podium by Tommie SMITH and John CARLOS of the United States, the first and third finishers in the 200 meters. Both stood on the podium barefoot and wore black socks, with their heads bowed, raised their black-gloved fists in the air during the playing of "The star-spangled banner" a protest against the inferior treatment given the United States blacks and racial policies. The next day both athletes were expelled from the USA Olympic Team and were asked to leave the Olympic Village. Two days later JAMES, EVANS and FREEMAN (three other USA athletes) winners of the 400m. raised their fists in the air and wore black berets.

George FOREMAN (USA) winner of the heavy weight boxing title (gold medal) protested against the actions of his teammates by waving a small American flag in the boxing ring.

Vera CASLAVSKA, Czechoslovakia

Another dramatic moment took place in the gymnastic competition involving Vera CASLAVSKA of Czechoslovakia, the undisputed Queen of the Games.

In Tokyo 1964, she thrilled the gymnastic world by dethroning the Soviet Union's legendary Larissa LATYNINA for the individual all-around title.

CASLAVSKA arrived in Mexico City just two months after Soviet Union troops had moved into her country to quell free speech. But the most poignant moment for CASLAVSKA took place during the victory ceremony where she had to share the gold medal with Larissa PETRIK of the Soviet Union. Protocol called for the playing of each of the national anthems in honor of Czechoslovakia and the Soviet Union. A smiling CASLAVSKA stood tall and proud as the Czech national anthem was played first.

Immediately after, the Soviet Union anthem was played, the smile left CASLAVSKA's face and she bowed her head. There was no mistaking her emotions.

The day after her victory, she was married to Josef ODLOZIL who competed earlier in the 1,500 meters on the track. More than 10,000 Mexican fans waited outside the church. It was confirmed that she was one of the most beloved athletes to appear in Mexico City Games.

Currently, Ms. CASLAVZKA who is a physical education instructor, is President of the Czech Olympic Committee and a member of the National and International Gymnastics Federations.

Irena SZEWINSKA, Poland

In the history of Olympic women's track and field there are familiar names known to all, all have been multiple gold medal winners but to many Olympic historians there is one woman who stands above all the rest. Her name is Irena SZEWINSKA of Poland. In her homeland she is still known as "the Queen of the Track". She competed in Tokyo, 1964; in Mexico, 1968 she won a gold medal in the 200 meters and a bronze in the 100 meters; she became a legend after having competed in four Olympic Games, Munich 1972; and Montreal, 1976 were the other two. "Irena is the model for sportsmen and sportswomen who aspire to greatness at the Olympic Games"

She made history by becoming the first woman to run 400 meters under 50 seconds.

Twelve years after winning her first gold medal in Tokyo, '64, the polish national anthem was again played for 30 year old Irena SZEWINSKA. In four Olympic Games she had won at least one medal - in all, three gold, two silver and two bronze. "She fulfilled the finest attributes of human spirit - talent, pride, courage and perhaps of all, the ability to endure."

Al OERTER, United States

Who won four successive gold medals in the discus in Melbourne, 1956; Rome, 1960; Tokyo, 1964; included Mexico, 1968

at the age of 32. He retired as undefeated Olympic champion and the only athlete to win four consecutive gold medals in the same event in Track and Field. He wanted to participate eight years after at the Moscow Olympic Games 1980, but that was the year of the United States boycott, he went through the motions half-heartedly to try to make a team that was not going to Moscow. He finished fourth in the token Olympic trials but there is little doubt he would have qualified if the United States was going to compete in Moscow.

Abebe BIKILA, Ethiopia

Mamo, WOLDE, Ethiopia

and

The Last Man in the Marathon

John Stephen AKHWARI, Tanzania

The marathon run was also filled with drama. "The legendary Abebe BIKILA from Ethiopia, winner of the two previous marathons in Rome and Tokyo, was attempting to make three successive victories. He would add a new dimension to a record he had already held, for BIKILA at that time was the only marathon runner to ever win that event twice." But during the race BIKILA suddenly stepped off the road and retired from the race in the presence of the stunned press and spectators. He later revealed that he had been suffering from a bone fracture in his left leg for several weeks.

Nevertheless, BIKILA's teammate, Mamo WOLDE, knew of the injury and ran as if he was BIKILA's mirror image. WOLDE's triumph gave Ethiopia its third successive marathon victory.

But the drama came during the end of the marathon. A little more than an hour later, and just a few thousand spectators left in the stands, John Stephen AKHWARI of Tanzania entered the stadium. He was the last runner in the marathon, and his leg was bloody and bandaged. He winced in pain with every step. He pressed on and the thousands of fans were silent a few minutes before he entered, began to clap in a slow and steady manner.

He made his painful way around the track and the cheering started to grow louder. When he crossed the finished line the crowd roared as if he had been the winner.

After AKHWARI was asked why he endured the pain and why, since there was no chance of winning, he did not retire from the race, AKHWARI appeared perplexed at the question. Then he simply replied, *"I don't think you understand. My country did not sent me to Mexico City to start the race. They sent me to finish the race."*

Victor SANEYEV, USSR

Many people criticised the election of Mexico City as the host for the 1968 Olympic Games, because of its oppressive altitude, 2,240 m. above sea level. They said it will affect the marks and health of many athletes and the set of new world records would not be seen.

What a surprise! A thrilling competition took place in triple jump. There the previous world record was broken nine times before a winner finally was crowned. That honor went to Victor SANEYEV of the Soviet Union. *"It was an incredible competition," remembered SANEYEV. "It seems that every time someone jumped, a world record was created. Finally, on my sixth and last attempt, the world record was broken for the ninth time and I won the gold medal."* He competed in three more Olympic Games, Munich 1972, where he won his second gold medal; Montreal, 1976 where he said *"I did not know what to expect in Montreal, in the triple jump world records are broken by infinitesimal part of an inch"*, but here again he won his third gold medal. In Moscow 1980 his competition was the expectation, but unfortunately he fell short and his teammate Jaak UUDMAE jumped brilliantly leaving him the silver medal. He ended his career with three consecutive gold medals and one silver.

John VELZIAN, Trainer Great Britain

A British trainer, John VELZIAN went to Africa for developing one of the greatest missions one can imagine! To train on the heights of Kenya the natives that have felt the call for athleticism. Some months later in Mexico '68, the Africans with only seven

athletes (five from Kenya; KEINO, KIPRUGUT, TEMU, BIWOTT and KOGO, one from Tunisia; GAMOUDI and one from Ethiopia; WOLDE) made five gold medals, four silver medals and two bronze medals.

Kip KEINO, Kenya

Jim RYUN, USA

On Sunday, October 20, 1968, the 1,500 meter run was scheduled at the Mexico City Olympic Games, for the long awaited duel between the world record holder, Jim RYUN of the United States, and Kip KEINO of Kenya.

With two laps to go, KEINO made his move to overtake his teammate, instead RYUN decided to wait, he was passing runners easily but there were too many in front of him. He later said "*I was afraid of going too fast*". "*I was very aware of what altitude could do to an athlete who is used to training at sea-level. I knew if I went too fast I would get into tremendous oxygen debt.*"

KEINO crossed the finish line ten meters in front of RYUN, winning the second gold medal in a row in this event for Kenya.

Jim RYUN's Olympic career ended tragically four years later in Munich, 1972 where by luck of the draw, RYUN and KEINO were in the same preliminary heat. RYUN was caught on the inside among several runners, where rather than go outside and easily qualify, he stayed inside, trying to move between runners, he tripped and fell. He got up but the distance was too much. "RYUN's last Olympic race ended by failing to qualify while KEINO went on to win the silver medal in the final behind Finland's Pekka VASALA".

Kip KEINO won another gold medal in Munich, 1972 in the 3,000 meter steeple.

Dick FOSBURY, United States of America

Another athletic achievement was the revolution that caused the North-American FOSBURY in the high jump with his "dorsal style". With a new and powerful style, he leaped to a spectacular

2.24 m. in the high jump, and gave a new dimension to the event.

His "dorsal style" has been used since.

IV. The Mexican athletes

If Mexico surprised the world with the organization of the Olympic Games, the Mexican athletes and swimmers surprised even more. Nothing else than 3 gold medals, 3 others in silver and 3 bronze as well was the Mexican balance during its Olympiad. The most amazing was that some of those medals were won in sports like athleticism and swimming where Mexico was not suppose to figure among the greatest.

The "tibio" MUNOZ won the gold medal in the 200 m. freestyle swimming event. Miss Pilar ROLDAN won the gold medal in the foil individual event, the boxers DELGADO and ROLDAN won the gold medals as well. The Sergeant PEDRAZA got the silver medal in the 20 km walk event, Alvaro GAXIOLA got the silver medal in the 10m diving platform, meanwhile ZARAGOZA and ROCHA were winning the bronze medals in the weightlifting events. Maria Teresa RAMIREZ won the bronze medal in the 800m freestyle swimming event making a total of 9 medals for the Mexican and hosting delegation.

During the Olympic Games held in Mexico City, 27 new world records were set and 56 Olympic records. This was an evident demonstration and proof that the height of Mexico City was not an obstacle for hosting the Olympic Games 1968.

V. The Cultural Olympiad

It could be argued that Mexico better than any other preceding Games, renewed the antique tradition and transformed the Olympic Games into a great celebration of the heart, spirit, muscle and technique, culture and comprehension among people.

The Mexico City Olympics adopted the symbol of peace; its official slogan was "The Games of Peace".

The cultural performances that were celebrated in Mexico before and during the Olympiad, are regarded as the most contem-

porary culture performances that have ever been demonstrated on the American continent.

The Cultural Olympiad was scheduled to last a year. The opening ceremony was celebrated on 19 January, 1968.

The Cultural Program contained 171 musical concerts, 151 cinema presentations, 45 ballets and 130 theatrical performances.

Among the Philharmonic, chamber orchestras and choral groups, included soloists like Claudio Arrau, Van Cliburn, Bakura-Skoda and Maurice Chevalier.

The Berlin Opera House performed as well as famous contemporary music soloists.

There were classical and contemporary dance performances, and in the Poetry field, Robert Graves, Jorge L. Morales and Eugeny Evtushenko performed. It was the first time in Mexico that a large number of people gathered to listen to Poetry.

An International gathering of Sculptors, headed by Alexander Calder, brought many artists. All of them left 19 monumental sculptures along 17 kilometers of the "friendship route".

The Folklore World Festival brought together 54 groups from 25 countries and 24 groups from Mexican provinces; a total of 2,458 artists in 287 exhibits in 11 different sites. Meanwhile, the Arts & Crafts exhibit complemented the dynamics of dance and brought the art of 45 countries to Mexico.

The Children's painting festival encouraged the participation of children, more than 47 countries were represented, one group was invited directly from the United Nations and used the motto "Friendship World".

The Cultural Olympiad included also Scientific aspects such as genetics, space, biology, and nuclear energy applications. There were also important exhibits like Olympic Philately, Space Sciences, History, Olympic Art and Culture and Sport sites.

Closing Ceremony

On the 27th of October at the Olympic Stadium Mr. Avery BRUNDAGE, President of the International Olympic Committee

closed the Games of the XIX Olympiad and invited the youth of the world to reunite again four years after in Munich, 1972 for the celebration of the XX Olympiad.

Meanwhile the Olympic flame was extinguishing. Beethoven's fifth symphony started to play and after it one thousand "Maria-chis" came on the field playing Mexican songs, a happiness outbreak reached athletes and spectators as they started to sing and dance all over the field.

VI. The Olympic venues

Mexico was criticised as well because some people affirmed that it would have to build all the Olympic venues. It was of course an exaggeration because the Olympic Stadium was already built since 1953 and the Aztec Stadium would be ready in 1966, the cycling track was ready as well.

Press journalists that were visiting Mexico City in 1967 were scandalized that some of the venues which needed to be build have not even started just almost 18 months before the Olympic Games. But they did not know that Mexican people are very good working under pressure, so by the end of September 1968, the 18 venues needed for the Olympic Games were ready to use, including the Olympic village.

The Events and their Venues

ATHLETICS	"OLYMPIC STADIUM" Ciudad Universitaria
BASKETBALL	"PALACIO DE LOS DEPORTES"
BOXING	"ARENA MEXICO"
CYCLING	"OLYMPIC VELODROME" Magd. Mixhuca
EQUESTRIAN	"CAMPO MARTE" Chapult. & OAXTEPEC
FENCING	"SALA DE ARMAS" Magdalena Mixhuca
FOOTBALL	"ESTADIO AZTECA"
GYMNASTICS	"AUDITORIO NACIONAL" Chapultepec
HOCKEY	"ESTADIO MUNICIPAL" Magd. Mixhuca
JUDO	"ICE RINK" Insurgentes
MODERN PENTATHLON	"CAMPO MILITAR"
ROWING	"OLYMPIC CANAL" Xochimilco
SHOOTING	"CAMPO MILITAR"

SWIMMING	"OLYMPIC SWIMMING POOL"
VOLLEYBALL	"GIMNASIO OLIMPICO"
WATERPOLO	"GIUDAD UNIVERSITARIA SWIMMING POOL"
WEIGHTLIFTING	"INSURGENTES THEATER" Insurgentes
WRESTLING	"ICE RINK" Insurgentes
YACHTING	ACAPULCO, Guerrero

VH. Facts

Other highlights of the 1968 Olympic Games include the following

- The Mexican Olympiad was the first one to be full satellite transmitted in color;
- For the first time in the Olympic Games all winners had to undergo dope testing (narcotics, stimulants);
- The athletes of East Germany competed in their own team under the name "East Germany". It was not until 1972 that they competed under the official name of their country, "the German Democratic Republic". Presently they compete under the flag of GERMANY as before;
- It was the first time that "tartan", a high technical improvement material, was used for the athletics track; and
- BEAMON's mark and the improvement marks of weight, disk, long jump and 4 x 100 relay, 200 m, 100 m. feminine and the avalanche of new world records were possible due to two major factors. The high technical improvement material used on making the racing tracks, known as "tartan" and the weight variation depending latitude in the training field.

During the 16 days of competition, 27 world records and 56 Olympic records were set. This was an evident demonstration and proof that Mexico City's altitude was not an obstacle for hosting the Olympic Games.

- Another incredible remark was without doubt, that in a country like Mexico, where the man is the "king", had been the first one to grant a woman with the highest honor of carrying the Olympic torch for the final relay.

- During the Mexican Olympiad, 1,600 hosts, 22,00 people worked for the Mexican committee including volunteers, 437 accredited journalists and 60 TV camera men made possible the organization of Olympic Games.

VIII. Others

- The Japanese TV broadcasting network "NHK" hired the satellite transmission rights every 15 minutes after the scheduled time for each event. All events started sharp at the scheduled time so when they started to transmit to Japan many of the competitions were on their way and some had already finished. Why they did it? They said... *"Because we were told that Mexican people were never on time."*
- The European TV broadcasting network "EBU", the Japanese "NHK" and the USA "ABC" were very indifferent to the Mexican Olympiad, they only showed interest for hiring 20 hours of satellite transmission for the whole 16 days of competitions, it was approximately one hour and 10 minutes per day. As the days went on, each TV broadcasting network needed to hire 140 hours more to satisfy the demanding world clamour.
- Due to the many problems that the Mexican Olympiad had to face during its organization, the official commemorative Olympic coin of the Mexican Olympiad was a huge success, it surpassed all sales expectations, but the reality was that many coin collectors wanted to have "the coin of the Olympiad that could not be done".
- As the incredible amount of records broken and the aggression that this city had to suffer from the international media since it was elected as the next Olympic city in 1963. The Mexican Olympic Organizing Committee included a complimentary acrylic small box to the Official Memoir edited for the Games, with the inscription
"It contains air of Mexico City, special for breaking records".
- Another problem that the Mexican Organizing Committee had to face was to resolve the reservation and distribution of 4,5

million tickets already printed. A sophisticated technological project was presented by IBM, but it was too expensive and the tickets should be re-designed and printed again! surpassing the approved budget. Then, how to solve the problem? Where the Organizing Committee would find at least 200 completely honest people not interested on the Olympic Games for handling the Olympic tickets? Where to find 200 incorruptible angels?... So a brilliant idea came to the President's mind of the Mexican Organizing Committee. NUNS!... and they were the remedy! More than 200 nuns were in charge on handling the reservation and distribution of the Mexican Olympic tickets. It was a complete success.

In every Hotel during the Olympic Games all guests were asked to give their birth date and wedding anniversary, so if they had a birthday or anniversary during those 16 days, they were given a flower bouquet and a special gift, and in many cases a "Serenata" with "mariachis". These small Mexican gestures and hospitality traditions brought the satisfactory attention of the international media, once before very hostile. On the 13th of September 1968, the President of Mexico declared that the Olympic Village may open its doors to the Mexican citizens, - the Olympiad was creating a great expectation among people - but there were so many Mexican citizens that wanted to visit it that it was necessary as security measures for the Mexican Olympic Committee to use trams for transporting people along the Olympic Village as if it was a tourist site. A total of 200,000 people visited it.

In order to involve the people of Mexico City into its Olympiad... Some weeks before the Olympic Games, from one day to the other, the people of Mexico started to find thousands of white doves flying all over the city, without a message or the Olympic rings, only that, flying freely - white doves - the symbol of peace, flying everywhere. It was an incredible message that the Mexican Organizing Committee gave to the host city for spreading the importance of the Olympic Games as motivation of peace among people.

IX. The Mexican Olympic venues 30 years after

Indeed the Olympic Games of Mexico 1968 launched Mexico as friendly country and showcased the warmth of its people and traditions all over the world.

When the Olympic Games were celebrated in Mexico 1968, the City of Mexico had a population of almost 7 million inhabitants, now in 1998 it has almost 22 million. There are approximately 3 million automobiles circulating daily through the city and the ozone measure index sometimes reaches the alarm warning level.

The week economical situation that Mexico presently faces due to its transition to a more democratic system and the political one regarding riots in Chiapas have placed Mexico in the eye of the international mass media as a country in conflict.

Due to these factors and unmentioned others, most of the Olympic venues that were used during the Games are in awful conditions. Many of them are under the control of the Mexican government which provides next to no maintenance for them. Many Mexican Sports Federations have asked the government to handle their management and control, but thus far these efforts have proven fruitless.

Worst among all of the calamities associated with Olympic site is that many Olympic Art sculptures have been deteriorated, disappeared, and hidden or covered by new buildings and constructions. There has yet to be any Government instruction or regulation for preserving, saving or relocating these pieces of Olympic Art. We are losing them!!!

An example of damage is evidence at the main entrance of the Olympic Stadium in Puebla. There the fabulous "Mural" of gigantic dimensions was constructed, with the following message

"SPORT AS UNITY AMONG RACES"

This "Mural" was created by the artist Jesus Corro Ferrer, a citizen of Puebla. It was made using the famous "hand made Venetian mosaic technique", which combines Aztec and Mayan sport motives with contemporary ones. Now it has been covered by unconscious people and is facing deterioration. The artist and

many other people have pleaded to the Government about saving this piece of Art and orders, however, as of yet, nothing has been done to save or rescue them.

I am Wondering if the I.O.C. has issued any laws which stipulate that countries staging Olympic Games are required to take care and preserve any kind of Art and venues made expressly for the Olympics once the Games have terminated. I do not know if other Olympic cities have suffered similar problems, perhaps, future host cities should be made responsible for preserving the "Olympic Art" made exclusively for the celebration of the Olympic Games.

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SOME POSSIBLE TIES BETWEEN ATHLETES OF ANCIENT GEORGIA AND ANCIENT HELLAS

by Aleksandre PLENNINGER (*GEO*)

Nowadays nobody doubts for the existence of ties between countries of the Black Sea and Mediterranean basins in ancient times. The ties were of a regular character and covered all the fields of human activities. Politics and trade, culture and handicraft art and sport-all this can be traced by monuments of the antique culture, that reached us. The antique culture is mentioned here because all the Black Sea and Mediterranean Regions were under the influence of Hellenic civilization.

The written language monuments of that period represent mainly carving on the stone, type of which directly depended both on the importance of data plotted on it and prevalence of this or that type of rocks in the given locality. In exceptional cases the required material could be imported directly from Greece. The discovery of the written language monuments of different ancient epochs is still underway, and not always by archaeologists, that's why there is no guarantee that unique articles are not exposed to the "examination" on the spot.

The monument, which will be mentioned below, was found by chance.

It took place in summer of 1895 in the present town of Anapa, on the territory of which an ancient town of Gorgippia was situated in the ancient times. While constructing Mr. Tsikhlakidis' house, workers found a white marble slab with well readable characters on it. It is kept in the Museum of Kerch. The slab represents a parallelepiped with dimensions of 2,06X(0,54-0,58) X0,26 m, on the front and rear sides of which there is a text, in some parts damaged, but mostly well preserved.

It is a list, consisted of 225 names, mainly Greek, but there are exceptions as well. Each side contains two columns, the first of which in both cases is longer than the second one.

There is plenty of unfilled space, on the basis of it, one can assume that the list was scheduled to be added. Each of columns of both sides had a heading, but only one of the second column on the front side is readable: Οἶδε Ερμῆα δολιχὸν ἐνίκησαν "The following ones have won in the long-distance race in honour of Ermi (Hermes)". At the beginning of the first column of the front side one can read: Εὐεξίας "By the strength of the body (won)".

These lines allow to draw the conclusion that the present slab contains sports information, and since it was not customary in Greece to perpetuate names of both participants and prize-winners, one can affirm that the list contains names of competition winners. Most likely these competitions (may be open ones) are of the regional scale, may be preparatory pre-Olympic competitions the winners of which could partake in Olympic Games later. It should be mentioned that while writing this research work, 1326 epigraphic texts found on the territory of the Bosphorus Kingdom were studied. Among them, only a historical monument described by us indicates on holding sporting events (or may be "Bosphorus Games"). Hence, it can be assumed that Gorgippia was a kind of sports centre in the Bosphorus Kingdom.

The found slab was purchased by Prof. N. Veselovsky, a senior member of the Imperial Archaeological Commission, for the Kerch Museum. The then director of the museum K. Dumberg was the first investigator of the find. According to him, the letters on the slab were carved out thoroughly but unevenly. He supposed that the characters were made by different carvers at different time.

Another and the most prominent investigator of the slab is the archaeologist and Hellenist V. Latyshev who is inclined to think that a considerable part of the list was carved out by one and the same carver at one sitting, because there is no noticeable difference in the manner. On the basis of these observations he suggested the following: Some time later, after the holding of competitions started in Gorgippia, it was decided to perpetuate

names of the people, who had won in various kinds of competitions, then names of other winners gradually appeared.

On the front side the whole inscription has remained intact, though the surface of the stone till line 13 is slightly spoiled.

The rear side suffered from time - on the upper part approximately till line 35 (see Addition I-II). All the transcriptions offered by Latyshev cause no doubts, except line 11 of the first column on the rear side, where there is the name [Ευδορος (Evdoros)] instead of Latyshev's [Ηπο]δορος (Herodoros), as the spoiled beginning of the line could not have contained letters HPO. Unfortunately, the text doesn't have any indications regarding the time of the list compiling, that's why one has to base logically upon spelling, paleographic and grammatical data.

As to paleography, it is necessary to note that letters are of definite and consistent type (See Addition III), which allows to date them back to the III century BC, moreover to its first half. The letters, Θ, Ο and Ω are usually smaller than the others.

One cannot consider this document to be more ancient because of the absence of typical spelling features, which are usually present in Bosphorian inscriptions of the III century B.C. and forming of Genetive Singular with -ου) from compound names with stems -εξ. K. Meisterhans notes the following regarding these names: "Der Genetiv hat bis 350 v.Ch. die Endung -ο(υ)ς. Von da an begegnen Formen auf -οθ (39 Stellen von 350-300 v.Ch). Doch überwiegt bis zum Jahre 30 im allgemeinen noch die ältere Bildungsweise auf -οθς. Von 300 an aber gelangen die Formen auf -οθ ganzlich zur Herrschaft. Later appear forms with -ου (30 cases in 350-300 B.C.). But till 300 B.C. older forms with ους, ending prevails. After 300 B.C. form with -ου ending becomes permanent.

Though these remarks refer to Attic inscriptions, they can be applied while examining non-Attic documents. Thus, as it was mentioned above, the list consists of 225 names with patronymics; on the front side the column contains a list of 57 people, the second one - 51, on the rear side - 61 and 56 respectively.

One should note, that if lists of winners are carved out in all the columns, then they are probably given for a number of years. Undoubtedly the names are arranged in descending order and take rise from the establishment of each kind of competitions.

Unfortunately it is not possible to draw indisputable conclusions regarding the time of rise of these competitions in Gorgippia, as still unknown is the following: 1) exact dating of the monument; 2) whether the competitions were held annually.

As to the names, one can note that in each list different names appear, i.e. there are almost no cases when one and the same person has gained a victory in one and the same competition twice or three times.

Nevertheless there are two cases when one and the same name with patronymic is recorded: namely Γοργίας Γοργίου (Gorgias Gorgiou) on the front side in the first column, lines 25 and 58 and Ηροδωρος Ηροδωρου (Herodoros Herodorou) also on the front side in the second column, lines 21 and 34. In both cases the similarity of the name and patronymic allows to assume that one and the same people are not recorded, but fathers and sons. The probability of such a supposition is big, also because in both cases the same names are recorded at a considerable distance from each other (in the first case there are 32 lines between them, in the second - 12).

Thus, one can assume, that each individual person appears only once in each individual list, but there are cases, when one and the same name with patronymic occurs in different lists. Totally there are 39 such cases. Maybe in some cases there were not one and the same people, but namesakes; but if a name and patronymic belong to more or less rare and original ones, then a supposition concerning identity of persons worth attention, especially if records do not differ in places they have in the lists (see Addition I-II). This list can be called a "pick" of Gorgippian population of that time, both in physical and intellectual sense. It also allows to think that Gorgippian community was not numerous, as one and the same people took part and won in competitions.

It's also quite possible that the above indicate the regular and systematic character of involvement in sports of a certain part of the society in ancient Hellas, as from the viewpoint of the modern theory and methodology of physical training it's unlikely to have stable victories in sports without proper training.

But at the same time it cannot be ruled out, that a certain part of the community went in for sport on a regular basis, spending considerable time on sports.

However let's return to the examination of private names remained on the stone. First of all the following circumstance draws attention: a total number of readable and subject to restoration names comes to 170, the overwhelming majority of which is pure Greek. In this respect the document differs from the Gorgippian inscriptions of the Roman age in which a considerable percent of non-Greek names is present. It allows to conclude that in the III century B.C. almost the whole population of Gorgippia consisted of Greeks. The majority of the Greek names in the document are more or less ordinary and widespread in Hellas. In the Pape-Benseler dictionary of private names, there are not only the following names from those appeared in the document: Ανταλκης, Δημοσων, Ευτιμος, Ελλατιδης, θεωνιχος, Ιτης, Κοτυπιων (these name deserves special attention), Μαισης, Μεγανωρ, Μυστιας, Παγουριων, Σασον, Σινδοκος, Σινδος and Σπαρτοκιων. The list does not include names of Βαττας (Battas) and Δινδος (Dindos), as they haven't fully preserved and their restoration is problematic.

It must be noted that popular names (εθνικα) Σκυθης (Skithes) and Σινδος (Sindos) often are used repeatedly as private ones.

These ethinc names point to the Scythian and Sindian origin of their owners. It can be assumed that all these people are newcomers, who didn't live in Gorgippia permanently, but there are not enough facts to draw final conclusions.

As it is known, the use of των εθνικων as private names, was widely spread in ancient Greek world and conditioned by various reasons. One can assume the opposite, i.e. names, resonantly consonant with traditional Greek ones, could have slightly another meaning. Thus, for instance a Greek name of Μοσχιων (Mos-

chion) could point to the ancient tribe of mosos or mousks, who used to live on the territory of the present Georgian province of Meskheta. There are two persons with such patronymic (or with indication of the place of origin) on the list. It is Στρατιος Μοσχίωνος and Σωσις Μοσχίωνος (Stratios Moschions and Sosis Moschions), inscribed on the rear side in the second column in lines 47 and 54 respectively.

It can be noted that four times repeated patronymic (or origin) Κοτυτιωνος (Kotitionos) - three times Κρατινος Κοτυτιωνος and ones Βλασης Κοτυτιωνος - is consonant with an ancient name of the Georgian town of Kutaisi Κοτατισίων. This supposition has a less weight than the previous one, as there is no possibility to explain the substitution of a in the word Κοτατισίων for u in the word Κοτυτιωνος.

A. Fick in his book "Die Griechischen Personennamen" deals with the reasons of penetration into the everyday language and first of all points to the slaves, who had such names as Αραψ, Βίθυς, Γετης (Araps, Bithis, Getes) etc. He notes that "slaves as things in the strict sense, did not have claims for private names and were called as goods, according to the place of import". But later, owing to the process of setting slaves at liberty, such names could enter ranks of free citizens. However, not all the foreign popular names always were of "slaves". Further A. Fick indicates that the reason of use of such names could be friendly, cultural and trade relations with neighbors. And since the close ties between Kolchide and countries surrounding it cannot be questioned, such interpretation of some names (patronymics) is of utmost interest and serves as a spur to the further study of this issue from positions of different sciences.

One can try to discuss a topic of different kinds of sport, winners of which are perpetuated in the present catalogue agonistic.

One of the favorite Greek contests was pentathlon. There are data according to which pentathlon competitions were held both in Greece and Black Sea countries. However the Gorgippian slab does not point to the pentathlon, because competitions are dedi-

cated to Ermi-patron of merchants, thieves and athletes - who was, according to the legend a runner.

The pentathlon competitions, in which athletes, besides race, competed in long jump, shot and javelin throwing and wrestling were unlikely to be dedicated to Ermi (in modern transcription Hermes).

Also, in the Greek pentathlon only winner was announced (when an athlete won in three or more kinds), the winner of only one or two kinds was not granted any title at all. That's why winners in one or two kinds could not get into the list.

One can suppose that the Gorgippian slab contains names of winners in different distance race, but in this case a question of interpretation of the word εὐεξίας, more appropriate for description of wrestling or pancration arises.

New questions arise...

The indirect confirmation of a serious approach to the physical culture and sports is another discovery made by A. Lyutsenko in Kerch (Panticapeus) during excavations of a necropolis in the area of a highway leading to the Novy Karantin in April of 1860. A wall (1st century BC) was a wall of a grave. White marble spire remained in good condition, its dimensions are 0.74x0.47x0.13m, it is kept in the Hermitage (Saint-Petersburg). The monument is included in Bosphorus inscriptions under No 129. The inscription that represents a poetic epitaph indicates that Pharnac, the son of Pharnac, a resident of Synope, had mastered the profession of instructor of gymnastics and started to travel around Greece in his youth. He settled down in Panticopei, where he gained great respect and love among the Bosphorus residents. The people rendered homage to their trainer after his death by erecting a tombstone on his grave (see Addition IV).

According to the well-known Georgian scholar and journalist, researcher of Olympic history, Professor A. Tsibadze (together with V. Apridonidze, was the first in Georgia who began studying the considered issue) supposed that the capital of Ponto Kingdom of Synope was a pro-Georgian city and was mainly inhabited by the Georgians, and consequently, the residents of Synope were

the carriers of the elements of the ancient Georgian culture and may be Georgian genes as well. A. Tsibadze considers it likely that the above mentioned Pharnac successfully trained the residents of Pantacopei in physical culture.

The participation of the residents of Synope in a number of tournaments and generally, in the sporting life of the ancient Greece, is emphasized by M.I. Maksimova, the researcher of Ponto Kingdom, in her publication "The Ancient Cities of the South-Eastern Black Sea Coast" (Moscow, 1956 p. 347). M. Maksimova gives examples of the sports achievements of athletes from Synope.

Hence, it's obvious that archaeological finds raise questions rather than giving answers. But maybe their emotional fascination is included just in their mystery.

It can be said that due to sports, one more linking point has been found in the relationship of the ancient cultures.

"O, Sport! You are the World!"

Conclusion and Supposition

1. One can make suppositions about possible existence of sports ties between the ancient Greeks and Georgians. It cannot be ruled out that Georgians took part and repeatedly won in competitions on the land of ancient Hellas.
2. It is quite possible that Gorgippia was a kind of sports center of Bosphorian kingdom, which was open to foreign athletes and where systematic sports work was carried out.
3. Georgians laid the foundation of their more than rich sports and friendly traditions in ancient times.

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Front side of the Slab

Column 1

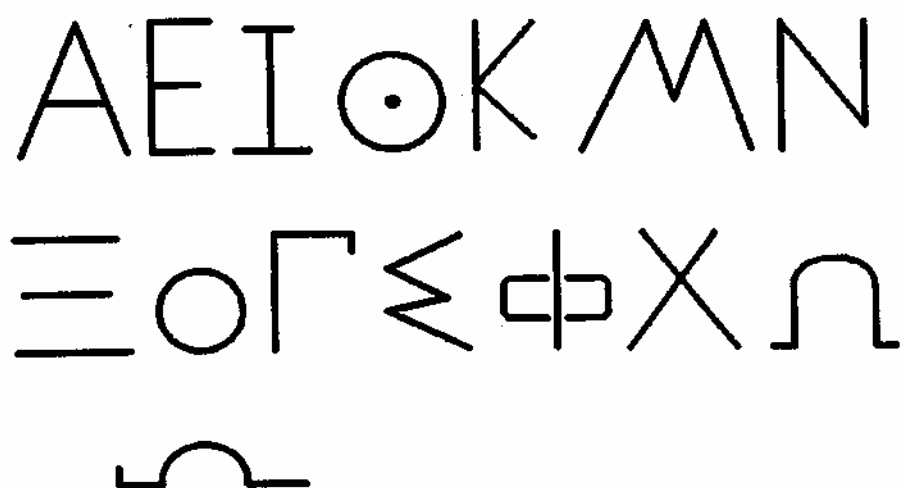
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Εὐθένης Εὐθέτου
Δίων Διονυσίου
3 Εὐδός Δημητρίου
[Δ]ιοσκύδρος Νουμηνίου
Νικιστράτος Ἀναξικράτους
Πασίων Εὐδότα
Ἀπολλάντιος Δημητρίου
10 Ἀριστοκλῆς Εὐδότα
Ἀπαλλωνίου Βίβθα
Βλέφος Ἡρακλείδου
Διονύσιος Εὐπολέμου
Πασίων Διοφάντου
15 Δίμκιος Πόρρου
[Π]τομαράτης Εὐείριος
Νίκων Θεοσίλου
Ἀντίθεος Ἡρόδοτου
Νομφόδορος Εὐείριος
20 Διονύσιος Ἀπαλλωνίου
[Β]λέφος Γοργίου
Σάτωρ Εὐπόλιος
Ἡρόδοτος Ἑστιάου
Δανάς Ἀπολλωνίου
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Ἡρόδοτος Εὐδότῳ
[Τ]υμῆς Θεοφάνου
Τιμάς Νομήμωνος
[Κ]ρατίνος Κρατίνου
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Φίλιππος Φιλίνου
Γλαυκίος Γλαυκίου
Δημόχαρις Ὀρχάνου
Ἄγις Διοσάνδρου
35 Προμαδίων Χροσίππου
Σωφάνης Σωφάνου
Προμαδίων Θόαντος
Δημήτριος Σπαρατονίου
Ἀπολλάντιος Γλαυκίου
40 Παντακλῆς Κηφισοῦ
Αἰσιμίδης Παντακίου
Ἀθανάσιος Σπαρατονίου
Ἀπολλάντιος Σπαρατονίου
Ἀνδρόκλῆς Εὐφραντος
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Διοκλῆς Ζήνωνος
Δημόντης Δημόγαβδος
Εὐσιπάτωρ Ἡρακλείδου
Δήμαρχος Νουμηνίου
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Παγοουρίων Γοργίου
Μαίσις Καλλιγένου
Σπαρατίνος Γοργίου
Φίλιππος Ἡρόδοτου
55 Εὐφύλλος Γοργίου
Εἴρωτος Κρατίνου
Νουμηνίος Νουμηνίου
Γοργίας Γοργίου
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Column 2

Οἶδε Ἑρρατα
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Ἰφικλῆς Ἰφικλέους
5 Δημήτριος Δημητρίου
Ἰπποκράτης Δημητρίου
Ἀγχιόλας Διονυσίου
Ζώταρος Ἰφικλῆος
Μάτρις Σπαρατονίου
10 Κώνων Ἀθηνίππου
Ἀπήμενος Γοργίου
Πασίων Διοφάντου
Εὐδότας Ἀριστοδήμου
Ἀντίθεος Ἡρόδοτου
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Ἄγις Ἡρακλείδου
Κρίθων Προγέτονος
Σάτωρ Εὐπόλιος
Ἀντιάδης Ἡρόδοτου
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Ἡρόδοτος Ἡρόδοτου
Εὐδότας Θεοφάνου
Παράμονος Εὐβοίου
Εὐφύλλος Καλλιμάχου
25 Ἰφικλῆς Φιλίσκου
Κρατίνος Κρατίνου
Μυστίας Δημόμαχου
Νικιστράτος Θεοφάνου
Δημήτριος Σινδόκου
30 Βλάστος Κρατίνου
Κόφρος Διονυσίου
Ποσίδας Ἑλλανίδου
Φιλίσκος Φιλίσκου
Ἡρόδοτος Ἡρόδοτου
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Νικέβουλος Καλλιστράτου
Εἴρωτος Εὐρότου
Διονύσιος Διοσάνδρου
Ἀπολλάντιος Ἑπικράτου
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Ἡγήσιλος Διονυσίου
Διοκλῆς Ζήνωνος
Φίλιππος Εὐκρατίδου
Κλεάνδρος Καλλιπιδου
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Θεόμνητος Ἀριστοκλέους
Νικόμαχος Νικίου
Ἑστιάος Ἡρόδοτου
Σπαρατίνος Γοργίου
50 Ἀρισταγόρας Δημητρίου
Μαγάνης Δημητρίου
Ἀρτεμίδωρος Μονεκλέους
Σπαρατίνων Σωφράτου
vacat

Back side of the Slab

Column 1	Column 2
[Δημ]ητρίου τοῦ Τημέου	---[Διον]υσοῦ[ρου]?
Σάβων Σαβάντος	[Τφ]υλῆς [Τ]φικλῆς
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5 [Ζ]ωκυρίων Ζωκυρίωνος	1 Λυσίας [Προμ]ήθευ
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[Ε]ὐφ[ρο]ντος Ἀντιφ[ο]ντος	Κόνων Ἀδριαν[ο]ς
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[Ε]πιμάρτης Σίδου	Προ[μ]ήθευ Διφ[ο]νίος
Δημοσθένης Σιδωνος	Ἀρχάγγελος Ἐστατίου
15 Θεόφρων Τικουρίτης	15 Μενελάος [Μαυ]ρίου?
[Ε]σ[ο]κπας Ἀπ[ο]λλοκλῆτος	Μέντιος [Β]ήτιος
[Γ]ραβ[ι]ος Δημοφάντος	Εὐθέας Ἀ[ρ]ιστοκλῆτος
[Α]ντιφάνης Σίδου	Ἀντιόχης Ἡρόδοτου
[Θ]εόφρων Θεοφάνου	Καλλιόπης Ἀστυνόμου?
20 [Π]αυ[ο]νίος Δημητρίου	20 Ἡρόδοτος Ἡρόδοτου
[Τ]φικλῆς [Τ]φικλῆς	Παρόντος Εὐβ[ο]λῆου
---ος Τικουρίτης	Ἡρακλῆς Τιμασίου
[Π]ροδίκας Διφ[ο]νίος	Ἀρίστης Πάππος
[Α]ριστοκλῆς Σιδωνος	Ἀπ[ο]λλοκλῆτος Παγ[ο]νίος?
25 Ἀρσενίος Διονυσίου	25 Ἐστατίος Εὐφάνου
[Δ]ιφ[ο]νίος Κηρίου	Διονυσίου Ἀπολλοκλῆτος
---ος Ἀρσενίου	Ἀπολλοκλῆτος ---
[Δ]ιφ[ο]νίος Ἀντιφάνου	Τφικλῆς Φιλίσκου
[Α]ριστοκλῆς Ἀπ[ο]λλοκλῆτος	Σίδος Ἐπιμάρτου
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[Ε]σ[ο]κπας Ἀντιφάνου	Ἀπολλοκλῆτος Ἐπιμάρτου
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Νικηφόρος Κρατίου	Θεόφρων Θεοφάνου
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Δαυ[ο]νίος Ἀπολλωνίου	Σιδος Ἰαίου
Διονυσίου Καλλιμάχου	Σπάρτιος Μοσχίου
Κρατίος Κοπτινίου	Μένανδρος Μένανδρου
Θεόφρων Φιλίσκου	Μένανδρος Ἡρακλῆτος
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Δημήτριος Σαραπείνου	Ἀριστοκλῆς Σιδωνος
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[Φ]ιλίσκος Φιλίσκου	Φιλίας Εὐφρώνος
Ἀγ[ο]νίας Σαρπείνου	Σάσις Μοσχίου
55 Προμ[ο]νίος Θεοφάνου	55 Γοργίας Γοργίου
Δημήτριος Σιδωνος	Ἀριστοκλῆς Δημητρίου
Ἀρχάγγελος Φιλίου	Θράσυλος Γόργου
Ἀθανάσιος Σαραπείνου	Ἐπαυρίων Σαραπείνου
Θεόφρων Θεοφάνου	vacat
60 Φιλίας Φιλίου	
[Π]ρομ[ο]νίος Εὐβ[ο]λῆου	
Ἀπολλωνίου Σαραπείνου	
vacat	



Epitaph

Φαρνάκη Φαρνάκου, | χαῖρε.
Φαρνάκεω στάλαν δέρκευ, ξένε, τὸν βαρὺς Ἀδης
ἔκλασεν, ἀγρεύσας δύσμορον ἡλικίην,
τέχνη παιδοτρίβαν, ἔττειν νέον, ἐγ δὲ Σινώπας
πατρίδος ἐξ ἀρετ(ᾱ)ς πρὸς δύσιν οἰχόμενον·
οὐ κάλπιν κρύ(π)τει γῇ Βοσπορίς οὐδὲ λέληθεν
γυμνάσιον κωφοῖς δάκρυσι μυρόμενον.
Αἰρετίσας δὲ πατὴρ στοργᾷ φύσιν ἐπροτέρησεν
Χηματίων, τύμβωι σᾶμα λίθου θέμενος.

UNDERSTANDING FAIR PLAY BY PHILOSOPHICAL APPROACHES AND YOUNG ATHLETES PERSPECTIVES

by Fernando PORTELA (BRA)

The issue of Fair Play in sport has mostly been approached as a particular section of knowledge or of specialization. This report attempts to search, based in philosophical presuppositions, foundations for understanding how the altruistic feelings become the basis of Fair Play prescriptions. Firstly, as a counterpoint of seminal philosophers, a construct of "ought to" was developed. Secondly, based on arguments from specialized researchers, Fair Play interpretations were presented. Thirdly, in opposition to the "ought to", we attempted to identify the "is" from a group of young (13-15 yrs) female volleyball players (n=50) by using an attitude scale questionnaire structured by 24 dilemmas. These questions were designed according to the proposition that Fair Play codes in sport cannot be studied far from the ethical and moral claims of day-to-day life (Bento, 1995). Conclusively, the preliminary survey confirms the assumption of sport being mostly concern to its own ethics, far from social relationships of daily life. Thus, this study suggests that there is not a particular ethics which could substitute the general one.

In present days our lives are typically surrounded by dilemmas which are sources of disquietude for intellectuals, leaders and often for common men and women. We look around searching answers either in the nature, in the human being or in society, that could explain our choices; however, these arguments frequently present an antagonism with alternatives equally conclusive or even ambiguous.

If we look to the past in search of a historical backdrop to our predicaments, we come upon Socrates - the father of moral philosophy - who received this epithet due to his efforts to un-

derstand human being's behavior¹. By similar motives in my sport career I came across several controversies which made me elect ethics in order to comprehend human options facing practical problems.

In fact, the Socratic view of the world in the context of contemporary life was the basis to define the present investigation, once the contrast between "ought to" and "is" epitomises the fundamental question of any dilemma. In sports grounds the right measure for the notion of "ought to" is found in the proposal of Fair Play, as admittedly assumed by the Olympic Movement and other key initiatives of sports. Thus, Fair Play is the object of this study under the purpose of reviewing the knowledge referred to ethical claims of sport competition as well as observing the athletes' behavior in sport practice. In addition, the survey here proposed aims at providing data from an adolescent and young age group in view of those subjects who, as opposed to top athletes, are naturally exposed to daily life moral dilemmas and ethical models of behavior in sport practices.

The scope and other terms of reference involving this research are then approachable by a philosophical appreciation of ethics as applied to Fair Play. And this rationale becomes appropriate if we begin with Socrates thought. Actually, after Socrates ethics emerged as a rational and analytical object of reflection. This development allowed him to generalize ethical claims as long as what is good for one must be either to another, when both are exposed to the same circumstances. Moreover, these claims should leave behind dogmatic propositions, presuppose analysis of the instinct of change as much as making the language en-

larged by dialogue .

Generally, these assertions summarize how Socrates' concepts operate. From observation, as the judgement of the facts are made, we may grasp the facts' values by means of examples. Nevertheless, this is not a correct approach to generalization, because there are uncountable examples that could reach the interlocutor by ironic and, sometimes, tendentious ways. Even though, by reflection, many traditional moral percepts are passed by riddles,

to avoid getting them substituted for some kind of dogmatic formula.

Not surprisingly, we often cross over dilemmas that put our conceptions about conduct codes to the test. That is the case of conceptions acquired by social relations from day-to-day life. They are, for instance, animal cell clonagem, or violence in sports. In all, a central dilemma is concerned with good *versus* evil. If someone asks why or how we ought to be good, others affirm that searching the goodness in particular or general is not the aim of moral philosophy. Again, there are some who do not admit ethics as an ideal system, noble in theory, but inapplicable in practice, although he or she demands a code of conduct neither relative or subjective. In other hand, ethics may henceforward not be general but particular, following the rationality related to specific subjects. Ultimately, ethics that springs from several areas of knowledge according to modernity's challenges, might not be submitted to philosophical coherence *criteria*³. But, this assumption, indeed, must be considered as a philosophical theme of discussion and, sometimes, scientific.

The option of keeping a philosophical core in ethical debates is mostly concerned to specialization, that is, to particular data from determined knowledge in addition to generalization without which there is not philosophical ethics or appropriate scientific problems. Thus, we face preliminarily a potential appearance of microethics, or particular ethics, as found for instance, in genetics or in atomic energy sciences. Secondly, as for generalization we meet difficulties of grasping all variables, a standpoint usually emphasized by relativism in dealing with cultural differences.

As an initial approach, nevertheless, it looks like there is here an insolvable dilemma. If a technique is scrutinized we transform the dichotomy between specializaiton and generalization in a sole inquiry: the individual, just as any culture has the human being behind. Consequently, considering this ethical person should stand as a synthesis from multiple social relations that surround him ore her-besides individual idiosyncrasies - I decided to detach one of them - the sport practice - as an attempt to comprehend

in depth the human ambivalence observing one of the most significant facet of human existence.

Should the sport social environment be capable of bridging the complexity of ethics? At least, one authoritative answer came from the president of 48th General Assembly of the United Nations (October 25, 1994), Samuel Insanally, who textually expressed: "Sport now imposes its own logic, which is not necessarily that of governments. It is not merely an instrument: it is becoming an end in itself, with its own values and its progressive aspects. The international dimension of the sporting event has now abolished frontiers. Sport thus promotes unity. Sport is a school for Peace, and should be taught as such. Through an excess of confidence, it would be simplistic to think that practising sport equalled working for peace. Without forgetting all its strategic implications, diplomacy also has the function of strengthening friendship between peoples, promoting dialogue between them and expressing the opposing interests involved rather than turning to force (...)"⁴.

This declaration implies the notion that the sport movement reached an unequivocal worldwide prestige, deserving a peculiar attention from scientific investigations. From this point of view we may return to focus the "ought to" quest - why and how we must be good. Such assumption primarily has the meaning of searching an adequate sence to "good". After all, what is "good"?

Notwithstanding, the quality of good, let alone the goodness and the beauty, has an outstanding characteristic: it can not be defined by analytic declarations, what renders indirect references in order to make possible the desirable universalization. In sum, this difficulty suggests the need of overlapping meanings from diverse terms for a point-specific significance.

If we look for the support of Aristotle, there is a clarification of the good and an approach to the investigation here proposed; "the good is the direction to which all things progress". Therefore, the "Summun Bonum"⁵ is the search of good, goodness and beauty. Hence this philosopher has defined ethics as the study of human action towards goodness⁶.

Starting with this seminal assertion of philosophy, we may argue on why do we need guiding principles to our behavior? According to Aristotle, human nature encompasses in its ontological existence a conflict of form - a battle to control matter - and of reason in attempting to command passions, desires and feelings. Aristotle was also convinced about superiority of the soul in front of the body, emphasizing rational capabilities. From this view, the body becomes an instrument of the soul, which is essentially good. In one hand, the soul has two distinct elements: superior and inferior. On the other hand, the repetition of harmonious actions as a result from superior intervention of the soul, contributes to the adhesion of the inferior sphere to rationality⁷. Most certainly, passion remains passion, however under the core of intellect. By this procedure, the intellect meets in codes the means for practicing acts of goodness.

In all, these philosophical claims came to the conclusion that the ultimate aim of a human being is happiness. Therefore our acts should be concerned with happiness as a self-reflection. Despite this first outlook represents an individual self-made happiness, the supremacy of egocentrism is not the priority of our study but above all the moral thought proposed by Nietzsche. Now we are located at the end of the 19th century with the uncover of the "superman", from whose moral altruistic feelings were seem as a revelation of a weak social order. This caste - depicted by Nietzsche as Judeo-Christian-reversed the values of richness, power and strength into others related to respect, gratitude and solidarity⁸. This interpretation of western morality takes us to the individual of uncontrolled desires, the same who Aristotle tried to encapsulate in the domain of reason and in the submission of passions and human appetites.

To accept the thesis of Nietzsche means to reach the excess of desire and power, as well as to move the individual to the center of his or her ethics. As a counterpoint, the acceptance of Aristotles rational claims of controlling human appetites renders the human relations as the center of ethics, which is often seem as a good measure in terms of ethical inquiries.

To illuminate this balance between Nietzsche and Aristotle a citation from Pegoraro (1995) is illustrative: "In fact, the "polis" is a kind of community (...) created straightforward to meet goodness (...). As a result, whether all communities favor a particular goodness or the most important one incorporates all others, this former community is aimed to higher goodness. This high community is called "polis". It is the political community."

Then we have the "polis" structured by other communities such as families and friends, that in turn are defined by individuals among whom personal interrelationships mainly emerge. Consequently, disagreements between peers would make the "polis" not viable in reason of selfish life from which richness, honors and bodily pleasures would develop greed. Aristotle refers to those who value greed as inconvenient egocentrics because they multiply greed putting more emphasis in the irrational part of soul.

By contrast, if one person acts in nobility with efforts to become just also he or she would be egocentric but not being inconvenient. This Aristotelic presupposition sees the noble acts as a product of the divine and superior part of the soul, as depicted beforehand. "Therefore, people who dedicate themselves to practice nobility as well as noble actions all matters ought to be granted to common good and each one should assure greater good, once the moral excellence is the greatest of all goods"⁹.

In retrospect, Nietzsche and Aristotle might be suggesting firstly that matter is superior to form and there is not such a thing than a divine individual. For Aristotle's sense there is a need of community's conservation by mediation of human beings (form).

As far as matter and form are concerned to ethics, as here reviewed, one of its purpose would be to regulate interrelationships between persons in order to protect the community. This expectation should overcome the egocentric ethics full of desires and appetites. Furthermore, the previous assumption of happiness coming up by self-reflection should be a condition of harmony to be shared by all in a particular social group.

Let's take up another seminal philosopher to clarify the latter arguments.

Actually, Kant developed the "pure good will", preceeding all types of willness, to assure a desirable behavior between peer persons. In short, Kantian morality is referred to three principles: (1) The universalization of law, (2) Absolute dignity of individual and (3) Autonomy of will, self imposing the law¹⁰.

The first principle is about gathering individuals in equal basis, similarly to a precedent view of Aristotle in which the differences of matter are overcome in adapting to a metaphysical principle *a priori*. "Act in accordance with the maxim of your will, making it universal as much as yours"¹¹. The second principle determines the conditions of applicability when one faces the universal law. The third defines how the moral code appears and is incorporated to beings. Symptomatically, these propositions raise the hypothesis that Kant had an altruistic interpretation of social relations in terms of human preservation.

Summarizing, the philosophical constructs here presented constitute a minimal basis to ethics elaborations, being otherwise a mutual understanding for building social relationships. In other words, the basic elements to ethical constructions are the recognition between peers, good judgment and practical wisdom. In these perspectives, the relationships involving sport practices may be examined.

Sports, coincidentally, have become recently one of the most significant area of knowledge to observe human behavior. This preference is acknowledged in view of sport aggregation, refers equally to simple disguised actions and to sophisticated cheating manners among attitudes of respect and altruism. Although the good and bad news from sport activities are concerned to adults, the adolescent and young age group cannot be put aside, as non ethical behavior is often a product of lower age levels¹². If self interest behavior ought to be replaced by common interest, here lie the roots of moral deviations, considering the role of top level sport which is naturally supported by self interests¹³.

Moral development theories, otherwise, propose that children have an inner sense of moral judgement, being progressively more capable to take moral decisions from universal norms of behavior

in preference to formulate norms based in coercion or self interest. This tension should be placed as basic in present days understanding of Fair Play in sport¹⁴.

In fact, this ambiguity has been following my reflections in a longstanding perspective. Likewise Aristotle, and in the right measure according to my experience of life, I am convinced that moral controversies may be solved by practicing virtue, or put in another way, by education established from noble acts examples. Therefore, as already mentioned, coercive methods must be avoided in favor of reflective thoughts.

This choice leads us to education applied to the baseline of adolescent and youth sport. Of course, the responsables for the application must have appropriate knowledge background, specially attained to the values of Olympism and Fair Play as well. Fair Play in this view, as defined by Arnold (1984) or Telama (1993), represents the idea in which sportmanship, or sport-womanship, is more than obedience of rules of the game, meaning after all in what conditions these rules are observed¹⁵.

By all means, tricky behavior allows unfair play despite following the rules. McIntosh (1979) gives a meaningful and simple definition of tricky manners, such as the break of the rules without being discovered. This strategy for Reddiford (1981) is just an instrumental action; trickiness then becomes a technical issue, not moral. However, Peters (1970), suggests that the game should not be game when considered an exercise of morality. McIntosh (1978), Nelson and Cody (1979), Fraleigh (1984), ICSPE (1988), furthermore, propose that behavior is an essential element of sport, abandoning this situation when the principle of Fair Play is lost¹⁶.

By comparisons, after dealing with former thesis, antithesis and synthesis, the scope of this investigation appears to be pertinent following the notion of "ought to" - a classical methodological resource from ethical assessments - in addition to the approaches already set forward by Arnold, Telama, McIntosh, Nelson, Cody and Fraleigh.

These conclusive theoretical remarks recommend us to an empirical test as proposed initially in this report. For that a group

of teenagers was selected as a target in assessing the perspectives of young athletes being coached to participate in volleyball competitions. The planned inquiry had as its central question the counterpoint defined by "ought to" and "is". In operational terms, the research aimed to explore both common life and sports grounds codes.

The instrument for conducting the investigation was a scale of attitude questionnaire, structured by 24 questions representing ethical and moral dilemmas according to daily life and sport practice situations as well. The option for the scale of attitude was made in reference to an argument from Lee and Cook (1990), "The question of attitude is of major interest in studying fair play. Indeed fair play may be most readily operationalised by studying attitudes rather than behavior simply because of the ease of collecting data. However, researchers who do so must acknowledge the probable discrepancy between attitudes and behavior; particularly in a field which may imply negative evaluations of the subjects."¹⁷

Similarly, the utilization of ordinary life at the same level of importance of sport attitudes is not a common procedure among Fair Play investigations. In this particular context the explanation of Bento (1995) gives more reliability to the choice here presented: "As a partial system or sub-system, sports are not able to develop its own ethics, far from social relationships of daily life. The institutions of sports are expression and factor of justification to whole life conceptions and to notions of supreme aims of all human actions."¹⁸

In all, Bento's declaration represented the insight for aggregating elements to build the questionnaire. Thus, the respondents were submitted to 12 questions about common life and 12 on game and competition attitudes. The research group was composed by female adolescent and young volleyball players, 13 to 15 years-old participants of Rio de Janeiro State's championship. There were 50 teenagers interviewed from 5 different clubs. The interviews were made afterwords training sessions.

As such, in analysing the results, I have preoccupied myself just to ascertain, under a preliminary *criteria*, data collected from

the athletes that would suggest ethical and moral thoughts, that was developed by using an arithmetic average of grades referred to each answered question. Those grades were the following: 0 = I do not have formed opinion; 1 or 4 = totally agree or disagree; 2 or 3 = partially agree or disagree. These grades obeyed to the criterion of "positive values" from Fair Play on each question. Questions that were not answered or duplicate answered were taken as 0.

Indexes numbers, as follows, were used to delineate respondents by his or her characteristics: 0 to 0,99 = there is not perception on ethical and moral values; 1,00 to 1,99 = there is an egocentric perception on ethical and moral values; 2,00 to 2,99 = there is a low altruistic social relation perception on ethical and moral values; 3,00 to 4,00 = there is a high recognition between peers, good judgement and practical wisdom perception on ethical and moral values.

As a part of a larger investigation, that is the author's master dissertation on the subject of Fair Play, the work reported here has the purpose of an initial delineation of the subject under scrutiny. Therefore, this investigation is a small-group study with survey-appraisal procedures without statistical validity.¹⁹

In fact, during the data-gathering, our concern remained in identifying the relation between "is" - attitudes from athletes - and "ought to" - recommendation of positive values from Fair Play. In addition, the predicaments chosen to distinguish the individuals were socio-economical status and length of time in training.

Results showed us that the group of respondents altogether had 2,65 as average in assessing indexes and when all questions were assembled. Moreover, when we dissociated both common life and game ethical and moral dilemmas, we had 2,65 each after we had broken down the average.

Yet taking the whole group as reference, there were not respondents bellow grade 1. Again, it should mean that all the athletes have some sort of perception. Furthermore, 8% of these respondents showed an egocentric understanding of ethics and

moral, represented by grades 1 to 1,99; also, 68% of them presented a low altruistic social relations perception when focusing ethical and moral values, indicated by grades 2 to 2,99; finally, 24% of the individuals showed a high recognition between peers, good judgement and practical wisdom.

Representatives from lower social strata summed up 16% of the indicative group of research reaching 2,58 of average. Conclusively they are classified in low altruistic social relations perception on ethical and moral values, as well as the middle class group with 2,66 of average.

The last predicament refers to the length of time training. Now the athletes who have been trained for less than one year represented 6% of all group, while those adolescents and young responders who have been trained for more than one year and less than 2 years totaled 38% of the indicative sample. The more experienced part of them comprised 56% of the entire group. Their average has respectively: 2,87; 2,51 and 2,71. These numbers should stand again to a low perception of altruistic social relations on ethical and moral values.

These data suggest, firstly, that volleyball is a sport practiced predominantly by middle class. That could be explained by the lack of opportunities to lower social strata to adhere to such sport due to low income, in Rio de Janeiro conditions. However the former and the latter athletes who participated in the research did not show a large difference between averages.

Another conclusion refers to participants who have been trained for more than 2 years. Despite being more experienced, they did not respond, in average, higher than the less experienced teenagers. This might be explained by the proximity of ages.

One more important evidence that we have got from answers is the percentage of adolescents and young athletes who showed themselves in an egocentric and in a low perception of altruistic social relations on ethics and moral values. It should suggest that coaches in Rio de Janeiro are not concerned or are not prepared to teach teenagers in spirit of altruistic manners.

Finally, the foremost conclusion of these preliminary assessments confirms the assumption of sport being mostly concern to its own ethics, far from social relationships of daily life. Putting more simple, this study suggests that there is not a particular ethics which could substitute the general one. Thus, Fair Play interferes in decisions of ordinary life and vice-versa.

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FAIR PLAY AND IRANIAN CULTURE

by Rahim RAMAZANI-NEJAD (*IRI*)

Sport, as a social and cultural phenomenon, carries special messages and has extreme values.

The spiritual and moral values of sport in different periods of human history have been exhibited through local as well ancient and modern Olympic games.

From the past up to the present time human beings have gained extreme benefits from the relationship which holds between sport, on the one hand, and religion and ethics, on the other. One of these benefits is the adequate development of different dimensions of human character.

Unfortunately promotional and economical turbulence and professionalism have weakened the moral base of sport. This fluctuation and tendency does not conform with ancient Olympic goals and its revival. Nor does it agree with the modern practical philosophy of sport. Therefore, the effort to enhance righteousness, justice and healthy competitions has introduced the concept of fair play, as a moral value, to the field of sports. This concept has a close relationship with the culture of sports and physical education in Iran. We hope that scholars all over the world will take valuable steps to preserve generous behavior and manliness within all sport programs through profiting and ethical principles of different cultures and transforming them into universal concepts.

Introduction

Culture is a collection of values, beliefs, views of different countries, fundamental human values shared by all nations. Although there is no universal culture, cultural exchange is quite common. Sport as an inclusive phenomenon and a social - cultural institution is not only a physical and athletic culture, but it

can also take advantage of cultural interactions to enhance the efficiency of sport programs.

Sport is a non-written and kinesthetic culture that also carries several values and events with itself. Sport is not only a process to strengthen the human body, but it also interacts with a complex network of human and social factors.

Nowadays sport has a special place in education and training. Even though we have made tremendous progress in the scientific and practical aspects of sport, we have not attained desirable moral and ethical values of sport yet. It can be claimed that in certain cases, there has even been a decline in sport morality and ethics.

The Olympism philosophy has been considered human growth and rise through movement and sport. Such growth is not possible unless we rely on ethical and moral rules and principles, to fulfill these grand goals of sports and to train all human dimensions of athletes; it is necessary to review the principles and practical philosophy of sport through history, to profit from ethical and moral values of sports in different cultures, and to transform them into certain universal principles.

Technical growth in sports, to win the game by any means, and the application of technological instruments instead of physical and mental capabilities have caused many anti-value factors to affect the grand ideals of the Olympic movement. When the goal is only attaining the ultimate physical performance, the role of sport as a manifestation of the unity of human being is eliminated and it also loses its valuable and moral contents and substructure.

Quantitative expansion has turned sport into an artificial, commercial and political instrument in a way that seeking moral values might seem to be a non-realistic endeavor; to investigate the separation of modern sport from the philosophy of Olympic games and its objectives has threatened the future of sport; it seems that today's crisis in the field of sport originates from the fact that sport is merely viewed from one or more dimensions, while other dimensions are ignored.

Religion, ethics & sport

Today's human life, like in the past, still has not missed its metaphysical aspects; and it is necessary to keep a balance and symmetry between different aspects of its body. One of the sources of spiritual and psychosocial growth among human beings is to benefit from religious or moral instructions and principles. In ancient Olympics also the objectives of sports participations were not merely the competition and matches; however its basic essentials was derived from unwritten moral principles such as equality; justice; bravery; and friendship; today the modern sports are not also any complex thing, and as a matter of fact their roots are ancient sports and games. The modern Olympic is not also anything new; and the spiritual and ethical principles of ancient Olympics are not limited to ancient sports; however their valuable and ethical principles should be transferred to today's sports.

The relationship between sport and religion and other moral instructions have different shapes and meanings within different cultures.

These relationships are well indicated in many of the native games. In modern sports also, religion and ethics with a collection of arranged legal and common principles can be guiding for people. Therefore there is no such thing as first religion; second sport, first ethics, then sports, or first friendship second competition: however simultaneous growth and development of physical and moral aspects have always been indicated today in practical philosophy of sport. Also is stated that; first the athlete, second victory or competition.

All these explain one concept in sports that is proportional dimensioned development within individual (athlete) through sport is of great significance.

Human beings are the ones being addressed both religion and sport; both aiming at rising in both mental and physical dimensions. Religion and sport are not separated from each other because the unity of spirit and body indicated that human needs both morality and sport; and sport is a holy means of reaching such unity.

Sport is a type of physical, moral and social training and is a type of international education. The progression and victory of athlete is not only acquired by sports records (higher, faster and stronger). In sport, moral and physical beauty is necessary and possible, therefore sports should not only teach effort, challenge and victory but also, like religion, it should teach concord, harmony, brotherhood and peace.

Today the relationship and cooperation between religion and sport resulted in referring to sports as a social and like religious nature. Through investigation of the history of ancient Olympics and its philosophy of revival, the relationships of these two elements become clear. At the end of the eighteenth century also many individuals with moral philosophy stepped to the field of physical education. Kobrush believed that without any doubt sport has great correlation with religion and ethics and like religion, sport also gives comfort and confidence; therefore Olympics could be the basis for a system based on moral, bravery, and clean spiritual principles, along with increasing physical power; without any doubt there are many practical methods to become certain of these principles; just like that ancient Olympic also carried a collection of such values.

Olympics as an international and subcultural event wants to connect humans with its moralistic, socialistic and humanistic ideals and desires. These desires should not only be evident in sport and competition, but also in personal and social way of life; we should not allow the Olympic goals to turn into dreams.

As it has derived from its objectives, the Olympic ideology does not merely aim at building healthier but a form of better and integrated men and women. If the Olympic Movement is the 20th century religion, then this religion must be universal, dynamic, practical and humanistic one.

By expanding the moral space on spirits of competitions and by using the religious concepts and ethical codes, the Olympics can struggle on the growth of athlete. Like de Coubertin who introduced the religious idea of sports, and set moral growth to be one of the main objectives in Olympic games, Karl Diem also

tried to propagate this idea; today also sport is propounded as a civic humanistic religion.

Sport should not and cannot be separated from morality. A strong and powerful body does not fit with a weak mind, morality is a natural characteristic of sport; and even though any competition is not devoid from love of victory; and even though mortification; enjoyment and effort in sports is a type of moral instruction; more important is the way and manner of gaining the victory and the most important of all is the transfer of moral principles to other dimensions of life. In fact a moral and spiritual space is dominant on sport and it distinguishes it from merely fight and war. To reach the valuable humanistic objectives of Olympics to benefit from ethical (moral) systems and principles of different cultures and transform them in to ethical codes and executive purposes seems necessary and transferring these concepts into universal forms in sport and to follow those by all elements and people involved in sport society is everyone's responsibility.

Olympics is the manifestation of idealism in sport, and to rely on medical, recreational, political and economical values in sport is not always to the advantage of Olympic Movement and Solidarity. Sportism without considering moral motives and heroism does not fit with the philosophy of Olympics. Olympics is the largest gathering of humans in the present era, and it has many humanistic, socialistic and international outputs. One of its most important outputs is the practical link between ethics (morality) and sport and to create a spiritual mood in all events regarding to Olympics.

Today sport, especially professional sports, faces yellow card by the moral societies, and it is the time that pendulum of Olympic Movement is turned into such direction, otherwise the tender spirit dominant on sport will become rough and full of contradiction. According to this the objectives of games will not merely be of competition or gaining records or even physical fitness; however, along with that sportsmanship and not championship will be of significance.

Today, the athletes have gone much beyond their world of sports; and they are the messengers of health, peace, friendship, morality, and human perfection; and they transfer health and enjoyment to societies universally. They are the informal instructors to young populations. However, this is the case if within their life and athletic fields and with their development in sports and physique, they also grow morally and spiritually. The real meaning of ideology of Olympics is also to preserve the unity of human being; to promote the human values; and social and moral values of human being through sport and transferring those to other dimensions of human life.

To preserve the Olympic objectives, would not only be possible by investigating ancient Olympic customs and traditions or of other cultures. We must creating new values within athletic fields; without any doubt sport is not for the audiences, media or the press, but the goal is the personal development.

Gaining the Olympic medals also has a physical athletic and motivational value in front of other athletes for struggling further: however it never means to gain all athletic values; there are games a day that man cannot go beyond his or her physiologic and physical capacities and limitations. However mental (spiritual) or humanistic capacity of human is always unlimited and ever - growing.

Fair - Play

Why, where, and how fair - play is needed? According to de Coubertin, sport should continue to remain a school of nobility (honor); therefore one of the ways and forms of preserving truth and integrity of moral standards in sport is through fair - play. Fair-play is the nucleus of morality in sport and its a new effort for the subject of practical and not legal morality in sport. Without any doubt, integrity is the essence and principle of morality in sports' activities. However the objective of fair - play is not indifferente or immotivity, or meaning to reduce the competition. But it is exactly to compete well which corresponds well with the spirit and objectives of Olympics. Struggling to transfer and apply such practical concepts in sport indicates that such a crisis, still exists

and in fact it is the only endangering factor of sport and creating anti-morality within it. Fair - play is necessary for a connection between sport, morality, and sporting morality.

But what is fair - play in sport? Fair - play in sport is limited to performing few apparent forms and actions in competition. Fair - play is a practical, moral, and beautiful behavior which should be used not only in the competition but also in the whole life of the athlete.

That is why the concept and content of fair - play should also be carefully studied and investigated. Fair - play is a valuable and moral concept in life and sport and is a representative of some kind of culture and ethics in sports. Fair - play by content should not only be limited to some apparent forms of behavior, or merely be exclusive to athlete in competition. However fair - play is a spiritual and moral mood dominant on all sports (managers, trainers, referees, audiences, press, athletes, etc...)

This concept is one of most sensible and essential forms of education and training in athletic population and should be respected and applied. Even though transforming the valuable, and moral principles and standards to executive and compulsory rules is difficult, however to fulfill the humanistic objective of Olympics and sports, it is necessary to move towards codification of practical systems to moral and honest principles and rules in sports; and to deep away from the turbulence of professionalism and other effective factors.

What supports fair - play and how should it be performed? To assign limitation of fair - play as a moral standard against legal and permitted actions in sport is very difficult, there are many legal behaviors in sport, that don't seem moral: in other words respecting many fair actions in sports are not suitable with the legal system of sport. However there are several matters in competition field and there are other matters regarding organizing and concluding athletic activities that with combining legal and moral instructions we can codify proofs (support) for fair - play. Through this method, fair - play can be separated from temporary and conspicuous behavior, and be led towards fixed behaviors.

Sport and Iranian culture

Historically, physical education and sport in Iran is divided into two eras; Ancient Iran: and Iran after victory of Arabs: and Islamic army over Iran: In ancient Iran healthy and powerful young men were of significant values: women dreamed marrying strong and powerful men, so they can bear powerful children. Even though physical health was the highest blessing of God: but ancient Iranian men never inhibited themselves from the development of their other body dimensions. Just like in ancient Greece bearing the man of wisdom and man of action were considered: In ancient Iran also the saying of healthy mind is in healthy body, was the epigraph of physical activities within the past history of this country merely hardship and sportism never corresponded with the social and affectional mentalities of people. Legendary and heroic stories of ancient Iran show that heroes and athletes tried to develop their moral dimensions and were bound to them during all their lives.

The ancient Iranians in addition to training horsemanship, archery, and physical education to their youngs, according to Zoroaster they used to teach truthfulness (moral training) to them too; according to this teaching: good thinking, good speaking (mental training) and good action were of teaching dimensions of ancient Iranians; written culture of ours as story tales and poems are full of remembrances of athletes which became part of our general culture.

In Iran, wrestling and ancient sport have a special place to train true men and they are the pioneers of a kind of physical, athletic, and moral culture; in Iran within the life of Iranian heroes fair - play was very evident. Iranians believed that clean and healthy body was one of holy principles: and uncleanness, weakness, and inactivity belonged to devil. In ancient Iran, Zoroastrian religion was always next to sport, and in fact moved in the direction of reinforcing moral dimensions in sport.

After the Arabs' attack to Iran, and acceptance of Islam by Iranians, religion never rised against sport. However by blowing the moral and spiritual air into athletic state of the country within many centuries its also tried to mix sport and morality in religious

culture of Iranians: for an excuse of physical training and performance, not only have any right to injure others, but cannot injure himself either (Doping), and this is a divine (holy) percept; the life - story of many heroes, champions and athletes, as a life model for lives of young people have a special place in Iranian culture. According to Iranian culture the spirit of sport is faith, virtue and purity and it never has inconsistencies with them.

Today's sport should keep the flag of morality elevated and the spirit dominant over the rules of all sports programs, should find the right place; without any doubt, the ultimate objectives of sport is not merely possible by games and competitions without obligation on humanity, and moral elements of sport.

In the religious culture of Iranians, sport and game is not the objective, however is a means of developing body and spirit, otherwise sport can act as a satanic and concealing force and transform the life of athlete into a Jungle (bundle) of battle and struggle. There is no such thing as first religion or morality (ethics) second sport; however both have to serve for the real nature, right course of life and the development of human beings. Musculo-skeletal growth is not the sole value available in human being: because athletic age of any athlete is limited but values and attitudes dominant over sport are permanent without any doubt; if physical education and sport merely spend time on physical and skill training it will take apart from its value aspects and it will turn into a medical instrument or an object of pride. Iranians respect heroes and champions as great deal, and they always expect special attitudes from them, otherwise, because of immoral activities they will hardly be punished by people and the press. Along with the Iranian civilization because of existence of religious state and spirit, it caused that certain moral attitudes and behaviors to be shaped by athletes. Even though these expected characteristics and specialties are not still legal but they are very much popular among ordinary people, that is why athletes always try to do fair - play and have fair private lives.

Conclusion

Sport as a social phenomenon requires relationships, agreements, and respecting other people's rights, that is why it involves many moral and spiritual grounds; unfortunately the process of development in sports and its impressibility by different factors it is causing it to step apart from morality and fair-play. To prevent this procedure it seems necessary to connect morality and sports and the spirits of fair-play to increase the motivations of sports participation and to preserve the Olympic objectives and valuable movement.

This is done by using the cultural valuable and moral investigations which follows practical solution; that connection of morality and sport in all sport activities becomes more popular without a doubt to benefit from primary ancient and modern Olympic Movement and knowledge of culture of different societies in this aspect is very beneficial. The important matter is that the world of sport be preserved as a social and moral nature not merely physical and skillful nature.

Sport has to be relaxing and soothing and not like politics and economics, be perishing and stupefying. Therefore accompaniment of morality and sport is necessary and they cannot be explained separately. In this aspect the following suggestions seems to be helpful.

- Preserving "Amateurism" in sports competitions in Olympics.
- Abstinence from false and deceitful excitements in Olympic competitions.
- Reviewing physical and bodily standards or probably adding moral standards.
- Leading the athletes towards human objectives, and not political, national or governmental objectives.
- Profit from sports culture and morality of different countries and their physical effects.
- Reviewing and restoring cultural and moral objectives of ancient Olympics.
- Arranging and collecting universal moral standards and codes for all athletes and all coordinators.

- Propagating and developing right and truthful relationships in all sports matters such as audiences, the media, business economic, and propagating companies: and the athlete himself.
- Not to accept and develop artificial and modern sports that don't have right basis and objectives and considering general, natural, and humanistic sports. .
- Appointing practical models of fair - play in competitions, in performing matches, in judgements and all executive activities to arrive at a fair - life.
- Continuous teaching of primary philosophy of sport and playing to athletes coaches: audiences and journalists and other coordinators.
- Creating new moral concepts in sports by profiting from Number 4 or wrings and Olympic flags.
- Encouraging and persuading old athletes who were successful in the fields of sports, life, and morality in different ways.

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THE OLYMPIC WINTER GAMES OF 1964 AND 1976 IN INNSBRUCK - A COMPARATIVE STUDY IN ECONOMIC, ECOLOGICAL, STRUCTURAL-POLITICAL, SPORTS-TECHNICAL AND CULTURAL ASPECTS ON THE BASIS OF THE OLYMPIC FILES OF THE MUNICIPAL ARCHIVES OF THE CITY OF INNSBRUCK

by Bettina SCHARDT (GER)

Sources and current standard of Literature

The sources concerning my theme were comparatively good, because I could mainly rely on the Olympic files of the municipal archives of the City of Innsbruck and I could thus concentrate on the respective official reports. Unfortunately the Olympic files were incomplete because some information concerning specific data was not to be found, which made a comparison very difficult or it was based on speculation.

Chapter 1: The Olympic Games as a big Sports Event - Economy and Ecology

1. Economic Aspects, Structural Aids and the Consequences

1.1 Construction Means for the Olympic Winter Games 1964

Innsbruck has been a European traffic knot for a long time between the northern and southern connection from Germany to Italy so that it became evident that the traffic situation during the Olympic Winter Games would turn out difficult. Until the beginning of the Olympic Winter Games about 10.3 kilometers of the existing roads within the city had been rebuilt and approximately 2.5 kilometers of road construction was new. In addition to that

federal and regional roads in the West of Innsbruck and in the Seefeld area were improved. Completely newly built was the road from Axams into the location of alpine competition 700 meters above. Train service as well as the traffic net in and around the City of Innsbruck have experienced major improvements before the Games actually took place. At the Sports facilities the Olympic Ice-Stadium, the Berg Isl-Ski Jumping Stadium, the Combined Jumping Stadium of Seefeld, the bob race facility, the toboggan run of Igls, the Alpine Skiing Race Courses of the Axamer Lizum and at the Patscherkofel and the Nordic Cross Country Race Combination as Well as the Biathlon facilities at Seefeld were mapped out and eventually built. Because of the Olympic Games some buildings had been constructed earlier: The Olympic Village with a multipurpose facility center and the Institute of Chemistry of the University.

1976

For the Games in 1976 Innsbruck has, on a short-term basis (3 years prior to competition), jumped in for another promoter (Denver/Colorado). In order not to raise the costs too high and not to arouse too high expectations and desires the motto of the "Simple Games" had been proclaimed. The background has been that already existing infra-structures, specifically the big sports facilities, had to be used again. Nevertheless important investments had to be made. In spite of a short time for preparation it had been made possible to built some centrally essential roads in the area of Seefeld, Axams and Igls as well as to create the new western traffic bypass of Axams.

New sports facilities had been erected only in combination with an artificial ice toboggan and bobsleigh run at Igls and the air hall with artificial ice at the Tivoli site. The remaining arenas for competition have been remodeled, and partially newly built, as, for example, the ski jump at the Bergisl with a referee facility. The Olympic Ice Stadium had been completely reconstructed in combination with the erection of an ice skating race course.

The planned construction of the Pedagogical Academy (as a Press Center), the Police Academy of Wiesenhof and the Hangar

of the Innsbruck Transportation Services have been preferably built in order to use those buildings primarily for the Games and then revert them back to their original purpose. Also with the second Olympic Village the council housing has been realized for the times to come.

What conclusion did the Olympic Region draw from the Olympic - related building projects?

The whole traffic system and road net had been essential for the whole region and the City of Innsbruck. It also provided a better connection between the villages of the Olympic region. All those architectural efforts would have been necessary in spite of the Olympic Games due to the traffic expansion.

The traffic-related preparations for 1964 can be partially seen as future - oriented, whereas the roads and bridges that had been constructed in 1976 answered to a real demand.

The new apartments of the Olympic villages were a strong impulse for city developers in Tirolia and there had been a need for them, however financing could have been made only possible with the budget of the prospective years.

1.2. The Costs of the Olympic Winter Games of Innsbruck

For the Olympic Winter Games of Innsbruck in 1964 a budget with the final sum of 118.400.000 schilling was estimated for the construction of Sports facilities, buildings, arenas and other necessities. Eventually the Games of 1964 according to the statistics of the Official Olympic reports amounted up to 750 millions of schilling (the incoming costs already considered). The total costs of the Winter Games of 1976 were, according to the official sources, 1.939 billions of schilling; originally one had estimated the costs to be 700 millions of schilling. Those costs were carried by the Federal Communities, the Country of Tirolia and the Municipal Congregation of Innsbruck as well as the Organization Committee. Not included is the sponsoring of the individual enterprises.

The total costs for all the sites in 1964 were 724.948.000 schilling. The sum of the expenses beside the construction costs

amounted up to 107.840.000 schilling. These spendings can be contrasted with the incoming money (83.730.000 schilling), and thus the Organization committee remained under the granted sum of 25 million schilling.

In the course of the "Simple Games" movement the already existing Sports facilities should be used for the Games of 1976. However, they should be renovated, and only the absolutely necessary new buildings should be erected. The costs were shared in 1976 between the Federal Government, the Country of Tirolia, the City of Innsbruck and the Olympic Organization Committee. The incoming money through television rights were approximately 141.000.000 schilling, the total income was 274.000.000 schilling. The expenses were 334.000.000 schilling and the deficit sum of 60.000.000 schilling left. Totally the XII. Olympic Winter Games of 1976 in Innsbruck (including the construction projects) did cost approximately 1.939 billions of schilling. The really lost Olympic expenses and the direct costs of the Games came, when looking at the official reports, to the sum of 600 millions of schilling.

The deficits of the Organization Committee were approximately 25 (in 1964) respectively 60 (in 1976) millions of schilling and had been covered by the Federal Government, the Country of Tirolia and the City of Innsbruck. But the debts of the City of Innsbruck rose, due to the two Olympic Winter Games, so that they had reached the highest debt quota of the Austrian cities in 1988. Especially the so called "Simple Games" of 1976 did not live up to their expectations because for them, due to the increase in costs when compared with 1964, expenses had been raised almost 100 percent, ten times the amount of money spent for the buildings and more than three times spent for the preparation and management spendings. Kirchner (Kirchner, Christian 1980, S. 276/277) stated that the investments made in 1976 could be equaled to the costs that originally had to be provided as based on the data of 1964, had the Olympic Winter Games not taken place. Also he stated that the newly built and newly constructed combined artificial ice bob and toboggan run "devoured" an enormous sum.

When considering the increase in costs the organization spendings in 1976 were approximately 1.8 times as much, the incoming costs even twice as high as they had been in 1964.

1.3 Economic effects of the Olympic Winter Games of 1976 as directed towards the economic structure

A development into the direction of Service is "zwar in alien hochindustrialisierten Landern zu beobachten, zum Unterschied zu alien anderen Landern beruht sie in Tirol aber nicht darauf, dass das Industrie - und produzierende Gewerbe einen hohen Reifegrad erreicht haben, sondern vor allem auf einer iiberaus dynamischen Entwicklung des Fremdenverkehrs". (Niederwieser, Erwin, 1979/80,8.7). Because of the dynamically progressing service costs Tirolia had lost its then (1970) still existing increase of wages and in 1979/80 it was about 4% below average when compared with the whole of Austria.

In addition every unbalanced economic structure enforces the dependence on the foreign economic situation, especially when solely based on tourism.

1.4 Effects of the Olympic Winter Games in Innsbruck on Tourism

After 1964 tourism and foreign traffic to Innsbruck and Tirolia especially from Transatlantic States increased dramatically which can be attributed to the Olympic Winter Games. Lugger quotes an American investigation result, "das die Werbekraft der Olympischen Winterspiele von 1964 mit dem Gegenwert von 10 Millionen Dollar beziffert" (Lugger, Alois, 1975/6, S.4). The Promotion effects of 1976 Lugger estimated to have reached much more.

The main motive, especially for the second application, has been the thought that cities in which Olympic Games took place would always get a very strong structural impulses. Important buildings which respectively revive infrastructure would be preferably erected. The already built sports facilities had not been inexpensive and yet they were given to the public for outdoor activities after the Games. When mainly serving organized sports activities (ski jumps, bob and toboggan runs) they facilitated the

performance of international competitions with a strong public interest, what was also, on the long run, becoming for tourism and visitors. Due to the construction of the road and the good connection with the main traffic system the mountains of the Axamer Lizum and its surrounding skiing area became the target of winter sports fans immediately in the winter after the Olympic Games. The Seefeld Sports and Congress Center had been built in 1976 and has ever since been significant for the whole Seefeld Plateau.

1.5 Conclusion and Evaluation

From a more detached point of view one can observe the structural aids for the Innsbruck area with respect to the two Olympic Games in a more differentiated matter.

There had been many structural devices initiated through the Olympic Winter Games. It depends on the individual perspective if they can be equaled with the negative aspects. This cannot be answered eventually.

It is a fact, however, that for the Olympic Winter Games many and partially very expensively had been built (especially in 1976). The constructions and the plans, especially with respect to the road and traffic area, can be seen from a positive angle. Construction business was incented on a short term basis, but after the Olympic Winter Games the enthusiasm collapsed.

The two Olympic Winter Games could not be named "Simple Games" due to the fact that they caused higher expenses than originally planned.

Especially in the tourist section there had been an increase during and also after the Olympic Winter Games. However it will never be proved if the Games have been the sole reason for this, and, on the other hand, if the stronger shift into the service section had a weakening effect onto Tirolia's economic structure. The competition centers partially experience a high frequency (Seefeld, Axamer Lizum), but also some of them have a diminished capacity (combined bob and toboggan run and Olympic Ice Stadium).

2. Ecological Aspects: Destruction of Nature and its Consequences

There has always been a conflict of interests between ecology and economy. Both were antagonistic. This has also been demonstrated at the Olympic Winter Games in Innsbruck: Due to the fact that in Innsbruck and Tirolia tourism in the wintertime has always played an important role (and always will) the ecological side effects had been secondary. Frankly, they were not even discussed.

1964

In order to prepare the competitive sites for the Nordic skiing competitions (and alpine), some major changes of nature had to be initiated, and also for the construction of the bob run and the toboggan run in Igls some major rearrangements had to be made. The most outstanding changes became visible at the Axamer Lizum: 17.8 hectares of forest (830 m³ of wood) had been cut down and a total of 834.000 m³ of soil had been moved.

1976

Also for the XII. Olympic Winter Games the landscape had been once again changed immensely, even though the sports competitions took place at the same locations as used in 1964.

Ecological Effects of the Olympic Winter Games onto the region of Seefeld and Innsbruck

Even though everything respecting the ecological aspects had been painted enthusiastically in the official reports, there is nothing informative about the ecological side effects either positively or negatively. One can only speculate on the ecological side effects of the Olympic Winter Games because official information is lacking.

Chapter 2: Changes within the Individual Sports Disciplines

The changes within the individual sports disciplines are very distinctly to be seen when looking at the Olympic Winter Games in Innsbruck because the temporal development is the influencing

factor whereas location remains constant. In addition both Innsbruck Games are to be viewed within the framework of the extra European Winter Games (1960 Squaw Valley, 1972 Sapporo, 1980 Salt Lake City) - only the Olympic Winter Games of 1968 were hosted by Grenoble, Europe - so that 1964 and 1976 can be seen as focal points and defined locations of respective tendencies. During the Olympic Winter Games of 1960 at Squaw Valley Biathlon for men and ice-skating for women (with four disciplines) appeared on the Olympic Winter program for the first time in order to raise the number of Gold Medals to 27.

In 1964 the Austrians added toboggan race runs on artificial ice. In addition the Olympic disciplines of the 90 meter ski-jump and the 5-kilometer long distance cross country for women were admitted. Also the bob competition, which had to be canceled in 1960, once again took place, so that within a total of 34 competitions Olympic Gold medals could be earned-21 for the men, 12 for women and couple competition.

In 1976 the program was enlarged thus that it grew up to 37 competitions (3 more had been added). Ice-dancing as well as the Biathlon-relay for men for the 4 X 7,5 km (ever since 1968 part of the Olympic program) and the 1000 meter ice-racing of the men had been added. The 3 X 5 km long distance relay for women was extended to 4 X 5 km.

The various authors here contradict themselves concerning the number of the actual participants. Lyberg (Lyberg, Wolf. o.J., p. 163 and 171) estimates the total number of those participants who started in 164 1089, Recla (Recla, Josef 1969, p. 18) however says 1186. The competitors came from 36 nations. In 1976 there were counted 1261 competitors from 37 nations.

1. Measurement of Time and Transmission of Results

Concerning time measurement and the transmission of results the Olympic Winter Games have been milestones in the development of technology. With special enthusiasm novelties had been developed for the Olympic Winter Games - so both Games in Innsbruck could recur to the fastest transmission system that had ever existed. In 1976 the time results had not only been transmitted to the super-

visors and jury but also to the electronic announcement boards and TV directions.

Also the precision of time measurement has been improved within the past 12 years: in 1964 Omega and Longines measured exactly up to one tenth of a second, and in 1976 due to new methods a new electronic time measurement had been installed which officially ranged within one hundredth of a second, unofficially one thousandth of a second.

2. Conclusion and Evaluation

In most sports disciplines there have been more or less visible changes from 1964 to 1976.

With respect to the numbers of participants two contradictory developments can be assumed: in the alpine disciplines such as figure skating, ice-racing for men and ice-hockey (reduction of attending teams) less competitors respectively individual starters attended the Olympic competitions. Significantly long distance cross country skiing and toboggan runs increased. The numbers of the recorded participants in Biathlon, the Nordic combination, the ice racing of the women and the special ski jump remained constant.

When comparing the competition sites of both Olympic Winter Games in Innsbruck one notices that for the Games of 1976 they were made less risky: slopes were diminished, ascends likewise, in addition there were better ways of preparing pister, trails and circuits with the aid of machines and artificial ice. This circumstance, the significantly improved material and sports techniques attributed to the fact that the results had been increased in 1976 in comparison to 1964.

Chapter 3: Sports Facilities 1964-1976

In 1976 one was eager to provide for Olympic Competitions at the very same areas as in 1964. The individual sports facilities became updated and were brought to the necessary standards. The combined artificial ice bob and toboggan run at Igls and an artificial ice rink in the air hall in the Tivoli area were put up as new buildings. In addition the Bergisl jump, the referee tower as well had been newly constructed, the Olympic ice stadium had

been thoroughly remodeled, the 400 meter ice skating speed rink was renewed.

As a profound change with respect to the modernization of the Olympic ice stadium there had been made an improvement thus as to technical equipment: the light system and the sound facilities had been adapted to and especially installed for the requirements of Color-TV.

Also the external areas of the Stadium were completely redone for the second Olympic Winter Games at Innsbruck and the facilities for cooling refrigeration were made to meet the actual standards. In 1976 it became even possible to facilitate one of the air halls with an ice rink for the period of the Games.

A major development also was made at the ski jumping sites: an infinitely variable run-up had been constructed.

The approximately most important future oriented technological development took place in the field of bob and toboggan runs. For the Olympic Winter Games of 1964 those two circuits had already been designed on the drawing board, before in 1976 there was built a combined artificial ice bob and toboggan run likewise.

Because of the all over acceptance of this solution through both associations the Olympic Winter Games of 1976 became renowned for their innovations for bob and toboggan runs and therefore can be seen as future oriented for these two disciplines.

Changes are also noticeable in the discipline of alpine skiing. So the preparation of the pistes with the help of machines became more and more widespread. In 1976, for example, the whole skiing down hill for women at the Hoadl was prepared with machine-assistance. Similar tendencies could be noticed at the Cross Country Center at Seefeld. When one compares 1964 to 1976 there were less kilometer-marks prepared, whereas for those that had been built machine preparation was possible.

Chapter 4: De-Naturalization of Nature-related Disciplines in the Frame of Mass Events

Big events in Sports go along with the fact that the conditions have been thus that they can be directed by people and that they are independent from nature. Since winter sports activities have

always been depending on nature consequences had to be considered. The "disturbing factor of nature" had to be brought under control as good as possible.

So the 29th of January through the 9th of February in 1964 were terminated for the IX. Olympic Winter Games in Innsbruck due to "clearly defined meteorological conditions."

Yet all long term observations of the weather conditions in the Olympic winter had become obsolete: because in Innsbruck and the surroundings almost no snow fell, the lack of snow became an organizational challenge for the organizers who they handled extraordinary well. In order to be able to perform Olympic competition in 1964 generous pistes and circuits were designed. Because of this many trees had to be cut down and often soil had to be moved to a large extend. Parts of the landscape became ecologically completely restructured. Animal life all of a sudden found itself instead of in mountainous regions in open spaces with the endangering barriers of avalanches. "De-Naturalization" aims at the removal of all natural barriers such as trees and rocks for the sports competition facilities.

In addition to the building of sports arenas in nature roads and streets also had to be created and lifts had to be put up in order to make the competition facilities available for the participants and the upcoming masses of spectators. Contradictory to the expectations and also contradictory to the predictions before and during the Olympic Winter Games in Innsbruck there almost had been no snow so that snow had to be carried to the sites. Totally about 25.000 m³ of snow for the alpine pistes and circuits had to be procured; 7.500 km were thus covered. In the course of the decades the design of circuits and along with it the techniques of freezing have changed drastically. In 1964 the bob and toboggan runs in Innsbruck no longer were natural circuits. They had been virtually constructed on the drawing board and then were built. With the help of ice blocks, bricks and large amounts of waters they were iced. In the ice stadium, in the convention center and on the ice skating speed rink artificial ice had already been used.

In 1976 then a combined artificial ice bob and toboggan run had been planned and eventually built. All of the participants had

similar competition conditions due to the outstanding and regular freeze. In the ice stadium, in the convention center and the free-air-hall and on the ice skating speed rink the latest freezing techniques had been installed. De-Naturalization is to be understood as the utilization of technical possibilities in order to become independent from temperature when there is the "normal" winterly climate.

The figure skating and ice hockey competitions have become independent from the weather. Frozen lakes outdoors have been replaced by artificial ice rinks by partially air conditioned halls. Therefore the conditions for the competitions have become more reliable. Consequently one can notice that many natural factors have been pushed back further and further in the course of the years. Mankind always wanted to be able to make competition more calculated and more reliable and man has been doing everything possible to lure nature into unimportance (through artificial ice) or to conquer it with the transport of snow or the preparation of the pistes with the aid of machinery or eliminate it all together (through halls).

Chapter 5: Big Sports Events and Public Attention

A big event in sports not only becomes a major appeal through the attendance of competitors which exceeds the "normal" events through a bigger attraction, but also that the public attention that it draws is much bigger.

1. The Interest of the Public

1.1 Promotion of the Olympic Winter Games in Innsbruck

The Olympic Promotion had been organized as a teamwork between the public relation department of the organization committee and the representatives of tourist promotion and economy in 1964 as well in 1976. Both times the joint venture of many organizations, institutions and enterprises permitted a widespread promotion of the Olympic Winter Games in Innsbruck.

1.2 Special Attention of the Press

Already for the Winter Games of 1964 a special press department had initiated a clever system for press assistance. This enterprise was more extensive and more highly qualified than during the past Winter Games. In spite of the fact that preparation time was short the Winter Games of 1976 could be seen as a further highlight. Before and after both Innsbruck Winter Games the world public and the journalists had been informed via bulletins about the preparation and the performance of the Games. Press centers and press sub-centers had been installed as a focus for the journalists, in which they could find excellent working conditions considering the circumstances in those days.

Especially in the area of telephone connections the Innsbruck Olympic Winter Games became milestones in technological development.

With more than 2000 sports journalists a number was reached in 1976 at the Olympic Winter Games, a number which one could only have dreamt about some 20 years before.

The attention of the public for the Olympic Winter Games had already been big in 1964, but it was made possible even for attending journalists to be accredited. In 1976 the public attention had increased even more, so that many journalists could not be accredited in order to grant excellent working conditions for those who were accredited.

1.3 TV and Radio 1964-1976

During all Olympic Winter Games in Innsbruck all broadcasting organizations of the world had the right to air recordings of the Olympic Games. Concerning TV reports the organization committee contracted with the Austrian "ORF" which also enabled (and legally bound) them to provide pictures and audio-material respectively the basic signal. This basic signal could be sold to foreign broadcasting corporations by the organization committee.

When one looks back to 1961 the opinion had then been prevalent that the winter sports events could be aired without costs but for the IX. Olympic Winter Games of 1964 this changed due

to contracts for the rights of broadcasting. By paying approximately 1.2 million Swiss francs through the "ORF" the total sum of 1961 (120.000 up to 130.000 Swiss francs) became nine times as much. ABC paid another 650.000 US\$. With respect to the selling of TV rights the Olympic Winter Games of 1964 became a breakthrough for winter Sports. Twelve years later (1976) the once paid sums during the XII. Olympic Winter Games in Innsbruck were 8 to 10 times as much. With regard to the guidelines for promoting not much was changed for TV between 1964 and 1976. No advertisement for any enterprise was allowed to be put up within the frame of a camera lens except those firms that offered official services and had special permission to hint at their official function. Already in 1964 special regulations had been granted to ABC who got the rights to air reports of the Games on a commercial basis. CTV was allowed to promote themselves through the Games in 1976 and to report about the events with the help of commercial assistance. Similar rights could have been granted to ABC before.

In the course of the first big recompense for TV broadcasting of the Olympic Winter Games of 1964 for the first time the possibility of influencing the Olympic winter program through TV took place thus that a contract with special conditions appeared saying that the organization committee could decide on the opening times of special events and the arrangement of competitions.

For the Olympic Winter Games of 1976 the concept of the Olympic program had already been extremely adjusted to the interests of TV and its spectators so that live broadcasts could be aired to a great extend and advertisements could often be placed within the evening program of the ORF.

1.4 Spectators

In 1964 when looking at official reports more than one million spectators attended the Olympic Winter Games. In 1976 one an unexpectedly high number of spectators attended: "Trotz einer noch nie dagewesenen totalen Fernsehübertragung dieser Winterspiele wollten etwa 1,5 Millionen selbst an Ort und Stelle als

Besucher die Olympischen Wettkämpfe erleben" (Klee, Karl Heinz 1976, S. 2).

2. Promotion-and how it was handled

From the first, hesitating attempts of sponsoring we have already talked about (Coca Cola, IBM) ABC and other comparative commercial enterprises had secured their rights in their contracts to be able to include advertisement. ORF had made their influence visible in 1976 thus during the pauses within the competitions there was enough time to include advertisement sections. All that had already been accepted because it had been paid for adequately. The organization committee saw itself confronted with the problem of surreptitious advertisements by putting up signs and other things likewise.

Chapter 6: Cultural Aspects

In cultural frame programs of the Olympic Winter Games the spectators were offered a broad range of possibilities of entertainment. Besides many concerts primarily by Austrian artists museums and special exhibitions were waiting for the foreign visitors who could also get to know the City of Innsbruck, Austria and the country of Tirolia more closely.

The cultural frame program, as far as concerts and similar events are concerned, largely expanded basically what concerns the financial sponsoring. More detailed information about this is not possible here because the sources of 1976 give only summary details about visitors and spectators.

The Olympic village became a center for the encounter between athletes during both Games which was received positively. The recreation center (1964) as well as the leisure center (1976) met the standards of intercultural meeting points: athletes from all nations met there in their spare times when not involved in competition and spent part of their leisure hours together. As a matter of fact there had only been vague information about the number of visitors of the recreation center in 1964. In 1976, however, there had been approximately 30.000 visitors what led to the conclusion that this institution had gained recognition.

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THE SACRED TRUCE OF OLYMPIA. ROOTS AND IDEOLOGY

by **Bernhard SCHRETTLE (AUT)**

O Peace, loaded with riches, of the blest
Gods thou art far the loveliest.
So long thou tarriest, I am fain, And
fear lest age o'ertake me ere
I look upon thy features fair
Once again, See them
dancing in a ring,
As they sing,
See the wreaths upon their brows, As
they troop from their carouse¹.

"The idea of a truce is also an essential feature of Olympism; and it is closely linked with the idea of rhythm. The Olympic Games must be celebrated in a rhythm of astronomical precision because they constitute the quadrennial festival of the human spring tide, and honour the successive arrival of human generations. This rhythm must therefore be strictly maintained. Today, as in classical times also, it may not be possible to celebrate an Olympiad if unforeseen circumstances absolutely prevent it, but neither the order nor the number can thereby be changed."²

In my work I tried to find out how Olympia became a symbol of national identity, a place of panhellenic interest, and where the roots of the sacred truce of Olympia (ekecheiria) are to be found³.

**Olympia - Contest of bodily strength, a. challenge of wealth,
and a display of intelligence⁴**

The cult of Zeus of Olympia and its temenos in the Altis (means *αλσος*=sacred grove) is one of the four big "panhellenic" sanctuaries of ancient Greece. In the fifth century the Sophists,

who were the first pronouncers of the so-called Greek enlightenment, caused through their teachings the mental foundations of philosophy and science, that has influenced the intellectual life of Europe until today. Measure of all things is the man - as first they made mankind the center of attraction and they initiated a break with mythology towards sophisticated explanation of the world.

At that time, when the dualism between Athens and Sparta, the democrats and oligarchs had led into the Peloponnesian war, the idea of a panhellenic harmony arose. The sophist Gorgias of Leontini, a contemporary of Socrates, held a speech in Olympia in which he declared himself as ομονοίας ξυμβουλος (= advocate of reconciliation): His advice was to stop conflicts and war between Hellenes and divert them to barbaric peoples⁵. As arguments he cited some verses of Euripides (see above), Homer, and aware of the importance of the Olympic myth he stated that Heracles, the mythic originator of the Olympic Games, had already introduced the sacred truce of Olympia (εκεχειρία).

The orator Lysias in XXXIII, Olympiakos 2 said: there in the Altis founded Heracles the festival because he thought that the gathering of the Greeks would be the beginning of mutual friendship.

Isokrates in IV, Panegyrikos 43 said: There (in the Altis) having poured out common libations and laid aside their enmities they joined together in public prayers and sacrifices, and thus reminded of their common relationship learnt to be kindly disposed one to another and renewed ancient friendship and formed new ones.

These three speeches, Gorgias held his speech in 408 B.C., Lysias in 388 B.C. and Isokrates in 380 B.C. are to be seen in the political circumstances of their time: The empire which Athens had built upon her acknowledged leadership in driving the Persians out of Greece had been shattered by the Peloponnesian war. The following supremacy of Sparta proved to be a tyranny which only stirred up hatred among the Greek cities and factions. Lysias, born in Syracuse, aimed with his speech to dethrone

Dionysos the despot and liberate Sicily. Dionysos had sent his brother Thearides with a deputation to perform a sacrifice and a four-horse chariot to Olympia⁶. Dionysos had reigned with absolute power since 405 B.C., he had fought the Carthagians and in 387 he sent twenty warships to aid the Spartan Antalcides. Probably he was suspected of combining with Artaxerxes in a scheme for subdoing the whole of Greece. On these feelings of hate and fear Lysias relied for the success of his speech for liberty. In 387 B.C. in the so called Peace of Antalcides the Greeks submitted themselves for the first time in history to the overlordship of the Persians. For Isocrates there is only one way to establish concord among the several states and that is to enlist their mutual rivalries in a common cause- to carry the war from Hellas into Asia and to wrest from the barbarians the power and wealth which the Hellenes now seek to gain from each other.

This conception of panhellenic unity emerged from the longing for freedom in the Peloponnesian war. This can be well observed in some comedies of Aristophanes: In the play "Acharnae", "Peace" he praises peace, reconciliation and harmony, and he denounces Pericles who wanted the war. In the play "Lysistrata" he makes his program clear: No man shall fight against anybody, the main aim is the reconciliation of all Hellenes (koine eunoia). What Aristophanes strives for is the return to the policy of Kimon, e.g. the unity of Hellas under the leadership of Athens and Sparta, panhellenism against the Persians⁷. Gorgias of Leontini followed the same policy, to give his ideals more importance and a higher value and to make its realisation more probable he projected them in the past. By that the sacred truce as a symbol of panhellenic unity was idealised and overestimated.

To understand the sacred truce of Olympia it is important to regard its archaic history.

Topography of Olympia

The sanctuary is situated in the valley of the Alpheios river, where the smaller Kladeos river in the west and the Kronos hill in the north form a natural enclosure. In historical times Pelopon-

nese was divided in five main areas, Arcadia in the centre, i.e. Elis, Achaia, Argolis, Laconia and Messenia. In archaic times Elis was regarded as an exceptionally rich country, the herds of cattle, horses and sheep of the king Augeias had wide pastureland in the broad river-valley of the Peneios and the western plain at the coastline. In homeric time Messenia belonged to the kingdom of Nestor that extended until the river Alpheios. Olympia itself is not mentioned, the area in the Alpheios valley was called Pisatis. It is not clear whether there was also a city called Pisa, Strabo doubts this⁸. Archaeology shows that in the geometric age the Peloponnese was split up in several small territories of local rulers or kings.

Archaeology

The earliest dedications in Olympia stem from the 10th century. Through differences in the pottery styles it is possible to determine the dedicators: Before 800 they were mainly used by inhabitants from Messenia and Arcadia, they dedicated hundreds of precious bronze-tripods, the biggest of them were two meters high. Such tripods were typical prestige goods, they must have been dedicated by nobles. Obviously Olympia was a meeting point for the petty chieftains of the Western Peloponnese and Arcadia⁹. The excavations showed the extraordinary status of the sanctuary already in the 9th century. Votives come from all areas of Greece, middle Italy, Etruria and the Asia minor. In the last quarter of the 8th century there is a break. Big terraces were built, the area south of Kronos-hill was levelled and more than 200 wells were dug. The big need of water can only be explained by the risen number of visitors of the sanctuary. Olympia must have become a panhellenic center late in the sixth century, when the treasuries of Western Greek cities like Sikyon, Syrakuse, Sybaris, Metapont, Gela were erected.

Augeias betrays Nestor

"For to him a great debt was owing in goodly Elis, even four horses, winners of prizes, with their car, that had gone to the games, for

they were to race for a tripod; but Augeias, king of men, kept them there, and sent back their driver, sorrowing for his horses."¹⁰

The earliest written source for the history of Elis is Homer. Nestor, the son of Peleus, is an old man during the Trojan war. He tells a story from his youth. At this time there were no interstate-rights, many small kingdoms committed lootings and raids against each other. Nestor collects men and invades Elis where he raids cattle, sheep and even men. That is his revenge because his father had sent a four-horse chariot to games in Elis and won a tripod. But Augeias the king in Elis at this time seized the horses. Maybe there is no connection between these games and the Olympic Games, but this passage shows that somewhere in Elis games were held and the price for the chariot race was a tripod.

Mythology

The Greek mythology had the purpose to legitimize rulers. The common belief was that in the dark ages the Heraclids, the sons of Heracles, also called the Dorians, had returned. They took over the power in the Peloponnese. In Argos it was Temenos, in Lacedaimonia Tisamenos or Tyndareus, in Messenia Krephontes and in Elis Oxylos. It is not clear when the genealogies were created, probably they developed over a long period. The Eleian genealogy shows the belief that Oxylos was kindred to the ruling power in Elis, even Heracles was integrated in his genealogy. Pausanias writes that ten kings or chieftains were believed to have introduced the Olympic games, then they were forgotten and had to be renewed. The last one who revived the games was Iphitos, king of Elis. Iphitos also founded the sacred truce of Olympia.

The sacred truce and the discus of Iphitos¹¹

Phlegon of Tralles writes in the second century A.D. a history of the Olympic Games. Unfortunately only a few fragments are preserved. One tells the myth of the introduction of the Games: In the year 776 king Iphitos of Elis, Kleosthenes of Pisa and Lykourgos of Sparta, guided by the will for peace and

harmony, decided to reintroduce the Olympic Panegyris (the official festivities), that had been forgotten after Heracles. After the delphic oracle had given its approval they pronounced the sacred truce of Olympia and wrote their treaty down on a bronze discus that was displayed publically in the temple of Hera. The philosopher Aristotle in the 4th century B.C. and the travel writer Pausanias in the 2nd century A.D.

give evidence of this discus . The ancient agreement consisted of three main points

- 1) Guarantee of *ασυλία*: The temenos of Zeus was declared as being sacred to Zeus and thereby inviolable. This status of *ασυλία* then was extended to the very state of Elis, whose inhabitants were thereby a holy people of Zeus.
- 2) Guarantee of *εκεχειρία*: All participants of the festivities, athletes and trainers, official legations and all visitors could travel to Olympia, also through territories of hostile poleis. This came only into effect, after certain heralds, Spendophoren and Theoren, had pronounced the beginning of the *εκεχειρία*, that lasted about three months, in every polis.
- 3) The three partners of the contract assured each other mutual help against anybody, who would break the contract.

Despite the unanimous ancient records concerning this contract we can say today that the discus was a fake¹³ and that the treaty was an Eleian invention from a later date, it was dated so early to give it more credibility and importance. Ephoros reduced the contract even to Oxylos the mythical king of Elis who, after the return of the Heraclids to the Peloponnese, was the founder of the city Elis¹⁴.

Olympia - Place of Asylum

Every Greek sanctuary was an asylum. The land inside the walls of a temenos was holy and therefore inviolable. Pindar tells the myth how Heracles founded the sanctuary in the Altis. At first he marked the border of the sacred district. By that the land inside the borders was dedicated to Zeus and got the status of an asylum.

Herodotus tells that when the Lydians and king Kroisos tried to occupy the city Ephesos the Ephesians took a rope and bound it to the altar and from it around the city walls (the temple of Artemis is located outside the city). They wanted the same inviolability for their city like their temple - through physical contact they became suppliants of Artemis of Ephesos. Such a conception of inviolability of the altar, the statue of a goddess and all persons inside the temenos was valid for all temples, because they were regarded as protected by a god. To this conception of taboo belongs the idea that nobody must die inside a sanctuary. When Pausanias, the king of Sparta, had fled into the temple of Artemis Chalkioikos in 462 B.C. he was walled up and condemned to starve. Just before he was to die he was taken out not to offend the goddess.

To understand the origins of the sacred truce it is also important to understand the archaic tribal society.

Archaic Society

Everybody has a distinctive place in society. The values time and arete define everyone's status and place in society. Among the upper class of nobles and warriors there is a strict hierarchy, a strict ranking, like in homeric society there were always rivalries between the members of the nobility and they had to defend their position - in war as well as in sports¹⁵.

Sanctuaries thus are neutral places where kings or chieftains of different tribes met and could either through precious dedications or by the means of sport competition define their positions in society.

As sanctuaries were neutral people could take refuge there and through the ritual of supplication they acquired a status of *ικετες* (under the protection of Zeus)¹⁶. Xenophon tells from a campaign of the Spartan king Agesilaos against the peninsula of Peraia¹⁷. Through a clever move he could isolate the inhabitants of the Peraia from their mothercity Korinth. After he had lit a fire in the temple of Poseidon at the Isthmos men and women, slaves and the majority of their cattle fled to the temple of

Hera in Perachora. That is a common feature of greek sanctuaries, that they provided space and infrastructure for suppliants-sometimes whole sections of population or troop units took refuge in a sanctuary. One prominent suppliant in Olympia was Kypselos, the later tyrant of Korinth. He, as a child, fled with his father Aetion to Olympia, because to the ruling family of Korinth, the Bakchiaden, was given the oracle that Kypselos would later overthrow their reign. In Olympia Kypselos grew up as a *κετες* under the protection of Zeus¹⁸.

Whereas this kind of *ασυλία* was valid for the shrine, the statue of a god, the treasury and all persons inside the *temenos* the *ασυλία* could also be extended from the temple to the city and their territory by consecrating it to the god. Polybios reports that Elis was the richest state in the Peloponnese because of the government's benefits¹⁹. Its ancient laws and institutions were supposed to be under sacred protection, for the Greeks had guaranteed them sanctity and inviolability of their land. The Eleians gave up their neutrality only when the Arcadians invaded the city Lasion.

In early times the reverence (respect) for Zeus may have been enough protection

"Alike with him who does wrong to a suppliant and a guest, or who goes up to his brother's bed and commits unnatural sin in lying with his wife, or who infatuately offends against fatherless children, or who abuses his old father at the cheerless threshold of old age and attacks him with harsh words, truly Zeus himself is angry, and at the last lays at him a heavy requital for his evil doing."²⁰

For the effectiveness of the *ασυλία*, the cities sent Theoren to neighbouring states and political superpowers with the petition for recognition of the *ασυλία* of sanctuary, state and territory (*πολις και χωρα και ιερα*).

The sacred truce was also called *σπονδαι* (=libation, contract, cease-fire). The libations were executed by the Spondophores, together with the Theokols and their assistants. Their chief duty was to announce the beginning of the *εκεχειρια* to the Greeks who participated in the festivities: first they went to the Pisatis,

then to Elis and Sparta, afterwards, to the owners of the treasures, e.g. the Sikyonians, Syracusians, Epidamnians, Byzantini-ans, Sybarites, Kyrenaians, Selinuntians, etc. They certainly came to Athens, too. Since the signing of the treaty, together with the libation, was thought to have taken place in the mythical age and then to have become a mandatory rule, the Spondophores only had to announce peace every four years. Being heralds, the Spondophores were wreathed with olive tree branches. They had herald's canes and perhaps carried a sacrificial container with them with which, having arrived at their destiny, they performed a libation in a public place together with the local priest. The city in turn commissioned a legation to represent their community at the great sacrifices on the day of full moon, on the forth day of the festivities.

Olympia - Forum of International Politics

Besides the local ασυλία there was also a personal ασυλία: This was a privilege that was granted to single persons or groups, that had rendered a great service to the state. In form of inscriptions these asylum-degrees were displayed in the main temple of the issuing city. From the real situation in archaic Olympia archaeology gives an account of.

Numerous bronze tablets with interstate treaties were found in the Altis

"This is the treaty between the Anaiters and Metapiers: These shall be friendship for fifty years. And the one of the two parties who does not keep to the treaty, shall be kept from the altar by the Proxenoï and Mantels. But if they break the oath the priests in Olympia shall decide."²¹

"This is the treaty between the Eleians and the Heraians: It shall be an alliance for 100 years, this year shall be the first. And if there is need for a word or a deed they shall stand by each other always and in particular in case of war. And if they won't stand by each other those who do wrong shall pay one Talent to Olympic Zeus, which is to be used for his service. If somebody damages this document, be it a private person or a

civil servant or a community, he shall be punished the way it is written down here."²²

These two treaties were written in the middle of the 6th century. Such treaties were publically displayed in Olympia, because the sanctuary of Zeus was a neutral place, therefore inviolable and a place of asylum. Olympic Zeus is the authority that watches the keeping of the contract. From the earliest time sanctuaries where contracts - in the beginning oral agreements and

proxeny degrees were made.

The homeric epics show a primitive society, in which the highest ideal of men is victory in a fight. Aside from fight in war, athletic competition was created in order to let out aggressions in a safe way. These competitions made it possible to decide the dangerous fights for power without any harm to the community.

The origin of the sacred truce during the festivities is made clear in one of the most impressive passages in the Iliad (XXIV 660): After Priam's supplication to Achilles he left him Hector's corpse and furthermore he gives him the opportunity for a dignified funeral. He stops the fight for eleven days: The first day the Trojans fell wood, during nine days Hector's body is mourned in the halls, the tenth day he is buried and the people are fed, the eleventh day the tumulus is raised.

Achilles had planned a tumulus for Patroklos' funeral. After the funeral meal and the construction of the mound he organized funeral games. During this time there could not be no war either. The fact that he did that without any previous assurance of a cease-fire can only be explained by his feelings of superiority. When Priam sent the herald Idaios to the Greek's camp to ask for an interruption of the fight until the deads are buried, Agamemnon granted this and swore by Zeus that he would keep their agreement.

"Idaios, verily of thyself thou hearest the words of the Achaeans, how they make answer to thee; and mine own pleasure is even as theirs. But as touching the dead I in no wise grudge that ye burn them; for to dead corpses should no man grudge, when once they are dead,

the speedy consolation of fire. But to our oaths let Zeus be witness, the loud-thundering lord of Hera." (Iliad VII 408).

Several severe violations of the sacred truce are reported. One of the most spectacular violations reports Thucydides (Hist. III 2,31). In the year 365 the Arcadians had occupied Triphylia and Olympia and in the next year they were in charge of the games. During these games of 364 the Eleians invaded the Altis. Together with 2000 hoplites from Argos and 400 Athenian riders they set up at the river Kladeos. The Eleians succumbed to them and followed them until the place between the Bouleuterion, the temple of Hestia and the theatre. When the defenders reached the altar in front of the Hera they climbed up to the roofs of the halls, the temple of Zeus and the Bouleuterion. From there they shot the invaders and Stratoloas, their chief, was killed. So the Eleians had to leave. During the night the Arcadians built a fence to protect the Altis and the Eleians went back.

In the classical and hellenistic times the sacred right lost its importance. The respect for status of asylum was not enough any more. Only written contracts could guarantee the keeping of asylum-degrees. The hellenistic asylum-degrees that the small island of Delos sent to several cities in Crete consisted of three points²⁴:

- 1) Expansion of the sacral right of asylum from the temenos of the main sanctuary to the whole territory
- 2) Support of the Delphic oracle after a delegation had asked for its approval
- 3) They sent the applications to Cretes - if they agreed they put up the treaty on a stone or a bronze tablet in their state-sanctuary.

Conclusions

The institution of the ekecheiria, the sacred truce, was a great importance in ancient Greece. In its origins it is no peace at all: Zeus protects members of the nobility that come together at a neutral place e.g. the border sanctuary of Olympia, where they can compete against each other in order to define their hierarchy. In the late fifth century the conception of panhellenism arises among philosophers, orators, and politicians. They idealise the

sacred truce and talk of its long history to legitimise their peace ideals. It is the work of historians nowadays to separate real history of the Olympic Games from idealised half-mythical stories that caused many misunderstandings of our past until today.

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SPONSORSHIP AND AMBUSH MARKETING. INEVITABLE PROBLEMS WITHIN THE OLYMPIC MOVEMENT

by Benoit SEGUIN (CAN)

Introduction

The phenomenal growth of sponsorship in recent years has contributed to making sports big business. In fact, according to Sandier 85 Shani (1993), sponsorship has experienced a growth in both the dollars devoted to it and its prominence as a legitimate element of a company's communications mix. It was reported by Shandklin & Kuzuma (1992) that a total of \$500 million was spent on sponsorship in 1982. In 1996, the IEG Sponsorship Report predicted that global corporate spending on athletic events would reach \$13.5 billion. In 1998, at a time when even the biggest, most successful corporations are very conscious about where and how much money is being spent, the average price for the Olympic TOP IV program is at \$50 million per sponsor (Fortune, 1998). It is expected that for the current quadrennium which goes from 1997-2000, the Olympic Movement will generate in excess of \$5 billion from worldwide broadcast fees and from its TOP sponsorship programme. Many more billions will be spent by sponsors on leveraging those sponsorships. Despite the great financial success resulting from the marketing of the Olympic Movement, a fairly new disease called "Parasite Marketing" or "Ambush Marketing" is spreading throughout the Olympic Movement. This paper will examine how the issue of "Ambush Marketing" has become an inevitable problem of the Olympic Movement by analyzing the evolution of sponsorship, Olympic Marketing, the TOP programme and the different ambush marketing techniques used by corporations.

Sponsorship

Marketing of sports, arts and charitable organizations is not a new phenomenon. During the Ancient Olympic Games, it was not uncommon to see wealthy patrons help athletes in their training and to supply them with the proper equipment including chariots and horses (McMahon, 1996). The same applied for wealthy Greek men who supported the Ancient Games in an effort to build goodwill and enhance their civic standing within the community and the state. In return for their contributions, sponsors received certain privileges such as the rights to special seats. Looking back at the first modern Olympic Games, marketing activities such as commemorative medals, stamps, ticket sales, programme advertising and private donations were all used to fund the Games. Companies such as Kodak (1896) and Coca-Cola (1928) were early sponsors of the Olympic Movement.

According to Sandier & Shani (1993) commercial sponsorship as we know it today is mainly a phenomenon of the last two decades. During the 1970's, corporate sponsorship of sporting events, clubs and athletes was done first and foremost for philanthropic reasons. Therefore, corporate decisions to sponsor sports were not necessarily made as a business decision but as one that could generate public goodwill. However, this corporate attitude has greatly shifted in the 1980's as substantial resources were devoted to sponsorship. This increased interest in sponsorship could be the result of the increased cost and the cluttering of traditional media (Sandier & Shani, 1993). This led many corporations to pursue sport sponsorship as a valuable and cost effective alternative. Today, sponsorship is decreasingly considered a form of social corporate behavior and increasingly considered an important promotional tool and business expense that ought to be justified (Sandier & Shani, 1989).

There are a substantial number of resources available on sponsorship which have contributed to the shift in attitude towards sponsorship and to the phenomenal growth of this field in recent years. However, it is still difficult to find a universally accepted definition of sponsorship. It is recognized that sponsorship involves

some type of exchange in resources. Ferrand & Paget (1996) define sponsorship as a communication technique that is becoming increasingly integrated into marketing policies. Commercial sponsoring buys time and/or space in order to exploit the association through an event or a group with the specific goal of augmenting marketing communications (Ferrand and Paget, 1996). Other researchers such as Sandier & Shani (1993) indicate that sponsorship is increasingly considered as an important promotional tool and an expense that must be justified which contributed to a shift in corporate attitude. Meenaghan (1985) concluded that sponsorship is continuously misunderstood by consumers and confused with concepts like charitable donation, endorsement and patronage. They also concluded that the various definitions of sponsorship are not consistent and seem to reflect what a specific organization that is the beneficiary of sponsorship at a particular time prefers to consider as sponsorship. Based on an extensive review on sponsorship, Sandier and Shani (1989) considered sponsorship as

"The provision of resources (ie. money, people, equipment) by an organization directly to an event or an activity in exchange for a direct association to the event or activity. The providing organization can then use this direct association to achieve either their corporate, marketing, or media objectives".

Sandier and Shani (1993) explain that this definition is broad enough to include any kind of special event, and provides very specific guidelines to identify a sponsor

"The sponsor support is directly to the event. Without this support of the organization, the event would not exist."

"The only benefit a sponsoring organization gains is the provision to exploit its association with the event."

Sandier and Shani (1993) mention that only those sponsors who comply with the two guidelines stated above would be considered as sponsors. As will be discussed later in this paper, this

is of particular importance in light of the growing problem of "ambush marketing".

Since sport sponsorship is considered a business venture, many corporations develop objectives to be obtained. Sandier and Shani (1993) identified three main groups of objectives associated with sponsoring sports

- i) Broad corporate objectives: Goes towards creating and maintaining a credible and favorable image for the organization,
- ii) Marketing objectives: The main purpose of these objectives are to support promotion of specific products and/or brands to achieve increase sales or reinforce consumer perception of the product/brand.
- iii) Media objectives: Since sport events often get tremendous media coverage, this may provide company with cost-effective media-coverage and help in reaching specific target markets more effectively.

The positive impact of sport sponsorship on one's corporate image has been the focus of many researchers. Sandier and Shani (1993) summarized the findings of an article written by Shanklin & Kuzma in 192 which reported that the two basic reasons for companies to sponsor events were to maintain or improve company image and to increase awareness of corporate brand names. Another research conducted by Des Annonceurs (1992) showed that 85% of the companies who have a sport sponsorship program are searching to reach an image objective. According to Ferrand and Paget (1996), a company involved in image sponsorship seeks to transfer or appropriate for itself the positive images of the event or group. However, it is argued that such transfer or images is feasible only if the customer perceives some similarities between the attributes of the company or its products and the attribute of the event or group (Ferrand 85 Paget, 1996). Sponsoring companies attempt to associate themselves or one of their products with the positive images of the event helped by the event consumers (spectators, viewers). In this context, the sponsor consider the image of the event, the sponsor's present image and the desired future image of the sponsor or its brand. (Ferrand &

Paget, 1996). Therefore, it becomes critical for sport governing bodies and companies involved in sponsorship to understand consumer reaction to sponsorship efforts and to research the influence of sponsorship on attitudes and behaviors (Sandier and Shani, 1993).

Olympic Sponsorship

"The media and commentators of the late 1970's were writing the Olympic Movement's obituary, as bankruptcy, disunity and political challenges threatened the future of the Games" (Payne, 1996).

"Take away sponsorship and commercialism from sport today and what is left? A large, sophisticated finely-turned engine developed over the period of 100 years - with no fuel" (Pound, 1996).

These two quotes reflect the phenomenal financial turnaround of the Olympic Movement in less than 20 years. The 1980 Olympic Games in Moscow featured 381 sponsors at an average cost of \$10,000. (Stotlar, 1993). Too many companies were involved in the sponsorship of the Olympic Games and too few benefits were being realized. The IOC took an important step to reduce the commercial clutter of local sponsorship with the creation of a joint marketing arrangement between the Organizing Committee and National Olympic Committee of the country hosting the Games. This single marketing programme guaranteed exclusivity for all sponsors - international or national. Today, sponsorship has become one of the largest revenue sources of the modern Olympic Games. In 1996 alone, sponsorship provided 32% of the revenue of the Atlanta Summer Games while 34% came from the television rights (Marketing Matters, issue 9, 1996). In exchange for exclusive worldwide marketing rights the sponsors provide state-of-the-art technology, and services to Olympic Organizers, athletes, and spectators (Marketing Matters, issue 3, 1994). The IOC's primary objective for sponsorship is to ensure the enhancement of the Games, allowing for efficient running of the Games, increased attendance by athletes, and increased viewership both at the venue and around the world (Marketing Matters, issue 6, 1995).

The Olympic Programme (TOP)

The TOP Programme was created in 1985 to establish a more diversified source of revenue base for the Olympic Movement and the Olympic Games (Fact file, 1998). Prior to this time, 95% of the IOC revenue came from the television rights, with a major percentage coming from the rights sold to the US network. In 1984, the Los Angeles Olympic Organizers developed a well-executed plan for corporate sponsors, suppliers and licensees which became a blue print for a global Olympic programme called TOP. The main concept was to limit the number of sponsors and to offer exclusive worldwide rights to a handful of international companies within a specific category.

Specifically, the TOP sponsors receive the following benefits (Facts File, 1998)

- Exclusive rights and opportunities within their designated product category:

- Designate those rights worldwide and develop marketing programs with members of the Olympic Family;

- Right to use Olympic imagery, designation of products, hospitality opportunities at Olympic Games, direct advertising and promotional opportunities, including first right to Olympics broadcast advertising;

- On-site concessions/franchises, product sale/showcase opportunities, ambush marketing protection and broad Olympic Sponsor recognition program.

This program is greatly beneficial as it diversifies the revenue base of the IOC and therefore brings financial stability for the Olympic Movement.

The average price is approximately \$50 million in cash, equipment and services for multinational companies to support the Olympic Movement for the current quadrennial. The cost can be considerably more if one considers the cost associated with the leveraging necessary to maximize the benefits. This leveraging may include Olympic related advertising, promotions programs including Athletes appearances, sponsorship of National Sport Federations and National Teams, Olympic Day Runs and other

cultural/educational programs. It is estimated that the TOP V Programme (2001-2004) for Salt-Lake City and Athens will bring in excess of \$500 million (Olympic Marketing Matters, Summer 1997). If one consider the leverage necessary to maximize the benefits, sponsors could spend in excess of \$1.5 billion.

One could argue that the obvious rationale for underwriting such sponsorships is to achieve audience awareness and image enhancement. The sponsorship role permits marketing communicators to talk more directly to particular market segments in a manner that may be more efficient and less costly than traditional media advertising. The return on investment may take the form of improved profit figures, boost employee morale worldwide, perceived status elevation on the public perception and more. According to Pound (1996) "this comes from an association with the imagery of the Games as the most important event in the world, the recognition of the Olympic Symbol as the best known Symbol in the world and the qualities of Olympism". In a special article published in the Fortune Magazine prior to the 1998 Olympic Games, it was mentioned that whatever gain companies might realize is contingent upon the universally held-view that the Olympics are good, and the ability of each company to tie itself to that position image.

Based on a 1995 research sponsored by the IOC in nine countries, it was found that the Olympic Rings Symbol was the most recognized symbol in a group of both commercial and non-commercial logos as well as other sporting international symbols tested (IOC, 1997). The research also indicated that the respondents associated the Olympic Rings with success, high standards, international co-operation, a continuous tradition of excellence, a force for world peace and a source of national pride. Other important findings included (IOC, 1997)

Approximately one third of the respondents indicated that they felt more favorable towards a company that sponsors the Olympics - this positive impact offers a great competitive advantage;

Increased public opinion towards Olympic sponsors;

Almost 2/3 felt that having the Olympic rings on a product would attract attention to product;

All factors being equal, Olympic sponsorship can impact purchase decision - on average, 22% of consumers would be more likely to purchase a product if they knew it was an Olympic sponsor's product.

These are good news for companies sponsoring or wishing to be associated with the Olympic Games. The potential worldwide benefits are enormous and this is why so many companies are interested in sponsoring the Olympic Movement on a world-wide basis as well as on a more regional basis. Not surprisingly, such high-visibility marketing, promotional and advertising opportunities attract aggressive competitors intent on creating their own association with the event.

Ambush Marketing

As part of the strategic alliance with sponsors, the IOC endeavors to protect the exclusive rights of its sponsors against the "ambush marketing". Michael Pyne describes ambush marketing as follows:

"Parasite marketing involves the unauthorized association by businesses of their brands, products or services with an event, competition or governing body" (Townley, 1993).

He continues by pointing out the following

"The association is unauthorized in the sense that no money, or other value has passed hands to the rights owner, and therefore, no authority has been provided".

Official sponsors pay large amount of money for an association with the Olympic Movement and unlike official sponsors, ambush marketers try, in the opinion of Richard Pound, "to get a free ride, which is neither fair, ethical or right" (Marketing Matters, issue 2, 1993). However, Sandier and Shani (1989) argued that ambush marketing is a well-planned effort that may be costly due to heavy advertising and the running of expensive tie-in promotions. This fact tends to be in contrast with the popular view that ambush marketers are trying to buy benefits of a sponsor

with a fraction of the official sponsor costs. The ambush consists of giving the impression (sometimes false, sometimes not) to consumers that the ambusher is actually a sponsor or is somehow affiliated with the event.

Sandier and Shani (1989) suggest the following definition of ambush marketing

"A planned afford (campaign) by an organization to associate themselves indirectly with an event in order to gain at least one of the recognition and benefit that are associated with being an official sponsor."

Olympic sponsors received tremendous worldwide exposure from their association with the Olympic Movement. Therefore, it is no coincidence that ambushers try to confuse the consumer by creating the perception that indeed, they are associated with the Olympic Movement. According to Sandier and Shani (1989) the main objective for an ambush marketer is not necessarily exposure since this can be achieved by conducting extensive nonevent advertising and promotions. It is to confuse the consumers as to who the official sponsor really is and in the meantime reap the benefits of being associated with the event or weaken the impact of a main competitor being the exclusive sponsor of the event.

Another reason ambush marketers seek to associate themselves with the Olympics is that the Olympics provides a "halo" effect. That is to say, that based on research conducted for the IOC the public believes that those companies sponsoring the Olympic Games are (a) leaders in their respective industries, (b) dedicated to the pursuit of excellence, (c) socially responsible and (d) innovative or "leading edge". The ambush marketers try to reap the benefits of such an association without paying their dues. This behavior may seriously damage the Games and members (athletes) of the Olympic Movement if sponsors feel they can reap the benefits of association without financially supporting the Movement (Olympic Marketing Matters, no. 2, 1993).

Ambush Techniques

Ambush marketing is all about fine-lines in terms of determining what is acceptable and what is not, what is smart business and what is not. Ambush marketing activities take place on different levels

1. International - level TOP Programme: At this level, an ambusher would engage into a major international campaign (ie. VISA vs AMEX).
2. National Level - NOC and OCOG. At this level, an ambusher would engage into a specific national campaign.

Unacceptable ambush techniques at both levels include

1. Non-sponsor use of Olympic marks;
2. Ads using Olympic imagery;
3. Signage and branding within view of Official Olympic Venues;
4. Unauthorized or unofficial distribution of merchandise;
5. Unauthorized broadcast, live screenings, films, video or photography.

Meenagham (1994) claims that as any event can represent a wide variety of promotional opportunities, it can be a fertile ground for ambush marketing, and provides the following list of the most common methods:

"Sponsoring The Broadcast Of An Event: a company other than the event sponsor sponsors the broadcast of the event, usually because the media audience for most events is much larger than the on-site audience; the "ambusher" is seeking a perfectly legitimate sponsorship opportunity in its own right."

"Sponsor Subcategories Within The Event And Exploit This Investment aggressively: the ambusher sponsors a lesser element associated with an event of special interest, and exploit this association through major promotional activity."

"Purchasing Advertising Time Around Replays Of The Competitors Event: a company seeks to deny a competitor the full benefits of their event or broadcast sponsoring by buying advertising time in the slots around television replays of the event."

"Engage In Major Nonsorship Promotions To Coincide With The Event: competitors use mainstream media advertising and/or below-the-line promotions to achieve marketing communications objectives during the course of the event."

"Other Ambush Strategies: many ambushers have created highly creative and inventive strategies to suggest involvement with events: using photographs of recognizable places or implants, tennis rackets, etc, or staged sequences from the same sport as background in advertising which coincides with the event to suggest sponsorship involvement; or undertaking congratulatory advertising in the ambushers name for athletes and teams who are officially sponsored by competitors."

If such ambush techniques may sound like clever marketing gimmicks, Richard Pound finds it "uncreative, unprofessional and unethical". Though in some cases not necessarily ambush, it may have the propensity to cause confusion among consumers or otherwise to impact negatively on the sponsorship rights. Thus, the IOC encourages the NOCs to create single programs with National Sport Governing Bodies. Such a program is currently under investigation by the Canadian Olympic Association (COA). The intention is to partner with the various National Sports Federations (NSF) in the marketing of sponsorships rights in Canada. The proposed approach would see the COA assume full control and responsibility for the selling of sponsorships in agreed product/service categories, involving as many sports as wish to participate. The COA argues that the benefits of such a program would create more dollars for the NSF and the COA, reduced clutter in the market place, eliminate ambush marketing, result in greater sponsor promotional activity, enhance the involvement of sponsors in NSF events. Furthermore, it is proposed that this program will enhance position vis-a-vis TV rights negotiation, create cross licensing opportunities, provide a more consistent and impactful message delivery and strengthened the link between sponsors and athletes, from grassroots to elite level. This is a clear effort from the COA to create a less cluttered market place and fight against ambush marketing.

However, the context in which ambush marketing is most frequently used and complained of is one of which the activity itself

may be perfectly "legal". Its effect however, at least as perceived by many sports bodies, and indeed individuals, is that it can both undermine the value paid by others for an official association with the event, thereby triggering clawbacks and reductions, and further actually deprive the owner of money that the rights owners might otherwise receive in relation to the licensing of authorization to use the right.

For example, by sponsoring the broadcast of the Olympic Games, an "ambusher" may not be doing anything illegal but may create the impression that it is a sponsor of the Olympic Games. Therefore, efforts ought to be made by the NOCs and their sponsors to increase consumer awareness towards who the official sponsors are and to differentiate between Official Olympic Sponsor (ie. IBM) and an "Official Sponsor of the Olympic Broadcast" (ie. Compaq). The first provides resources directly to the Olympic Games and, in effect, just buys a license to spend more money to exploit this fact. The later buys air-time during the broadcast of the Games and employs the tactic of "ambush marketing". Thus, the buying of television advertising inventory by a competitor of an official sponsor could be considered "Ambush Marketing" as it confuses the consumers as to who the real sponsor of the Olympic Games is. However, TOP sponsors are given first right of refusal for all television advertising during the Olympic Games but must negotiate with each Official Broadcaster separately. If a sponsor declines its right to advertising, it will most likely be ambushed by a competitor.

The National Broadcasting Corporation and a corporate sponsor of the 1992 Barcelona Games conducted a study to determine whether Olympic advertising successfully established the connection in the consumer's mind between the sponsor and the Games. The findings have shown that advertising during the Olympic Games can generate benefits. The broadcast of the Olympic Games provides unprecedented media reach, the public believes that the Olympic Games are the top sporting event in the world and when compared to other sporting events, the Olympic Games evoked the greatest level of interest. Sponsorship success is de-

terminated by the following three factors: perceived advertising quality, positive attitudes about Olympic sponsors, and visibility during the Games (Stipp and Schiavone 1996). It was also suggested by Stipp and Schiavone (1996) that if there is a television event for which a large segment of the audience has high regard, if an advertiser creates good commercials, and if the commitment to the program event is signaled through heavy advertising, the advertiser can expect added value.

This may be the reason why many non-Olympic sponsors opted to purchase heavy advertising during the broadcast of the 1998 Olympic Winter Games in Nagano. For example, when IBM decided not to purchase any advertising on the Canadian Broadcasting Corporation (CBC), the CBC turned to IBM's main competitor Compaq and sold a premium advertising package. This package included heavy commercial time (30-second spots), billboards, verbal announcement as the Official Sponsor of the Olympic Broadcast, logo identification in studio and the right to use the Official Broadcaster Logo which includes the Olympic Rings. Following strong ratings during the Nagano broadcast of the CBC in Canada, one could argue that Compaq successfully ambushed IBM and benefited from an association with the Olympic Games. However, more research must be undertaken in Canada to fully understand the impact of such ambush techniques on official sponsors.

According to CIA MediaLab research, ambush marketers using the Olympic Games as a promotional platform are gaining increased brand awareness (Dempsey 1996). This was the case for Nike and Fuji at the 1996 Summer Games. Consumers believed that Nike and Fuji were official sponsors, when they were actually using ambush marketing techniques (Dempsey 1996; Gelsi 1996; Jensen and Pruzan 1996). Recent polls have found that consumers are unable to identify official sponsors or to differentiate them from their rivals (Emmons 1996). Luckily for long time sponsor such as Coca-Cola this did not hold true. Prior to the 1996 Summer Olympics, a survey by Gallup & Robinson revealed that Coca-

Cola outscored all other Olympic sponsors in consumer awareness (Heckman and Fitzgerald 1996).

Examples of ambush marketing at the national level are numerous. As an official sponsor of the 1996 Olympic Games, Reebok spent more than \$30 million, but Nike stole the show with its own theme park, aggressive billboards, pass holders, dog tags and major TV buy outside the formal coverage of the games themselves (unknown, 1997). In the same way, Air Canada ambushed official sponsor Canadian International when it held an Olympic-themed promotion where it gave 390 packages of trips to Atlanta for the Games; Procter & Gamble gave a percentage of product sales prices to Spirit of Atlanta charity, effectively drawing attention from official sponsor Clairol; Timex had a watch showing a map indicating Atlanta and used pictures of it in its advertising although Swatch was the official sponsor (Unknown, 1997). In most cases, one can argue that the general public does not see the difference between the official sponsor and the ambush marketer. These are just but a few examples that ambush marketing at the national level is an increasing problem which is very difficult to control.

There is no universal answer or remedies to prevent or limit ambush marketing techniques when referring to international law. Townley (1993) points out that each remedy will depend upon the available rights within the different jurisdictions where the technique is employed.

"Techniques adopted by ambush marketers have become increasingly sophisticated, and usually they will avoid the most obvious appropriation of genuine proprietary rights, such as using trademarks, logos or mascots or claiming official status. Unfair competition statutes may provide a remedy but unfair-competition laws do not exist in every jurisdiction. Most governing bodies adopt a defensive strategy against ambush marketing. (Townley, 1993)".

Official sponsors and the members of the Olympic Family have adopted reactive strategies when trying to control ambush marketing. There are very few examples of formal challenges to ambush marketing from the different levels of the Olympic Movement

and even fewer decisions. The IOC may be concerned about the implications of any decision not in its favor. In many countries, prevent advertising may tread into the delicate area of free speech (Mills, unknown).

The Atlanta Committee for the Olympic Games (ACOG) had planned a US \$10 million effort to stop ambush marketing, including hiring a firm to monitor advertising. ACOG even threatened to expose non-sponsors using Olympic symbols as "cheaters" in a print campaign. (Mills, unknown). However, the results of such initiatives were mixed. The Atlanta Games showed that companies do not necessarily have to dabble in trademark infringement and risk legal actions. The ambushers were still able to enjoy some of the benefits of an indirect association with the Olympics without paying the multimillion dollar sponsorship fees to become "official". Mills (unknown) argues that the IOC, NOCs and the OCOGs are simply not doing enough to deter ambush marketing. However, the Sydney Organizing Committee for the Olympic Games (SOCOG) was so concerned about attempts by non-sponsors to piggyback on the Olympic themes that it developed an advertising campaign designed to dissuade potential ambush marketers from launching any local campaigns and to stop the ones that were already engaged in ambush marketing (Pritchard, 1997). The message of the SOCOG's anti-ambush ads is that athletes need sponsors and that ambush marketing hurts athletes.

Conclusion

The relationship between sport and business has significantly changed over the last 20 years. The increased amount of resources provided to sports by the private sector has greatly contributed to making sport big business. Sport sponsorship is now an important marketing tool and a business expense that ought to be justified by companies. Thus for many corporations, the sponsorship activities are fully integrated into the communications mix and are used to reach specific business objectives.

Such objectives may include broad corporate objectives, marketing objectives and media objectives.

No major events today are bigger than the Olympic Games worldwide. Multinational corporations have recognized the immense worldwide potential of being associated with the Olympic Movement and are now willing to pay in excess of \$50 million dollars for the right to be associated with the TOP Programme. However, the immense popularity of the Olympic Games, the huge worldwide television audience and the potential commercial value of being associated with the Olympic Movement have also brought some inevitable problems to the Olympic Movement. Since the successful implementation of the Olympic Marketing TOP Programme in 1985, which guaranteed exclusive category rights to a limited number of official sponsors, many non-sponsoring companies have chosen "Ambush Marketing" as an aggressive business tactic to fight the official Olympic sponsors. Corporations using ambush marketing seek to confuse the consumers as to who the official sponsor really is and in the meantime reap the benefits of being associated with the event or weaken the impact of a main competitor being the exclusive sponsor of the event. This could be accomplished by using one or a combination of various techniques such as using of Olympic marks, the unofficial distribution of merchandise, sponsoring the broadcast of an event and engaging in major non-sponsorship promotions to coincide with the event. The problems of ambush marketing are present at all levels of the Olympic Movement including the international level (TOP sponsors) and at the National level (NOCs and OCOGs).

Giving the continued growth of the Olympic Movement at all levels, more and more companies will see it as a way to gain visibility at the most marketed games in the world at a cheaper cost than by being an official sponsor. If one company is at an event such as the Olympics, the competitors as well as the non-competitors will want to be there too.

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THE EYES OF THE OLYMPICS

by Ian Serra i VILA (*ESP*)

1. Introduction

Sportive photography and Olympic photography

The growth of the Olympic Games has been linked closely to the development of the mass media and of the photography. A significant amount of research has been conducted about the relationship between the mass media (press, television, radio) and the history of the Olympic Games. In many cases, photography (as a communicative and visual element) has been forgotten in mass media studies despite each image of the Olympic Games being a small fragment of Olympic history. The media and photography have always played an essential part in the promotion of the Olympic Movement and of the main Olympic Ideals. Without the cooperation of them the Olympic ideals would never have become so popular throughout the world.

The most important element of photography in different fields is clearly its informative and communicative value, in spite of the fact that sportive photography has tried to show an artistic and personal view. Many photographers who have covered the twenty-six Summer Olympic Games and the eighteen Winter Olympic Games have captured some of the most memorable images that remain in memory. Photographs are a historical document and a visual chronicle for the Olympic Movement. Photography has become a system which represents reality because it selects a moment and captures it for all eternity. The images of sport that have been taken over more than 100 years allow people general survey of the Olympic Games and Olympic history.

Aurelia Capmany, a Catalan writer said that photojournalists are *"the eyes of the society"*. Every second that goes on in a sporting event can become a magical, unique moment... and the photographer with his camera can capture it for history and can show it to all the world. Our society is a culture based on images. Photography is a language of visual signs, and is a universal language that everybody can understand. Energy, concentration, effort, happiness, illusion, disappointment, courage, talent, strength, and discipline are some of the visual moments that all photographers try to capture to be engraved in memory. Photographs allow one to relive some of the historic moments of the Olympic Movement. Xavier Miserachs, one of the most prestigious photographers in Spain, does not consider a picture to be worth than a thousand words but *"can save so many"*. Photography brings a visual legibility and a unique emotional impact very different from a written medium or record about an event. It is the movement, the look, the composition of the image that makes them unique. Thanks to photojournalists, many of the moments of the Olympic Games are remembered; Pasqual Maragall, ex major of Barcelona said *"the photography of press is a fundamental tool to reconstruct the history. The evolution of the technologies media has provided that ones events that day by day build the history they can be registered and can be diffused extensively"*.¹ Olympic photography, as the images of the television and the sport reports, is a basic element of the knowledge that we have about Olympic History and the Olympic Ideals. Through the images you can get the impressions of an Olympic Games. To look at some of the Olympic images it makes you feel like if you were walking for the Olympic memory. Every image expresses an experience for the sportsmen, for the country, for the photographer.... and for Olympic history. The images of the Games are like *past prints and a monument for Olympic history*.

Photography makes, that if an unknown athlete inscribes his name in the list of the winners, then he belongs to the world. Photographs *make and help* athletes become myths, heroes and legends of Olympic history. If for an Olympic champion, the mo-

ment of his victory remains forever in his memory, for *a* spectator all the images of the Olympic Games are engraved in the general memory of everybody... The seven gold medals in swimming of Mark Spitz, Bob Beamon's jump into the history books, the triple gold medallist in alpine skiing, Jean Claude Killy, the first winner of the marathon, Spyridon Louis... They have also become legends, thanks to photography.

2. The History of the Olympic Games through Photography

Raul Cancio wrote that to be *a* photographer means to "*explain histories; to be photojournalist means to send reality, quality and aesthetic without any kind of alterations*"². Even photography offers evidence of the magical, tragical, historical, political, social, and cultural moments of the past, but still we cannot consider this kind of source as objective. Susan Sontag considers photog-

raphy to be a way to consume the events. The images that we get from the Olympic Games and the Olympic moments depend on the way that the newspaper presents them. *The eyes from the photographer* and the *graphic editor* provide a unique way to look at Olympic history. They select the angle and colours of the image, the composition, the perspective, the protagonist, the sporting action... they select the images that they want you to see.

Photography, as one of the most important element of visual communication, **has different values or uses like historical, political, patriotic, commercial, cultural, symbolic, artistic** (new vision), **sportive** (old and new Olympic sports), **legendary** (many athletes have become legends because of photography) **documents**.

The last one hundred years have been made enormous progress in the area of photography. To talk about photography in the Olympic Games is to talk about a corporation that has always been linked with the Olympic Movement: **Kodak**. **Kodak** began publishing their advertisements in the official result book. They have provided the Olympic Games with imaging products and services to support the largest sporting event in the history of the world and have captured some of the most memorable images

of the Olympics. Kodak has always used the Olympic Games as a *test field* to try new products and technology innovation.

From the beginning of photography in **1826 with N. Niepce**, to the present, the technology mediums have changed considerably: *photographic material* (lenses, filters, photographic paper...), *photographic laboratories* (from white and black to colour), *cameras* (from the traditional to digital cameras) and *transmission system*. Many changes and innovations are introduced at each Olympic Games. Despite new advances every year, the original spirit, strength, curiosity, and intensity of photographs, their capacity to affect the spectator has not change very much.

In the **first official reports** of the Modern Olympic Games (1896, 1900, 1904, 1908 and 1920) there was no mention of any kind about press attendance. Most of the photographers who had been to some of the earliest Olympic Games were freelance; they sold their images or collaborated with newspapers, but they were not special newspaper correspondents. Photography departments at newspapers came later.

At the first Olympic Games in **Athens in 1896**, there were only **12 accredited journalists**. Thus, at the beginning, there was little interest from the press in covering the Olympic Games. At the same time, there were few photojournalists following and capturing images in Athens. One of the most important photographers from whom we have many pictures was **Albert Meyer**. Photographer to the King of Saxony, the Duke of Saxony-Meiningen, he travelled to Athens with the German delegation to cover the event. Some of the photographs that he took were published in the magazine "**Sport im Bild**" and were used afterwards. He also gave to the Bulgarian and Belgian Kings a photography album of the Olympic Games: **Olympische Spiele-Athen 1896**. He was free to go everywhere he wanted to because there was no accreditation system. We also have many **lithographies** (from Gorwin K. Linson) of the first Games held in Athens which were published in the newspapers. The **illustrators** used the photographs to do their drawings. However, as **Susan Sontag** said "*all the things that talk about a person or an event, casually visual*

elements drawned, they are an interpretation. The photographs are not only afirmations of the world, they are miniatures fragments of the reality that everybody can take or can get".

As we have seen, at the earliest Olympic Games there was no accreditation system for the press or the photographers. At the Olympic Games in **Stockholm** (1912) a **Press Committee** was created. They established that only a few photographers would be granted admission to the arena of the Stadium because if it was not limited, there would be a problem for the competitors and spectators. The official report also stated that *"the spectators were allowed to take photographs from their seats inside the stadium but they had previously to give the agency a signed declaration, stating that the photographs in question would not be exposed for sale or used for the purpose of advertismment"*.

The recording of Olympic events by photojournalists has long been a problem for the organizing committees. It involves the allocation of positions with the full appreciation of the particular nature of photographers work. The photo reporters must be where the action is and have complete freedom of movement in the competition area. Since then, the International Olympic Committee (IOC) and the National Olympic Committees (NOC) have established a system for all Olympic Games to limited the number of photographers. Naturally, the IOC has granted **photographic agencies** (like Reuters, France Press, Associated Press...) a priority for access in some areas (**pools**).

With the **emergence in the 1920 of new cameras and faster lenses**, there was a revolution in the area of the photojournalism. Photographers started using new **35mm cameras (reflex)** instead of the old plates cameras.

During the **Berlin Olympic Games in 1936** there was a small number of telegraphing photographs perhaps for the cooperation with the National Olympic Committee, the German Post Office Department, and the Lufthansa. The Official reports say that *"the mail (films) was delivered at the Berlin Central Airport just in time to catch the planes, whith convenience, combined with the full schedule of flights. It was possible by means of the normal airmail*

service to deliver images of the closing ceremony in America 50 hours after the Games had ended.

The German Zeppelin Company also postponed the departure of the "Hindenburg" for one day because the closing ceremony, and the prolongation of the ceremony caused an additional delay of 90 minutes to the aeroplane which was to transport the photographic material. So the same was held up for the same period of time⁴.

If there is a before or an after in the world of sports photography or the Olympic Games, it would have to be the **Rome Olympic Games in 1960**. These Games started a new phase in Olympic history, that is, for the first time it saw the direct and continuous **television transmission** of the Games. Nowadays, the Olympic Games are the greatest show on earth, and thanks to the mass media, two-thirds of the world's population watch this spectacle.

David Airob, one of the best known Spanish photographers, considers that *"the worst thing that has happened to the photography is television itself"*⁵. It would appear as if the advent of television killed photography. Annie Leibovitz, assigned to take pictures of American athletes in 1996, says that maybe *a film, TV or video can record movement (which the photographer is trying to catch in a single image), but a photograph must represent it and this limitation is its strength. A photograph is the most powerful, the most memorable rendering of movement precisely because you get to stop the moment and look at it. That's why we remember photographs, and can summon up hundreds of them in our heads. You do not remember, in the same sense, moving images*⁶. Photography has to sum up in only one image a sporting event.

Since the Olympic Games in Rome, events are now prepared specifically for television. Now, at some of the most important sports events, there may be at least fifteen, if not more, cameras covering a single event. The camera operators can give you a different and multiple views of a match point or a downhill race. It seems that with the new technologies in the area of photography, images can begin to compete with the immediacy of television offering *fresh photographs in real time*. The Spanish photog-

rapher **Francisco Alguersuari**⁷ thinks the photographers who work as a freelance can take more personal photographs than if they work for a newspaper. The freelance photographers who cover an Olympic Games go there to *create images*.

At the last Summer Olympic Games (**Atlanta '96**) and the Winter Games (**Nagano '98**) the main preoccupations were determining the best ways to transmit photographs, the new digital cameras, and the problems with light and films. The decisive moment for photojournalists may occur in bright sunlight, harsh shadows, or conditions of artificial lights, using long lenses to cover hihgspeed action. Therefore, at every Games the NOCs and the IOC apply the experience that they have gained at previous Olympics.

Science and new technology has changed the way we look at the Olympic Games. The new cameras and lenses give us a different point of view of sports, athletes and events. The Centennial Olympic Games marked an era of new technology. These Games were used as the perfect global platform to showcase its most advanced Digital Science Technology. The images were transmitted instantly by telephone or high-speed data lines to nearly any newsroom in the world. More than 900 photojournalists covered the Games to capture images of the 16 glorious days (new record of the Olympic history). Kodak provided a scanning and digital transmission of thousands of images instantly throughout the U.S. and to the media of the 197 nations competing in the Games. The Kodak Imaging Centre at the Atlanta Olympic Games held more than three times the equipment made available at the 1992 Barcelona Olympic Games, and developed more than 135.000 films.

At the last **Winter Olympic Games, in Nagano**, the official image partner film (Kodak), provided general support services, walk-up printing, editing, scanning, transmitting and lab services for all accredited photographies during the Games, and offered the latest and most advanced imaging technology at the Olympic Games.

3. The new photographic technology

Marti Perarnau, Director of the Press Division COOB'92⁸, said that *the Olympic Games would not have been what they are without the mass media, these ones (newspapers, agencies, photographers) live their great moments during the Olympic Games. The Games are also the Olympic Games of the Press*". The Olympic Games have become an opportunity as the most important sports event, to try new technology, new products or new services. Nowadays the world of the Internet, digital cameras and new photography techniques have changed the Olympic Games into the new Communicative Games.

Now in the 1990s, it is common place to discuss computers, electronic transmission, communication satellites, receivers, optical diskettes, digital cameras, ...etc. It is evident that in the area of photography, technology plays a fundamental role in the transmission of images from the moment that they are taken to when they appear on the covers of newspapers. Nowadays, *the computer is the photographer's laboratory*. The last Olympic Games held in Nagano are going to be remembered in posterity as having been the Winter Olympic Games with highest participation of athletes, countries, and sports events. They are also going to be remembered as having been the last Olympic Games of the 20's century which had a link to the 21st century technology.

There is also evidence of progressive changes that have affected photography (from the use of plates, and the new digital cameras). The new photographic digital cameras used in Nagano have not replaced traditional cameras, but the rapidity in obtaining images, transmitting them, and the possibility of manipulating them with computers make them more useful for the photographers. Sue Mc. Lauguin says that *"the way in which we take, improve, store, recuperate and transmit images in the last years, has suffered a deep metamorphosis"*. Nowadays, with new digital cameras, it is possible to take pictures and send them anywhere in the world in a mere two minutes.

The new newspaper's web sites pages on the Internet are the main and the first venues for pictures that were taken at the Games. As we saw in the closing ceremonies of the Nagano Games, there

were many photographs on some pages of electronic web sites (CNN - Sports Illustrated, CBS Sportsline...) before the closing ceremony had even finished. The increasing number of "photography web sites" and digital technology do not mean that old images are going to be better or worse, only that they are going to be old. Press media, such as the Spanish sport newspaper "Sport", received twenty nine images (Reuters) and seventeen (Agencia EFE) during the closing ceremonies.

Nowadays, photography has its own place on web sites of many digital editions of newspapers. During the XVIII Winter Olympic Games held in Nagano many newspapers had their space on the web site pages of their digital editions. The CNN-Sports Illustrated (photo gallery), the American CBS Sportsline (The Editor's Choice with images of Allsport and Reuters), the Spanish sports newspaper Marca (imagenes del dia), the Japanese newspapers Shinamo Mainichi (Photo Album) and Asahi (Photo), the Italian newspaper Il Corriere dello Sport and the official web site of the Nagano Olympic Committee present a specific area for the best images of the Olympic Winter Games. Kodak even offers the option of sending Olympic postcards with some of the best winter images of Lillehammer. Internet offers to their users the possibility to choose which kind of images they want to see, to print or to save, whenever they want to do so. The question now is, what is going to happen if you can take images off the Internet, for your own purposes?

Notes

1. *Ha del Fotoperiodisme a Catalunya. 1885-1976 Col·legi de Periodistes, Ajuntament de Barcelona i Agfa.*
2. Cancio, Raul. *Subdirector and photographer of a Spanish sports newspaper AS.*
3. Sontag, Susan. *On Photography.*
4. *Official Report. Berlin Olympic Games, 1936.*
5. Airop, David. *Photographer.* La Vanguardia.
6. Leivobitz, Annie. *Photographer.* Magazine La Vanguardia.
7. Alguersuari, Francisco. *The only photographer in the world who has received the Olympic Order in 1984, in recognition of his work for the sports movement.*
8. Perarnau, Marti. *Barcelona Olympic Games (Press Committee) COOB'92.*

SUMMER OLYMPIC GAMES (1896-1992)
Photographers accredited*

1896 - Athens	Not mentioned
1900 - Paris	Not mentioned
1904 - London	Not mentioned
1908 - Saint Louis	No figures for press attendance
1912 - Stockholm	No photographers were accredited - Many Cartoonists
1920 - Anvers	No figures for press attendance
1924 - Paris	Not mentioned
1928 - Amsterdam	Not mentioned
1932 - Los Angeles	Not mentioned
1936 - Berlin	120 photographers were accredited
1948 - London	2.000 (photographers and radiomen)
1952 - Helsinki	161 photographers

1956 - Melbourne	76 foreign photographers + 21 australian photographers
1960 - Rome	284 press photographers
1964 - Tokyo	179 photographers + 60 News agencies, photos
1968 - Mexico	86 press photographers + 86 News bureau photographers
1972 - Munich	358 press photographers
1976 - Montreal	745 press photographers
1980 - Moscou	293 foreign photographers + 107 soviet photographers
1984 - Los Angeles	567 photographers (413 int. press + 120 news bureau + 15 int. Fed. + 9 LAOOC
1988 - Seoul	710 press photographers + 72 special photographers
1992 - Barcelona	777 photographers (non-pool) 101 photographers (pool)

* Fabulous 100 years of the IOC
Fact-figures-and much, much more
Wolf Lyberg

WINTER OLYMPIC GAMES (1924-1994)*
Photographers accredited*

1924 - Chamonix	Not mentioned
1928 - St. Moritz	Not mentioned
1932 - Lake Placid	Not mentioned
1936 - Garmisch	46 photographers all from Germany
1948 - St. Moritz	498 journalists and photographers
1952 - Oslo	103 photographers
1956 - Cortina	417 journalists/photographers + 27 photo agencies
1960 - Squaw Valley	Not mentioned
1964 - Innsbruck	101 + 56 photographers

1968 - Grenoble	301 photographers (21 countries)
1972 - Sapporo	Not mentioned
1976 - Innsbruck	320 (94) photographers (28 countries)
1980 - Lake Placid	404 photographers
1984 - Sarajevo	346 photographers (24 countries) + 178 agency photographers (24 countries)
1988 - Calgary	440 photographers
1992 - Albertville	492 photographers + 104 from new agencies
1994 - Lillehammer	571 photographers

* Fabulous 100 years of the IOC Fact-figures-and much, much more Wolf Lyberg

CAPE TOWN 2004: THE AFRICAN DILEMMA

by Magdalene SEYMORE (RSA)

Introduction

South Africa is a country of tremendous diversity and a place where much of life is spent outdoors.

The vegetation of South Africa is mainly influenced by the great climate differences within the country, which give rise to great variety - from evergreen wet forests to desert vegetation adapted to extreme aridity and cold resistant mountain flora. The slogan with which the tourist authorities seek to attract visitors to South Africa, "A world in one country", is particularly true in relation to the country's vegetation, with some species of flowering plants, including 730 tree species.

Because of the abundance and variety of its animal life and its widely varied geographical regions, South Africa has been described as "the greatest wildlife show on earth".

South Africa has established itself as a major tourist destination which has taken everyone by surprise. Between 1993 and 1994 there was a 30% increase in the number of overseas visitors whilst in 1995 the figure rose to 52% making South Africa the second most popular tourist destination on the African continent.

Sport proved to be a powerful nation builder in 1995, as a large number of people of SA united behind the Springboks when the third Rugby World Cup tournament was held in SA. South Africa won the William Webb Ellis trophy in the final against New Zealand by 15-12 on 24 June 1995. On May 13, the South African national soccer squad, known as Bafana-Bafana, held two times world champions Argentina to a 1-1 draw for the Nelson Mandela Inauguration Challenge Trophy International at Ellis Park.

After South Africa's first ever democratic elections in April 1994, the world has been witnessing the birth and growth of a new nation, a rainbow country which in spite of its diversity, is trying its very best to become a symbol of unity and goodwill. Its people and their respective cultures and traditions constitute only one aspect that makes up a rainbow country in the true sense of the world.

In his inauguration address President Mandela spoke from his heart to all his fellow South Africans and captured the mood of the people when he said:

"We enter into a covenant that We shall build a society in which All South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity - a rainbow nation at peace with itself and the world"

1. Africa - The have-not continent

In the course of 100 years the Olympic Games has never been celebrated on the continent of Africa. The athletes of Africa are winning more and more medals (31 at Atlanta) but no African city have ever put in a bid for an Olympic Games, whereas the first South African bid came from Buenos Aires as early as 1936.

The Third World Finance Survey gave reasons for Africa's economic predicament. The unpreparedness of the private sector to invest in South Africa, a government struggling to improve its ways and means, infrastructure that leave very much to be desired, an under-skilled labour force, heavy debts that, despite the restructuring of recent years, did not seem to decrease in SA.

A prominent problem in SA is corruption but our country has a bright future: economic progress, self-discipline and diplomacy will help.

The continent of Africa has a long history of economic difficulties. Firstly - the choice of socialist planning by a number of African Countries has definitely not improved the situation. As an example food production per person has decreased by 11,6% since 1960 whilst for Latin America food production grew by 31,4% during the same period (1961-1995). Also by comparison, Asia's food production increased by an enormous 70% per person.

It is also very clear now that one of their policies of colonial powers - that of refusing to allow the market system to operate in land - was a mistake, with the present political, moral and economic consequences.

But there is great hope on the horizon. There is an economic revival in many of the Southern parts of Africa.

- turnarounds in economic thinking and activities
- efforts to attract the foreign investor
- ambitious privatisation schemes
- more prudent economic management

South Africa's economic position in Southern Africa can be demonstrated by comparing its GDP of \$136 billion with Nigeria's which is of the order \$32,9 billion. Nigeria has 105 million inhabitants while South Africa has a population of 40 million - and is relatively affluent. If one takes the average number of cars and telephones per person of the population into consideration this is five times higher than that of other leading African economies.

Zimbabwe, whose economy is growing well at 6% per year can only manage an average production of \$960 per capita per year, while South Africa's future of \$3.130 and Nigeria is lagging behind with a pitiful \$310 per capita per year.

South Africa's trade figures increased from \$926 million in 1987 to \$3,65 billion in 1995.

The television rights paid by all of Africa for the 1992 and 1996 Olympic Games was \$13 million. South Africa part was more than 90%. The television rights income from the Australian continent for the same games was \$64 million.

In every socio-economic sense South Africa has strong relevance to the rest of Africa and to its Southern area in particular. It is in that perspective that Africa's first Olympic bid came from a South African city: Cape Town.

2. The first African Olympic Games

The first African Olympic Games will make history!

1. They will serve to display recently acquired levels of independence and a strong desire across the continent to compete with the world's best.

Yet

2. They might have drastic socio-economic implications as is often the case of the less economically developed societies.

The modern Olympic Games is a huge and complex machinery, and extremely costly undertaking. The smaller the economy and the lower the productivity, the more drastic then are the potentially positive or negative impact.

Less productive economies have a greater distribution of income with more people vulnerable to the outcome of large socio-economic decisions.

The size of an economy is a rough indicator of how large the tax base is. In the present economic situation in South Africa the tax payers may be quite relaxed to foot the bill.

When we look at the comparative size of the Spanish and South African economies, it is understood that Cape Town's capital budget of \$2 billion is placing the same trouble on the South African economy as the \$8 billion undertaking by the Spanish. (Their GDP is $\pm$ five times larger).

Christopher Ogden of the American Time magazine illustrated the scope of the challenge: "The most pressing reality is sheer economic survival. South Africa is battling with 40% unemployment, suffers a budget deficit amounting to 5% of its \$118 billion gross domestic product, and must compete for business in the international market place with the likes of Brazil, Chili, Indonesia and South Korea, where economies are growing at warp speed. Four decades of international disinvestment, coupled with politi-

cal and economic mismanagement by the pro-apartheid National Party, has left South Africa ill-prepared for the challenge".

3. Crime, grime and sleaze

The symptoms of the ineffectual criminal justice system in South Africa are the following

Poorly paid police force

Excessive bureaucracy

Public mistrust

Ineffective prosecutions

Loose conditions for bail and over crowded prisons

The Western Cape's murder rate is a shocking 85,5% per 100.000 of the population in comparison to its 2004 competitors where Sweden (Stockholm) equivalent figure as 2, Athens' as 2,14 and Buenos Aires figure as 3 homicides per 100.000 of the population. Rome and Cape Town use nonsencial "violations" statistics which are misleading. (Violation can be anything from a traffic offence to swearing in a forbidden area).

Murder and rape in the Western Cape is very high. In Cape Town 165 women out of 100.000 were raped in 1996. Argentina's figure for rape was 0,14 in 1996 for Greece 2,47 and for Stockholm 20,56.

Would crime be likely to decrease in the years leading up to the Games? What would the cost of securing a South African Olympic Games be? The serious problem of visitor's physical safety is a constant worry for the IOC. Foreign visitors expect to move freely to explore as they wish. In South Africa's case, the likelihood of visitors being hurt or killed is just so much greater. We can't pretend otherwise.

4. The different strategic approaches

The Modern Olympic Games is a major socio-economic event!

London	1948	541	Competitors	represented	59	nations
Rome	1960	6.460	Competitors	represented	84	nations
Mexico City	1968	8.500	Competitors	represented	112	nations
Catalonians	1992	10.000	Competitors	represented	164	nations
Atlanta	1996	15.500	Competitors	represented	195	nations

The growth in spectators over the years has also been impressive

Helsinki	1952	sold	1,2	million	tickets
Melbourne	1956	sold	1,34	million	tickets
Rome	1960	sold	1,44	million	tickets
Tokyo	1964	sold	2,11	million	tickets
Barcelona	1992	sold	3,14	million	tickets
Atlanta	1996	sold	8,5	million	tickets

The Games of Montreal are judged as big financial flop and those of Los Angeles 1984 are known as the financially successful games. One of the reasons why **Los Angeles** was financially so successful had to do with its privately financing. It could use huge university buildings as Olympic villages and they could use the sports infrastructure from the 1932 Games.

The Games of Seoul in 1988 was also successful. David Miller in Olympic Revolution said: "The Koreans had the organisation of the Germans, the courtesy of the Orient and the Financial sense of the Americans.

The Spaniards spend 35 - 40% more than they expected. This was due to demand-driven inflation and currency depreciations because of the huge construction projects taking place in Barcelona before the Games.

The Barcelona Games was more positive than negative. They had well co-ordinated and publicised strategic planning that was implemented at the right time.

Two strategic options amongst others

1. If a city has highly developed infrastructures, sport facilities, a **low-cost approach** with minimum construction will be followed.
2. If a city is reasonably developed, with adequate infrastructure, but with some weaknesses that can be improved by Olympic development, then the **developmental approach** is generally adopted.

Steven Roulac said that any city wishing to host the Olympic Games successfully should already be able to offer its citizens a good quality of life.

It is not very easy to tackle an Olympic bid. Even with adequate infrastructures, an educated population, a strong local economy and good management, the project of an Olympic Games can go wrong if the strategic planning and managerial execution are not of the highest quality.

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IOC OLYMPIC STUDIES CENTRE (Lausanne)

by Yoo-Mi STEFFEN (IOC)

Located in the Olympic Museum, 5km far from the IOC headquarters.

Lausanne is ca. 30 km far from Geneva (airport), 45 min. by train.

Mision of the Olympic Museum

- To gather, organize and examine historical accounts of the Olympic Movement
- To keep and preserve these cultural objects in the best possible condition and to make them accessible to the public
- To exhibit items of its collections, interpreting their cultural significance and their historical value in the Olympic context.

The Olympic Studies Centre

We set up in order to coordinate research, publications and educational materials concerning Olympism. It contains **3 departments**

- the Historical Archives
- the Images and Sound Services
- the Documentation Services

Direct access to the **library** and the **video library** is possible whenever the Museum is open, but use of the other services is reserved, by written request, for researchers, students and media professionals.

A reading room is available to the members of the public who wish to consult works in the library.

A comprehensive computerized Olympic Museum catalogue (called SIM), enables photographs and audio-visual documents, the library-s catalogue and, in due course, other types of documents to be consulted.

Internet access is planned for a later date.

1. Historical Archives

450 linear metres of written documents (manuscripts, correspondence, reports)

By appointment only. An access request form to be completed and attached with a brief summary of the research subject. The Rules governing access to the IOC Archives are sent with the initial application.

= Mrs. Cristina BIANCHI.

2. Images & Sound

- *Audio-visual library*: more than 12.000 hours of film.

Film and video images may be viewed in two broadcast-quality editing suites.

The automated Video library offers visitors personalized access to a selection from the IOC's film archives (entrance ticket to the Museum entitles to view 2 films free of charge).

- *Photographic library*: 250.000 photos

A state-of-the-art system with the Kodak PIW (Programming Imaging Workstation) enables negatives and slides to be digitized and photo CDs to be created.

Access: by appointment (excepted the automated video library). Restricted to researchers and professionals agencies, production, companies, etc.). Only on written application: letter, fax or e-mail = Mr. Didier BLANCHARD (ask for Mrs. Monique PERUSSET).

3. Documentation Services

- *Documentation*: documents on Pierre de Coubetin and other founding fathers, and single-subject files relating for example to the Olympic symbols, the role of the media or the Olympic Movement. Access to be requested by application to the Studies Centre (fill an application form).

Library: more than 16.000 volumes and 200 titles of periodicals.

Open to public from 10 am to 5 pm (Summer: every day; Winter: from Tuesday to Sunday)

Reading room and study room for researchers.

= Mrs. Claude BORGEAUD (Mrs. Patricia ECKERT, Secretary)
Olympic Studies Centre

4. Publications

The IOC and the Olympic Museum regularly publish books dealing with the Olympic Movement, particularly

- general works
- academic - type studies
- exhibition catalogues

On the other hand, some 300 titles are available, on stock from the Olympic Museum. Free catalogue (leaflets) available on request.

5. Educational Programmes

Educational supports are available for children and teachers visit. They may take a form of a set of questions geared to principal elements in the exhibitions. This gives to children the opportunity to learn whilst playing and to come into contact with the world of museums in a completely original way.

6. Collaboration programmes

Close work particularly with the International Chair in Olympism of the "Olympic and Sport Studies Centre" of the Autonomous University of Barcelona (UAB).

This chair, set up under an agreement between the IOC and the UAB, has research, training, documentation and the dissemination of the Olympic Movement's ideals as its main priority objectives.

The 2 major programmes between IOC and UAB's International Olympic Chair in Olympism are

- **the organization of international symposia**

Since 1995, an annual symposium has been organized at the Olympic Museum.

1(1996): Olympic Ceremonies

2(1997): Olympic Village

3(1998): Television and the Olympic Games (held in autumn!)

- the setting-up of an "**International Research and Olympic Documentation Directory**"

This fundamental reference tool lists the addresses of institutions and researchers whose work is connected with the Olympic Movement or the Olympic Games, and includes individuals and groups with specialized documentary resources. The list may now be consulted via the Olympic and Sport Studies Centre.

Contact

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A CALL FOR SPORTS AWARENESS IN THE PHILIPPINES

by Akiko THOMSON (*PHI*)

I. Introduction

There is much that needs to be improved in Philippine sports; indeed the task can seem overwhelming. One most important aspect of the problem, which I will be focusing on in this paper, is the need for the country in general to be more "sports-aware". *Aware* of the benefits of sports, and *aware* of the values it instills in young and old alike. At the same time, it should be recognized that the Philippines is not unique in facing this problem. A lot of other countries are experiencing or have gone through the same thing. We should therefore look to countries with a much longer history of athletic development, and a perfect example would be Greece.

I have chosen to focus on sports awareness because, of all the aspects that need working on in Philippine sports, this is the one with which I feel I best relate. Having been a national athlete for over 10 years, I see my role now more as a kind of educator, passing on my experience, the lessons I've learned, encompassed in the framework of Olympic ideals. Fortunately my experiences as a competitive swimmer have enabled me to appreciate the value of being the best that I can be, of swimming on my own terms, as well as to realize that in the end it's just *swimming*. It is not a "life or death" thing, and, win or lose, I know I will be loved just as much by those who matter.

The purpose of this paper is to study the history and present state of our sports program, and to advance comments and suggestions relating particularly to the need for more sports awareness in the Philippines. For many I doubt that my comments and suggestions will seem new, but perhaps they can serve as

a reminder and guide, written from the vantage point of a past national athlete.

II. Scenario

There has been an undeniable decline in Philippine sports in the past 60 or so years, as evidenced by how we have fared (disappointingly, for the most part), in international meets over the period. Medal tallying is not the only way of rating the success or failure of a sports program, but it is undeniably a fair indicator. If the foundation, defined as mass-based sports at the base of the pyramid of a sports development plan, is strong and working, then successful results are bound to result. There are basically two components of any comprehensive sports program: mass-based, and high-level/elite. Elite sports, referring to high-caliber athletes competing at the national, regional and international levels, are found at the peak of the pyramid. The importance of **excellence** and being the best that one can be, are encouraged at the elite level. Mass-based sports, are at the grass-roots level: getting "all walks" of people involved, and focusing on the basic **participation** aspect of sports. Although superb results internationally, by our elite athletes, are naturally desired, they cannot be the Philippine Sports Commissions primary goal. If they were, our programs would inevitably be mostly a matter of "quick fixes". International success is, rather, a medium-term goal. The immediate priority of the PSC must be the development of our mass-based sports programs, so that we have "elite-athlete programs backed by mass-based sports that capitalize on our greatest resource-our 71 million population"¹. However, mass-based sports programs are not just a source of elite athletes, they are a priority in themselves. Although mass-based and high-level sports programs focus respectively on the values of participation and excellence, they are certainly not the only benefits. Fair play, teamwork, camaraderie, self-discipline, nationalism, honesty, courage, respect... to name a few, are all part of the "value-package", but I will be emphasizing here participation and excellence. Although it is largely assumed that national athletes

appreciate the values of both participation and excellence in sports, I have experienced it is not uncommon that they, in their ardent pursuit of excellence, forget the value of participation. In my own case, towards the end of my career, somewhere, somehow I began to lose the sense of fun in swimming. I forgot that, ultimately, I was swimming for myself, and lost the love that brought me into the sport in the first place. Fortunately for me, I had coaches and family who understood my situation, and the time and opportunity to find the passion to make it through my last Olympics in Atlanta. As a result I left swimming still loving it, which I feel is a blessing, since so many retired athletes become "burned out" and have to distance themselves from their sport. The moral I believe is that we need to appreciate both the *participation* and *excellence* aspects of sports; both are of equal value, and crucial for well-rounded athletes and human beings in general.

III. History

Few would deny that Philippine sports is in a dismal state overall. To help understand why, allow me to give a brief outline of the history of sports in the Philippines, leading up to our present situation. The development of Philippine sports might be compared to a roller coaster ride. There have been a lot of positive steps, but either they are never fully followed through, or for myriad reasons, Philippine sports gets setback further than it progresses. A thorough analysis is ably given in the thesis of Sandra Tablan Paredes, titled, "MASTERPLAN, Philippine Sports 2000". I am adopting the same historical periods as Mrs. Paredes, and am boiling down what happened to the highlights, a) **Early Beginnings (1901-1912)**

It is important in this context to recall that the Philippines was colonized for many years by both the Spaniards and the Americans, and for a brief war-time period, the Japanese. The Americans, who were in the Philippines for over 50 years, brought education and organized sports to the country. In fact the first two presidents of the Philippine Amateur Athletic Federation

(PAAF), which was formed to protect the interests of amateur sports from the encroachment of professionalism, were Americans: Governor-General W. Cameron Forbes (1911-1913), and Anglican/Episcopalian Bishop Charles H. Brent (1914-1916). It is said that the reason the Spaniards did not encourage organized sports was for fear that the "natives" would physically overpower them!

b) Golden Era (1913-1935)

The PAAF was run by many able individuals, most notably, Manuel L. Quezon, who remained as president of the federation from 1917 until he became president of the Philippine Commonwealth in 1935. From the first staging of the Far Eastern Games in Manila (1913), up until their final staging in 1934, the Philippines proved to be a sports power-house in Asia. It was also during Quezon's term when the Philippines first participated in the Olympic Games, in 1924. In the following games in 1928, the Philippines would win our first Olympic medal (bronze), by a swimmer (hooray!) named Teofilo Yldefonso. The success of Philippine sports during this time period is attributable primarily to the integrated mass-based sports program adopted by the PAAF.

c) Decline of RP Sports (1936-1971)

After Quezon's period of sports leadership, the Philippines gradually declined primarily due to lack of manpower, facilities and equipment required for the maintenance of a truly mass-based program. Although laws were passed to alleviate the situation, such as Republic Act 3135 (establishing a new PAAF charter) in 1961, and RA 5708 (promoting and financing an integrated Physical Education and Sports Development Program for schools) in 1969, the real decline continued.

d) Turning Tide (1971-1978)

The turning point came when the Palarong Pilipino, or literally, the Games of the Filipino, was established in 1972, by the then president of the PAAF, Ambrosio Padilla. The games included the best athletes from the different regions of the country. The name "Palarong Filipino" was changed to "Palarong Pambansa", or, the

National Games. Unfortunately, only students who were athletically-skilled were included.

In 1974 the PAAF was abolished, and the Ministry of Youth and Sports Development (MYSD), was established. This new organization took over the responsibilities of the PAAF and, "eventually became the governing body of all sporting activities in the

country" . Although provisions were made to support it, the organization "did not fully serve its purpose and was considered a failure"³.

e) Resurgence of RP Sports (1979-1985)

"Gintong Alay", or literally "Golden Offering" was established in 1979, with a mandate to train athletes for international competition. The project, closely associated with Michael Keon, the popular president of both GA and POC at the time, was established under President Ferdinand E. Marcos. It was also during this time (1980) that our Olympic Committee was officially named the Phillipine Olympic Committee, to differentiate it from other NOCs. GA introduced the concept of "project director", a sort of "god-father" approach, which "opened a new form of participation by the private sector"⁴. The idea was that members of the private sector would be responsible for the funding/sponsoring of particular sports. Things started to pick up, but there were still financial difficulties, and the Palarong Pambansa was shelved, resulting in a dearth of national athletes. The glaring problem: there was no solid mass-based sports program to support the elite training provided by GA.

f) Giant Leaps: Aquino Administration (1986-1991)

Four major positive steps took place during this period, and the results showed in our international performance. The "giant leaps" were

- 1) the inclusion in our constitution of a provision for the development and promotion of Physical Education and Sports (1986).
- 2) revival of the Palarong Pambansa in 1988.
- 3) Presidential Proclamation No. 406, establishing 1990-2000 as the "Decade of Physical Fitness and Sports".

4) the founding of the Philippine Sports Commission (PSC) in 1990 through Republic Act No. 6847, abolishing GA. Internationally, the Philippines won our first "unofficial" Olympic gold medal at the Seoul Games in 1988, in bowling, by Arianne Cerdana. Bowling was at that time only a demonstration sport. We also won a bronze in boxing at Seoul, by Leopoldo Serrantes. The Philippines placed 9th overall at the 10th Asian Games in 1986 (our best effort in more than a decade), and placed 2nd at the 1991 South East Asian Games in Manila, our best performance in SEAG.

g) A New Era for Philippine Sports: Ramos Administration (1992-May 1998)

Although we are still not where we would ideally like to be, we have benefited greatly from having a president who is an athlete himself, and who sincerely cares about the development of Philippine Sports. During President Fidel V. Ramos' term (which ends shortly), we have held several "sports summits", to assess where we are and the direction we need to take; passed Executive Orders 63,64 and 163 which respectively create a council for Physical Fitness and Sports Development, adopt a national "Sports for All" policy, and establishes the Philippine National Games as the centerpiece, ("mini-Olympics") of Philippine sports; developed "PhilSport" (as training institute); and implemented the "Partnership Program for Sports for All" (essentially a fund-raising campaign), amongst others.

At present the major governing bodies in Philippine sports are the Philippine Olympic Committee (POC), the Philippine Sports Commission (PSC) and the various National Sports Associations (NSAs). The POC, as with all NOCs, is a private, independent and autonomous body, recognized by the Olympic Committee as its representative for the furtherance of the Olympic Movement, working strictly under the Olympic Charter. It functions as the umbrella organization for the NSAs, working primarily for the development of "high-level/elite-based" sports in the country. The NSA's on the other hand function as the representative of their respective sport, usually affiliated with the appropriate Interna-

tional Federation as recognized by the IOC. Although NSAs are autonomous, working for the development of their particular sport, the PSC provides funds and keeps a watchful eye on them, to make sure that everyone is working according to the same guidelines and objectives.

Which leads me to the function of the PSC. The PSC is the country's leading sports organization, fully funded by the government. "PSC is tasked to provide the leadership, formulate the policies, and set the priorities and direction⁵" for the development of sports in the country, working primarily at the grass-roots level. However, this has not always been the reality. In the past the PSC, and NSAs as well, mainly emphasized the development of high-level/elite based sports. Of the P420 million PSC budget in 1994, 60% was spent on high-level sports development, while mass-based sports programs were given a mere 1% of the total budget. This mistaken approach has been recognized, and a conscious effort is being made to remedy it, as evidenced by recent programs. As of the present time, the PSC is trying to implement something called "Philippine Sports Development Plan (PSDP) 1998-2004," which was drawn up in consultation with the Australian Sports Commission. Again, the work that needs to be done is huge, not impossible, but extremely challenging to say the least.

IV. Present Situation (from 2 perspectives)

This is where we are now, trying to implement the PSPD. In the introduction of the PSDP, it states that "the nature and accessibility of sports must be tailored to the needs of society"⁶. In this regard, I would like to describe the current situation in the Philippines, and the value Filipinos give sports, from my personal perspective.

The Philippines have never won an Olympic gold medal, and so it is natural for the country and all concerned to yearn mightily for such an achievement. It is regarded as "the elusive gold medal." Filipinos desperately want a national hero. They need someone to be proud of, someone to make them proud of who they

are, and where they're from. That is the country's "superficial" need. I say "superficial", as there are much more dire and rudimentary needs, like food and shelter, which the vast majority of Filipinos must worry about day-to-day.

The reality is that the Philippines, sadly, is divided among the haves and have not's. The economic and social gap in society is tremendous and undeniable, as with most developing countries. Therefore, to begin to understand what sports means to Filipinos, we must look at the two principle sectors of society separately, while acknowledging that exceptions, such as the small but growing middle class, exist. Permit me to refer to the two main classes of society as the "average Filipino" and the "well-off Filipino."

As a country we crave the gold, although among the average and the well-off our desires and needs differ. With regard to mass-based sports, the average Filipino will definitely participate whenever given the opportunity. Children of any country love to play and have fun, even including lots of adults! Therefore, it is vital that organized, fun sports be available at all levels of society. As it is, what we find in every barangay (small community) in the Philippines are make-do basketball hoops. Wire shaped into a hoop and stuck into a piece of plywood, frequently. Like it or not, basketball is the national pastime in the Philippines, despite the fact that physically it is far from an ideal sport for Filipinos (notice I refrain from saying impossible!), and unlikely we will ever be at par with, say the NBA. Most men not only play basketball, but also prefer to **watch** basketball. And then there are the women. Nowadays, although women also increasingly participate in sports, they are less active than men. Solution? We need to encourage other appropriate sports, provide the necessary facilities and coaching, and looking at the needs of women separately, provide female role models. However, the fundamental problem is that, although the average Filipino will participate when given the opportunity to be active in sports, it is not a priority. Life is difficult for the average Filipino, a tiring commute just to get to work and back, usually requiring one to wake up at 4-5 am. Then there are the other basic concerns, such as running

the household, feeding the kids, in addition to making an adequate living. Surrounded by those struggling to cope with this reality, I realize what a luxury it is to have a car, be a part of a club where I can work-out, have a domestic "helper," and not have to sell sampaguitas on the street! The average Filipino is chiefly concerned with getting by, day-to-day, leaving little spare time for organized sports; sadly, sports, as many of us know it, for far too many Filipinos seems an almost unattainable luxury. With regard to participating in high-level sports, again, if gifted and given the chance. Filipinos will most definitely seize the opportunity and strive hard to win honors for the country, which few have found leads almost automatically to an enhanced standard of living.

As for the well-off Filipino, he/she in general has the opportunity and option not only to participate in sports, but also to determine which sport to pursue. At what level, of course, is dependent on the individual. Unlike the average Filipino, there is probably no appreciable financial restraint. Real appreciation of the true value of sports is another matter, probably having little to do with affluence.

Results of a survey by the PSC to determine the knowledge, attitudes and practices concerning sports/physical fitness activities of the Filipino people, will illustrate our mindset. In this survey no distinction was made between the well-off and the average Filipino. The survey included 800 participants within the ages of 15-55 years, coming from both rural and urban areas. Further, survey areas were selected using a multi-stage probability sampling method, while samples were appropriately distributed over the different regions in order to be representative of the population. The surveys, done in April-May of 1997, consisted of personal interviews including a structured questionnaire and visual aids. The results showed that, "Filipinos are biased to one sport, basketball,"⁷ and that 8 out of 10 regularly monitor/watch basketball. With regard to sports awareness, it seems good for high-profile sports, and low for newer sports, such as the different water sports and martial arts. This comes as no

surprise, because although the PSC has been able to generate media interest in sports, "to this time, this interest has focused on elite sports"⁸. Participation in "popular" sports, other than basketball, is on a *trial basis* only. Volleyball appears to be the only other popular sport, aside from basketball, which people engage in for recreation. 56% of the people sampled play volleyball, and 53% engage in basketball. Apparently the main reasons Filipinos do not engage in sports is lack of time and interest, according to the survey. Therefore, it would seem that a good way to get people involved, is to incorporate sports into areas of essential interest and priority, such as family, school, work and church activities.

An astounding result is that 63% of those surveyed *have not participated in any local sports programs*, while 98% *have not participated in any national sports programs*. Apparently most people are not aware of the different organizations running sports programs: 7 out of 10 respondents cannot immediately think of any institutions responsible for/involved in sports development⁹. With regard to the PSC, for which the survey was conducted, 1 out of 10 participants could recall the institution (PSC) when discussing people involved in sports development, representing merely 30% of those surveyed.

What I have presented is the sorry situation Philippine sports is in, with regard to sports awareness, as I see it, and as the survey reflects it. However, in fairness to the PSC I will elaborate on the programs and policies they have come up with to address the situation. I stated earlier that "sports for far too many Filipinos seem an almost unattainable luxury", which the PSC will not like to hear, but I do not feel is exaggerated. The PSC, recognizing that sports is not a priority of Filipinos, passed Executive Order No. 64 in 1993, as one of their guiding principles. It calls for the adoption of "Sports for All" as a national policy, and states that it should be "adopted by all concerned government and private entities to make accessible to all, regardless of age, gender, talent and capabilities, a program of physical fitness and sports"¹⁰.

In this connection Executive Order No. 63 was also passed, providing for a Physical Fitness and Sports Development Council

(PFSDC). The PFSDC is tasked to help the PSC implement the "Sports for All" program at all levels of government. Furthermore, the PSC has made "equitable opportunities for participation by all spectators in sports"¹¹ another mission, addressing the economic disparity earlier mentioned. As a result of all these Executive Orders, programs, such as the "Partnership Program for Sports for All" (PPSA), have been created. The PPSA essentially functions as a fund-raising program aimed at the private sector. The PSC has arranged the different sports and sporting concerns into 10 clusters, and appointed a high-ranking government official to take charge of each specific cluster. For example there are sports clusters for speed and distance sports, team sports, special concerns, barangay sports parks, and persons with disabilities, amongst others. A respectable amount of pledges and sponsorships have been received (the first pledge came from the first family). By 1997, P 7.1 million had been generated and used for activities of the NSAs, Philsports, training and development of PSC staff, etc.

Another program the PSC is trying to implement is the "Sports for All through Sports Club System". The PSC, realising that school sports programs are not enough, has come up with this program to address the need for more family/community sports. The purpose of the program is to make sports accessible to the "massa", by developing sports clubs that are affordable. The sports clubs, appropriately referred to as the People Sports Club (PSC!), will be private entities supported by the PSC. The clubs will not be fully funded by the government, but are to enjoy start-up financial support.

The PSC is also responsible for the staging of the PNG (Philippine National Games), which are the biennial local Olympics, competed in by national athletes and the best from other grass-roots programs. In this connection, the PSC has supported other promising sports programs and events, ie., Palarong Pambansa (Department of Education, Culture and Sports-DECS), AFP/PNP mini-Olympics for military personnels, NCAA and UAAP for college athletes, GCAA (Government Corporation Athletic Association),

DILG (Department of Interior and *Local* Government), DTI (Department of Trade and Industry),...etc.

With regard to strategies aimed specifically at sports awareness, the PSC has plans to: undertake an information campaign to promote and educate "the common tao" through the media (television, radio and print) by better disseminating information on sports events and activities of the PSC and NSAs: and to upgrade the Physical Education curriculum and delivery.

The question is not really whether these programs are enough, because they can only be initial steps in the right direction. The question which must be asked is "will the people responsible see the programs through?" A situation in which we often find ourselves in the Philippines, not only in sports, is that the right policies are in place but there is ineffective/inadequate implementation.

As of the present, the PSDP is a comprehensive, almost overwhelming, "instructional book". We have for the most part able, well-intentioned people making their contribution to the development of sports, but there is now something of a cloud due to the coming elections. With regard to the PSC's success, we will not immediately see results, both because they are not easily quantifiable, and due to the long process. Another survey will have to be taken, and, if the programs are successful, there will be winning results internationally.

Philippine sports is beset with another serious problem due to the inevitable internal "politics" which arise in many sports program in most countries, but exacerbated in the Philippines. President Ramos,acknowledging this situation, poses the question, "what kind of politics must go along with sports?" Politics for selfish personal reasons, or directed toward "the forging of national excellence, national unity, and international brotherhood through sports?"¹² What a contrast, and challenge!

Precept: Leaders, need constantly to be reminded for who they work; with the privilege of power comes the responsibility for many. As mentioned earlier, we have benefited greatly from having a supportive and responsible President. If not for President

Ramos, the requisite policies and priorities would not be in place. What better role model? In President Ramos speech "Excellence in Sports-From the Barangays to the Olympics" to a group of sportswriters, he reminds us that "athletic talent cannot prosper beyond one generation unless its production and development process becomes a national concern and team effort"¹³. A clear call for unification. For the success of our sports program and the further development of Philippine sports, our future Presidents and sports leaders must make sports a priority of the nation, and set ambitious goals for the country. We can only hope that our next President will make sports a high priority in the nation's development, and that our sports leaders able to look beyond the demands of their job to the requirements of the nation.

In my own experience, although I did not achieve an Olympic or an Asian Games medal, I firmly believe my experience was a success. Looking back, I recall the factors that made for a positive experience. Although I was able to swim at a club, I do not remember swimming with "rich kids". What I benefited from was having an extremely active and competitive age-group program. I remember going out of town (to Subic and Clark) for meets, and participating in strong school programs. There were fun people of my own age in swimming which made the competition pools a frightening, yet fun place to be. Unfortunately today, there seem to be few school programs and for the most part "the same old people" competing. I was also fortunate enough to have a succession of very able coaches, who were sincerely concerned about my total well-being, and were in the sport for the pure love of it. I have since seen many coaches who work for self-serving reasons, affecting not only the attitudes of the swimmers they produce, but ultimately degrading the whole sports program.

Fortunately for me. I always benefited greatly by maintaining a positive relationship with our swimming body (PASA), and the POC. I do not mention the PSC as I never worked directly with them while actively competing. Although funding for my training in the US emanated from the PSC, the *opportunity* was made

possible through the kindness of Gov. Jose Sering, who was president of the POC at the time. Such "good relationship" between PASA, POC, PSC and the athletes, must be based on mutual regard, and respect for each other. I used to feel that athletes, usually, are not sufficiently aware of the people running the show, as their focus is necessarily on the sport. However, I was recently reminded that because I am relatively well-off, I did not have to worry as much about "who's who" to get things done, while actively competing. Although perhaps true, no matter how good or how provided for an athlete is, if the relationship is sour, animosities and obstacles will adversely arise. An example is that of our present top male swimmer, Ryan Papa. Although he is the best we have, and from a wealthy family, his disrespect for PASA has made his further participation in international meets inappropriate.

A final, crucial factor was having a supportive family. At every single local and international meet in which I have competed, a representative of my family has always been present. And fortunately, in all 3 Olympic I competed in, my entire family made it a point to be there. Although I realize it was only possible because we were able to afford it, others who could also extend this kind of support do not seem to make it enough of a priority.

Another aspect of my family's support is the encouragement I received to do the best I can, but if I did not win, that was o.k., too. There are a lot of parents who live their dreams through their offspring, wanting their children to win more than they themselves do. My parents (and coaches) never tried to push me way onto the national team; they always tried to understand my moods and needs, either to be alone or with the team, when competing at international meets; respected decisions of my coaches; and even shielded me from unnecessarily negative media. Of course I did not realize all this back then, but, in hindsight, I see they were essential factors helping me to succeed, and ultimately appreciate the true value of sports.

V. Conclusion

We need only look at one aspect of sports, sports awareness, to realize that the problem in Philippine sports, as I see it, is very basic: Filipinos, in general, do not value sports enough to make it a priority. How can we ever get more Filipinos to become involved in sports, or, excel internationally, if sports is not of any more value? Filipinos are sports-minded, but ironically not sports-active. Filipinos certainly appreciate the value of excellence, as evidenced by our earnest desire for an Olympic gold, but appropriate programs, addressing the needs of Filipinos, have only recently been put in place, and their effective implementation is, at best problematic, based on the record.

The decline of Philippine sports through the years is a result, perhaps primarily, of not emphasizing mass-based sports. A truly functional and exceptional sports program must place equal value on mass-based and high-level sports. We have paid the price, and hopefully awakened. The PSDP is a beautiful program, addressing the needs of the country with regard to sports development, in a holistic manner. However, as is often the case in the Philippines, the plan may be just another plan, and nothing more, especially with new staff taking over. Let us not discredit the work of the present PSC staff. To formulate a comprehensive plan (PSDP) is alone impressive, because there has never before been such a thorough and long-term sports plan. Activating PHIL-SPORTS is essential, although its seminars definitely need more publicity. Expanding the PNG to include participants from different sectors (military and police personnel, government employees and farmers), as well as events for the disabled, is laudable. However, increasing the number of participants alone is not the answer; since amateurs not supported and trained pose no meaningful competition to national athletes. Financial support for our youth in international school games and training abroad, or, the developmental programs of NSAs, is necessary, but somehow I feel ends up supporting high-level sports programs more than anything else. I fully support the Sports Club System program concept, but there are no results to show yet.

The PSC is aware of the problem, the imbalance in high-level vs. mass-based sports development, and have acted, but as always more can be done. May I suggest we look further into the components of "how to get people to participate in sports?"

- 1) *We must have fun sports events available.* Again, the PSC is trying to lend support to a lot of events run by the various sectors, *but more fun events for all* can be organized, such as: instructional/sharing-of-experience gatherings by athletes and coaches, fun runs/open-water swims with recognized individuals etc. Another idea, very common in the rest of Asia, is to hold morning group exercises, such as tai chi and the like, especially on weekends, with venue such as CCP.
- 2) *People must be made aware of what events activities are going on, and should be encouraged through the media (and word of mouth), to participate, including education in the benefits of sports.* Although not really a sport event, it would help to encourage Filipinos to walk more through advertisements and the like. Allow me to share a recent stragging experience. I work very near a mall (Greenbelt), approximately 10 minutes maximum walking distance, or 20 should you stop to smell the roses, or dilly-dally with friends. For lunch one day I invited office mates to the mall, and to my utter disbelief they wanted to take a cab because of the distance and heat of the sun!
- 3) ***The events should be fun.*** "Fun" is obviously relative, but seeing that Filipinos love to perform, some entertainment (dance, or singing while exercising) could be incorporated, hand-in-hand. A while back, mini-Olympics for actors and actresses were held. A similar event could take place, inviting national athletes to join, for fun.

I am a strong advocate of "**FUN**", whether it be high-level or mass-based sports because it is an essential element for longevity in sports. It is particularly crucial that children enjoy their early experiences with sports because, "inactive children become inactive adults"¹⁴. As I mentioned at the beginning of this paper, the reason I was able to "hang-on" till my final Olympics, when I

was starting to feel so tired and "burned out", and end my career still loving the sport, is because I rediscovered "fun and passion" in swimming.

These are my personal recommendations to get sports on the minds of more Filipinos. I plan to contribute to the "call for more sports awareness" personally through direct contact with the people/youth, and not, just yet, at the governing/policy-making level. Full-time coaching does not really appeal to me, at the moment, as it represents a commitment I do not feel prepared to make. What I am contemplating is a kind of traveling swim clinic, going around the country and speaking to the youth about my experiences and the values of sports, as well as basic swimming lessons. I had the honor of being an assistant coach at the SEA Games last October, and I am certainly looking forward to working at the grass-roots level. I am very anxious to try this approach! Another suggestion, mentioned to me by a fellow swimmer, is the possibility for past and present national athletes, such as myself, to figure out ways to approach the private sector, and educate and solicit sponsorship. Who better to speak about sports than athletes themselves? However, it must be organized. If I had the power to do so, I would mandate that all national athletes perform at least one community project a year, as a kind of obligation for all they have gained. With this approach, we would be educating the public, and help see that "international athletes provide the role models and inspiration for others to achieve their own levels of excellence"¹⁵.

We should heed the suggestions of people who have studied similar situations. At the World Forum on Physical Activity and Sport, held in May 1995, national recommendations, addressing the need to promote the values and benefits of sports, were made. The suggestions were: to undertake communication initiatives, *adapted to specific audiences*, to contribute to behavioral changes, through the use of media and other "delivery channels", such as research and development, marketing, and new technology (we are slightly behind in new tech!); and to undertake communication activities (media, radio etc.) **"to help inform government**

decision-makers on the values and benefits of physical activity and sports"¹⁶. I highlight the latter because for significant change to occur, we need the full support of those in power.

It goes without saying that all of us involved in sports must take personal responsibility for the development of sports, and work together as a team. As President Ramos says, "if we have the will to excel, we must find the will to unite" 17. For me to accept this challenge begins with the writing of this paper, presenting as honest an account as I can give, and then implementing my "grassroots" ideas, such as swim clinics.

We may not have the power to make big decisions and changes, but we all have the opportunity, everyday, to contribute positively to society, and be a better, healthier person than we were yesterday. And that, in itself, is a vital task. It can be done!

Notes

1. PSDP, p. 27.
2. *Philippine Sports: Through the Years*, PSC cd rom.
3. MASTERPLAN: "Philippine Sports 2000", p. 5.
4. MASTERPLAN: "Philippine Sports 2000", p. 5.
5. PSDP, p. 92.
6. PSDP, p. 4.
7. *Knowledge, Attitudes and Practices Concerning Sports/Physical Fitness Activities of the Filipino People*, Philippine Survey and Research Center, Inc., p. 9.
8. PSDP, p. 26.
9. *Knowledge, Attitudes, and Practices Concerning Sports/Physical Fitness Activities of the Filipino People*, Philippine Survey and Research Center, Inc., p. 15.
10. *PSC Strategic Plan 1996-2000*, p. 5.
11. *PSC Strategic Plan 1996-2000*, p. 6.
12. *Excellence in Sports- From the Barangays to the Olympics*, p. 2.
13. *Excellence in Sports- From the Barangays to the Olympics*, p. 1.
14. PSCP, p. 38.
15. PSDP, p. 4.
16. *Declaration and Recommendations of the World Forum on Physical Activity and Sport*, p. 3.
17. *Excellence in Sports. From the Barangays to the Olympics*, p. 5.

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1. Paredes. Sandra Tablan, MASTERPLAN: "Philippine Sports 2000", 1992.
2. PHILIPPINE SPORTS DEVELOPMENT PLAN 1998-2004 (Final Draft), PSC, Manila, March 1998.

3. *Philippine Sports: THROUGH THE YEARS*, PSC cd rom, Proprojex, Inc., Multimedia Communications, Quezon City, 1997.
4. *Knowledge, Attitudes and Practices concerning Sports/Physical Fitness Activities of the Filipino People*, Philippine Survey & Research Center, Inc.-Research International, April-May 1997.
5. *Excellence in Sports-From the Barangays to the Olympics*, Speech by Pres. Fidel V. Ramos at the Philippine Sportswriters Association Awards Night, Manila, 11 January 1996.
6. *PSC STRATEGIC PLAN 1996-2000*, Manila August 1995.
7. *DECLARATION and RECOMMENDATIONS of the WORLD FORUM ON PHYSICAL ACTIVITY and SPORT*, Quebec, 21-25 May 1995.

ASIAN GAMES

Philippine Medal Tally

Year	Venue	Gold	Silver	Bronze	Total
1951	New Delhi	5	6	8	19
1954	Manila	14	14	16	44
1958	Tokyo	9	19	20	48
1962	Jakarta	7	6	25	38
1966	Bangkok	2	15	25	42
1970	Bangkok	1	9	12	22
1974	Tehran	0	2	13	15
1978	Bangkok	4	4	6	14
1982	New Delhi	2	3	9	14
1986	Seoul	4	5	9	18
1990	Beijing	1	2	7	10
1994	Hiroshima	3	2	8	13

DEVELOPMENT PROBLEMS OF THE MODERN OLYMPIC GAMES PROGRAM

by Vladimir TOMASHEVSKY (UKR)

The Olympic Movement has closed and constantly extending relations with various social phenomena, has a great prestige and plays a significant role in peaceful development of human society.

The program of the Olympic Games as an integral part of the Olympic Movement reflects these contradictions.

The major purpose of the Olympic sports is strengthening human health, physical and moral perfection of people, development of international cooperation and mutual understanding, popularization of the Olympic principles in other aspects of social life, etc.

The major purpose for athletes is achievement of possibly higher athletic results in that complex of sports events and sports disciplines in which Olympic competition is held.

Thus, the program of the Olympic Games has a direct impact on the achievement of athletic and socio-pedagogical tasks of the Olympic sports.

In this connection, a number of urgent questions demanding comprehension and adequate solution in theory and practice of the Olympic Movement appear. What are development mechanisms and formation criteria for the Olympic program? What problems are raised by the development of the Olympic program? What are perspectives in the development of the Olympic program?

It is beyond any doubt that inclusion of new sports events, disciplines and exercises influences the activity of national sports organizations as the changes in the Olympic program entail corresponding changes in the system of competition, athletic preparation, material and technical provision of sports, etc. During development of the Olympic Movement, the Olympic program was constantly extended. Figs. 1, 2 represent the graphs reflecting

dynamics in total number of events and disciplines, and graphs of changes in events and disciplines separately in male and female programs, though it is not correct to consider participation of female athletes in the Olympic Movement separately. It is not an isolated phenomenon, but rather a constituent part of human progress.

On the basis of investigation of the Olympic program, examination of literature, and data presented in Figs. 1, 2, one may assume that the Olympic program experienced the most significant changes at three stages 1.1896 - 1920; 2.1924 - 1948; 3.1952 - 1996.

At the first stage, sharp changes both in disciplines and sports events are evident.

At the beginning of XXth century, there were no strict principles concerning the Olympic program formation. In this connection, the sports events unpopular in the world and attracting a limited number of participants were often included into the program. For instance, at the IInd Olympic Games of 1900, only two teams (France and Great Britain) participated in cricket competition, whereas in croquet competition, all participants of three competitive events represented France. The same situation was in 1904, in lacrosse competition (2 teams), rocci (6 participants from one country - United States); in 1908, when three teams competing in polo represented United Kingdom, in rugby competition, only two teams (Australia and United Kingdom) participated, whereas in rackets, seven participants represented one country (United Kingdom).

At the VIIth Olympic Games of 1920, there was no rivalry almost in all competitive events in yachting and rugby.

A conclusion can be made that during the period from the IInd to the VIth Olympiad, there was a formation of the Olympic program, the program had unstable, variative character. During that period, a number of participants increased.

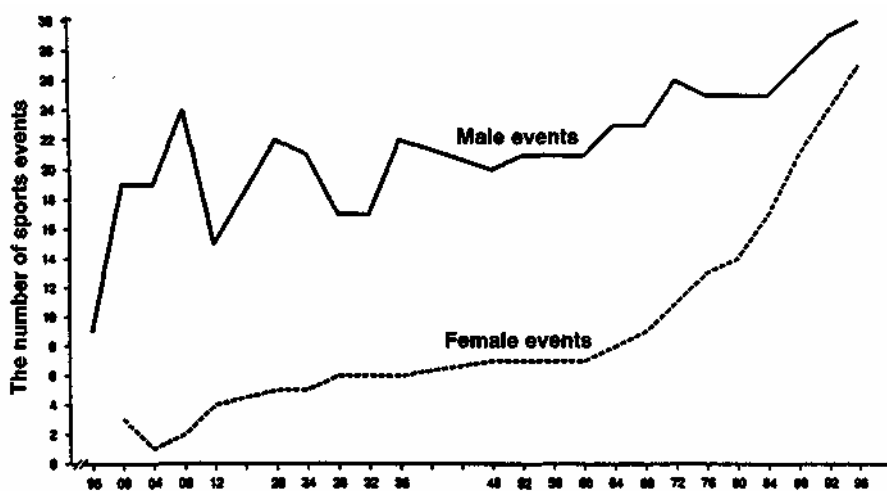


Fig. 1. The changes of the number of sports events in the Olympic program.

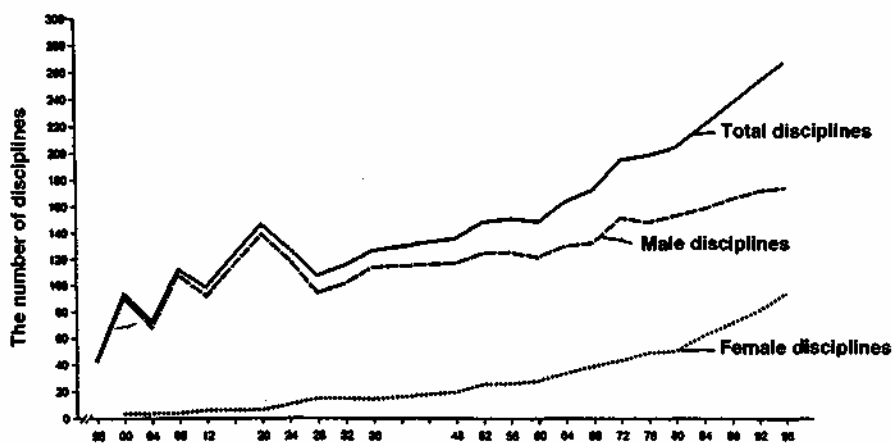


Fig. 2. The changes of the number of disciplines in the Olympic program.

At the second stage, the program was extended due to inclusion of such sports events as weightlifting, equestrian sports and yachting, diving, bullet shooting, boxing, free-style and Greco-Roman wrestling.

During that period (1920-1948), 8 new sports events were included and secured their places in the Olympic program.

Rather inclusion of new sports events into the Olympic program influenced increasing the total number of disciplines in the Olympic program, than increasing the number of disciplines in those sports events already included into the program.

At the given stage, the character of the program was not as variative as that at the first stage. It was slightly stabilized. The number of participating countries and athletes continued to increase.

Post-war period in the Olympic Movement (1952 - 1996) was characterized by fast rates of sports performance improvement for female athletes and, simultaneously, quick extension of female athletic program of the Games.

Decision of the IOC 67th Session on creation of Commission on the Olympic program became a turning point in its development.

Analysis of the materials of IOC Sessions provides a conclusion that, beginning from 1968, Commission on the Olympic program has been trying in every possible way to encourage female participation in the Olympic Games and supporting extension of female Olympic program.

Its proposals concerning extension of female Olympic program resulted immediately in sports events and disciplines included into it. Beginning from the Games of XIXth Olympiad, extension of female Olympic program exceeded significantly that of male.

Analysis of the Olympic program from the Games of XIVth to the Games of XXXIVth Olympiad allowed to outline its characteristic features.

During the period from 1948 to 1996, the Olympic program was constantly changed concerning both sports events and disciplines in direction of extension (the number of sports events

increased from 20 to 33, whereas the number of disciplines from 136 to 267). During the same period, the number of participating countries increased by 88, and total number of athletes by 6223. During the given period, extension of the Olympic program was mainly due to increasing the number of sports events, disciplines and exercises in female Olympic program. It was especially expressed during the period from the Games of XXth Olympiad to the Games of XXIVth Olympiad (Table 1).

Table 1

Years		1972	1988	Index increase, %
The number of sports events	M	21	23	8.6
	F	9	16	43.3
The number of disciplines	M	153	165	7.2
	F	42	72	41.6

Table 2

Years	Sports events	Disciplines
1896	8	43
1908	22	109
1912	15	107
1936	22	127
1984	25	220
1988	27	237
1992	31	252
1996	33	267
2000	35	> 267
2004	38 (April 1998)	> 267

At the Games of XXVIth Olympiad in Atlanta, female athletes did not participate only in six male sports events: weightlifting, boxing, Greco-Roman and free-style wrestling, baseball, and water polo.

Such rapid extension of female Olympic program can be explained by the fact that, on the one hand, ISFs and NOCs try to involve more females into international Olympic Movement, and, on the other hand, bright performance and high athletic results demonstrated by female athletes at the Olympic Games promote popularization of female Olympic sports events at national level.

From the above, the following conclusions can be made: The program of modern Olympic Games is constantly extended (Table 2). The number of participating countries and athletes constantly increases, with the exception of the Games of Xth and XVIth Olympiads which was due to locality of holding the Games and impossibility to participate for all those wishing because of financial problems, and the Games of XXIst, XXIIInd, and XXIIIrd Olym-

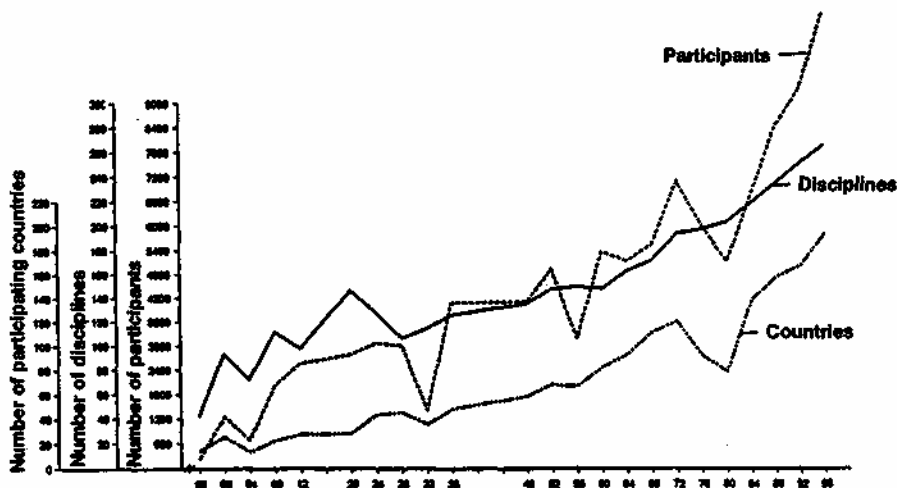


Fig. 3. The changes in the number of participating countries, of participants and of sports disciplines in the Olympic program.

piads - due to boycotting them (fig. 3). Beginning from 1960's, intensive development of female Olympic program relative both to sports events and disciplines has been observed.

As the terms of holding the Olympic Games are limited in the Olympic Charter (no more than 16 days), further extension of the Olympic program and increase of the number of participants sets serious problems encountered by Organizing Committees of the Olympic Games.

IDEALS AND VALUES OF SPORTS IN A CHRISTIAN PERSPECTIVE

by Lara TONNA (*MLT*)

Introduction

Sports has existed, in one form or another, in all civilizations, even the oldest ones, especially in the Greek civilization. It evolved in new ways along the years but only in these last two centuries did a widespread expansion take place. Its organization has developed mostly through the voluntary action of individuals, through clubs and through the various national and international governing bodies. There can be no doubt that sport organized in this way has contributed substantially to the improvement of mankind. The hopes of those who, inspired by the vision and courage of Baron Pierre de Coubertin, have succeeded in giving ever increasing significance to the Olympic Games, have been amply justified.

Problems in a Changing World

In the past few decades, great problems have confronted mankind. Economic and technological changes have improved man's living conditions, but they have also given rise to new dangers to his health and notably to his mental balance. Thus they reduced the need for physical effort in everyday life but created new obligations, particularly on the nervous and spiritual planes.

These problems can be identified as follows a) The evolution of industrial processes demands new skills and dexterities, but often also imposes a monotonous work as well as a high degree of nervous tension.

- b) The process of industrialization brings about the growth and expansion of urban areas, which is the cause of major changes in the general setting and way of life: distance from nature, slackening of family ties, ascendancy of a civilization of consumers.
- c) The leisure time available for self-development is constantly increasing but at the same time, television and computer games only require of the individual a passive participation with no possibilities for initiative creation.
- d) An ever increasing part of leisure time must be devoted to a permanent acquisition of knowledge.
- e) Mental activity is today more important than the physical activity.
- f) Some activities of character which especially find expression in physical activity e.g. physical courage and physical vitality, find for most people less outlet in everyday life than before.
- g) The consumeristic outlook of life gives little chance for the development of the spiritual dimensions, thus the increase of secularization.

Some Contributions to the Solution of these Problems

Sport is becoming an indispensable element required to compensate against the strain of modern living. It contributes to the physical and mental balance of man threatened by the consequences of industrialization. It offers an exceptional means of shaping the young. In educational system, which is too frequently centered on the acquisition of knowledge alone, sport is one of those rare activities, which call upon the body, the mind and the spirit all at the same time. In this way it can play a decisive role in the development of a better social integration of man.

It is an active leisure time occupation, which encourages participation and initiative for anyone to express and fulfil himself. The creation of social groups, which ignore the hierarchy based on money or professional success, introduces a new di-

mension to human relationships. Sport is also an essential element of culture. It initiates in an ethic, in a way of life, in a moral behaviour, at the same time as it brings a fresh contribution to the, knowledge of oneself and of others. Those who, in any capacity whatsoever, are concerned with the future of man and society, must help to make the necessary measures in this direction.

At this point the Christian Church too has a vital role to play. If Christ was so concerned about mankind, his teachings have to make sense in the world of sport too since it plays a major role in man's life today. The church cannot close her eyes to this phenomenon. If sport is practiced in its proper context most of its values are after all very similar to the Christian teachings and many contemporary Popes have found common grounds where these values can be very complementary to each other. Besides this, physical activity can help the individual to come in touch with her spiritual dimension.

The main aim of this paper is to show the ideals and values of sport along with the ages can be very beneficial for our changing society. And if these values and ideals are practiced in Christian context, individuals can truly live an integrated, harmonious life. My position to this issue is that I as a Physical Education Teacher, in a Girl's Church School, in a Roman Catholic Country, should be very much aware of these ideals and values, which surely will reflect on my method and approach to teaching.

All this may seem over optimistic in relation to the actual realities of life. Considering that sports today is full of violence, bad behaviour, money, power and drugs, it is difficult to see how one can use sport and the Christian teachings for the betterment of mankind. This might be very true. But it is the role of the Christian to show that sports is full of noble values which, when lived in harmony with the Christian teachings, can make life more worth living.

1. The nature of ideals of sports

1.1 *The Greek Athletic Ideal*

When we consider sport in Ancient Greece, the first thing that strikes us is the remarkable importance that sport assumed in the life of the Greeks. To a certain degree, this is simply a reflection of the singularly competitive character of the Greeks, who were not only avid participants in athletic contests but also regularly held competitions in dancing, lyre playing and drinking. In a society as competitive as that of the Ancient Greeks, it is not surprising that sports was very popular. But it is not just the popularity of the Greek sport that is striking. After all, gladiatorial combats and chariot racing had enormous popular appeal in ancient Rome, and soccer is no less popular throughout the world today. What is remarkable about Greek sport is the seriousness with which it was taken as a cultural and even religious phenomenon:

"For the Jicaritta Apache running between the circles of the sun and the moon of the Athenian youth racing in the stadium built above the sacred way at Delphi, the contest was in itself a competitive, cultural and a religious act" (Gutman A, 1978).

For one to understand such connections between sport, culture and religion it is very important to try to understand some of the Greek philosophy about the soul and about life.

For the Greeks nature was a living concept, broad and deep. They knew that there was life in nature and that everything in nature was related to the spirit. In consequence, the gods were to be found in nature. That is the reason why the Greeks believed in the complete harmony of the natural and spiritual world, the perceivable and the conceivable, the temporal and the eternal. Athletic training and competition made the athlete renew his links with the creative forces in the natural world, increase his vitality and acquire a physical, mental and spiritual perfection that gave his personality the liberty and pride of a free and ethical man.

Sports, expressed in the games, became part of this religious cult and formed the basic element of an organized effort for social education and progress. Statues were erected to commemorate victors in the sacred games to: "...recall a man as he was at his

triumphant best and enshrine him in the memory of later generations against the enmity of time" (Gardiner, E.N. 1955).

But the question still remains: Why were athletic contests so linked to religious festivals? For the Greeks athletic contests were a form of ritual sacrifice. David Sansone (1988) says that in the literature and ritual practice of the Greeks, the role of the athlete is that of a sacrificial victim.

"It is this status that entitles the athlete to so prominent a place in the hymns composed to honour the gods" (Sansone, D. 1988).

The first function of Greek athletic contests is where the sacrifice of human energy takes place. This function is the same as in our contests for everyone who participates in contests, such as the Olympic Games, feels to have sacrificed something of himself, winning or losing. The second function found in Greek contests is testing to see who was the fastest man, or who could throw farthest, thus determining who was the most suitable sacrifice for the god, the others were not considered worthy at all.

Health is a very important aspect in the philosophy of life of the Greeks. Good man had to live a healthy life, "For a man's health is the first and best possession." (Bowra, C.M. 1969). During athletic contests men competed in the nude to show their muscular strength (health) and the beauty of their bodies. That is why the athlete was the ideal man, the one who was perfect in health and body. No wonder that:

"Philip of Croton was revered as the most beautiful and complete Greek man, following his victories in the Olympic Games" (Sutcliffe, P.).

1.2. Muscular Christianity

The term muscular Christianity clearly indicates that the Christian religion was at the heart of these ideals. But how did these ideals origin? It was Thomas Arnold, the great headmaster at the Rugby school who believed that sports can be a good medium for a boy to become better, "...Christian, gentleman and educated person." (Arnold, T. 1846). He had a very clear goal-obedience to God, to school and to himself and as a result he

wanted his boys to have a good moral thinking based on the Christian faith. For Arnold the spiritual life was the most important part of a boy's/man's life.

One of Arnold's descendants Thomas Hughes, was the author of the famous book *Tom Brown's School Days*. It was thought the fame of this book that muscular Christianity spread throughout the Anglo Saxon world and to U.S.A. For Hughes, games were, "...the most important web of life" (Lucas, J. 1977). Through games, men could find the potential in life to be respectable Christians, gentlemen and masculine.

Unfortunately, as often happens, all ideals are not lived up to the fullest. As a result the ideals of muscular Christianity came under heavy criticism at the end of the 19th century. But it was amidst this heavy criticism that a Frenchman Pierre de Coubertin saw the positive aspect of muscular Christianity and together with the ancient Greek ideals tried to build the ideals of modern sport under the umbrella of Olympism.

1.3 Coubertin and the Olympic Ideal

Coubertin was highly impressed by the way the ideals of muscular Christianity in England had produced the great majority of the nations leaders both political and not, and a sound moral and physical education for many men. He wanted to make something both for his country and for the world as a whole. What he tried to do was to revive the Olympic ideal by uniting some of the Greek ideals to those of muscular Christianity (which was already greatly influenced by the Greek ideals), rhythm, art, beauty and balance. His philosophy of Olympism was that these should be

"...an understanding that the body and the mind and the soul of man have integrated glory. It is this symbiosis that can lead man to understand his chief and proper concern - knowledge of himself and of the right way to live." (Coubertin P. *Memoires Olympiques*, Lausanne, 1932).

In simple words, Coubertin believed in mankind and it was through the perfection of these ideals that the world could produce

better human beings. As an educator (and in his case a physical educator) Coubertin believed that sports education can be the medium through which one can build a better society. For him,

"Education means in the first place self-education. It is of especially great importance in sport. An individual participates in sport with all its capacities, at cognitive, affective and motor level. This is the reason why sport may become the means of the total development of a personality. In sport the generic values of man become richer."

Coubertin wanted to build his own religion - the Olympic Religion. He only took the rituals from religions; for example the site of the games should be a "sacred place", the entrance of the athletes a "procession", the Olympic Committee a "priesthood" and the Olympic oath a "rite of purification". It is in this aspect that Coubertin was highly criticized for making the Olympic Games a religion, a situation of idolatry was created. According to Coubertin's ideals religion is set up in honour of the Olympic Games instead of the other way round. Coubertin's ideals about Olympism/sport were very noble. One can summarize his ideals as follows

He wanted

- To educate people through sport in a spirit of better understanding between each other and of friendship thereby helping to build a better and more peaceful world.
- To promote the development of those physical and moral qualities which would produce a harmony between the body, mind and soul
- To promote an aesthetic sensitivity flowing from the appreciation of the beauty of movement into areas of culture.
- To promote an attitude towards participation in sport that could be obtained only if the performer did not depend on sport for his means of livelihood.

1.4 The Ideals of Modern Sport and the Olympic Games

Television coverage of some type of sport are continually being transmitted implying that today sports has become a way of life for many people young and old. But is this changing the world for

the better? Are Coubertin's ideals for sports and the Olympic Games still valid today? Coubertin's ideals still have a very valid role in today's sports but the rapid growth of commercialization and professionalism have led to the deterioration of these ideals especially on top competitions, which are the ones given maximum media coverage.

In view of these differences in approaching sports, the four ideals mentioned at the end of the previous section will be examined to determine whether they are still influencing our sporting world today.

1.4.1 A better understanding between the people of the world to create a better world

Sports today can truly be a medium for people of all nations to meet in a friendly atmosphere of peace and better understanding of each other. This does happen at international sports meetings especially during the Olympic Games.

The friendships that are initiated in such events are unforgettable. The world there seems to be one; there are no barriers of politics and race. Does this mean that sports has become an escapism from reality? An opium for the people? It might be for some but certainly the seeds of goodwill and peace that are planted in the hearts of many will flourish and reflect in their attitudes in their daily lives.

International sporting events including the Olympic Games have always been influenced to a certain extent by political conflicts, which are the breeding ground for the boycott phenomenon. Most western countries boycotted the 1980 Moscow Olympics, as a protest against the then Soviet Union after it had invaded Afghanistan. On individual basis, however, athletes do experience affinity in their rapport and are not influenced by too much antagonism to the extent that the call for discrimination is ignored. An example of this can be seen in Seb Coe who in spite of England's boycott of the 1980 Olympic Games went to Moscow on his own account. Barcelona has proved that Coubertin's ideals about this topic can be fully revived and lived up to. No discords

marred the Games and the harmonious atmosphere reigning throughout was justly dissipated by the media.

1.4.2 Development of Physical and Moral Qualities

In a scientific research conducted by Sutton - Smith and Roberts in the late 70's amongst American and Canadian people it was found that sports training, whether for recreative or competitive reasons, has improved the physical health of the individuals considerably. This could be seen both visually i.e. individuals were much more muscle toned, looked smarter and experienced a reduction in fat levels; and non visually i.e. the possibility of a heart attack in these people was far less than in others who do not practice sports.

On the other hand research on moral development showed that both sportsmanship and fair play are diminishing from the mentality of most people practicing some form of sports. Moral development is not inherent in the sporting experience, and since daily life does not usually assist such learning, it must be consciously taught by coaches, physical educators and through media. Unfortunately the influential agents just mentioned do place little emphasis on the ideas of sportsmanship and fair play instead they prioritize skill development for competitive purposes. This attitude transmitted to athletes is that the ultimate and sole goal is to win. The pressures thus created are unbearable and such a motive can be conducive to drug usage for enhanced performance. This is totally the opposite of the underlying scope for moral development.

1.4.3 Sports as Part of Culture

Another high ideal of Coubertin was that sports deserved to be an important part of culture - it should play as important a role as music, art and literature in the enrichment of life's equilibrium. It is not easy to see to what extent the existence of this ideal within the present day. It is true that cultural contests, which were part of the Olympic Games from 1912 to 1952, have died out. But the opening and closing ceremonies of the Games

are always increasingly rich with cultural heritage of the host countries, and they are always important highlights of the events.

1.4.4 Amateurism

Eric Midwinter (1986) in his book *Fair Games* notes

"The professional athlete must be successful to keep his job. The amateur can afford to retain high standards of sports - manlike behaviour because his competition is an advocacy not the focus of earning his living. Coubertin felt that to the amateur, participation was more important than victory."

This ideal was probably never understood and from what was seen in Barcelona and which is continuously reinforced by the media any athlete who wants to make it to the top nowadays must earn his living from his sports. This radically reduces the element of fair play and joy of participation. Children and youths are constantly brain washed watching their idols become rich through sports, and winning at all costs. The educator's goals are to sow values yet how can they edit the ideas constantly drummed in by the media? How can they convince them that the true sportsmen are those who do not put everything on victory but give their best at any time when losing? That the real victory in sports is not one that makes you rich but the one that gives you the energy to become a better person and as a result to help in creating a better world!

This may give the impression that physical educators have an insurmountable hurdle to overcome but through example, patience and a love for the true sports, these ideals can be obtained, whether on a large or small scale.

2. Values of sport

2.1 The Nature of Values

"...humankind will survive the stresses of the future not so much through their biologic nature but through their value system because values shape philosophy influences not only the way people think, but also the way they act. Values will dictate what choices and de-

cisions are made politically, socially, and economically when people are free to make choices" (Burrow, H.M. 1983).

Values are vital for the building of a society. One can classify values in two basic categories. The first is about good and bad, right or wrong usually called moral and ethical. The second type of values are those which involve choosing among alternatives which can be both abstract or materialistic and the choices are not classified as a good or bad. Such values are very subjective and can vary anywhere from choosing to eat something or choosing a particular sport instead of another.

What is definite about values is that they are found in genes and as a result do not form part of the heredity cycle. But, "They are, however, inherent in the culture into which one is born and which one must learn to acquire as part of each new generation." As a result values are usually learned either through direct teaching by parents, teachers, peers, or indirectly by association. Here is where the role of sport becomes very important as a medium for such learning to occur.

2.2 Sport Education/*Physical Education and Values*

Physical/sports education is one of the most efficient ways of infusing values. In this context the term values meant good values that can be useful for the child in life. This idea is in harmony with what Arsenian found in his research amongst American students in the 60's

"Many persons connected with education today, other than physical educators, are saying that physical education through its sports/games program has one of the best opportunities and environments to teach values along with necessary self-image and self-concept. This is because physical education is a "doing" process and the child learns through doing" (1963).

Since physical education is a doing process it provides ample opportunities for the child to initiate action, take risks, accept responsibility and consequences. These are the building blocks for value formation and character development. This doing process is not only restricted to physical education taught in schools

but extends to those youths and adults practicing sport. The physical educator/coach must see that he provides alternatives leaving the choice to be made by the individual. As a result internalization of the appropriate values may occur. In conclusion Barrow H. says that

"Sports is a representative of society; in fact it might literally be called a mini society, because most of the processes that operate in a society for socialization are present in game sport situations. All aspects of socialization such as role playing, status, boundaries, leadership, discipline, accommodation, competition and cooperation, make the world of sports a fertile training ground for values" (1983).

Values are grouped into three categories, social, moral and physical since these are the main values attainable through sports.

2.3 Social Values

"Socialization is a process by which the human personality is developed and the components of personality are values."

a) *Human Relations*

Sport brings people together. All those who practice sports may establish contacts between themselves either as partners or as rivals and as a consequence human relations are built. "Human relations are an organic characteristic feature of sport to such an extent that it seems queer if somebody practices sports alone."

b) *Competition and Participation*

Every aspect of modern life is competitive. Children, youths and adults are all the time facing competitive situations in their lives for better quality, better results, better standards of living, better jobs and so forth. In itself, competition is a positive value, for one can be motivated to do something better, to improve his standards. This positive value is not recognized by everybody and competitions have become a show case for numerous athletes.

Competition can only be valid through good participation. People who are not eager to compete in life's challenges are those who are passive participants. An active participant is the one who competes. The participant's outlook determines whether the competition is of a positive or negative nature.

How can one develop a positive outlook in competition? The coach or the teacher must help the individual understand that while sport is competitive, it is also cooperative. Competitions give athletes strong motivation to train and most of all it helps them to improve their standards. However, the coach/physical educator must never over-emphasize competition for this will introduce its negative aspects. Unfortunately some physical educators may threaten their students with expulsion from the school team if they fail to win or obtain the necessary results. This attitude creates pressure on individuals and during the game they ignore the important elements of fair play, respect and true sportsmanship, because victory is what matters. The coach/physical educator must never promote such an attitude, on the contrary he must help the athletes accept the result, whatever it is. c) *Self-Confidence and Courage*

"A very important formula which fosters the ability to relate effectively with others is self-confidence" (Meakin D, 1991).

Self-confidence thrives on success but equally it tends to be eroded by failure. Of course, sports does not always mean success for a degree of defeat is inevitable depending on the individual's goals. Again, the role of the coach/physical educator is very important to help individuals build self-confidence both during success and defeat. Our world needs people who know their limits both in accomplishment and failure. It is natural that success will boost self-confidence but one must be careful not to become over-confident as a result. On the other hand defeat may lead to a great loss of self-confidence and it is here that one can be trained to keep his self-confidence as high as possible.

Courage is one of the strongest values found in sports. Inevitably, self-confidence depends on the courage an individual has. If one examines any sports whether a team sport or an individual sports, one will certainly find different degrees of courage. How can an athlete face an opponent without courage and self-confidence? How can an athlete accept a defeat without the courage to strive for better performance next time? How can an athlete encounter intimidation from an opponent, deny personal glory

(only), resist bribery, resist unfair play...without courage? On the other hand, how can one say yes to the hardships of training, self-discipline, to accept different opinions in a team, to keep going at difficult stages of a competition...without courage? Courage in sports helps an individual to face the hardships of life much better, where there are elements of sacrifice.

d) *Decision Making and Responsibility*

Life is full of instances where decisions have to be constantly taken, whether of trivial or major importance. The value of decision making is found in how responsible one is and what criteria did he use in making them. Richards and Greenlow (1972) maintain that decision making is in the making of choices between alternatives. That is where responsibility plays a major role - how responsible am I in choosing among alternatives? This is a question, which one encounters in sports too and in this sense sports can greatly help the individual towards developing a responsible attitude in decision making. But it can also lead an individual to become irresponsible. This depends entirely on the individual.

Responsible decision making in sport can: lead to cooperation in a team; show unselfishness of the individuals; promote fair play and sportsmanship; and harmony in sports. But it can also reflect selfishness, aggression, personal ambition and unfair play. What coaches and physical educators should do is to promote the positive aspects and in so doing, individuals can develop the same attitudes in daily life decision making.

e) *Leadership*

"The important elements in leadership are the competencies possessed by the leader - those which are best suited for achieving the purposes of the group. Leaders usually reflect the norms of their group. Therefore, the requirements will vary with the situation and leadership appears to be specific to the task. One might venture to say that the situation makes the leader" (Bouet, M. 1976).

It is in these situations, as expressed by Ulrich, that different types of leaders emerge through sports. Sports is the cradle for leadership roles, both on the field of play and in the administrative context.

2.4 Moral Values

"Moral values are ultimately principles of justice or that which is good for human kind" (Kolhberg L., quoted in Man & Movement, Burrow HM.)

Can sports contribute to the promotion of moral values? At the moment, the athletes featuring on our media rarely reflect such values. This negative aspect of the media has already been dealt with but it is interesting to see how continuous exposure, for example, arguments between athletes, violence between spectators, hunger for more money can make the masses forget the true potential that lies within the sports dimension. Like in many life situations, amongst so much evil, there is usually a lot of good. There are numerous moral values one can find in most sports especially in those where a team is directly involved.

a) *Cooperation and Accepting Others*

It is becoming increasingly important that people learn to cooperate together harmoniously for the benefit of all. People must develop knowledge and insights to see that when they contribute to the common good, they are also actually contributing to their own good, too. This is the situation that arises in any team sport. Cooperation between the team members is fundamental for the achievement of the correct goals of the team.

Cooperation in sports has to exist not only between team members but also between them, the officials and the opponents. Here is where fair play and the acceptance of others come into function. Accepting others is a noble value, which many people find difficult. Sports can help individuals to achieve this through the different situations it creates.

b) *Fair Play*

What is fair play? Why is it so important for sport? What is its relationship to one's life? Fair play begins with the strict observance of the written rule

"When a sportsman never fails in this respect, and more particularly when it is difficult to observe the rules because of the nature of the sport in question (contact sport) his career as a whole may be considered to provide an example of fair play" (Frost R., and Sims E.J., 1973).

This is the literal meaning of fair play. But in most cases fair play involves something more than ever unfailing observance of the written rule. As a moral concept, fair play implies both respect for one's opponent and self respect. One should have a desire for his opponent to be in equal terms with himself. According to the declaration on Fair Play this can be expressed by

"Refusing whenever possible, to benefit from special circumstances which unjustly handicap one's opponent; and refusing to allow a material or physical accident, if it can be corrected, to have a serious effect on the outcome of the encounter" (Zubriggen, P. 1992).

Fair play is a very rich value in sports. Like all other moral values, one is not naturally predisposed for it that is why the example of the physical educator/coach is very important in its teaching. Since life is full of written and unwritten rules, if this value is intrinsically developed in individuals, the moral values of our society will improve, c) *Discipline*

For any athlete to be a success in his sport discipline, is mandatory. Discipline comes into effect with oneself in different ways. The first important aspect is discipline towards the rules of play. Life is full of rules and codes. If sport can be a means of helping the individual to acquire self-discipline in observing its rules the individual can accept many of life's rules with greater ease both for his own and common good. Another aspect of discipline is in developing an attitude against certain habits like smoking, alcohol, overeating, drugs and others. These are habits, which unfortunately so many youths acquire. Some of their consequences are very harmful both physically and morally. Sports can be a positive way of avoiding these habits through discipline over one's body. What would our world be like if it is rid of all these habits?

2.5 Values of Good Health and Fitness

"While fitness is not synonymous with health, it plays an essential role in all aspects of health because they are intrinsically related. Good health provides a solid foundation on which fitness rests and at the same time fitness provides, one of the most im-

portant keys to health and living one's life to the fullest. Freedom from disease, organic development, efficient movement, alertness of mind, and emotional adjustment provide the framework of fitness" (Burrow, H., 1983).

Sports is the best medium through which physical exercise can be exerted so as to help persons become physically fit and healthy. This seems to be a choice many people are opting for in the western world.

Cureton (1947) found out that physical fitness can be divided into three aspects 1) physique, 2) organic efficiency, and 3) motor efficiency. He then listed a number of characteristics for every aspect, which I will summarize below.

For the Physique aspect the characteristics were

- a. Health and robust appearance.
- b. Very well muscular development.
- c. Good posture with appearance of ease, alertness and poise.
- d. Good proportions of bone, muscle, and fat ratios.
- e. Good size relative to age and sex.

For the Organic Efficiency aspect the characteristic were

- a. Good normal sense organs i.e. sight, hearing, smell, taste, and

feeling.

- b. Fit heart and circulatory system with marked resistance to cardiovascular fatigue.
- c. Fit glands of internal secretion and blood.
- d. Fit digestive system and good teeth.
- e. Fit muscular system in development and tone.
- f. Fit nervous system for rhythmic alternation of abundant energy and relaxation.
- g. Normal sexual vigour and vitality.
- h. Normal excretory and evacuation systems.

For the Motor Fitness aspect the characteristics were An average capacity in a wide variety of motor activities e.g. balance flexibility, agility, strength, power and endurance activities. a. Sufficient swimming abilities.

- b. An average skill in basic skills of running, jumping, throwing, climbing and crawling.
- c. Specialized skills for adult social recreation e.g. golf, tennis, riding etc.

Physical exercise develops the heart's capacity. It also improves the circulatory efficiency in the entire body. What about weight control and good nutrition? There is a great concern in the western world about the alarming rate of increase in people having obesity problems. By combining exercise to good diet the metabolism levels of the body can be kept in a good healthy way and the body can function more efficiently. Physical fitness affects to a good extent all the parts of the human body. One can become physically fit by purely doing exercises and stop here. This is not an attractive way of exercising for it can become monotonous. An alternative way of keeping fit can be through sports. Through sports both the value of physical fitness and the values mentioned earlier can be combined and integrated in the life of the individual so as to become fit in all aspects of life. The individual can find a harmony in life, and his life becomes more human.

3. The contemporary church in relation to sport development of persons

Pope Pius XII (1939-1958), Pope John XXIII (1958-1963) and John Paul II have spoken at length about the role of sport and its benefits to the individual. The main themes about which they dealt are

- 1) Sports is valuable because it should develop persons;
- 2) The dignified view of the body;
- 3) It can develop virtues;
- 4) It can be an optimum medium to unite people and serve as an example of how to live together peacefully.

3.1 Development of Persons

"Philosophy of Sports is the key principle of which is not sport for sport's sake or other motives than the dignity, freedom, and

integral development of man.... Sport is at the service of man and not at the service of sport, and therefore the dignity of the human person is the goal and criterion of all sporting activity." This is what Pope John Paul II emphasised that Sport should develop persons, making them free human beings. Full development entails social, mental and physical development above all.

3.2 The Dignified View of the Body

The view of the body as a dignified and even sacred thing is the foundation for what the Popes say concerning sport; that is good because it recognizes the value of the body and can contribute to its care and improvement.

John XXIII (1962) shows concern and says that the Church should not seek to emphasize the purely religious things but must give importance to the care of the body and physical culture. These views are derived from the Church's understanding that the body is an essential part of our humanness, having been created in the image of God.

3.3 Spiritual Benefits of Sport - the Development of Virtues

Pope Pius XII made the connection between participation in sports and the development of virtue in an address entitled "Sport and Christian Education". The parallel between the earthly contests in which athletes are involved and the virtues required to attain the aspirations on the one hand, and the contest of eternal significance and its required virtues on the other have been emphasized. However, this parallelism diverges in these 3 significant points

- 1 A person successful in the sporting field is not necessarily more virtuous or morally superior than one who is not.
- 2 Sport is not a requirement for a full fruitful Christian life, but it has intrinsic influence.
- 3 Competitive Sport can recognize only one team or person at a time as champion, whereas in the eternal context, everyone can win.

3.4 *The Role of Sport in Promoting Unity and Peace*

The role of sport in promoting unity and peace among the peoples of the world is directly referring to the value of the Olympic Games in bringing mutual understanding between nations. Sport can bring people together in more than just a physical way. It can attain peaceful and co-operative living - it is a choice of a way of life. The places of sport should be the fields of action and satisfaction for the Christian layman in the world.

Conclusion

Sport today is increasingly becoming a world phenomenon. Some values might be lost of the excessive commercialization which exists in the top sports. But sports is also practiced by millions of people as part of their daily life to benefit physically, mentally and spiritually. Amongst these are many Christians. Probably many Christians do sports just for fun or for health reasons. Their faith might not always be part of their decision to do sport but it is there. They live their faith unconsciously and do not reflect on the meaning of their presence in their sportive surroundings and live an occupation animated by their faith, conscious of the importance of sport for the completeness of the person, the future of social life, to make youths more sensitive and respectful to others... they are present in the world of sport like a light, a dynamism, discreet and modest witnesses of a message that surpasses them - the Gospel.

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**RIGHTS AND WRONGS:
A PHILOSOPHICAL CONSIDERATION OF
CHILDREN AND YOUNG ATHLETES
IN HIGH - PERFORMANCE SPORT**

by Gabriela TYMOWSKI (CAN)

The Olympic athlete thus illustrates the Herculean myth of culturally exceptional achievement, i.e. of action essentially unnecessary for life's sustenance that is nevertheless highly valued and arises from complete devotion to striving to attain a difficult goal.

(Lenk, 1982: 166)

Sport is an important aspect of the lives, indeed, a way of life itself, for many people. They may be athletes, coaches, or spectators. It is a global phenomenon, reaching every corner of the world, and including all races, cultures, and genders. People are involved in sport at a variety of levels: the local or regional with a focus on participation, ranging up to the international, high performance level. Sport is used by educators as a vehicle of social and moral education, and as a healthy outlet for aggression and competition, among others. The Olympic Games are an example of the highest level of sporting performance, and are heralded by many as the pinnacle of sporting excellence within the spirit of global competition and participation. Athletes from all over the world meet every four years to challenge themselves with the world's best in a multitude of sports, disciplines, and events. The experience for many is not simply directed towards winning the medals, but in competing in their chosen sport in an arena where other like-minded athletes strive and struggle to do their best, to pit their strength and speed and endurance against others, against records, or against the clock. The road to that end, however, is filled with many challenges. High performance sport is a serious, demanding commitment and enterprise. The Olympic ideals espoused by Pierre de Coubertin at the end of the last

century, particularly in terms of the spirit of amateurism, have been overtaken by the big business of sport at the end of this millennium.

The increasing technical complexity of many sports has brought with it a trend of specialization. The separation between the winner and the other athletes may be determined in micromilemeasurements of time, distance, or points. Boundaries are being pushed further and further to the limits, perhaps further than the limits, of human performance. In order to compete and win at these levels, athletes dedicate themselves to years of preparation, training, and competition. Physical and psychological preparation for high performance sports necessitates the identification of talent at the youngest possible age, and subsequent specialized coaching for accelerated development of athletes (Toya, 1992). Children are entering sport, training, specializing, and competing at increasingly younger ages (Beamish, 1988). For example, a number of medal winners and world champions in gymnastics, figure skating, and tennis have been as young as fourteen years old. In order for them to have achieved international success at that age, they would have to have entered the sport as young as five or six years of age, and have started serious training regimes soon thereafter.

The intensity of training and competition, in addition to the often-lucrative opportunities for fame and financial reward, begs the question of whether these children are participating autonomously (Donnelly, 1997; Tofler, 1996). Children do not instigate their own involvement in high-performance sport, argues Grupe (1985), and goes on to state that "children would never think on their own accord of subjecting themselves to an organized form of sport aimed for long-term performance, and to organization of their daily, weekly and yearly schedules as is required by the preparation to achieve top performance." Furthermore, at this high level of performance, it would be difficult to imagine that children are not physically and emotionally harmed by their demanding training and competition regimes (Buckley, 1994; Cook, 1995; Dalton, 1992; Gerrard, 1993; Maffulli, 1990; Muschik,

1996; Tofler, 1996). Some young figure skaters have trained up to 60 hours per week preparing for national competitions, high level gymnasts are expected to train over 30 hours per week on a regular basis, and there are reports of 10-year old hockey players who have played up to 90 games in one season (Donnelly, 1997).

Being physically, legally, and often morally immature, these children and adolescents, especially in the high performance world of sport, are exposed to paternalistic intervention and exploitation that verges on or indeed becomes abusive and therefore morally problematic (Brackenridge and Kirby, 1997; Donnelly, 1997; David, 1993; Kleining 1982; Tofler, 1996; VanderVeer, 1988). Donnelly (1997) claims that "[c]hildren who become successful adult athletes in high-performance sport appear to be survivors rather than products of the current system." He thus suggests that perhaps the world of high performance sport may in fact be jeopardous for child athletes. Attention to this concern has been raised in sociological (Brackenridge, 1998; Brackenridge and Kirby, 1997; Donnelly, 1997; David, 1993;) and medical (Buckley, 1994; Cook, 1995; Dalton 1992; Gerrard, 1993; Leglise, 196; Maffulli, 1990; Muschik, 1996; Tofler, 1996) contexts but not in any meaningful philosophical manner.

One of the major difficulties faced by researchers in this field lies in identifying the appropriate moral vocabulary in and through which to consider this issue. This paper will attempt to introduce a consideration of how rights theory as a moral framework might apply to a consideration of the participation and exploitation of children and adolescents in high performance sport. It will deliberate extent to which the athlete/coach/parent complex is characterized by varying applications of the concepts of paternalism, autonomy, consent, and harm. The discussion will highlight the moral dilemmas arising from conflicts of norms and values, within and between this complex of relationships, each of which affects significantly the best interests of the child-as-athlete. Finally, it will attempt to identify some of the morally salient features of both high performance sport and of the athletes

themselves, and whether the children and young athletes as a category require special ethical consideration. This work will be, by no means, a complete consideration of this issue, and is more so a recognition of the topic, and a delineation of the approach to justifying the perspective that children and young athletes may be in an exploitative relationship. It formulates the beginning of the expansion of the topic into a Ph.D. dissertation, and thus ought to be accepted at this stage as a work-in-progress.

In order to analyze this problem, the following theoretical clarification is required: (I) a focus on children and childhood, and the determination of a working definition; (II) rights theory: (1) positive and negative rights; (2) children's rights; (3) athlete's rights; and (4) children-as-athletes' rights; (III) paternalism and moral justifications thereof; and (IV) autonomy, consent, and harm in the context of high performance sport.

The aim of this work is not to solve the problem of exploitation of children in high performance sport. It is to identify the problem, and to offer an ethical framework in which to contextualize the situation. Once the problem can be clearly articulated, then the next stage, well beyond the scope of this work, will be to put forth solutions.

1. Definitions of Child and Childhood

Definitions of child and childhood are divided into two conceptions: institutional and normative (Kleinig, 1982). The institutional conception, or chronological age, defines childhood and underlies the legal definition. The United Nations Convention on the Rights of the Child (1989) defines a child as a person under the age of 18, except in cases where national laws recognise an earlier age of majority. Age requirements and restrictions are not universal in that they vary from country to country, and indeed even from province to province. For example, in England, a person may marry with parental permission at the age of 16, without parental permission at the age of 18. He or she may engage in homosexual relationships at 18, heterosexual relationships at 16. In Canada, a person attains the "age of majority" at 18, and may

then vote. However, depending on the provinces, he or she may not drink alcohol until the age of 18 in Ontario, but may do so at 18 in Quebec. In Ontario, a person may obtain a driver's license at 16. In the United Republic of Tanzania, there are varying definitions: the Children and Young Persons Ordinance Act of 1937 defines a child as a person under the age of 12, whereas the Adoption Ordinance of 1955 considers a child anyone under the age of 21 years who is not married. Thus, institutional concepts of childhood are culturally pluralistic. They serve as baselines in establishing legal and social frameworks which may secure statutory and customary rights and thus protection in the care and education of a certain standard for children.

Under the normative perspective, children are matched against evaluative criteria such as physical, emotional, and intellectual maturity (Kleinig, 1982). It does not accord chronological consideration. These factors are, of course, open to subjective evaluation, and as such, may be open to individual interpretation. Archard (1993) believes that the concept of childhood ought to be a specification of the distinguishable attributes of children from adults. He separates conceptions of childhood into three basic respects: boundaries, dimension, and divisions. He argues that dimensions of childhood matter, and play a crucial role in modern conceptions of childhood, and in the moral and juridical treatment of children in society. Archard's normative position of childhood will be adopted because of its relevance to both moral and juridical or institutional aspects of the conception of childhood.

II. Rights Theory

Rights are advantageous positions conferred on possessors by law, morality, rules, or other norms (Audi, 1995). Rights theory is established in the political and legal context (Kleinig, 1982). Human rights are based on the existence of natural laws, and play a significant part in international juridical proclamations, such as the United Nations Declaration of Human Rights (1949), and the Convention on the Rights of Children (1989). Many rights

have correlative or corresponding duties. For example, a child has the right to care, and a parent has the corresponding duty to provide that care for their child. Duties may be viewed by some as natural correlatives to rights in terms of conceptual contrasts of rights-as-advantages, and duties-as-disadvantages (Audi, 1993).

Analytical jurisprudence forms the structure with which to identify conceptual distinctions within theories of rights, and normative jurisprudence offers theories about what is morally right and just, and thus the criteria with which to judge laws and practices (Simmonds, 1986). The proposed work will combine both analytical and normative elements.

Theories of rights are important and relevant to a consideration of the treatment of children in high performance sport in that they articulate minimum standards of morally acceptable conduct. They form a framework for the discussion of the claims that children have in fundamental (moral, natural, and human) and legal spheres. Children's eligibility for rights must be considered in terms of their protection from exploitation and maltreatment and in terms of their positive (legal, institutional, and customary) rights and freedoms (Archard, 1993; Kleinig, 1982; Kultgen, 1992; Kim, 1990; O'Neill, 1988; Wringer, 1981;). Accepting and supporting fundamental rights for children plays an essential role in ethical deliberation of children's participation in life in general, and high performance sport in particular. Those adults who have undertaken specific responsibilities for children and young athletes in high performance sport have particular obligations to those athletes, and indeed, those athletes have rights to an appropriate standard of care. Children must have both physical care and adequate socialization for survival (O'Neill, 1988), but they need more than merely to survive: they need to become competent adults. "[w]ithout education and instruction appropriate to their society, they will lack capacities to act that are needed to function in the specific contexts available to them" (1988: 457).

Children are vulnerable to exploitation and abuse. Physically, children are smaller and weaker than most adults, and emotionally too they may easily become victims because of their position of relative powerlessness, ignorance, and dependence upon others for their wellbeing. Rights would give them opportunities for redress in that they would have "legitimate and (in principle) enforceable claims against others" (O'Neill, 1988: 445).

A further issue to be considered is that of whether participating in high performance sport is a right or a privilege. One could argue both ways, although Beamish (1988) suggests that it is indeed a right for an athlete to participate, as the attainment of world class standing in a particular sport signifies a tremendous achievement on the part of the athlete. He demystifies the idea that athletes in high performance sport are indulging themselves in personal gratification, and writes that "[v]ery few people recognize that as an international athlete, you perform a significant public service" (1988: 10).

III. Paternalism

Liberal thought holds that paternalistic behaviour towards the normal adult is rarely justifiable, exceptions being made for children and those adults who require protection above and beyond what is required by competent persons. Discussions of paternalism ordinarily defer to J.S. Mill's classic defenses of liberty, wherein he argues that the only acceptable interference in the liberty of other is for the protection of others. In all other aspects of one's life, "the individual is sovereign" (Mill, 1991: 14). He makes exceptions for children because they require care by others, and "must be protected against their own actions as well as against external injury" (1991: 14). These distinctions highlight the very slippery issue of where to distinguish between those who require protection, and those who have liberty.

In opposition to the liberal view, Kultgen (1995) asserts that paternalism (what he terms "parentalism") is essential and a normal part of any caring relationship. In alliance with Kultgen's view, this work will argue that the vulnerability of children and

adolescents necessarily requires paternalistic behaviour towards their care and raising, and thus will explore the extent to which paternalism is morally justifiable in children and adolescents participation in high performance sport. O'Neill (1988) supports the view that paternalism may indeed be a significant component of what is ethically required in relationships with children, although it may be inadequate in relationships with mature and maturing minors.

IV. Autonomy, Consent, and Harm

The notion of autonomy is an essential aspect of human freedom. Self-determination is a meaningful individual and social goal, and may also be seen as an educational ideal (Kleinig, 1982). While a neonate begins life as being entirely dependent on others for survival, the growing child gradually learns independence, and as an adult, ought to have attained sufficient autonomy to be in control of his or her life, within respect of social conventions such as the law. Initiating agency and choice fall along the continuum of development which ranges at the beginning from complete dependence to the progression towards attainment of independence and autonomy. The value of this concept is reflected in the United Nations mandate that the child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child (Article 12).

Autonomy and self-determination are valued by adults as essential for making decisions regarding one's conduct and actions, and the implications thereof for one's life. A child may be denied rights of self-determination, and have those rights denied by parental paternalism, in order that the very right of self-determination may in fact be exercised in adulthood (Archard, 1997). For example, the caretaker thesis puts forth the argument that children require a guardian or "caretaker" to foster their self-determination for later life.

It may be argued, as Archard suggests, that "children will only acquire the rights of self-determination if they are denied them

now" (1993: 55). He uses the example of education. A child may decide that he or she does not want to attend school, preferring instead immediate pleasures such as playing over learning to read and write. His or her parent, though, realizes that compulsory attendance is necessary for that child's maturation into a rational autonomous being, so that the child will grow up into an adult capable of making rational decisions and actions and giving autonomy and self-determination rights which may then be exercised. Without the education, the child may not have the same capacities for rational thought and the same degree for self-determination. Feinberg (1980) speaks of a child's right to an open future. Decisions parents make regarding their child's future, and the choices people make may all be made with what Archard calls an "opportunity cost" wherein decisions to pursue certain avenues are made at the expense of other choices. The ideas of what constitute an ideal upbringing may be considered within this discussion, but are beyond the scope of this particular work.

Sufficient information and the opportunity to exercise one's freedom are required for an individual to make rationally informed autonomous decisions. The ability to provide consent requires information and freedom on the part of the agent. Treating people paternalistically may be permissible if they consent. Consent is one of the most important notions when considering whether harms visited upon individuals is justifiable (Scoccia, 1990), given that children are characteristically unaware of the full implications of their decisions. Parents are usually the proxy decision-makers in sport regarding the experiences child athletes may have, but coaches and administrators within sport bureaucracies may also, and do in fact, make significant decisions affecting athletes. While the ability to understand complex information and the implications of various decisions may be limited in very young children, the opportunity to make responsible choices must begin somewhere. Thus, it behooves those in authority to present information and to allow children the opportunity to participate in decision-making. Parental paternalism may be justified by some

in that it may secure future-oriented consent of the child; thus, while the child may not be in a position to consent to a given action at the initial stage, it may be thought of as securing a consent that the child, in the future, would have consented to, had he or she the capacity to fully understand the implications of a given situation. Archard (1993) supports this idea, as it is the subsequent consent that the child would give as an adult which retrospectively legitimates that upbringing.

A further consideration of the issue of consent is that of the withdrawal of that consent. There are assumptions that participation in high performance sport is voluntary and that children are not forced to participate, and that they can leave the sport whenever they wish to do so. Once a child is enhanced within a high performance sport, the actual ability and opportunity to stop participating is not as easy as first perceived. Beamish (1988) raises a number of problems associated with the sentiment that athletes can freely choose to compete or leave their sport: first, the investment in terms of time spent on training, competition, and travel is considerable and measured in terms of years; it is also time that was not spent in another vocation. Second, a considerable amount of financial investment would have been made in relation to equipment, coaching, travelling, etc. which would have been used in other ways. Third, not only has the athlete dedicated time and money, but family, friends, spouses, etc. would have also devoted innumerable hours to the athlete's career. Fourth, the coach(s) would also have dedicated a significant amount of time and finances to developing the athlete, and that contribution would play a significant part in the decision-making process. Fifth, the expectations of others at the regional, provincial, and national level, groups to whom the athlete could not conceivably face and explain all the reasons for wanting to leave the sport. Beamish adds that in addition to the above noted factors, there is also the assumption then that the athlete him or herself would have had no investment in the system itself; without the athlete, the sports system of a country would not exist, and the athletes therefore play a vital role in its construction and maintenance.

Simply leaving the sport is thus an unfounded assumption, and a vastly underestimated and misunderstood complex. Beamish also puts forth these reasons with the assumption that the athletes are adults, capable of making their own decisions. When adding the "child-as-athlete" into the equation, the issue becomes far more difficult to contemplate, as others are making proxy decisions for the child, and the child has even less autonomy.

McCarthy (1997) considers the morality of actions which impose risks of harm on others, and suggests that such actions can be accommodated within a theory of rights. He claims that imposing risks on others can indeed be lodged within rights theory (1997: 205), and thus, by extension, his argument has an important place within this discussion on harm and the participation and exploitation of children in high performance sport. If an athlete has a clear understanding and grasp of the risks associated with participation in a high performance sport, and consents to do so freely without the interference of others, then within acceptance of the concept of autonomy, he or she has the right to participate in that activity. The issue within this work is whether a child has the capacity to do so. The UN Convention on the Rights of the Child (1989) states that "the child has the right to be protected from work that threatens his or her health, education or development" (Article 32). These positions are in conflict with certain conventions of high performance sport for children, if we accept that people have the right that others not impose risks of harm upon us (McCarthy, 1997; Thomson, 1990).

The concepts of exploitation and abuse are considerably varied, and while there is no general acceptance that any form of either exploitation or abuse is acceptable, there are some notions of these conceptions which reside in fairly grey or questionable zones. The Council of Europe (1996) recommends that sport ought to be part of the normal development of children, and that "young athletes be better protected from training abuse." Thus, they recognize that some athletes are indeed exposed to questionable and indeed, abusive, situations. Abuse and neglect in the United Kingdom are covered under a variety of criminal offences. Abuse is

often defined in terms of extreme "ill treatment" and "neglect" with little guidance in the criminal law as to what actually constitutes specific circumstances of abuse. Cultural understandings and interpretations of parenting, religious beliefs, and acceptable treatment of children differ widely, and for the sake of accepting divergent views of such as well as for protecting family privacy, definitions of abuse are difficult to define in specific terms. Dramatic presentations of physical injury and sexual abuse are more clearly understood views of abuse, and are criminal offences.

Abundant evidences of past maltreatment of children exist throughout history and across cultures (Archard 1993). Children have been the victims of "practices of abandonment, infanticide, sacrifice, mutilation, slavery, excessive discipline and exploitation at work." How these definitions of abuse and exploitation fit within the framework of high performance sport is yet to be determined, however, physiological and pediatric accounts of injuries and sequelae of such will be referred to within the research, in addition to some of the psychological repercussions.

V. Conclusion

While they were written well before the current trends towards specialization and technical complexity of today, Lenk's words were of great importance: "[t]he fanatical urge to be in the forefront, and nationalistic exaggeration of value sometimes leads to the exaggeration of the importance of peak performance so that health is damaged or irregular means are utilized" (1964: 208). This issue is not one affecting only a few individuals: it is a social issue. The very nature of sport is that of unequal, dependent relationships, at all levels and with all ages of athletes. The "good" parent or guardian must strive to realize a child's particular nature, to realize potentialities in a variety of dimensions; at the same time, however, that upbringing must also safeguard and secure an "open future" to maximize self-determination with a minimum of opportunity costs at a young age. The polemic nature of these considerations means that caring for and raising children

is an extremely challenging and difficult task. However, a critical examination of the participation of children and young athletes in high performance and a critical evaluation of current sporting practices must consider these essential components. Participating, and winning, at the international level in high performance sport is the result of dedication and commitment by athletes and all those surrounding him or her; it is no longer an amateur diversion but a full-time, serious, and demanding undertaking. Thus, children participating at this level require care and consideration of a paternalistic nature, but within a context of maximum autonomy and self-determination.

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THE PEDAGOGICAL VALUES OF OLYMPISM

by Deryl S. van COBLIJN (*SUR*)

Introduction

This paper is a short, comparative literary study on the pedagogical values of Olympism. The main aim is to proof to the responsible lecturers of the "Teacher training College" in Suriname, that the ideals of Olympism do not differ too much from the humanistic ideals which are taught in our P.E. section. Since my childhood as a judoka, the pedagogical value of the judo philosophy, had my interest. During my studies at the teacher training college, the link between the ideals of judo philosophy and pedagogy, became even more evident. This made me interested in teaching mankind life's value through judo and/or sports. When I was introduced to the real aspects of Olympism, at the IOA last year, I found out that "Olympism" represented the same ideals as I had found in the philosophy of judo.

Olympic studies are not possible in any way in Suriname. In our P.E. teachers program no subject that has to do with Olympism is being taught, because they do not see the link between P.E. and Sports.

Pedagogy

Is the science of how to educate people. The behaviour of man is studied and standards and values are taught. Education at early ages of man, can be described as a unique intercourse between grown-ups and children, where the grown-up uses his/her influence on the child to achieve adulthood. The child is the one who has to be educated.

The definition of pedagogy

"Children have to grow up, and be educated, with the help of (an) adult(s), to become an adult, themselves, who can fulfil their life's task independently."

Theories used to educate children

The Nativistical theory: Nativist believe in the impotence of upbringing.

The Empiristical theory: Empiricists believe in omnipotence of upbringing.

The humanistic theory: The bases are on an interaction between hereditary/genetics, talent and the environment. The conditions have to be present in the child before they can be developed, by factors which are found in the environment.

Olympism

"Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. By blending sports with culture and education Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles."

"The goal of Olympism is to place sports everywhere, at the service of the harmonious development of man, with a view to encourage the establishment of a peaceful society concerned with the preservation of human dignity."

"The goal of the Olympic Movement is to contribute to the building of a peaceful and better world by educating youth through sports, practised without discrimination of any kind and in the Olympic spirit of friendship, solidarity and fair play."

Comparison

When the two definitions of pedagogy and Olympism are put beside one another, the following outcome is likely to be found -
In pedagogy the complete development of mankind, of body, will and mind is important to achieve a balanced whole. Exactly the same accounts for Olympism.

- *In pedagogy it is important to teach the half-grown to fulfil their life's task independently.*

Olympism places emphasis on teaching the joy of effort, i.e. being able or at least trying to perform on your own.

- *In pedagogy it is important to achieve the aforementioned results harmoniously and to later teach others what you have learned.*

Olympism says that the development has to go along with respect for universal fundamental ethical principles. This means live in harmony.

- **The difference** of both ideals is that pedagogy tries to achieve these goals through the general education of man, in accordance with the culture of the Raisers/educators.

Olympism tries to achieve the same goals by letting sports (in first instance), together with art and culture, be at the service of mankind.

Some tools of education

To implement the goals of the philosophies of pedagogy and Olympism, you need to keep the tools of education in mind; by "tool" is meant what is seen between us, the goal we try to achieve, and the goal itself. To use a tool there has to be an aim.

The tools of education are

Example, Encouragement, Order and discipline, Commands and prohibitions, Instruction and indication, Supervision and inspection, Reward and punishment, Honour and competition, Dialog, Interaction.

Olympism does not only represent sports, but the harmonious development of man, through sports, art and culture. This can mean, that people who cannot practise sports for any reason, can still be introduced to Olympism, through art and/or culture with a link to sports. The sports aspect in Olympism, was meant to represent "**physical activity for all**" and not only **top sports**. Top sports is a basic part of Olympism.

In Olympism physical activity/ sport forms the basis of everything, the effort and fair play are emphasised most. The now famous **exhortation of Peleus** to his son Achilles: "Always to be

best and excel over others", can also be used in the idea of making people aware to be physically active. **You can teach people to be the best in effort and fair play. So they have to be the best they can be and excel over others in effort and fair play.**

The exhortation of Baron Pierre de Coubertin; *"Participating is more important than winning"* is often explained wrong. *The Olympic games is a race for top sports competitors to compete against one another. They have trained very intense for at least four years to have reached this level and/or to be selected. So they were winners already, before they were able to reach the ultimate level*

During the preparation their education plays a vital role (challenges, effort, way of life, association with people, etc.) The athlete has to prove during that period that he can meet the highest need. ***All are already winners: winners in life, winners in Olympism and upbringing.***

Some categories of modern day educators are

Parents. The school. All other institutes which help with education.

Play, sports and movement expression can also be tools of Olympism. Through those three basic forms the Olympic Movement tries to achieve its goals of spreading the Olympic ideal all over the world. But play, sports and expression are also used in the education process as "tools of education". This clearly indicates that Olympism, the Olympic ideal, can be of very great pedagogical value to mankind. Children like to play, and play is closely connected to spontaneity.

Movement expression and sports are closely connected to the play even though there are clear differences between all of them. They are examples of human spontaneity, but the play is natural, spontaneous and careless; sports have organisation, rules, calculations and performance goals. Expression does not have the restrictions sports have.

In our industrial consumptive society, play, sports and expression have become of greater importance than ever before. Next to their educational aspects, they are a good leisure activity, and

they also function as a job for earning money. *Play, sports and expression, should never become the most important goal of education, but they surely can become the most important tool of education.*

Conclusion

Only by working progressively as one, we can slowly add something to the values of humanity. This can be done through teaching and informing people about the Olympic ideals, and what Olympism stands for represents in general. For Suriname I think it is important to have a better functioning P.E. program, where the importance of physical activity can be stressed. A simple research of the department of sports has proven that the children in the capital and the highest populated district, between 6 and 16 years of age, only play 37 minutes a day outdoors, while 10 years ago this was between 4 and 6 hours a day. This is very low for our standards, because about 40% of our time is still spend outdoors. This study has also proven that about 67% of the children in this age group have difficulties with the basic motorik skills. There is a lot of misunderstanding in the Surinamse society when it comes to Olympism, even though everybody is allowed to have his own opinion, the correct information upon the subject of Olympism should be given to the society first. The best possible way to do this on a long-term basis is to use the P.E. teachers. In a second phase it can be transformed to other school-disciplines as well.

In my opinion we should spread the Olympic ideology as much as possible, we should be allowed to criticize these ideals, but as long as we cannot offer something better, we should only try to make Olympism become and Junction better.

INFLUENCE OF OLYMPIC PARTICIPATION ON NIGERIA WOMEN OLYMPIANS

by Maria Wophill (NCR)

Introduction

It is a rare opportunity for any individual to participate in the Olympic Games. This is because the slogan "Olympic is not to win but just to participate" notwithstanding, each country goes to the games with the best it can produce in terms of quality of athletes selected for the Olympics. In fact, most countries now have what is known as Olympic standards which any athlete wishing to participate in the Olympics must meet up or forget about representing his/her Country in the Olympics.

According to Ikulayo (1990) participating in high level sporting meet like the Olympic games has a lot of influences on the athletes.

Adedaja (1991) in his own part however went further to enumerate the possible influences of participation in high level sports meet. These could be any of: Economic, Social and Physical influence. Until recent times, women in Black Africa were not known to be very Sportish in that Social attitude to sports does not look very much favourable to women.

In fact most Sports Women in this part of the world find it difficult to get men to marry them. This is because it is believed that they may not be able to reproduce (Oduyale 1997).

Nigerian Women who, therefore, have defied societal comments and wrath by venturing into sports must have in one way or the other experience some influences which may either be favourable or disfavourable and this is the main problem this paper sort to unravel.

According to Oduyale (1996) Nigeria attended the Olympics for the first time in 1952 during the Helsinki games. One thing

that is very important to note is that no female was in the team that represented Nigeria during the games.

Also wrote that Nigeria's was during the Melbourne 1956 games and like the Helsinki games in 1952, the contingent was on all male affairs as there was no female athlete as at the time. The trend continued in 1960 during the game held in Rome as none of the female in Nigeria was good enough to be made a member of the country's Olympic team.

The trend however changed in 1964 during the Olympic games held in Tokyo, Japan. Two Nigerian Women were part of the team that represented the country. The two women were Amelia Okoli now Amelia Opaloka (Mrs.) who competed in high jump for Nigeria but won no medal. The second female member of the 1964 team was Clarice Ahanotu who competed in the 100 dash for Nigeria (Ikulayo 1989).

Ironically, however Nigeria's first Olympic Gold Medal was won by a female athlete, Miss Chioma Ajunwa in Long Jump.

Methodology

A total of 40 female Olympians were used for this study. They were made to respond to a 12 - item self made modified likert attitudinal scale test items which was validated by experts in the field of sports sociology.

The questionnaires were personally distributed by this researcher to the female Nigerian Olympians who were randomly selected. The questionnaires were retrieved from the testées on the same sport after completion.

Testées responses were tallied and recorded before they were subjected to chi - square calculation

$$X^2 = E \frac{(O - E)^2}{E}$$

A five percent confidence level was set. Based on this, hypotheses were either accepted or rejected. In cases where the expected values were significantly different from observed values, the hypotheses were accepted and observed values were found not to be significantly different.

Results

Table I
General influence of participation on
the Nigerian Women Olympians

QUET.NO.	A	U	D	TOTAL
6	40	-	-	40
12	-	-	40	40
TOTAL	60	-	40	80

Table II
Chi-square calculation on general influence

O	O-E	OE(0.2)²	D	(OE)²
40	20	20	400	20
-	20	-20	400	20
-	0	0	0	0
-	0	0	0	0
-	20	-20	400	20
40	20	20	20	20
TOTAL				80

$$2^2 \text{ Cal} = 80$$

$$x^2 \text{ tab} = 3.84$$

$$X^2 \text{ cal} > X^2 \text{ tab}$$

∴ hypothesis was rejected

Table III
Social influence of participation

QUET.NO.	A	U	D	TOTAL
1	38	02	40	40
7				40
TOTAL	38	02	40	80

Table IV
Chi-square calculation on social influence

O	E	O - E	(O-E)²	(O-E)²
				E
38	19	19	361	19
-	19	-19	361	19
02	1	1	1	1
-	1	-1	1	1
-	20	-20	400	20
40	20	20	400	20
TOTAL				80

X^2 Cal = 80*,

X^2 tab = 3.84,

x^2 cal > x^2 tab,

∴ hypothesis was rejected

Table V
Economic influence of Olympic participation

QUET.NO.	A	U	D	TOTAL
2	15	05	20	40
5	20	-	20	40
8	-	-	40	40
11	-	-	40	40
TOTAL	35	05	120	160

Table VI
Chi-square calculation on economic influence

O	E	O - E	(O-E)²	$\frac{(O-E)^2}{E}$
15	8.75	6.25	39	4.46
20	8.75	11.25	126	14.46
-	8.75	-8.75	76.6	8.75
-	8.75	-8.75	76.6	8.75
05	1.25	3.75	14.1	11.25
-	1.25	-1.25	1.56	1
-	1.25	-1.25	1.56	1
-	1.25	-1.25	1.56	1
20	30	-10	100	7.3
20	30	-10	100	7.3
40	30	10	100	7.3
40	30	10	100	7.3
TOTAL				78.6

X^2 Cal = 78.6,

X^2 tab= 5.99,

X^2 cal > X^2 tab,

∴ hypothesis was rejected

Table VII
Influence of Olympic participation on physical outlook

QUET.NO.	A	U	D	TOTAL
3	30	-	10	40
9	30	-	10	40
TOTAL	60	-	20	80

Table VIII
Chi-square calculation on physical influence

O	E	O-E	(O-E) ²	(O-E) ² E
30	30	0	0	0
30	30	0	0	0
-	0	0	0	0
-	0	0	0	0
10	10	0	0	0
10	10	0	0	0
TOTAL				0

$X^2 \text{ Cal} = 0,$

$X^2 \text{ tab} = 3.84,$

$x^2 \text{ cal} < x^2 \text{ tab},$

$\therefore$ hypothesis was rejected

Table IX
Physiological implication of participation

QUET.NO.	A	U	D	TOTAL
4	-	-	40	40
10	35	2	3	40
TOTAL	35	2	43	80

Table X
Chi-square calculation on physiological influence

O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
-	17.5	-17.5	306	17.5
35	17.5	17.5	306	17.5
-	1	-1	1	1
2	1	1	1	1
40	21.5	18.5	342	16
3	21.5	-18.5	342	16
TOTAL				69

$X^2 \text{ Cal} = 69,$

$X^2 \text{ tab} = 3.84,$

$X^2 \text{ cal} > X^2 \text{ tab},$

$\therefore$ hypothesis was rejected

Discussion

It was the purpose of this study to establish the influence of participating in the Olympics games on Nigerian Women Olympians.

A total of five hypotheses were tested and these included the following

1. That there will be no significant influence of Olympic participation on the life of Nigerian Women Olympians in general.
2. That the Nigerian female Olympians will not be significantly different amongst themselves as regards social influence of participation on them.
3. That there will be no significant economic influence of Olympic participation on the Nigerian Women Olympians.
4. That there will be no significant physical influence of participation on the Nigerian Women Olympians.
5. That there will be no significant physiological influence of participation on the Nigerian Women Olympians.

All the five hypotheses were tested and the results as presented in tables I to X revealed the influence of participating in the Olympic games on Nigerian Women Olympians.

Hypothesis one which suggested that participating in the Olympics will have no significant influence on the Women Olympians was rejected (see table II). The alternate was therefore upheld. This means that participating in the Olympics has great influence on the Nigerian Women Olympians. This finding is in line with Oduyale (1996) who wrote that participating in the Olympics has a lot of influences and gains for those who have been privileged to participate in the Olympics.

The second hypothesis stated that will have no social influence on the participants. This hypothesis was also rejected at $P < 0.05$ (see tables III and IV). By this, it means that participating in the Olympics has influenced the Nigerian Women Olympians socially. Again, this agrees with Owolabi (1987) who wrote that a lot of people like associating with great men and women who are either current or past Olympians.

The third hypothesis stated that there will be no significant economic influence of Olympic participation on the Nigerian Women Olympian. This was also subjected to chi-square test as shown in tables V and VI. The hypothesis was also rejected and by this it was upheld that participating in the Olympics has influenced the Nigerian Women Olympians economically. Though this was against the submission of Kennedy (1981) that Olympians are not expected to make money from the Olympics but it was in line with Ikulayo (1990) who wrote that governments nowadays shower money and gifts on their Olympians.

Hypothesis four stated that Olympic participation will have no significant influence on the physical outlook of the Olympians.

After subjecting this to chi-square test as shown in tables VII and VIII, the hypothesis accepted that participation has no influence on the physical outlook of the Olympians. This was however against the submission of Ajiduah (1991) who wrote that participation in high level sports will lead to changes in the physical outlook of the athletes.

The fifth and the last hypothesis stated that there will be no significant physiological influence of Olympic participation on the Women Olympians. This hypothesis was rejected after being statistically treated (see tables IX and X). This finding is perfectly in line with the findings of Ojo (1997) who submitted that physiological effects of high level sports participation could either be chronic or acute.

Conclusion

From the data gathered and results obtained, it was concluded that Olympic participation has the following influence

1. It influenced the life of Nigerian Women Olympians generally.
2. A lot of people wants to meet and associate with the Olympians.
3. Participation helps the Olympians to get better jobs and to do business with a lot of people.

4. That training for the Olympics does not physically affect the Olympians feminine outlook.
5. Olympic participation has physiological implication for those who have participated.

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THE OLYMPIC MOVEMENT AND CHINA'S SPORTS REFORM

by Jinqiang JHOU (CHN)

Mr. He Zhenliang, former vice-president of IOC, and the EC member of IOC and honorary chairman of the Chinese Olympic Committee divided the development of the Olympic Movement in China into 3 stages.

In the first stage from 1894 to 1949, China had little importance in the international Olympic Movement. The second stage started with the foundation of P.R. China in 1949 and ended in 1979, in which China had to safeguard her own rights and interests in the international Olympic Movement. The third stage was marked by the restoration of legitimate place of P.R. China in 1979. From then on, the Olympic Movement in China has rapidly developed and China has been playing a very important role in the international Olympic Movement.

As to the fact that the Olympic Movement had overall and essential development in the world only after World War Two, it was after 1979 that China has had a really close relationship with the Olympic Movement. How to assess the development of the Olympic Movement in China during the period? What is the intrinsic relationship between the development of the Olympic Movement and sports in China? What's their mutual impact? What are the developing trends of the Olympic Movement in the next period? The papers aimed to search and analyze the above-mentioned questions.

1. The development of the Olympic Movement in China had its close relationship with China's sports reform.

Reform and opening to the outside world are the basic characteristics of China's contemporary economical and social development. In the end of 1970's, Mr. Deng Xiaoping, China para-

mount leader, deeply analyzed the political and economical situations both domestic and abroad. He realized that, although China's economy had large increases, the big difference still existed between China and developed countries due to the restriction of various elements. In order to change the situation, China should explore a new way, which should suit China's own characteristics. Hence, since 1979, China has taken the policy of reform and opening to the outside world. Reform means to change the administrative system for politics, economics, culture, science and technology as well as education.

Opening to the outside world means to open the door, to attract and assimilate the foreign advanced thinking, concepts and operating patterns and to introduce foreign investment, technology and talents for the purpose of promoting the domestic reform. The ultimate aim is to accelerate economical development, political democracy and social progress. From then on, China has already made great achievements for over 20 years. As to China's economy, China's GNP has increased from 35.88 billion RMB in 1978 to 747.72 billion RMB in 1997 with an average increasing rate of 10% per year. China became the most booming country in the world.

With regard to China's sports, fundamentally, the levels of economical and social development shall restrict the sports development. Before 1978, China's administrative system for physical culture and sports was a typical welfare system under planning-economy. The governmental allocations covered all the expenses for the physical activities and sports organized by citizens, institutions or governments. Although the practice ensured the basic rights of sports participation, it was impossible for government to afford the tremendous expenses of the people's ever-increasing demands for sports and physical activities. Hence the administrative system needed reforming. On the other hand, before 1979, China had a self-closed sports system without the legitimate place in the international Olympic Movement. Although some sports events such as table tennis had reached very high level, China, as a whole, had little importance in the world. Opening to the

outside world was urgently necessary at that time as well. Therefore, in the last 20 years, due to reform and opening to the outside world, China's sports have made great achievements. The intrinsic mechanism is listed in Figure 1

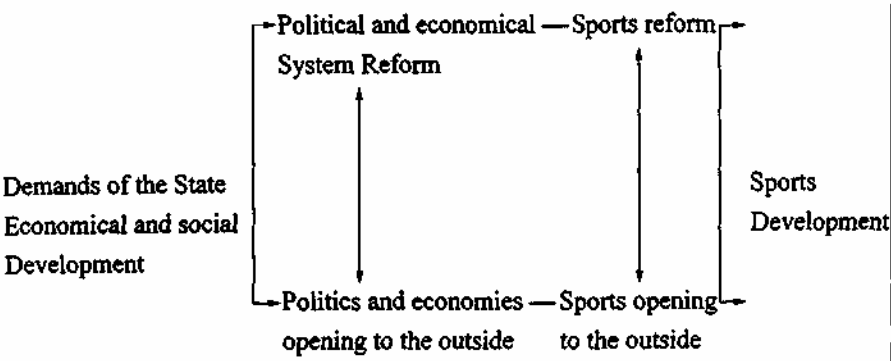


Figure 1

Among the elements affecting China's sports development, China's sports reform and opening to the outside world are the most important and most directive aspects, while the latter is mainly manifested by the development of the Olympic Movement in China and China's active participation. That is to say, the process of China sports opening to the outside world is that of the development of Olympic Movement in China. It is very interesting that the total agreement existed between the development of the Olympic Movement in China and China's sports reform. They are synchronizd.

Let us analyze China's sports reform first. Within the recent 20 years, China's sports reform was divided into 3 stages *First stage (1979-1985)*

With the beginning of China's political and economical reform, China's sports reform began to be explored and experimented within limited scopes.

Second stage (1985-1993)

In 1985, the State Commission for Physical Culture and Sports (SCPCS) decided to change its administrative system in order to put forward the sports socialization. It was indicated that China's sports had begun to systematically change the old administrative pattern, in which government totally controlled all the affairs.

Third stage (1993-present)

As to establish the marketing system in economy, China's sports began to establish the new administrative system and operating mechanism which suited its development.

Now let's look into the Olympic Movement in China.

The first peak: In November 1979, at the full session of the International Olympic Committee, it was resolved that the Olympic Committee of the P.R. China would be called the "Chinese Olympic Committee" in Beijing; whereas the Olympic Committee in Taipei was to be called the "Chinese Taipei Olympic Committee", and new flag, anthem and emblem should be approved by IOC. This is the so-called "Olympic Model". The practice not only facilitated the restoration of China's legitimate place in IOC, but also greatly promoted the Olympic Movement in China.

The second peak: After 32-year separation from Olympic Games.

Chinese athletes won 15 gold medals, 8 silver and 9 bronze in the 1984 Los Angeles Olympic Games. That caused tremendous echoes and made the Olympic Movement well known in China. Chinese supreme authority discussed the issues concerning sports and physical culture, and decided to take various measures to accelerate sports development. Further reform on sports system was also called on. Hence, the State Commission for physical culture and sports issued the reformative guidelines of socialization and scientification. The fundamental changes took place in the administrative system for China's sports. If we can say that the first peak only affected China's sports, the second peak led Chinese people to understand and realize the fascination of the Olympic Movement.

The third peak (1990-1993): China successfully held the 11th Asian Games in 1990 and prepared a bid for the 2000 Olympic Games.

The success in Asian Games greatly triggered the interests of Chinese people's participation. Many Chinese people were quite familiar with the Olympic spirits and advantages. In the closing ceremony of Asian Games, spectators spontaneously unfolded a horizontal scroll "Success in Asian Games, hoping for Olympic Games". To satisfy the demands, Chinese Olympic Committee decided to bid for 2000 Olympic Games, and the nationwide Olympic education was conducted. In 1991, a public opinion poll was conducted. Of the 15000 copies of a questionnaire handed out, 92.63% of the subjects favored the bid (See table 1).

Table 1
Questionnaire on favoring the bid for the Olympic Games

Citizen	Peasants	College students	High School Students	Average
96.64%	91.24%	93.60%	93.75%	92.63%

Although China ultimately lost the bid, the Olympic Movement went deeply into people's hearts. During the period, China's economy system was being reformed from planning economy to market economy. China's sports must set up a new administrative system suiting the reform by means of socialization and industrialization.

Thus we can see that as the main aspect of sports opening to the outside world, the Olympic Movement has close relation with China's sports reform. Every peak of the Olympic Movement in China promoted the further reform of China's sports, while each step of China's sports reform was accompanied by a significant progress of the Olympic Movement. Namely, opening to the outside world promoted reform; reform accelerated the opening to the outside world. Both of them became the essential factors of moving China's sports forward. The sports development was accelerated by means of reform and opening to the outside world.

2. The developing trends of China's sports reform.

2.1 Decentralized governmental management.

The key of China's sports reform is the reform of the administrative system. Before 1979, mainly depending on administrative means, government completely controlled China's sports. Under certain circumstance, the practice contributed to the sports development in China, but it made sports lack of vitality and people lack of initiatives for sports participation. With the State political and economical system reform, the administrative system of China's sports has already greatly changed. The most important is that government no longer takes on everything concerning sports development, whereas it is only responsible for macroscopic administration, regulation and supervision. The governmental responsibilities are to encourage enterprises, institutions, public organizations and citizens to run and support undertakings of physical culture and sports, to give full play to the public sports organizations, to improve various sports associations at all levels, and to encourage the establishment of grass-root sports organizations such as sports clubs. As to central government, the State Commission for Physical Culture and Sports had been the administrative organ in charge of undertakings of physical culture and sports since its foundation in 1949, All China Sports Federation and national Associations for individual sports only functioned as its affiliated organs, rather than entities. The SCPCS began to realize the problem in 1979. In 1985, the SCPCS put forward sports socialization, which were aimed for social participation. From 1990 on, all the sports associations had become entities and independently conducted their own business. Up to 1997, all of the associations were separated from the SCPCS. In March 1998, the SCPCS was reorganized as the State General Bureau for Physical Culture and Sports and withdrew from the Cabinet. The mechanism of "Small government, large society" has been set up in the administrative system of China's sports. All of these resulted from the research into the administrative systems of various countries and assimilation of their experiences.

Decentralized governmental management doesn't mean that government no longer administers or is involved in the physical activities and sports. At present, Chinese governments at all levels still spend large amount of human, material and financial resources in physical culture and sports, and establish a lot of sports facilities. Decentralized management means that government, especially the central government, is only in charge of macroscopic supervision without involving in detailed matters and the relevant associations or institutions will be responsible for concrete affairs.

2.2 Professionalism and self-sufficiency of competitive sports.

Before 1979, the state-owned system was set up in China's competitive sports. Namely, all the high-level athletes were special talents of the State. The State supported their cultivation and training, provided them with all necessary equipment and conditions, even assigned jobs for them after their retirement. In the middle of 1980's, the situation changed: universities and enterprises began to create high-level sports teams, some of which were eligible to represent China to participate in international competitions. In accordance with the developing trends of international competitive sports, some popular sports with commercial values were professionalized. Now China has created a professional football tournament and a professional basketball tournament, in which many foreign athletes and coaches took part; professional athletics and table tennis clubs are also set up. On the other hand, governmental investments are neither allocated to some sports during their early training stages, nor to some non-Olympic sports such as sports acrobatics, motor racing and golf, which are mainly dependent on social supports. This reform resulted from the impact of current international Olympic Movement on China's sports. Of course, in the course of China's sports reform, the Chinese government still provided investment to some important and dominant sports events such as swimming, gymnastics, badminton, weight-lifting and volleyball so as to maintain their international preponderance.

2.3 Socialization and popularization of Sports for All.

China has a long history of Mass Sports. The Chinese government always emphasized Mass Sports. After 1949, all Chinese leaders, attached great importance to physical activities and sports, with the aim to develop physical culture and sports, and strengthen the people's physiques. In various schools, students were required to completely develop their morals, wisdom and physiques, with the same purpose of the Olympic Movement. But before 1979, because of highly centralized planning economy system, China's Mass Sports totally depended on administrative organs. Sports fields, not open to society, all belonged to governments and their affiliated organs. That caused the following problems: firstly, the physical activities could not be operated if government did not organize them; secondly, only the working people had opportunities to participate in physical activities. In the middle of 1980's, China began to promote sports socialization to encourage various patterns and forms, which were beneficial to mass sports. In 1995, the central government worked out the "National Fitness Program", stipulating that "comprehensively encourage the incentives of governments, enterprises, institutions and individuals, formulate the plan of tremendous investment, set up physical test criteria for different multitudes, build sports fields and facilities in a planned way, promote the scientific fitness-building methods by means of media, and train hundreds of thousand sports instructors from various educational organs." These reforms made the development of mass sports depend on joint efforts of governments, enterprises, institutions and individuals.

2.4 Sports commercialization and marketing of sports.

In the last 20 years, China's sports have reformed from pure public welfare undertakings to a kind of industry, which has both social and economical benefits. Sports commercialization and market of sports are encouraged to promote the reform. Since market economy system was set up in 1993, China's sports have sped up their commercialization. At present, the sports business

activities are operated all over the country and various fitness and recreation facilities extend everywhere. Some sports events such as bowling, golf and football are progressively commercialized. Only in Shanghai City are there approximately 100 bowling courses (3000 allies), none of which is built up by governmental investment, whereas 10 years ago there wasn't a single bowling house. On the other hand, various big games and sports competitions began to seek good economical benefits by means of marketing. China has already conducted some current international practices of fund-raising such as the sale of TV rights, advertisement, symbols, designated products, mascots and emblems. Take the fund-raising on China National Games for example: the sponsors' advertisements were firstly emerged in the 5th National Games in 1983. Up to 1997, the sponsorship has reached 0.32 billion RMB in the 8th National Games (See Table 2).

Table 2
Fund-raising in China National Games

Games	Year	Amount of Raised Funds
The 5th National Games	1983	113600RMB
The 6th National Games	1987	10160000RMB
The 7th National Games	1993	99170000RMB
The 8th National Games	1997	320000000RMB

What more, in 8th National games, the total 5.8 billion RMB for the construction of stadium and gymnasium was raised mainly from the commercial channel. Commercialization and marketing of sports not only revitalized China's sports, but also made sports deeply merge into people's daily lives.

3. The mutual impact and interaction of the Olympic Movement and China's sports reform.

Generally speaking, the orientation of China's contemporary sports reform is indicated as follows: firstly, with the State political and economical reform, the sports system should be changed to suit market economy system, rather than planning

economy system. Secondly, the sports system should conform to the developing trends of modern sports, and the administrative system and the operating mechanism must comply with international sports development. In the course of the development, Olympic Movement has very important impact on China sports reform. It can be concluded as follows

(1) The impact of concepts

The Olympic Movement has already become the kernel of modern sports, and guided the development of modern sports. All the countries and nationalities are attracted to gather under its banners. Unless merging into the Olympic flows, China's sports couldn't be better developed. Therefore, sports reform is the best way to the destination.

(2) The impact of administrative system

Throughout its centennial development, the Olympic Movement has already set up complete structural system with 3 mainstays: IOC, IFs and NOCs. Although the sports administrative systems varied in different countries, the useful experiences were assimilated from the Olympic Movement. Since the restoration of China's legitimate place in IOC in 1979, China's sports administrative system has been continuously reforming.

(3) The impact of developing patterns

In the course of the Olympics development, many conventions were broken through, such as amateurism, non-commercialism, whereas a lot of new things were accepted. By means of Olympic participation, China's sports began to take the developing patterns such as socialization, professionalism, commercialism, marketing and government decentralization, which are beneficial to both society and sports.

The impact of China's sports reform on Olympic Movement can also be concluded as the following 3 aspects

(1) Due to reform and opening to the outside world, the Olympic Movement is greatly disseminated throughout the Chinese population. Mr. Mohamed Mzali, former vice-president of IOC, said "since the representatives of 1 billion Chinese people will participate in Olympic Games, Olympics will be popularized all

over the world." In nearly 20 years, "sports fever" took place again and again. It made Olympic Movement go deeply into people's hearts. Chinese not only demonstrated their spiritual pursuit to Olympics, but also showed their Olympic practice in large scopes. The best proof is the National Fitness Program, which is widely promoted in China. Mr. Jiang Zemin, Chinese president, praised that: "the National Fitness Program is beneficial to both the State and people."

(2) Thanks to active participation in the Olympic Movement, China not only changed the situation of self-closeness but also promoted the self-development, greatly improved its competitive sports and changed the global sports structure. Since its overall participation in Olympic Games in 1984, China had won 52 gold medals in Olympic Games. In 1992 and 1996 Olympic Games, China was placed in the 4th in gold medal rankings. A new page was opened in the Olympic history.

(3) As a kind of philosophy striving for beautiful lives of human beings, the Olympic Movement will be enriched from abundant Chinese traditional culture and improve Olympics itself. In the past 20 years, China not only greatly developed Olympic Movement, but also attached great importance on Olympic research and education. At present, China is the only country in which Olympic courses are introduced in preliminary schools, secondary schools and Universities. (Olympic Stories in preliminary schools, Olympic Knowledge in secondary schools, Olympic Movement in Universities).

4. Conclusions

4.1 China's sports development depends on the reform and opening of China's political and economical system as well as China's sports reform and opening. As to politics, economics or sports, reform and opening mutually influenced and interacted.

4.2 The key dynamic force of China's sports reform lies in the peoples' ever-growing demands for plentiful sports lives, which result from the improvement of living standards and the change of sports concepts. When people realize that the Olympic Move-

ment can satisfy these demands, they spontaneously accept it. At the same time, the Olympic Movement promoted China's reform in concepts, administrative systems and developing patterns.

4.3 Each peak of the Olympic Movement in China marks a new stage of China's sports reform. Their existing agreement indicates the close relation between them.

4.4 With the deepening of China's sports reform, the Olympic Movement will be developed in China in the future. The next peak will appear when China firstly hosts Olympic Games.

CONCLUSION ON ANCIENT HISTORY

"There is nothing in the history of Greek antiquity that had provoked my interest more than the Ancient Olympic Games" (Pierre de Coubertin, *What Germany has Brought to Light: The Olympic Idea*, Schorndoff, 1966).

It is impossible to understand the revival, philosophy and celebration of the Modern Olympic Games without having an appreciation of the Ancient Olympic Games. How can one fully appreciate the magnificence of the Acropolis, the technical importance of the starting mechanism at Isthmia, the impressive cultural center of Epidauros, the lain beauty of Nemea or the humbling nature of Delphi without knowing the values and principles which were the basis of their creation?

Being in Olympia, wandering like Pausanias once did, on the broken marbles one feels deeply inspired. Here was the place in which the ideal of "kalos k'agathos" revived one of the greatest civilizations that has ever flourished on the Earth.

"There, having poured out common libations and laid aside their enmities they joined together in public prayers and sacrifices, and thus reminded of their common relationship learnt to be kindly disposed one to another and renewed ancient friendship and formed new ones" (Isocrates, *IV Panegyrikos* 43).

The Olympic Games and the sanctuary of Zeus in the Altis, represent a complex historical phenomenon. From 776 BC to 392 AD, a total of 291 Olympic Games were staged. There are a number of myths regarding the foundation of the Ancient Games, two of which were most widely accepted by Ancient Greek authors. First, is the myth of Pelops who challenged Oinnomaos to a chariot race. After his victory, Pelops was named the King of Pisa and introduced the athletic competition at Olympia to celebrate the event. The second myth is that of Heracles, one of the most beloved Pan-Hellenic heroes. Pindar contended that Heracles founded the Games at the ancient tomb of Pelops after his victory over the Eleans and King Augeias.

Pausanias, among others, provided us with a holistic description of the sights, sounds, and feelings experienced at the Games. It was he who outlined a detailed account of the Games' athletic events. Arguably, the stadium race was the most important of all the events. The name of the winner of that race was honoured for the rest of the Olympiad, as the four year period was named after him. The remaining athletic events included the Pentathlon, which consisted of five events: the discus, the javelin, the long-jump, the stadium race and wrestling. The first three events were only contested in the Pentathlon.

"Athletic excellence in a body is defined in terms of the above: the strength and size, as well as in terms of speed, for to be swift is to be strong. One who can move his legs rapidly and in long strides makes a good runner. One who can grab and grapple makes a good wrestler. One who can thrust away his opponent with a blow of the fist makes a good boxer. One who excels in everything is fit for the pentathlon" (Aristotle, *Rhetoric* 1361 b).

The combat disciplines were boxing, wrestling and the pankration. "O father Zeus, give honour to this hymn for a victor at Olympia, and to his now famous arete in boxing. Grant him grace and reverence among his townsfolk and among foreigners. He travels the straight path which despises hybris, and he has learned well the righteous precepts of good forefathers" (Pindar, *IV Olympic Ode*).

The equestrian events included a number of different races, of which the four-horse chariot race was the most prestigious and spectacular.

In addition to the athletic disciplines, the names of many great Games victors were listed and described in the texts of several ancient historians. While the number of victors is numerous, we would be remiss to not mention Milo of Croton, Theagenes of Thassos, and the glorious family of Diagoras of Rhodes.

Many believe that the golden age of the Games occurred during the 5th Century BC. This high point in celebration coincided with the philosophical and historical pinnacle of classical Greek cul-

ture, which is closely connected to Socrates, Plato, and Thukydides.

The Games were last celebrated towards the end of the 4th Century AD. Although there exists no concrete explanation as to why the celebrations were terminated, one could conclude that the decline began as a result of professionalism, political and socio-economical changes, as well as the spread of Christianity, which countered the polytheistic beliefs of the ancient Greeks.

Although the Games were dissolved for a number of explanations, the ideals of arete, athlos, and excellence were maintained and served as a powerful source of inspiration in the revival of the Modern Olympic Games, nearly 2000 years later.

The aforementioned analysis represents what was learned and experienced during the first ten days of the seminar. Although the topic of study was fascinating, we were only provided with a snapshot of the Ancient Olympic history. This comment notwithstanding, this section had us "frothing at the mouth" and craving for more information. A foundation for the next five weeks of study had been firmly entrenched.

(SO) *"The Games are over. The prizes are won. Now it is time for US to go..."*

CONCLUSION ON MODERN HISTORY

Introduction

Pierre de Coubertin's vision of the Olympic Movement went far beyond the quadrennial celebration of the Games. Through sport de Coubertin wanted to promote health, fitness, international understanding, culture and moral values. The large scope of this undertaking has provided students of the Olympic Movement, like ourselves, with many avenues of exploration for study.

Olympic Charter

The Olympic Charter after it was established underwent many changes. It is the codification of the fundamental principles, rules and bye-laws adapted by the IOC. It governs the organisation and operation of the Olympic Movement and stipulates the conditions for celebration of the Olympic Games. One of the IOC's goals of Olympism, as stated in the Olympic Charter, "is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity". According to the Charter, the Olympic Movement led by the IOC, stems from modern Olympism.

Olympic Summer Games

The Olympic Games at the beginning (1896-1912) were not very popular. The organisation of the Games had not been properly defined and the program of the events was unstable. Moreover, the organization of the Games of II and III Olympiad did not improve when they were held together with world exhibitions (the Games in Paris lasted 5 months).

The period of 1920-1948 is characterised by broad reorganisation of activities of IOC, NOCs and IFs as well as the improvement in the system of preparation and conducting the Olympic

Games. Increasing popularity of the Games is shown in stabilisation of the Olympic program and the development of the Olympic ceremonies. The Olympic village was also introduced for the first time in Paris in 1924. In addition, political, economic and moral problems, which affected the world heavily impacted on the Olympic Games. The First and Second World Wars precluded the organisation of three Games.

The Games held after the Second World War were also at the centre of political and moral controversies. Boycotts and the tragedy in Munich were the most serious consequences of that complex and contradictory period. These years brought up a dispute over the question of amateurism and the medical problems of high performance sport as doping developed rapidly. On the other hand, intense development of Olympic events for women was observed together with the rapid increase in the numbers of countries and athletes participating in the Games.

Inclusion of professionals into Olympic Games in the period since 1992 was a sign of a realistic attitude toward the status of high performance athletes. Continuous growth in countries and athletes participating, inclusion of new events and media cover made the Summer Olympic Games the largest event worldwide. While the Olympic Games still face political, organisational, environmental, commercialisation and philosophical problems, they have become an integral part of human culture.

Olympic Winter Games

In the beginning of the modern Olympic Games some winter events such as figure skating (London 1908) were included in the events programme. The first real Olympic Winter Games took place in Chamonix in 1924 as a winter sport week. Two years later this sport week was officially recognized as the first Olympic Winter Games. The Olympic Winter Games have always had a difficult time being accepted in the same way as the Summer Games - especially during the presidency of Avery Brundage. Brundage argued that the Winter Games did not meet the fun-

damental Olympic values of universalism and amateurism. He even backed his argument with action, setting an example with the exclusion of Karl Schranz (considered a professional) from the 1972 Olympic Winter Games in Sapporo. Nowadays everything has changed. Amateurism is no longer an issue, the unity of place is no longer important, and even the rhythm of the Games has changed since the 1994 Lillehammer Games. There remains only the contradiction to the universality of the Olympic Idea.

Women and Olympic Games

In the various presentations, the issue of women in sports was discussed. Nigeria, Taiwan, Ancient Greece and Iran were the subject of discussion with regards to the position of women in the Games. We noticed that this was dependent on a matter of cultural differences. In hindsight, with these diversities, the participation of women in the Olympic Games evolved throughout this century. Women are now seen to be participating in almost all kinds of sports, which traditionally were for men.

Paralympics

Ever since the first Paralympic Games in 1960, held in Rome, the Paralympic Movement has been increasing and developing as a separate Movement alongside the Olympic Movement. At present the discussion is still open as to whether the Paralympics should be integrated in the Olympic Games under the IOC or should have their independence.

Olympic Ceremonies and Symbolism

When Pierre de Coubertin created the opening and closing celebrations of the modern Olympic Games he envisioned ceremonies that placed daily life with the sacred realm of *religio athletae*. The evolving format of the ceremonies and the accompanying symbols of the Olympic Movement have been clearly defined and regulated by the rules of the Olympic Charter. There are, however, the

possibilities for these symbols and ceremonies to be enhanced by the cultural heritage of a host country or tainted by the political problems of the world. Schantz proposed that there is a model of trends to help explain the evolution that is apparent in the evolution of the Olympic ceremonies. This model is used to show that ceremonies have shifted from religious to secular, rite to spectacle, lived to visual, national to international, military to civil, traditional to technical, and conservative to emancipative. What ultimately remains, regardless of these shifts though, are the Olympic flag, the flame, the anthem, the athletes, the culture of the host country, and the pure celebration of all that epitomises Olympism.

The Presidency of Avery Brundage

The years of Avery Brundage's presidency (1952-72) were marked by several political and socio-economical factors worldwide which also affected the Olympic Movement. The cold war between east and west and issues of the two Germanys, two Chinas and two Koreas all demanded some form of action by the IOC. As many African states gained their independence the number of African NOCs rose from four to 36. The issue of apartheid and South Africa forced the IOC to take action and exclude South Africa from the Olympic Movement or face the threat of boycotts in 1968 and 1972. Brundage had to deal as well with the first Olympic Games in a developing country in Mexico 1968 and the saddest tragedy in the history of the Olympic Games at Munich 1972. In addition, Brundage was against the inclusion of professional athletes in the Games and he wanted to cancel the Olympic Winter Games.

Olympic Education

One may call this term information, research, or discussion, however, in the end the only thing that matters is that we pass on to people the Olympic message. Any medium is appropriate to transmit Olympism whether it is through school programs,

mass media, the Olympic Games, organized sessions, or seminars. Article six of the Olympic Charter describes one goal of the Olympic Movement as being able to contribute to build a peaceful and better world by educating youth through sport. De Coubertin, as an educator, believed that sport education can be the medium through which one can build a better society. For him, "education means in the first place self-education".

The National Olympic Academies in association with educational institutions should aim to hold a session concerning a wide variety of Olympic topics. As shown by the one example of Dr. Norbert Mueller this aim is already becoming a reality. In Germany, the Olympic ideals are incorporated into teaching on religion, ethics, social studies, arts, music, German and physical education.

Mass Media

The mass media (television, press, radio, photography...) have always played an essential part in the promotion of the Olympic Games and the Olympic Movement. In the first Modern Olympic Games, held in Athens in 1896, there were only 12 accredited journalists since the press displayed little interest in covering the event. The Rome Olympic Games in 1960 started a new era in Olympic history due to their having the first direct and continuous television transmission of the events.

From 1960 onwards, the Olympic Games have been prepared specifically for television and the new technologies. Thanks to the mass media the Games have also become one of the most important international sports event that press covers. Every four years, two-thirds of the world's population watch this spectacle also known by the *"Olympic Games of the Press"* or the *"Communication Games"*.

Conclusion

All the above mentioned aspects of the Olympic Movement are inextricably intertwined. Despite all the turbulence the modern

Olympic Games has gone through, they have continued to progress successfully. The Olympic Movement has become a very complex phenomenological entity and it is an ongoing link to the diverse cultures of this global village - our world! Under the current leadership of President Samaranch, the Olympic Movement is continuing to keep pace with the issues of the modern world as well as look towards the future and the new millennium.

CONCLUSION ON SOCIOLOGY OF SPORT

Introduction

The science of sociology describes and constructs theories to explain the social relationships that make up society.¹ This basic definition includes four important elements: science, theory, social relationships, and society. Sport is one social system among many others. If we describe sport as a social system, we assume that it is made up of social values, norms and rules, which together form a social structure. This provides sport with an unmistakable identity and autonomy. Sport is also distinguished from its social surroundings to which it has specific relationships, receiving benefits from other social systems as well as returning benefits to them. Sport, as part of society has always had a diverse relationship to other social systems, particularly to those sectors that determine our society such as economy and labour. However, the kind and quality of this interdependence can still not be defined clearly. Many sociologists, philosophers, and educators have tried to provide answers to this question. They have come up with a multitude of answers determined by their culture and society.

The Olympic Games, from a sociological point of view, are very attractive. During the last century, many important social changes may have been observed in the festival of the Olympic Games. Athens 1896 was the first great celebration of sport in contemporary history. Nearly three hundred competitors from thirteen countries assembled on a playing field to take part in the Games. On April 6th, 1896, King George I and Queen Olga of Greece opened the 1st Olympic Games, 1502 years after the Roman Emperor Theodosius ended the Ancient Games.

In Atlanta 1996, we celebrated the centennial Olympic Games. The face of the Olympic Games has changed significantly over the past 100 years. As described by Professor Otto Schantz dur-

ing the 6th I.O.A. Post Graduate Seminar, changes may be seen in the following concepts:
from religious to secular
from rite to spectacle
from military to civil
from national to international
from lived ceremonies to visual ceremonies
from tradition to technique
from conservation to emancipation
from direct to indirect consumer

As sport has become increasingly competitive and technical, the athletes themselves have also become more specialized and committed. The high level of technical competence required to compete at international levels has encouraged, if not demanded, that athletes begin their training at the youngest possible age, specialize early, as well as dedicate many hours a day, weeks a year, and years of their lives to developing their skills and honing them to perfection. Sport has moved from the amateur ideals of the Coubertin at the turn of this century, to the present degree of professionalization wherein high performance athletes have made sport their full-time occupations. Professor Beamish introduced the notion of high performance sport as being a full-time vocation for athletes competing at the international level,² not simply as a playful hobby engaged in on a casual basis.

As sport itself has become more lucrative it has become far more serious. Many athletes have sports scientists 'on their teams': sports psychologists, biomechanists, physiologists, even pharmacologists. These specialists are dedicated to preparing the athletes for the demands of competing in high performance sport, a very serious, demanding enterprise.

In his monograph, "Q: What do you do for a living? A: I'm an athlete" "Beamish covered many issues facing the high performance athlete, including myths surrounding high performance athletes.

These myths include: 1) high performance athletes are amateurs; 2) high performance athletes are making tremendous

amounts of money; 3) sport is only a game; 4) athletes can freely choose to compete or leave their sport; 5) it is a privilege to compete for your country; 6) sport and politics don't mix, etc. He also introduced the idea of athletes' rights. If athletes are training and competing for over 30 hours a week, then (according to Canadian labour laws) they are engaged in full-time work. Correspondingly, if they are full-time "workers" then they ought to have certain rights. While all Canadians have certain rights accorded by the Charter of Rights and Freedoms, athletes, as a specialized subgroup of citizens, can not have their rights diminished because of their membership on a sports team.

The following sections are sociological issues relating to sport which were raised in presentations during the I.O.A. seminars.

DOPING - Maria Ludvikova

People are not as concerned about participation in sport as they are with victory and winning. Human performance can develop only to a certain point because it is naturally limited. So what happens if you reach your limit and you want to go beyond it?

Some athletes try to cheat nature by using artificial or unnatural methods such as doping. Doping may be seen as one of the biggest problems in today's sport. A comprehensive definition of doping has proved impossible to achieve, but one of the definitions is as follows: doping is administration of a substance, either physiological or not, which is applied to the body in an unnatural way or in an unnatural amount. 3 The reasons why athletes use doping stems from the pressure society puts on them, and from their own desperate desire to win. It is difficult to solve this problem because the measures against it are mainly repressive and ineffective. I think a better way is to educate people about the adverse effects of doping, and to change attitudes towards winning; that winning isn't everything.

SPORTS FOR ALL - Akiko Thomson

Sports for All, which is part of mass-based sports program, focuses on the need to make people more 'sports aware', and to

provide the opportunity for them to participate. It is not a matter of forcing people to make sports a part of their lives. With regards to 'sports for all' in the Philippines, the socio-economic situation must be considered. As with most other developing countries, the gap between the "have's" and the "have not's" is huge, and the reality is that sport is hardly a priority for the average Filipino. Many Filipinos are more concerned with making a living and getting by on a day-to-day basis, so that sport is, sadly, a luxury. Realizing the need for change in the situation presented, the Philippine Sports Commission is making a concerted effort to make sports for all more of a priority in the country.

I believe that precisely because values are so different amongst nations (and of course, people!), sports officials must be very country-specific when formulating sports development programs.

WOMEN AND SPORTS - Maria Wophill and Fang-Su Li

The father of the modern Olympic Games, Pierre de Coubertin, was not in favour of women participating. Although women were excluded from Olympic Games, the beginning of the 20th century marked a social reform in the women's movement toward emancipation.

In Nigeria and Taiwan, most of the factors affecting participation of women in sport are of a sociological nature, such as marriage, the social status of women in society in general, political factors, economic opportunities, religion, education levels, and cultural differences.

However, the trend has changed with increasing awareness, and more and more women now participate in sports administration and sports competition. The world belongs to all human beings. People have to share in every excitement and success to create a better environment for the future.

CHILDREN IN HIGH PERFORMANCE SPORT - Gabriela Tymowski

Another issue within the wider consideration of athletes and their rights is that of the child athlete participating in high performance sport. With the increasingly technical requirements of

many sports, a significant number of athletes begin serious training at very young ages. In gymnastics, for example, it is not unknown for girls in particular to enter the sport as young as 4 years of age. As the athletes become more and more committed, their lives become wholly dedicated to the sport, and other areas of their lives, such as education and socialization, may be compromised. Additional concerns are paediatric injuries. Training at high intensities, frequencies, and duration predispose the young athletes to injuries. Furthermore, their intense competitive schedules demands that they train and compete while injured. The long term consequences of both physical and psychological trauma are significant.

EDUCATION AND THE OLYMPIC MOVEMENT - Dimitra Lycoyianni

Pierre de Coubertin's opinion was that the sport prepares the body and character for a better life. The mind and body should be in perfect relation. In order to manage this we should be educated on how to connect the two. Olympic education is the key. It is very important for our intellectual, moral, spiritual, and social development.

Through my limited survey in the I.O.A. library for Olympic educational materials for Greece, I discovered that there is a dearth of information for schools. I believe that Greek children should be more informed about Olympism and the Olympic Games. I hope that the future prospects of Olympic education will improve the current situation in this very special and interesting area of study.

SPORT AND VALUES - Zhou Jinqiang

From the lectures, presentations and discussions, I have learned that social values of sport among various sports are quite different, varying from culture to culture, particularly in China and Iran. However, we can still find some universal values which correspond with Olympism, such as fair play, harmony of body and mind, peace and education. Traditional Chinese sports promote balance, through moderation, in sports like Tai Chi (a type

of martial art). Conversely, de Coubertin stressed excess of effort, which could bring on injuries in athletes, in addition to other psychological and physical problems, to attain excellence. To develop the Olympic Movement, it is necessary that we merge the different Oriental spiritual values with contemporary Western values, most prevalent in Olympic Ideals.

In conclusion, from our discussions here over the past weeks, we have come to realise that the issues facing both sport and the Olympic Movement may be considered from a multitude of perspectives. The sociological considerations are only one part of that multi-faceted approach, but is a view which we must consider in our interactions with others in sport: past, present, and future. We need a balance within the sporting culture, a recognition of common values, from the Olympic ideals of *citius*, *altius*, *fortius* on the one end of the sporting spectrum to "sport for all" at the other end.

Notes

1. McPherson, B.D. Curtis, J.E., Loy, J.W. *The Social Significance of Sport: An Introduction to the Sociology of Sport*. Champaign, Ill.: Human Kinetics Books, 1989, p. 5.
2. Beamish, R. and Borowy, J. Q: *What do you do for a living? A: I'am an athlete*. Kingston, Ont: The Sport Research Group, 1988.
3. Voy, Robert D. *Drugs, Sports and Politics*.

CONCLUSIONS ON MARKETING AND PHILOSOPHY

After six weeks of work in the 6th IOA Post-Graduate Seminar on Olympic Studies, it is now time to reflect on our learning experience and to present our conclusions. The task of our group was to examine and evaluate the seminar from a Marketing and Philosophical perspective.

During the session of the seminar, there were a great variety of approaches, perspectives and opinions, concerning the marketing and philosophy materials presented. The relationship between marketing and the philosophy of the Olympic idea has been present throughout the Ancient and Modern Olympic Games. The Ancient Olympic Games were held in honor of the god Zeus, the supreme god of Greek mythology, and a visit to Olympia was also a pilgrimage to his most sacred place, the grove known as the Altis. The ideal athlete was one who combined body, will and mind in *Kalokagathia*.

However, this idea could not be celebrated without the financial support from the various Greek States and the donations of wealthy Greek men. This might demonstrate that even in those days, the organizers of the Games were concerned as to how they would stage the event.

The revival of the Modern Olympic Games by Pierre de Coubertin was influenced by the Ancient Greek Olympic idea and the western values of his times. De Coubertin tried to communicate his assumptions and concepts about peace, internationalism, amateurism sport and other values to all nations around the world. He was convinced that the Olympic idea would help promote universal values such as mutual understanding, friendship, tolerance that in turn would contribute to build a better and more peaceful world. Thus, every four years, athletes from around the world are invited to assemble to celebrate the Olympic idea. Nevertheless, de Coubertin was concerned about the cost

of hosting the Olympic Games and where the money would come from.

Already in 1912, de Coubertin had realized that the increased production costs of the Olympic Games had a "snowball effect". Prior to the staging of the Vth Olympiad, de Coubertin had urged the organizers to conduct "purely athletic, more discrete and intimate and especially less costly Games". However, following the hosting of these Games, the OCOG concluded that in order to carry through properly with the Games, it was necessary to rely not only on the effort of the organizers but also on the largest possible financial resources. In 1913, de Coubertin said that "Around the Olympic Games [had] began a veritable dance of millions; imaginary millions and real millions". When reflecting on the rapid growth in the popularity of the Olympic Games de Coubertin foresaw the following **"The question that arises is not whether they [the Olympic Games] will be celebrated, but how and at what cost"**.

The Olympic Games continued to grow despite the non celebration of the 1940 and the 1944 Olympic Games. During the period of Avery Brundage the IOC was concerned about the loss of autonomy due to the increased influence exerted by economic and political interests. Brundage's strong opposition to the commercialization and the professionalization of the Olympic Games led to a struggle between the proponents of the traditional Olympic ideology and the proponents of an adaptation to the "reality of marketing and sponsorship in the Olympic world itself. His strong position on the compromising of the ideals combined with the rising cost of celebrating the Games could explain the financial difficulties of the IOC at the time. Following his Presidency, the IOC, now under the leadership of Lord Killanin, gradually welcomed the marketing influence in the Olympic Movement. The IOC's reasons for this new opening to marketing were to ensure the continuity of the Games and to create some reserve funds in case of unforeseen events, such as the cancellation of an Olympic Games. "Money, money, money, is the price too high?" (Lord Killanin, 1983). This statement may show his concern about the

following paradox: the need for marketing to support the growth of the Olympic Games and the attempt to keep the Olympic ideals "intact".

During Killanin's Presidency, the IOC's initiative resulted in a new panorama of relations between the Olympic Movement and commercial interests. Samaranch accelerated the process of reform initiated by his predecessor by bringing important financial resources while stressing the need for unity and independence within the Olympic Family. This led to a phenomenal growth in revenues coming from the television and sponsorship rights amongst others. However, in a statement made in 1992, Samaranch indicated that although marketing has become an increasingly important dimension on the Olympic Movement, he said that the Olympic Movement ought to always remember that sport should control its destiny, not the commercial interests. This situation remains a great challenge faced by the Olympic Movement today as the relationship between the Olympic Games, television and sponsors is stronger than ever.

It does appear that the relationship between marketing and the Olympic Games has always been present. In this sense, the challenge that Olympic leaders have been facing and will continue to face in the future will be to find a balance between marketing interests and the Olympic ideals.

**4th JOINT INTERNATIONAL
SESSION FOR DIRECTORS
OF NATIONAL OLYMPIC ACADEMIES,
MEMBERS AND STAFF
OF NATIONAL OLYMPIC COMMITTEES
AND INTERNATIONAL SPORTS FEDERATIONS**

7 - 14 May 1998

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OLYMPISM AND OLYMPIC EDUCATION

by Prof. Norbert MULLER (*GER*)

I. The Embedding of "Olympic Education" in the Olympic Charter

In the following, I would like to introduce you to all articles and sections of the Olympic Charter which, to my opinion, refer to the educational dimension of the Olympic idea (=Olympism).

The abstract is based on the English version of the Olympic Charter (IOC 1997) to which the paging also refers.

Let us start with the "Fundamental Principles" (p. 8).

For our topic, Articles 2, 3 and 6 are of importance.

Article 2 emphasizes blending sport with culture and education. It may seem strange that in this case, sport is not considered as a part of culture. The last sentence of Art. 2 stresses the respect for universal fundamental ethical principles and the educational value of good example as a part of life based on Olympism. A far-reaching demand which is even intensified in Art 3, it clearly defines the harmonious development of man, i.e. the integral education in de Coubertin's sense, as a goal of Olympism. The fact that encouraging human dignity is also defined as a goal to contribute to a peaceful society demonstrates the IOC's sensibility for the issue of human rights when the Charter was compiled towards the end of the 80s. The human rights, however, are not explicitly mentioned as such.

Art. 6 again describes the goal of the Olympic Movement... to contribute to building a peaceful and better world by educating youth through sport. The educational role is limited to sport, i.e. other educational fields -or as we see it in Germany,

other school subjects, like e.g. Religious Education- are not charged with this task.

In Chapter I, The Olympic Movement, Rule 2 (p. 10) describes the Role of the IOC. Art. 6 stresses the promotion of sports ethics and Art. 7 the promotion of Fair Play as tasks of the IOC. In Art. 14, the IOA as an Olympic educational institution is mentioned and its support by the IOC is highlighted. Art. 15 refers to the IOC's support for other institutions which devote themselves to Olympic education.

The Bye-Law to Rule 8 "Olympic Solidarity" defines the objectives of the programmes as promoting the fundamental principles of the Olympic Movement. Art. 5 mentions the collaborating with the various IOC commissions and other institutions pursuing such objectives, particularly through Olympic education and propagation of sport.

Rule 12 "Olympic Symbol", Art. 3 shortly explains the meaning of the Olympic rings.

Rule 14 "Olympic Motto" describes the message of "Citius, Altius, Fortius", namely to excel in accordance with the Olympic spirit

In Chapter III, "The International Federations IFs", Art. 1.3 of Rule 30 touches Olympic education when referring to the achievement of the goals set out in the Olympic Charter as the role of the IFs.

Chapter IV, "The National Olympic Committees NOCs", defines this task more clearly as Mission and Role of the NOCs. Rule 31, Art. 2.1 stresses the goal of the NOCs to propagate the fundamental principles of Olympism through sports activity and to contribute... to the diffusion of Olympism in the teaching programmes of physical education and sport in schools and university establishments. The NOCs must see to the creation of institutions which devote themselves to Olympic education (NOAs, Olympic museums and cultural programmes).

The Bye-Law to Rule 31 and 32 (Art. 9.1, p. 44) explicitly recommends to organize... an Olympic Day or Week which con-

tributes to the promotion of culture and arts in the fields of sport and Olympism.

Chapter V, "The Olympic Games", includes references to the educational mission of Olympism, among others Rule 42 "Olympic Village" (p. 55). Art. 1 mentions the objective of bringing together all competitors, team officials and other team personnel in one place.

Rule 44 emphasizes the Cultural Programme during the Olympic Games as a necessity to promote harmonious relations, mutual understanding and friendship among the participants and others attending the Olympic Games. Art. 1.1 of the Bye-Law mentions the cultural events organized in the Olympic Village to symbolize the universality and the diversity of human culture representing a decisive educational aspect.

Rule 45, "Eligibility Code" (p. 57) demands to respect the spirit of fair play and non-violence for all competitions at Olympic Games. It also calls to refrain using substances which may manipulate the athlete's performance.

Rule 58 (p. 75) describes the Olympic Youth Camp as an optional activity for the local organizing committee (OCOG) but further explanation as to contents and objectives of those camps are missing.

The protocol regulations for the Opening and Closing Ceremonies (Rule 69, pp. 84-88) mention in the Bye-Law the Olympic torch (Art. 1.11, p. 86) and the oath of the competitors and judges (Art. 1.12) including the note to respect the true spirit of sportsmanship.

As a summary, the Olympic Charter valid since 1990 contains manifold educational aspects. They are not always explicitly phrased as educational tasks but must be interpreted as such. The Fundamental Principles (p. 8) in particular contain them in a highly ambitious manner. They form the basis and the "standing orders" for all parts belonging to the Olympic Movement (NOCs, IFs and all those who declare their support).

II. Olympism, an integral part of school education

Outline

The Olympic Games hold a special fascination for the people around the world which cannot simply be explained by the expectation of outstanding sports performances, but also by the internationality of competitors, spectators and cultures gathered together to celebrate this world festival, in a spirit of openness, mutual respect and fair play. Such events, which bring together the men and women of the world, around a fundamentally peaceful idea, are particularly important in our times. The Olympic Idea embodies such values and even the difficulties and excesses which may occur during the Olympics are unable to mar this Ideal.

The Olympic Games are an important subject for school education and learning for two reasons:

On the one hand, they are part of real life which already affects pupils at primary school. They are aware of this exceptional sports event and participate in it through the mass media. It is up to the school to build on this process, in a constructive way, by explaining the significance of this reality which is broadcasted by the media and by channelling, in an educational way, the curiosity and behaviour of the young consumers (emphasis should be given to the explanation, communication and the utilization of the event).

On the other hand, the subject of the Olympic Games could be used as an introduction for an in-depth analysis and orientation of future activities. Its educational application, adjusted to the spirit of the times, can trigger enthusiasm, moral, social and ethical memories and experiences, susceptible of facilitating the integration of children among their classmates and in the world of adults (here, the emphasis should be put on the joy which the practice of sport and team work bring, the gratifying experiences provided by activities which are full of meaning, on the links between school learning and certain phenomena of real life).

It is important to associate, to the extent possible, these two introductory elements to the education process, especially during class work. This objective can be achieved more easily if the subject covered is considered from different viewpoints, by means of varied approaches, by encouraging team work for example, but mainly if it furthers a learning process based on results, without disregarding all the experiences and opportunities which can be found the level of practical applications.

The Olympic Idea

It is not an easy task to explain the Olympic idea in a way which makes it tangible and applicable in the context of a school programme. Pierre de Coubertin, the founder of the modern Olympic Games, wanted to create a mouvement which would culminate in the quadrennial celebration of the Games. What de Coubertin called the "Olympic Movement", should not, in his mind, remain confined within an organizational or institutional framework (IOC, NOCs, Olympic Games). Its followers should also receive moral guidance, an "Olympic Philosophy", what de Coubertin called "Olympism". Olympism consists of a variety of individual values which, according to Hans Lenk's definition, were supposed to give to this Olympic Movement, "a unity of impact". There were very few among the IOC members who really understood what de Coubertin (1863-1937) meant by that, even though they all wanted the Olympic Movement to stand above the other sports organizations because of its "spiritual stature". If we try today to answer the question of what Olympism means in pedagogical terms, we would need to go back to de Coubertin whose ideas are still very much valid today. Without such a basis, we would run the risk of identifying the Olympic Movement with the spirit of the times and to replace its content by its "external aspects", which by no means reflect the "Olympic culture". On the other hand, if we want to apply the Olympic idea to school obligations and activities, we cannot ignore current problems.

What could be the meaning of an Olympic education? We would like to present five characteristics of an "Olympic education"

- the idea of the harmonious development of fulfilled human beings;
 - the idea of man's improvement through the pursuit of excellence, excellence in the sports arena, as well as in the scientific and artistic field;
 - willing compliance, as part of sports activities, with ethical principles such as fair play, equality of opportunities and the will to respect one's commitments;
 - the ideal of peace and understanding among men which imposes, even for small things, the practice of respect and tolerance;
 - the promotion of emancipation within and through sport.
- These ideas which are derived from de Coubertin's statements will now be analyzed in detail.

The idea of the harmonious development of fulfilled human beings.

The education of young people should not only involve their mind and soul, but also their body to an equal degree. In other words, "Olympic education" means the simultaneous development of the body and mind.

The purpose is to develop in young children and adolescents a need for sports practice, all through their lives; they should see it as a means to a richer and fuller existence.

The aims and actions of "Sports for all" are a very important starting point in this direction.

An education guided by the Olympic spirit is open to all, just as much to the student who is far from brilliant or the disabled athlete. In the eyes of Olympism, the experience of achievement does not shape the personality only of top athletes. The elitist idea of de Coubertin, as expressed in the Olympic motto, "Citius, Altius, Fortius" (Faster, Higher, Stronger), refers to the individuals will of athletes to transcend themselves.

The idea of willing compliance within sport.

None of the Olympic values is as much quoted today as that of fair play. In "Olympic education", those who practise sport should be the centre of attention, but on an equal basis. School students, in the context of their own sports activities, but also as part of the delivery of the other teaching material, should learn:

- to respect the rules of sport and of the game (also in life);
- to behave in a fair manner, in order to build their character for all life situations;
- to create in sport, with the help of fair play, a better personal world, which will not be dominated by the contingencies of daily life (and later of professional life).

It is of course impossible, in the field of education, to put a controller behind each student. What is expected is free, willing compliance, a personal "yes" to fair play.

The ideal of peace and understanding among people.

The international character of the Olympic Movement can be taught in different ways in an Olympic education programme.

- Understanding for the cultural specificity of other nations and continents.
- Interest for other sports and other peoples.
- Getting to know the culture of the countries which host the Olympic Games.
- Creation of personal contacts at the level of international sport, in order to promote relations between men, in a variety of ways.
- In almost all German schools there are students who come from a large number of countries. This is also an excellent opportunity to show one's skills, on a small scale, without for getting that sport speaks all the languages. Olympism as an integral part of "world culture", is independent from any financial or ideological considerations, or those linked to the colour of the skin.

The promotion of emancipation within and through sport.

The Olympic Movement today upholds the great principles of emancipation.

Starting from de Coubertin's motto, "all sports for all", the Olympic Movement does not only defend equality among nations,

but also equality among all sports disciplines, not only equality among races, but also gender equality. To convey these ideals to the schools represents a major educational mission. It involves showing tolerance towards the other sex, accepting the most varied forms of physical education and competition sport, strengthening the student's own sense of responsibility through sport. For me, the question of the protection of nature and ecological issues associated with Olympic facilities also represents a challenge for emancipation.

Many teaching resources are involved

The introduction of an "Olympic education", in particular at the primary and intermediate level, may cover practically all teaching courses. In additions to sports lessons which, together with club activities, are the first practical experience which children have, emphasis should be put on practical knowledge courses, plastic arts, music, German and religion. Later, at secondary school level, the programme can be extended to sociology, biology, mathematics and English. Olympic themes can also be handled as part of the different course material or, even better, make the object of a special teaching project, encompassing several curriculum areas, with the opportunity of school excursions or at school centres in the countryside.

When school students organize, within the context of sports lessons, an Olympic pentathlon, when the Olympic rings are chosen as the theme for the arts course, when they study the history of the Olympic Games during a practical knowledge course or wonder why the events of the Winter Olympics are broadcasted at this or that particular hour, when during German or religion courses they consider the concept of fair play and invent their own slogans to encourage fair play, when they organize a sports event or a festive programme for the whole of the school community, then the school has fulfilled its mission. It becomes a field for multiple experiences, based on learning, common daily life and activity.

In the weeks before the Olympics and during the Games, if the holiday dates allow it, the interest of school children will be at its

highest. The age group of 6-12 years where, in our country, there is a large number of children who are members of sports clubs, is very receptive to Olympic themes. Because they already watch a lot of television and this will increase as they grow older, it would be advisable to associate school boys and girls to an argumentative discussion on the problems confronting the Olympic Movement today. Such a debate might lead to a consensus on the subject of Olympic values.

As regards school sport, its place on the value scale should be determined in relation to the areas of "knowledge" and it should undergo qualitative and quantitative improvements. School festivals are important moments in the life of school students, especially from the point of view of their integration in the community. Just as the Olympic Games are the great festival of sport, school sporting events could become, on a smaller scale, important moments in the life of students, from an educational aspect, provided they are carefully planned and staged. In this context, it would be extremely easy to rely on de Coubertin's idea who wanted to associate arts and music to sports competitions, in order to provide them with an aesthetic framework, thus attaining the ideal of harmony.

The idea of human improvement

Any human being and therefore students too, want to give the best of themselves. Sport and the Olympic Games in particular are an expression of human excellence.

Sporting achievements, at all levels, also allow young people to transcend themselves, not to be content with mediocre results or those already achieved, but to optimize all their potentialities. This principle, however, which is often questioned nowadays, could only be defended, in a credible manner, if such individual improvement is achieved through a person's own and honest means, also at the level of top competition sport. Any abusive practices (doping for example) or interventions in man's natural development (genetic manipulation, arrest of growth) will reduce individuals to objects and not contribute in any way to their development in a human sense.

THE CULTURAL AND INTELLECTUAL DIMENSION OF ANCIENT ELIS AND OLYMPIA

by Prof. Nikos YALOURIS (GRE)

When at the down of Greek history, Greece was grievously worn by internal strife and plague as Pausanias (5, 6, 4) informs "it occurred to Iphitus (the King of the Eleans) to ask the good at Delphi for deliverance from the evils, the Pythian priestess ordained that Iphitus himself and the Eleans must revive the Olympic Games".

The significance of this statement is threefold. First is Iphitus' initiative in consulting Pythia not only on behalf of the Eleans, who were his subjects, but of all the Greeks as well. Second is the oracle reply, which acknowledges the special Panhellenic character of Elis and of the sanctuary of Olympia. Actually the ancient Greeks called Elis "Zeus' neighbor" and regarded the sanctuary of Olympia of which Zeus was the guardian, as the earliest religious center, so revered that they avowed its right to assume the problems afflicting the entire land of Greece.

Last but not least significant is the elixir recommended by Pythia for the reconcillation of the Greeks and the banishing of pestilence, is non other than the organisation, or more precisely the reconstitution of the games: a prescription born of deep wisdom and knowledge of the beneficial effect peaceful athletic exercise and noble contest may have, not only on men, but on all creatures on earth.

But what is the meaning of the Greek word *agon* (contest) and *athlos* (deed, exploit) where the word athletics come from? Also what is the significance of the word game, in Greek παίγνιο, and of the relevant verb παίζω? The Greek verb παίζω has a manifold significance; it means to play, but also to compete, to dance and to sing; it means also to play musical instrument. And the substantive which derives from it, that is παιδεία means education,

breeding, cultivation, accomplishment, formation, and παιδιά means sport, play.

It should be added that the meaning of παίζω and of παιδεία or παιδιά and αγών are condensed in the word άθλος or άθλον. The word άθλος or έεθλος or άθλον does not simply mean physical exercise and skill, but also effort emulation and contest; also it means the price.

Athletics were evolved into something more than an ordinary human occupation among many others. The athletic activity of man is strictly connected with his divine provenance, since he follows the example of the Gods, who also practice athletics; they compete each other constantly in the Ilisian fields and defeated the Giants and the Titans, symbols of the chaotic, illogical powers. Men also were respectively inspired from the deeds of the heroes who also, following the will and the plans of the Gods, struggled against the Centaurs and Amazons, other symbols of the untamed wild nature, in the sphere of the myth, or against the Medes, in the historical era.

For this reason the first competition sites were located in the enclosure of the temples, with the Gods as their spectators and as the first mythical judges (hellanodikai) of the contestants. In fact it was to the Gods and the heroes that the foundation of the games was attributed, games which were held in their honour i.e. all the major Greek sanctuaries and the numerous smaller ones, scattered throughout Greece.

Consequently, there is non an accident, that the divine benefactor of men, who endowed them with the most precious gift, the sacred fire, Prometheus, was the same, who taught them also Gymnastics. So highly appreciated the Greeks this kind of activity.

The assimilation of man to the heroes and to the Gods, was the main mission of every sanctuary. Their spiritual duty was to teach that men only through athletics can move away from primitive instincts and awaken and develop their endless physical and mental powers given to him by nature and God in order to become free and complete.

On the contrary, inactivity leads to servitude and servility, as the ancient Greeks used to declare.

So the games in the panhellenic sanctuaries were not a mere spectacle, but a ritual, a god imposed duty of men, resulting from their divine descent, which ensured harmony between the body and the soul and allowed them to practice virtue. In this way gymnastics work together with music, in its wider sense, since both of them, as Plato said (Repub. 3, 410c), are the servant of the soul.

The balanced use of gymnastics and music gave men health, strength and equilibrium, both individually and to the society in which they lived. Through the games the ideal of noble emulation was established (consecrated), which was the basis for the education of youth in all Greek cities and the major incentive for the cultivation and maximum development of man's endless physical, mental and intellectual abilities. The ideal of competition (contests) was so strongly entrenched in the minds of the Greeks, that all their myths are filled with exploits and contests. Contests of heroes against other heroes, against wild beasts and monsters. For arms they did not use magic powers, as the heroes of other peoples, but just their own physical strength, brain, skill and bravery.

The goal of the contest and of athletics was that man acquires the full valorisation of his physical powers and virtues, given to him by God, in other words to crystallise his identity, in order to obtain finally his own specific shape.

The man who succeeds to integrate his own shape is the "virtuous man", whom Simonides the poet (5, 2) describes as perfect as a "square" (tetragonos), that is according to him "sound not only in mind, but also in wind and limb, unblemished in his constitution". The same idea supported also Aristotle (Rhet. 1411b27) "the virtuous man be square" ("ton agathon andra phanai tetragonon"). The non square man is the "ageometretos", who had no access in the Plato's Academy (in front of the entrance of this Academy one could read the inscription "medeis ageometretos eisito" (no one ageometritos is allowed to enter) (Aristot.

Ap. 77b 13), a prohibition, which concerns not only the "ignorant of geometry", but also whom he did not get established his own geometrical shape, the full form of his own species. The man who did not have success in this task is shapeless "aschemos", which means in ancient and modern greek "ugly". And it is only in greek language that ugliness is identified with lack of shape.

These conceptions were cultivated by the priesthood in Greece by means of the major panhellenic sanctuaries; its influence on its destiny has been decisive for as long as it was composed of enlightened men.

This was precisely the time when philosophical thinking, particularly during the presocratic period, was in complete harmony with religious views and the overall education of the Greeks based on a single model despite the variety and the strong contrasts between Greek cities.

The cohesion which characterized the cultural life of the Greek world was due, to a large part, on the close cooperation between the major panhellenic religious centers which all consciously served the same purpose: the balanced development of man and all the virtues with which nature had endowed him. There was never any rivalry between the sanctuaries and they were therefore able to share their educational mission, divided in three entities, among three groups of sanctuaries

- a) The oracular sanctuaries or mysteries, such as Delphi, Eleusis, Dodone and others;
- b) The sanctuaries that cultivated the spirit of competition and athletic feat, among which the sanctuary of Olympia was pre dominant;
- c) The sanctuaries dedicated to Asclepios, like the one in Epidaurus, whose mission was to preserve or restore the health of the faithful.

While the mission of the first group of oracular sanctuaries was to reveal to man his spiritual roots and help him reach a higher level of intellectual and spiritual development, the agonistic sanctuaries, Olympia in particular, strove to attain these same objectives, by cultivating the spirit of competition and athletic

feat, a higher expression of man's need for communication, a communication where the opponents become partners in the building of a better tomorrow.

This, spirit of competition was not limited to physical performances. Fully aware of the interdependence between the matter and the mind and soul which compose the human being, the ancient Greeks aimed at the balanced development of these three elements, to allow man to reach the highest possible level of physical, mental and spiritual well-being. The object of the contests was to develop not one, but the total of man's capabilities for, as Alcmaeon, famous physician and student of Pythagoras whom he succeeded in the Croton school, used to say, the predominance of only one faculty will destroy the harmony of all the human body's functions, thus affecting man's physical condition and making him prone to disease.

This is the reason why in addition to the gymnastic and equestrian contests which were held in the panhellenic religious centers, contests in music (guitar, lyre, flute) and literature were also organized, where poets and writers competed. Alongside the music, literary and artistic contests which were also held during the Pythian Games at Delphi, or the Isthmian and Nemean Games, athletic and equestrian competitions were also staged in these sanctuaries, whilst during the Games in Olympia, art contests and contests for heralds and trumpeters were also organized. But it was above all the men of culture and letters who were given the opportunity to present the best of their philosophical, poetic, etc works to the crowds who had come from all over Greece. Because we know that in the panhellenic sanctuaries and above all in Olympia, next to the athletes one could find all the great representatives of Greek thought (Thales, Empedocles, Gorgias, Isocrates. It is said that Herodotus read part of his history in the presence of Thucydides, who was a young man at the time and who was moved to tears).

The temple of Zeus in Olympia is acknowledged as the most perfect expression and "canon" of Doric temple architecture, while the god's chryselephantine statue, created by Pheidias, counted

among the seven wonders of the world. Painters and sculptors vied for the honour of erecting their best work in the sanctuary of Olympia. Everything beautiful and great that the Greek world had produced was collected in the panhellenic sanctuaries, which had become ideal museums where one could follow the evolution and contribution of Greek civilization throughout its more than thousand-year-old history.

This is especially true for the sanctuary of Olympia, the oldest of all, which had risen as a panhellenic religious center almost two centuries before the other panhellenic agonistic sanctuaries emerged.

What is strange though is that the land to which this sanctuary belonged, Eleia, despite the fact that it was situated on the NW corner of the Peloponnesus, isolated by the rough mountains of Arcadia on one side, and the Ionian sea on the other and far from the big centers of SE Greece, was able to produce such an important and respected sanctuary, the greatest panhellenic center which cultivated the athletic ideal.

What is even more surprising is that the laws governing the contests and establishing the sacred and impregnable character of Eleia, as well as the truce imposed by Elis and the sanctuary of Olympia were respected for centuries even by the great powers of the time, even though the Elean state was never a significant political or military power.

The region of Eleia is at the origin of some of the most fundamental legends and some of the most important worships of the Greek religion, whose influence spread to the whole of Greece. The Greek tribes who were the carriers of such worships and came from all the Helladic regions (Aetolia, Epirus, Thessaly, Boeotia, Crete, Asia Minor, etc.) settled very early on the fertile land of Eleia, bringing with them memories and ties of their old homelands which do not seem to have been altered by time.

The picture of Eleia at the dawn of historic times is the fruit of the marriage between these tribes, their worships and traditions and those of the former inhabitants of Eleia. This picture already contained the sperm of a panhellenic conscience, the fu-

sion of all these diverse but yet related elements. The conditions for the emergence of a panhellenic "koine" were by now present. Under the wise guidance of the priests and soothsayers of Eleia, and the consent of the other sanctuaries, they would establish the sanctuary of Olympia as the most ancient panhellenic sanctuary and the sacred and impregnable status of Eleia, the "neighbour of Zeus".

These facts can explain the oracle of Delphi, mentioned at the beginning, which recognizes the decisive role which Olympia, as the principal agonistic sanctuary and Elis, the city-state entrusted with this mission, would be playing. Elis was a city-state completely different from all others since its main task, at least until the end of the 5th century B.C., was to ensure the organization of the Olympic Games, much more than the management of political and social matters. This state of things was clearly reflected in the agora of Elis, the propylaeum of Olympia, according to Strabo.

The agora of Elis, as well as the rest of the city, was dominated by the buildings that were connected to the Games. Two gymnasium complexes, a palestra, the House of the Hellanodikai and the Stoa of the Ellanodikai. Among them there were temples and sanctuaries, altars and statues, but no edifice related to public and civic activity. Even the city's Boule was housed in one of the gymnasia, the Lalichmion. It is therefore clear that the heart of Elis, the agora, was permeated by the spirit of the Games and that all other political, social, administrative, etc. activities were of minor importance.

Let us add that the oldest and most important state functions were those directly associated with the Games in the sanctuary of Olympia: hellanodikai, mastroi (judges of higher ranking than the hellanodikai), high priests, seers, hieromatoi, theokoloi, nomophylakes (they taught the rules of the Games to the hellanodikai in office), thearoi or theoroi (Eli's envoys to the other cities to announce each new Olympiad), telestai (in charge of sacrifices), thearodokoi (responsible for matters of protocol), etc.

So the complex task of ensuring the operation of the sanctuary in Olympia, as well as the preparation, organization and supervision of the Olympiads was the state of Elis, principal mission, a mission which it was able to accomplish without fail. Remaining for centuries, the main center which promoted an education model based on athletics, helped to promote the ideal of a man who, though firmly rooted on earth can embrace the universe with his mind.

The celebration of panhellenic sports contests in Olympia and the spirit of peaceful coexistence and emulation which dominated during every athletic and cultural activity, helped the Greek world to become fully aware of its common identity and conscience which did not result simply from a common origin and language, but also from shared ideological objectives and a uniform perception of divinity. A divinity that awakens man's inexhaustible potential, bringing him closer to god. This is the direction indicated by Hercules through his labours.

If Delphi was the navel of the world, as the Greeks declared, Olympia and Elis were the navel of Hellenism. The Greeks, however, never kept their outstanding achievements to themselves, nor did they ever allow themselves to conceitedly believe that they were the "chosen people". On the contrary, they disseminated their cultural and intellectual achievements to the East and the West, wherever they settled. The Athenian orator and teacher Isocrates (436-336 B.C.) who, like many others, had urged the Greeks assembled in Olympia to remain united and work closely together, was the first to expand the concept of "Hellenism". He was the first to proclaim that Greeks were not only those who were "born" Greeks, but also those who "shared Greek education", thus making the ideal of Greek education and ideal of an all-human education.

When Greece became part of the Roman empire, Roman officials and even emperors would take part in the games at Olympia, while competing against one another for their knowledge of the Greek language and culture.

Emperor Caracalla, in 212 A.D., extended Roman citizenship to all the subjects of the Roman empire, who they were able to compete in the Olympic Games. Now, in addition to the Greeks, Italians, as well as Egyptians, Syrians, Armenians, Spanish and others, provided they were citizens of Rome and had received a Greek education, could become Olympic victors. The Olympiads had become the property of the world.

The Olympic Games were now universal. As a result, the games lost their strictly Greek character and developed into a world festival.

Competitors, however, still had to remain in Elis for one month prior to the games for the preliminary formalities. In Pausania's times (second half of the 2nd century A.D.) apart from the traditional training and classification of athletes into age groups and events, they also "held performances of impromptu speech and literature of every kind" (Paus, VI 23, 7).

There is no doubt that the original character of the Games had changed; professionalism made its appearance at the end of the 5th century B.C., severely criticized and censured by many philosophers of that period.

However, the ideal of balanced training, the symmetrical cultivation of the body, mind and soul, was still extolled by Plato and Aristoteles.

For most athletes the games remained a means to educate their soul, not an end in themselves. This is why many Greeks who had been proclaimed winners in Olympia in their youth, distinguished themselves in politics, military life, the letters, sciences and arts as mature men. Plato himself had competed as a young man in Nemea, in the wrestling event, and was proclaimed a winner.

The spirit of fair play and the glory of athletic achievement and victory remained alive until the late Roman period. This is confirmed by a plain funerary stele of the 3rd century A.D. that was discovered in Olympia. It was dedicated to an athlete named Kamelos from Alexandria and the inscription reads: "Kamelos from Alexandria, a boxer and victor at the Nemean games died

here in the stadium, while he was competing, after he prayed to Zeus to give him either the crown or death. He was 35 years old. Farewell".

The road to universality was now open to Greek civilization. Greek education would remain a model of an education open to all men, under the emblem of physical exercise and fair competition, throughout the Middle Ages, in both the East and the West. It would blossom again during the Renaissance to become in our modern times, following the revival of the Olympiads, the most significant athletic and cultural event on this planet.

OLYMPIC EDUCATIONAL PROGRAMS AND ACTIVITIES FOR SCHOOLS

by Helen BROWNLEE (AUS)

In 1992, the new South Wales (NSW) Department of Education was challenged to develop a strategy which would involve the students of our schools in supporting the Sydney Olympics 2000 Bid. This "window of opportunity" was the catalyst for the development of a coordinated Olympic schools program involving a partnership between NSW Education, the Australian Olympic Committee and the Sydney 2000 Bid Committee - now replaced by the Sydney Organising Committee for the Olympic Games.

Up to this time, the education focus for schools had been limited to the production of teaching resources for the respective Summer and Winter Olympic Games, and entirely within the jurisdiction of the Australian Olympic Committee.

I count it a privilege today to be able to share with you my experience of creating a viable Olympic education program for schools - an experience I trust each one of you can find transferable in some part, to your own particular area of the world.

This paper is designed to

- a) provide a framework for the development of Olympic education programs and activities and hopefully contribute to advancing the recommended proposal from the 1st Symposium of the IOC Commission for the International Olympic Academy (IOA) and Olympic Education (May 1985).

Report of Ad Hoc Working Group

Olympic Education of Children and Youth

The IOC and the IOA should jointly coordinate and develop an educational strategy for children and youth, including children of pre-school age: rooted in sport as a medium; adaptable in all countries; based upon and utilising existing educational programs

within the Olympic Movement; seeking the advice of professional educators at all stages; and actively seeking the cooperation of UNESCO.

Once a strategy has been approved, the IOA and the IOC should jointly host a seminar for NOAs and NOCs dealing with child and youth education to develop effective methods of dissemination, appropriate to their countries.

b) detail some of the initiatives we are implementing in our schools at this time.

I know of many worthwhile Olympic education programs and activities which are offered to children through the work of your respective National Olympic Committee (NOC) and education authorities. These many of you have generously shared with me. Your ideas and encouragement have been the basis for much of my work - naturally, adapted to suit the Australian education system, our particular curriculum requirements, the lifestyle of our students and the priceless opportunity of Sydney hosting the Olympic Games of the new millennium.

So, where you recognise parallel concepts you can rightly claim to be a contributing partner in the process.

Over the past seven years, there have been several key factors which have contributed to the success of our Olympic programs - for expediency they can be known as the 3 C's:

- Core focus
- Commitment
- Cost effectiveness

The *Core focus* is unequivocally sharing the message of the Olympic Movement with children-providing educationally "sound" activities which enhance learning across all curriculum areas and create opportunities for children to live out the Olympic ideals.

Those who are involved in education know that children love learning. They bring to the table an innate curiosity, energy, honesty and boundless enthusiasm to discover new environments. Now here is this more obvious than in the field of sport where children can learn so effectively by watching each other and by imitating their elders.

What a wonderful platform on which to share the spirit of peace, the values of fair play and respect for others and the joy found in being the best you can be.

Commitment - Despite any one person's drive and dedication for Olympic education you cannot do it alone. For programs and activities to succeed, they must be supported at all levels of the Olympic Movement and at all levels of Government.

Teachers today are faced with a never ending influx of new ideas and programs to fit into a crowded timetable. Without the support of the education authorities, teachers may see their involvement as optional and the success of any Olympic initiative will be limited.

From experience, the most effective implementation of Olympic programs and activities occurs when delivery is through the education authority. A collaborative partnership between the NOC and education ensures credibility of programs and commitment by teachers.

Under the imprimatur of the Minister for Education and the support of the Education Department's Chief Executive, teachers in our schools provide the most valuable asset the Olympic Movement can use to promote Olympism amongst our young people. The level of involvement, enthusiasm and creativity of the teaching profession should never be underestimated. To facilitate support at the school level, we regularly conduct teacher workshops. These days are designed to heighten awareness of the Olympic Movement and develop an understanding of the programs, activities and resources available with which to share the Olympic message in the classroom. The workshops create a stimulating and supportive environment for teachers to interact and develop appropriate strategies for the delivery of Olympic programs across all curriculum areas. As a direct result, in schools right across the state, teachers are using an Olympic focus to enhance current learning practices - adding value to student experiences.

And when you're on a good thing... the NSW Minister for Education has recently taken the concept of Olympic education to his colleagues at the National level and successfully gained a

commitment from all states and territories of Australia for the implementation of Olympic education programs in their respective schools.

Cost *effectiveness* of programs and activities needs consideration upfront - in the planning stages. In today's world, we will always be faced with the dilemma of choice between worthwhile initiatives given limited resources.

It should not be expected that NOCs, education authorities or schools have generous budgets to support the implementation of Olympic education initiatives.

However, sponsor involvement through the NOC can add considerably to the resources available and has been effectively utilised in many countries - notably for the production of Olympic education resource kits.

Priorities need to be established for the conduct of those programs and activities which can be done well - within budget constraints. Fewer projects done well is a preferable position to many projects done not so well! Strategies can also be developed so that programs and activities "piggy-back" on existing curriculum areas and costs are kept to minimal levels.

The Olympic education programs we are currently implementing in the schools of NSW are part of the Olympic 2000 Schools Strategy - a joint initiative of the

- NSW Department of Education and Training (DET)
- Australian Olympic Committee (AOC)
- Sydney Organising Committee for the Olympic Games (SOCOG)

The partnership we have brokered between the Government, the National Olympic Committee and the Games Organising Committee has made a significant impact on the success of our Olympic education programs.

The major programs and activities within the strategy include

- Network of Friendship
- Olympic Resource Kits
- Pierre de Coubertin Awards
- Adopt an Athlete
- Olympic Awareness Week

- Share the Spirit
- Aussie Frog Action

Do not be daunted by this list of programs and activities. As I have mentioned earlier, when Sydney was granted the 2000 Olympic Games, the NSW Department of Education renewed its commitment to Olympic education. We are therefore in the fortunate position of receiving Government support through the funding of a full time Olympic Promotions Officer as well as a limited budget for the resourcing and implementation of programs.

However, this "window of opportunity" is restricted in time so we all face a similar dilemma. Using the 3 Cs as the framework:

- The challenge for you is to determine what programs and activities you can implement in your schools given limited or no funding.
- The challenge for us in Australia, is to decide how to continue this work and what programs to maintain once the funding ceases following the 2000 Olympic Games.

In developing the Olympic 2000 Schools Strategy, we were conscious of the fact that not all of our students would be able to visit Sydney and share in the spirit of the Olympic Games during September 2000; less would have the opportunity to be engaged as volunteers during the Games period and only a select few would actually be chosen to represent Australia in Olympic competition events.

How do you involve the maximum number of students in activities directly related to the Olympic Movement which

- are easy and economical for teachers to administer,
- enhance current teaching/learning practices, and
- provide "value added" experiences for students?

How do you make the involvement attractive to teachers when Olympic education is not a mandatory curriculum area? This is our experience...

The aim of the Olympic 2000 Schools Strategy is "to provide school students with the opportunity to become involved in the 2000 Olympic Games through ongoing education programs and special strategies

which further the Olympic ideals whilst developing a range of skills, effective learning and understanding".

The Strategy encompasses ongoing school programs and special initiatives which promote the Olympic ideals and integrate with the current Kindergarten to Year 12 curricula requirements.

- The *Network of Friendship* program links schools across the world on a one to one basis providing the opportunity for cultural exchange. Links are established with the assistance of the NOC of the countries nominated, and schools with existing overseas links are encouraged to enhance this association through an Olympic focus. Once the communication links are established between the network schools, students exchange information on educational, sporting and cultural activities, as well as Olympic activities. The potential for the program to assist in the development of international understanding and respect for different cultures through this Olympic framework cannot be underestimated.

Thanks to all those NOCs who have supported this program and provided link schools - we are always able to accommodate more schools within the Network of Friendship should you be able to assist.

- The *Olympic Resource Kits* provide teachers and students with specific Olympic reference material and teaching and learning strategies across the curricula. Every two years now we are given the opportunity to focus on the Olympic Movement through the conduct of the Summer or Winter Olympic Games. These resources are commissioned by the Australian Olympic Committee for distribution to all schools across Australia.
- The *Olympic Education Kit* was produced in two versions - Primary (Years 1 to 6) and Secondary (Years 7 to 12) and forms the basic information source for all further resource development.
- The *Olympic Torch Education Kit* was developed specifically to celebrate the Atlanta Torch Relay in 1996 and create a sense of involvement as students followed the route of the Olympic flame from Ancient Olympia to Atlanta.

- The *Nagano Winter Olympic Kit* provided information on the Winter Olympic Games, winter sports and the culture of Japan through, posters, video and student activities.
- A *Sydney 2000 Olympic Education Kit* is planned for distribution in 1999 to highlight the organisation and conduct of the 2000 Olympic Games.
- The *Pierre de Coubertin Awards* recognise senior secondary students (Years 10, 11, 12) who seek to enhance their personal potential through sport. The criteria places emphasis on participation, sportsmanship and the ability to assist others in their sporting endeavours, rather than elite sporting achievements. Students are also required to submit a literacy or artistic work to demonstrate their understanding of the Olympic Movement. Each year schools are invited to nominate one student for the Award which is presented at a special function during Olympic Week. This public acknowledgement provides an ideal platform to increase community awareness of the Olympic Movement and highlights the value of sport in the development of young people.
- The *Adopt An Athlete* program links Olympic athletes to schools with the assistance of the Australian Olympic Committee and the State Olympic Councils. Athletes are invited to nominate a school which is suitable to their work / training / home commitments. The "adoption" relationship is developed between the athlete and the school in support of school activities and our Olympic education programs. This is a valuable opportunity for students to identify with the Olympic Movement through their adopted athlete and to learn first hand of the Olympic experience.
- *Olympic Awareness Week* provides an opportunity for schools to participate in a variety of activities around 23 June, International Olympic Day.

NOC activities may include an Olympic Academy, Olympic Fun Run, Olympic site visits or Olympic exhibitions. The Olympic 2000 Schools Strategy provides for:

- the state presentation of the Pierre de Coubertin Awards and local school presentation assemblies
- the School Speakers Program where the "adopted" athlete or a community member involved with the Olympic Movement visits the school and addresses students
- an "Open Day" at Homebush Bay Olympic Park where students are guided through the various Olympic venues with appropriate learning activities.

Schools are encouraged to plan their own local activities for Olympic Awareness Week which may include:

- Olympic Day to involve the school community. This could have an international or cultural theme linked to their Network school / recent Olympic Games / ethnic background of the community.
- Libracy of artistic competitions about sporting stars, sports issues or the most recent Olympic Games
- Mini - Olympic sports day
- Sports trivial pursuit games.
- The *Share the Spirit Art* program is for Primary school students from Kindergarten to Year 6 utilising three age categories as individual or group work. Artwork fosters the spirit of Olympism through the themes of Sport, Friendship, Multiculturalism and Welcoming the World.

All students who participate receive a sticker and each school selects a number of entries for judging according to their total enrolment of students. The final artwork selected for each age category is used for the SOCOG merchandising program and proceeds are directed to support the Australian Olympic Team.

- *Aussie Frog Action* is a Primary school program to encourage student participation and enjoyment in physical activities and sport.

Students maintain a diary of healthy lifestyle activities for which a system of positive reinforcement is managed by the teacher. The Green and Golden Bell Frog - an endangered species which is native to Homebush Bay, the main site for the 2000 Olympic Games - is the icon used to reward participation

and provide *the* link to the Olympic ideals and tradition. The frog also provides a focus for environmental issues associated with the management of developing a "Green Games" and the opportunity to encourage positive attitudes by children towards sustainable development in the future.

Like the Olympic Movement it promotes the Olympic 2000 Schools Strategy demonstrates a vibrant, adaptable approach which reflects the interests of students and the developments inherent in organising an Olympic Games for the new millennium. Through the diversity of program material, schools have the opportunity to meet the global challenges of the 21st century.

When we reflect on the basic principles of Olympism and the power of the message to provide direction for everyday life, it is clear that through involvement in Olympic education programs and activities our students can develop skills for life, enhance their learning experiences and gain an understanding of those universal Olympic values which contribute to building a peaceful and better world.

What other focus could achieve so much for the young people in our schools?

AN EDUCATIONAL PROGRAMME FOR NATIONAL OLYMPIC ACADEMIES

by Dr. Marc MAES (BEL)

Baron Pierre de Coubertin, born in 1863, showed considerable interest, already at a young age, for the education and training of French youth. Especially during the days that followed the war of 1870, it became evident that young people, more than ever before, needed to be in better physical shape and receive a more comprehensive education. Pierre de Coubertin, who had studied sciences, law and literature, soon proved to be an inspired pedagogue, in search of a system that would give a new impetus to French youth. He was a dedicated humanitarian who has bequeathed to us his ideas on sport, culture, history, ethics, etc. in more than 30 books, 50 leaflets and 1200 articles, basing himself on the physical education systems in force at the time and mainly on the Anglosaxon school system. He had visited, on a number of occasions, English public schools where he had been most impressed by the importance given to sport and physical exercises in the school curriculum.

The vast experience he acquired from different sport-oriented education programmes, as well as the early discovery of certain initiatives involving the staging of modern Olympic Games, in particular that of Dr Brooks at Wenlock in England, convinced him of the need to begin a crusade for the introduction of sport in the French education system.

As a pole of attraction, he thought of reviving the modern Olympic Games at an international level.

Thanks to the development of the steam engine which established regular transport links and the modern means of communication at the end of the 19th century, many international movements were born and, in particular, the internationalization of sport.

Moreover, many new sports disciplines emerged around sports.

On November 25, 1892, at the Sorbonne in Paris, Baron Pierre de Coubertin expressed the wish of reviving the Olympic Games. These Olympic Games in his mind were just the tip of the iceberg, by means of which he intended to promote his anthroposophic concepts, i.e. the Olympic spirit.

It was only in 1912 that he started speaking about Olympism.

For him, sport was above all a tool for the education of youth and a link to other forms of cultural expression. The text he wrote at the time, known as the "Olympic Manifesto" has given birth, as we now see, one hundred years later, to one of the most important movements of the 20th century: the Olympic Movement. Or to quote Francois Amat's comments on the manifesto: "Sport in modern times is certainly a new school of discipline based on purity. Escaping the frightening bourgeois morality which defines each action as good or bad, it is the first time that a movement provides a different expression of effort and progress, joy and disappointment very close to a state of innocence. The Sorbonne appeal was the first, after two thousand years, to promote international competition as a beneficial activity for mankind.

This is actually the new element which the 1892 Manifesto introduced. Reinventing, modifying competition, it defined the social significance it could have.... "competition makes men equal in their class".

Olympism is a philosophy, a state of mind which, above anything else, wishes to highlight the values which sport generates. From the beginning, the essence of the Olympic philosophy was and remains the individual's cultural fulfilment at a social, cultural, national and international level.

From the "Leopold II College" to the International Olympic Academy

Pierre de Coubertin was a pedagogue who was eager to learn, who found inspiration in education systems which attached special importance to physical exercise and sport. In England and North America he acquainted himself with the school systems in

force and the vigorous expansion of sports clubs. He admired the sports movements which were based on Vicar Kinsley and Thomas Arnold's ideas. He was particularly impressed by the voluntarism of the English. Although he probably thought of it as artificial, he nevertheless appreciated German gymnastics, mainly for its effectiveness and discipline. In his eyes, American youth was destined to a brilliant future through sport, as the American education system combined the English voluntary mentality to German discipline. By voluntary mentality he meant the voluntary choice of accepting effort for the sake of effort which led, in the end, to a discipline that was twice as effective because it had been chosen freely. This and other detailed studies led him to the conclusion that there was a close relation between the mentality, the ambitions and practices of people and the way in which they understood and organized physical exercises.

Alongside all this, de Coubertin also discovered, at an early stage as we have indicated before, the first initiatives concerning the organization of Olympic Games, probably at local level: Brooks at Wenlock, Didon in France, Zappas...

On the request of the governor of the Belgian province of Hainaut and the strong support of the Belgian King Leopold II, he designed a new school model, "The Leopold II College" for which he relied on the principle of the Greek gymnasium and the Anglosaxon system mentioned above (Locke, Arnold,...)

The curriculum, which was very original in many areas and very vanguard, contained all the elements needed for a comprehensive education. The day began, without fail, with 30 min. of Swedish gymnastics. During the day, half an hour was devoted to utilitarian gymnastics, with emphasis on life saving, defense and locomotion in different ways and by various means. Finally, the weekly programme also included two times two and a half hours of sports (cricket, rugby, football, lawn tennis and different ball games). Only the higher grades took part in some forms of competition.

In addition to sport and physical exercise, de Coubertin had also provided a lot of time for other cultural courses, music, elocution, photography, theatre,... This system was clearly a precur-

sor of the part-time educational systems which were developed, during the first half of the '50s, at Vanves, Cuesmes, Vlezen-beek,...

The International Olympic Academy

Pierre de Coubertin had dreamed of a cultural institution whose main object would be the study and propagation of the history and content of the Olympic Movement and the Olympic ideals.

To develop his ideas, he knew that he could rely on a close cooperation with, among others, Ioannis Chrysafis, professor of physical education, founder of the Athens Gymnastic Academy and technical organizer and director of the interim Olympics of 1906. Together with other Greek personalities, Chrysafis wanted to revive the ancient gymnasium. The main proponent of this idea was the Hellenic Pedagogical Association for Gymnastics. In fact the objective was to create an ancient gymnasium linked to a popular university of an international character.

Ancient Olympia remained the great symbolic centre of Olympism, at the centre of all de Coubertin's projects. In his eyes it was the unique place for underscoring the link between the ancient Olympic Games and the modern Olympic Movement. Until his death, he never stopped promoting this link. Coubertin had met a German professor of world renown in the field of physical education and sport and strong supporter of the Olympic ideals, Carl Diem. He held him in high respect, not only for his knowledge of the Olympic Movement, but also for the interest which Diem showed for an institution like the International Olympic Academy. It was also Carl Diem who had proposed and organized the first Olympic Torch Relay from Athens to Berlin in 1936.

During the IOC Session in Athens, in 1934, a first contact was made that would later lead to a lasting friendship between Carl Diem and John Ketseas, Secretary General of the Hellenic Olympic Committee. As history would show, this first contact was decisive for the foundation of the International Olympic Academy. Diem traveled many times to Greece and had the opportunity to present his projects about the IOA to Ketseas and discuss them with him.

After lengthy talks and discussions, without forgetting World War 2, the IOC and the Hellenic Olympic Committee finally gave the green light for the creation of the International Academy in the summer of 1961 in Olympia, at the foot of the Kronion hill, right next to the ancient stadium and the impressive Altis. In addition to the two pioneers, Diem and Ketseas, we should also pay tribute to Otto Scymiczek, the Dean of the Academy, who strongly influenced its evolution and operation for many years (1962 - 1990). His contribution to the efficient running and world reputation of this institution was decisive. From 1961 to 1969, the Academy held one annual session. After that, its activities have been growing steadily thanks to the dynamic management of President Nikos Filaretos and Dean Konstantinos Georgiadis.

With the support and advice of the International Olympic Academy, more than 70 National Olympic Academies have been established until now.

The National Olympic Academies

Most education programmes focus on Olympism and all the values which support this concept. This is, of course, a very interesting and important starting point to give direction to young sports administrators.

In order to learn more about the different educational initiatives of NOAs, we have carried out a survey in Europe.

Survey

1. Questionnaire

The number of National Olympic Academies has gone up from 43 in 1991 to 49 today.

The questionnaire which is sent to all European NOAs could not always be completed right away by the new Academies. Furthermore, questions were sometimes interpreted in different ways, which made their analysis and summary presentation in a single table very difficult. The questions had been divided in three chapters

I. A first series of questions related to the Olympic Academies.

- II. A second group of questions investigated the possible interest for the development of a European-wide initiative to support the administration of sport.
- III. A third question investigated the possibility of a cooperation agreement between a National Olympic Committee or an Olympic Academy and universities.

2. Processing of answers

49 NOCs answered the questionnaire. We have tried to present these answers in a summary table. The answers which contained nuances were indicated by an asterisk which referred to the examination of answers for each question.

Comments on the answers

Part I

Question 1: Does your National Olympic Committee have an Olympic Academy?

It is very satisfactory to see that most National Olympic Committees have founded an Olympic Academy. On the other hand, some NOCs in relatively small countries, have stated that it would be difficult, if not impossible, for them to create an Academy.

The Luxembourg Olympic Committee only organizes courses in collaboration with the Ministry of Physical Education and Sports.

The French Olympic Committee has been interested in education for quite some time, but has only recently decided to establish an Academy which is not yet fully operational.

The Turkish Olympic Committee has an Academic Commission and will soon be creating an Academy.

The Hellenic Olympic Committee has no National Olympic Academy, but has devoted since 1961 a lot of energy and resources to the development of the International Olympic Academy (IOA). Moreover, the IOA has been taking a number of national initiatives.

Some National Olympic Committees have an Olympic Academy which consists of a number of different departments, as in the

case of Romania (12), the Ukraine (20), Russia (9) and France which has one for each region. Belgium has 10 Provincial Olympic Committees many of which pursue educational activities. The Hungarian Olympic Academy meets each time in a different region of the country, at the time of an important exhibition. Italy, in addition to its Olympic Academy, also has an Education Department, the "Divisione Attività Didattica della Scuola dello Sport", whose role is to design and offer educational programmes and support national sports Federations.

Question 2: Is your Academy promoting Olympism?

This really superfluous question got an affirmative answer from all the NOCs which have founded an Academy.

Question 3: Is your Olympic Academy also focusing on the management and administration of sport?

There are few Olympic Academies which have taken educational initiatives relating to sport management. Some Academies do it in cooperation with other organizations: their National Olympic Committee, confederations, university institutes or agencies, as in the case of Austria, Belarus, Lithuania and the Czech Republic,....

The Educational Department of the Italian Olympic Committee organizes different courses, of short or long duration, on sport management. In France, some regional Olympic Committees organize courses for club managers, which is very important for the training of sports administrators at grassroot level.

Question 4: How many days a year does the Olympic Academy meet?

The answers to this question were extremely varied. Some Academies organize an educational event only one day (d) each year, others for several days, sometimes weeks (w) and, finally, even months (m).

Question 5: Who attend the Olympic Academy?

Again the answers to this question were very different; in most cases, participants are students (S), athletes (A), sports leaders (L), coaches (C) and scientists (Sc).

A number of Academies also try to involve doctors (D), journalists (J), administrators (Ad), referees (R), businessmen (B), artists (K) parents of athletes (P) in their activities.

Question 6: Are diplomas - certificates delivered?

Only 18 Olympic Academies deliver certificates. It goes without saying that it would be interesting to know the value of those certificates and whether they are recognized by sports administrations, universities, etc.

Questions 7: Is there a possibility that your National Olympic Committee creates an Olympic Academy?

Out of the 11 NOCs which stated that they do not have an Olympic Academy, 5 expressed their intention of founding one.

The Hellenic Olympic Committee wishes to continue the development of the International Olympic Academy.

Part II

Question 1: If the European Olympic Committees decide to create a European network, would your National Olympic Committee be willing to take part?

We should point out here that many National Olympic Committees, namely those of Luxembourg, France, Italy, Portugal and Spain, have already joined the European project MEMOS (European Masters in Sports Organizations Management) whose object is to provide university training in sports management and which is aimed at the administrators of European sport.

Such training is part of the overall policy of the European network of Sports Science Institutes, in particular the Sports Management Committee.

The object of the Committee is to develop training programmes which meet the economic and social requirements of the sports movement.

Question 2: Would your National Olympic Committee be ready to participate in the costs?

Many National Olympic Committees answered this question with much hesitation, especially the NOCs of countries whose economy is still being developed. Some NOCs questioned the IOC's role in this field.

Question 3: Do you think that the course should be organized once a year? In one country or more?

Almost all National Olympic Committees stated that one annual course should be sufficient and, preferably each time in a different country. Preference should be given to countries which have more experience. Distance learning should also be promoted and working in different countries may create and strengthen bonds of friendship.

Part III

Question 1: Has your National Olympic Committee concluded a cooperation agreement with the university in your country?

28 NOCs stated that they had some form of cooperation with universities.

Comments showed that this cooperation is systematic only in a few cases. Most of the time, it is limited to participation in the courses taught by the university.

Comments and conclusion

The fact that in Europe alone, 24 Olympic Academies have been established, while five more are under way, shows that National Olympic Committees are more and more interested in Olympism and Olympic education.

Propagating the Olympic ideals and disseminating the history of the Olympic Movement has been one of the basic tasks of the International Olympic Academy from the very beginning.

An analysis of the small survey that was carried out among European NOCs to determine the contents of their education activities, has shown that as regards the training of sports leaders, very few Olympic Committees have taken any initiatives until now, but that they all want to change this situation. The survey also showed that several National Olympic Committees have already tried to secure the support of other institutions - universities and private training institutes - so as to conclude cooperation agreement for the training of sports leaders.

Moreover, we have seen that European universities have reached a mutual cooperation agreement, through the European Network of Sports Science Institutes and its Sports Management Committee. Numerous initiatives relating to sports management, sometimes quite heterogeneous, are being developed nowadays.

It goes without saying that it is very difficult to cover with one single programme the needs of different target groups. An attempt is currently being made to draw up an inventory of all potential target groups, at European level. Based on this work, those in charge of the European Network will develop and present programmes for the different education levels.

In our opinion, it would be a good idea for European NOCs to organize themselves also in the area of sports management, at least by creating an information platform. The flow of information from the National Olympic Committees which already have a tradition in this field to those which still face major needs, is totally compatible with the aims of Olympic Solidarity.

All National Olympic Committees are in favour of annual contacts on some management issue. Overall, they have opted for the organization of such meetings in a different host country each time. The International Olympic Academy could play a coordination role, in cooperation with the European NOCs.

As regards funding, many countries whose economies are still developing will have to look for alternative sources of financing.

To achieve effective cooperation at European level in the field of education and training, we believe that a good cooperation agreement should first be signed with the universities. This is already the case in many countries, not only as regards educational initiatives, but also in the area of sports research, especially as regards the monitoring of the physiology of sports effort.

The introduction of professional management techniques in sport, from the base to the top, is unavoidable in my opinion. We know that in all European countries, sport mainly relies on the contribution of voluntary workers. Our purpose is certainly not to replace these volunteers by professionals, but to give the necessary input that will allow them to work as professionals.

In so doing, we would increase their job satisfaction and success, to say nothing of the advantages this will mean for the sports movement in the wider sense.

The Belgian Olympic Academy

Under the impetus of Chevalier Raoul Mollet, a session was organized as early as 1982. In addition to the fundamental principles of Olympism, special attention was given to the different issues to which young sports administrators are more and more confronted. This session, which was spread over a whole year, was held on Saturday mornings and during a number of evenings.

In 1989 and 1990, a medical session was organized. Feedback from federations, members of the Belgian Olympic Committee, indicated that they wanted a new general session.

A new session was thus held in 1992, mostly on topical issues, which helped young sports leaders to keep abreast of developments in order to contribute to the reformulation of a sport policy, a policy which is becoming more strongly professionalized, as the principles of "self support" and management gain ground every day and the demands of athletes, who are increasingly becoming more professional, are more concrete and more rigid.

Moreover, the evolution of values and standards in everyday sports life makes it necessary to review and rethink the aims of education.

It is therefore imperative to place Olympism and the values it represents at the centre of any training initiative in the area of sports management.

The administration of a sports federation or organization is no sine cure at a time when marketing, TV rights, sponsoring and commercialization are proving to be almost as important as sports performances. The responsibility of many sports leaders has become much greater than what it was a few years back. Many sports federations should operate much more as real enterprises whose managers draw up plans, follow up their implementation and the carefully studied initiatives. However, it is impossible for them to have the necessary competence in all the areas of sport. So, they should know where to turn for solutions. They should have around them a network of experts on organization, communication, legal aspects, sports medicine, financial and fiscal issues, marketing, ethical problems, etc.

The object of the Belgian Olympic Academy is, above all, to propose the necessary know-how and all related information to help young sports leaders to effectively respond to this complex challenge.

The Belgian Olympic Academy's organization structure rests on three pillars. First, the two full weeks of courses, lectures, discussions and debates which are held in a convention centre with accommodation for one week each time. The academic year begins and ends with this full week. The most distinguished national and foreign experts are invited to deliver these courses.

They cover the following subjects

- communication
- sports organization at different levels: clubs, federations, regional, community, national, continental
- the medical aspects of sport
- the legal aspects of sport
- laws on sport
- the financial and fiscal aspects of sport
- marketing
- management techniques
- the introduction of new information technologies, namely Internet, E-mail,
- sports administration

During the week of the course, discussion groups are formed and participants exchange views on certain topics which are related with Olympism: sport and integration, sport and the environment, sport and violence, sport and money, women in sport, sport and the disabled,...

At the end of the week, the groups will present the results of their discussions during a plenary meeting. During the debate, sports ministers, sports officials, IOC members, European commissioners or high officials, media representatives, top athletes, Olympic coaches, are invited to take the floor on subjects such as sport in Europe, the relation between coach and trainer, the ethical aspects of sport, etc.

Between these two weeks, specialized sessions and workshops will be held. The specialized sessions are organized in collaboration with the commercial partners of the Belgian Olympic Committee and devoted to different topical sports issues: sport and television in cooperation with TV networks, sport and insurance, with the contribution of an insurance company, sport and publications, sport and information systems, etc.

The object of the workshops is to find practical solutions to the problems which course participants face, under the guidance of experts: elaboration of a commercial plan, a communication plan, a marketing plan for the federation, consideration of legal, fiscal, financial problems related to the legislation which may arise and their solution, information on crisis management, stress management, techniques for organizing meetings, etc...

After the last week of the course, participants have to pass an oral and written exam. They are also requested to present a final paper to a jury.

Those who pass will receive their diploma during a special academic ceremony. Each time we are pleased to note that the people who have completed an Olympic academic year, are very satisfied with the knowledge they have acquired, the opportunities they have been given and, above all, the wealth of relations they have developed. In fact, the Academy creates Olympic ambassadors, cross-border friendships, the very best that Olympism has to offer.

NOCs/Questions	I							II			III
	1	2	3	4	5	6	7	1	2	3	1
Albania	+	+	+	10d	S,T,C,Sc	+		+	-	+	+
Andorra	-					-	+	-	+	-	+
Armenia	+	+	-	10d	S,T,A	+		+	+	+	+
Austria	+	+	+	6d	S,T,Ad	-		+	+	+	0
Azerbaijan	-						+	+	-	+	-
Belarus	+	+	-	1-2d	S,T	-		-	-	0	+
Belgie	+	+	+	2w+10d	S,T,L,Ad,D	+		0	0	0	+
Bosnia-Herzegovina	-						+	+	+	+	+
Bulgaria	+	+	-	5d	S,L	+		+	-	+	-
Croatia	-						+	+	+	+	+
Cyprus	+	+	+	2d	S,T,A,R	+		+	+	+	+
Czech Republic	+	+	-	2d	S,L	-		+	+	+	+
Denmark	+	+	+	1d	S,L	0		+	0	0	+
Estonia	+	+	-	1d+m	S,T,A,C,Sa,J	+		+	+	+	+
Finland	+	+	0	1-2d	S,Ad,Sc,B	0		0	0	0	-
France	-*						+	+	+	0	-
Fyrom	-										
Georgia	+	+	-	6d	S,P	+		+	+	+	-
Germany	+	+	0	0	0	0		+	-	0	+
Great-Britain	+	+	-	3d	S,T,A,C,L	-		+	-	+	-
Greece	-*						IOA	+	0	+	+
Hungary	+	+	+	6d+m	S,T,A,C,Sc,Ad	-		+	+	+	+
Iceland	+	+	-	6-8d	S,T	-		+	-	+	-
Ireland	-						-	+	-	+	-
Israel	+	+	-	1d	S,A	+		+	0	0	+
Italy	+	+	+	3-4d	S	+		+	0	0	+
Latvia	+	+	-	2d+m	S	0		+	-	+	-
Liechtenstein	-						-	+	+	+	-
Lithuania	+	+	-	1d+m	S,T,Sc	+		+	+	+	+
Luxembourg	-*						-	+	+	0	-
Malta	+	+	-	1d	L	0		+	0	0	+
Moldova	+	+	+	1d+m	S,T,L	+		+	+	+	+
Monaco	-						-	+	+	+	+
The Netherlands	+	+	+	1d	S	+		+	0	0	+
Norway	+	+	+	3d	A,C	0		+	+	0	+
Poland	+	+	-	4-5d	S,T,Sc,A,J	+		+	+	+	-
Portugal	+	+	-	20d	S,T,A,L	+		+	+	+	+
Romania	+	+	-	2d	S,T,A,Sc	-		+	+	+	0
Russia	+	+	-	3-5d	S,T,C,L	+		+	0	+	-
San Marino	-						-	+	+	+	-
Slovak Republic	+	+	-	0	0	0		0	0	0	+
Slovenia	+	+	0	8d	Ad	-		+	+	+	+
Spain	+	+	-	1d	S	+		+	+	+	+
Sweden	+	+	-	6d	S,T,A,C	-		0	0	0	-
Switzerland	-						-	-	-	-	+
Turkey	++	+	-	20d	S,T	-	+	+	+	0	+
Ukraine	+	+	+	10m	T	+		+	0	+	+
Yugoslavia	+	+	+	7-10d	S,T,C,D,Sc	+		+	+	+	+

Survey NOC's 10/12/96

Legend: + Yes, - No, 0 No answer

THE BASIC ACTIVITIES AND WAYS OF FUNCTION OF A NATIONAL OLYMPIC ACADEMY

by Dr. Anibal JUSTINIANO (POR)

The International Olympic Academy

In 16 March 1937¹, less than 6 months before his death, Pierre de Coubertin would write."

"I have not succeeded in leading what I wished to improve up to the end... I believe that a Centre of Olympic Studies will help preserve my work and enable it to proceed, and, more than anything else, it will keep it safe from the mischievous track I fear."

This Centre of Olympic Studies, in his opinion, should study and examine the development of Olympism, the way to apply and adapt it to the contemporary world society, as well as the pedagogical value of Sport.

On the 19th June 1947, at the 40th session of the International Olympic Committee in Stockholm^{2,3}, Jean Ketseas, Vice-President of Hellenic Olympic Committee, presents a proposal that was co-elaborated with Carl Diem, where they required the creation of a centre of Olympic Studies. However, this proposal did not get the expected approval and was overruled!!

Nevertheless, the seed had been thrown onto the ground and it would soon sprout.

Sigfrid Edstrom, a Swedish of great moral stature who had shared the foundation of the Olympic Movement with Pierre de Coubertin and Henry Ballet-Lattour, was the President of the International Olympic Committee at the time.

He had been aware of the importance a Centre of Analysis of the Olympic Movement would hold, which allowed him to put forward the necessary corrections of his real aims. He had once formerly stated: *"The renewal of the Ancient Olympic Games and its adaptation to modern times is the means that the Olympic Move-*

merit uses in order to achieve its highest goal: to improve the Human race, not only physically, but also to provide it with the nobility of a greater spirit and, thus, strengthen a better understanding and friendship amongst Peoples."

Therefore, it's not strange to recognise **the birth of the International Olympic Academy on the 28th April 1949** (by unanimous decision of the International Olympic Committee at its 43rd session in Rome), as a consequence of Jean Ketseas and Carl Diem's diligent work and support.

However, it is not before the **14th June 1961**, the same date as the Ancient Olympia Stadium was handed over to the Greek Government, that the **first Annual Session of the International Olympic Academy (IOA)** (under Jean Ketseas' presidency and its Dean's, Prof. Otto Szymiczek, wise guidance) took place before 31 representatives of 24 National Olympic Committees.

In a meaningful ceremony, the Olympic *Fire/Torch* is lit by the temple of Hera. It's led through the *Krypta* and enters the Olympia Stadium as a symbol of the message for peace, equity, tolerance, mutual respect and multiculturalism, expressing the moral values of Olympism philosophy to the ones present.

Since then, IOA's sessions for young holders of scholarships sent by each National Olympic Committee have taken place every year.

The primitive facilities of the IOA were installed at the foot of Mount Kronion. They consisted of simple military tents that lodged groups of six youngsters. Friendship ties, many bound to last, are developed here as it had been foreseen by de Coubertin.

Slowly, with the intervention of the IOC Commission to the IOA, as it's defined in Rule 2.14 of the Olympic Charter⁴, new and more adequate facilities for the activity of the IOA have appeared, which have made it possible for the IOA to enlarge its action of formation.

As Onto Szymiczek said at the 1983 IOA Session for Young People: *"Within a short time after its foundation, the IOA was widely accepted as the spiritual centre of Olympism, a centre of radiance."*⁵

From 1971 on, the IOA has spread its activities to other areas where the sports phenomenon occupies a relevant role. It has organised several sessions in Olympia specialised for members and leaders of National Olympic Committees, International Sport Federations, directors of National Olympic Academies, sport doctors, coaches, Physical Education teachers and journalists.

The National Olympic Academies

But the International Olympic Academy can not lodge all the young athletes that will eventually play the role of educators in their own countries, even though that had previously been its desire.

Thus, it becomes imperative that those who had the privilege to share Pierre de Coubertin's ideals in the sacred Altis at Olympia and understood his objectives will put them in practice in their homelands.

Meanwhile, the Olympic Games had conquered the world, but at the time only athletic deeds and medals mattered. The moral valued and the philosophy of Olympism were soon to be forgotten.

Therefore, it was important to develop some action of formation for the several intervenient agents, where the basic lines of Olympism would be analysed. This could only be done by the National Olympic Committees, which were already overwhelmed with the economic, technical and organizational problems resulting from their representations in the Olympic Games.⁶

The National Olympic Academies (NOAs) start to flourish then as a chance to gather the several scholarship holders coming to Olympia every year.

The first National Olympic Academy is born in 1968 in Spain, due to Conrado Durantez's work and dedication.⁷

Many others would follow it. One must refer to Prof. Otto Szymiczek's action in the regular appearance of NOA's.

During a meeting of representatives of NOA's in 1983, he presented a project to the formation and action-plan of a National

Olympic Academy in close connection to that of the International Olympic Academy.

One of the present ones at the meeting, Juan Samaranch, expressed the hope that every National Olympic Committee could soon have their own National Olympic Academy and promised the support of the International Olympic Committee through the funds from Olympic Solidarity.

Nowadays the importance of the NOA's is decreed in the Olympic Charter, Rule 31, amongst the missions of a National Olympic Committee. On paragraph 2.1 one may read: *"The National Olympic Committee will give out the essential principles of Olympism in their national plan, in the objective of sport activity, and will contribute, among other things, to divulge Olympism in the curriculae of Physical Education and Sports in schools and universities. Above all, it will promote the creation of institutions dedicated to Olympic Education, the creation and activities of the National Olympic Academies, Olympic museums and cultural programmes related to the Olympic Movement."*

Creation of a National Olympic Academy

A NOA is an organism of the National Olympic Committee. It must have the autonomy to develop a scientific orientation and to define its own programme of activities, which are decreed in the statutes of the Olympic Committee to which it belongs. The Olympic Committee will provide it with the appropriate funds for the development of its activity as pointed out in the Olympic Charter.

It must have its own Board of Directors, who will keep a close connection to the National Olympic Committee.

I will present the example of the Olympic Academy of Portugal, to which I belong, to document the present ideas.

In the Statutes of Olympic Committee of Portugal one may read:

Article 12, no 3 - The Olympic Academy of Portugal (AOP) is an organism integrated in the Olympic Committee of Portugal (COP) with their own structure and autonomy for the development of the aims who are properly reserved.

The AOP has the following aims:

Study, research and diffusion of the Olympism, to perform the Olympic Boards of Directors, to organize the National Courses and the Selection Contest of the Scholars to the Sessions of the International Olympic Academy.

In the Olympic Academy of Portugal there is eight of elected members among its own members and three others who are appointed by the Executive Commission of the Portuguese Olympic Committee.

Whatever the process of compounding this board of directors is, its orientation, within the National Olympic Committee, should obey to the principles previously defined

- *Scientific autonomy;*
- *Autonomy for the definition of programmes.*

The Objectives of a National Olympic Academy

As in any other structure, it's important to define objectives in the development of the activities of a NOA.

The analysis of the past will allow us to understand the present better and prevent the past and present mistakes from happening in the future⁸.

In our opinion⁹, the objectives of a National Olympic Academy should be the following

a) *Analysis and investigation of Olympic demonstrations, both in the Ancient and Modern Times, its causes and consequences at the educational, philosophical, sport, social and political levels;*

b) *Promotion and encouragement of studies and practical actions of awareness, formation and transmission of the Olympic Ideals, especially among young people;*

c) *Establishment of a closer connection between the Olympic Movement and school authorities, in order to integrate the studying of Olympism in the school curriculae;*

d) *Organization of conferences and lectures on Olympism;*

e) *Maintenance of a close connection with the International Olympic Academy;*

f) *Development of exchange with other Academies.*

When elaborating the programmes that will lead to the defined objectives, the Board of Directors of a NOA must consider two essential aspects

- *the cultural values of their own country;*
- *the sport agents to whom the programmes are dedicated.*

From Theory to Practice

The work of an Olympic Academy may be slow, but it must be progressive and constant.

The target-population must be chosen, bearing in mind that the educators are those who will better exercise their influence upon the sport agents' behaviour.

We dare refer to the way the Olympic Academy of Portugal, as a case in point, is abiding by those objectives and its outcome.

a) Analysis and investigation of Olympic demonstrations, both in the Ancient and Modern times, its causes and consequences at the educational, philosophical, sport, social and political levels

We have defined two ways

1st - The execution of conferences followed by debate-sessions on themes chosen by the Directive Council in the Annual Sessions for Young People or other regular organizations of the AOP by guest lecturers whose competence in these matters is largely acknowledged, though they may not belong to the Academy.

2nd - Annual opening of a national contest among the members of AOPI with the elaboration of original investigation projects on Olympism, aimed at the choice of new scholars for the annual sessions of the International Olympic Academy.

Outcome

- Increasing number of participants in the Olympic Movement in the country, who do not belong to the AOP, by providing them with important reflexion moments for the educational progress of National Sport.
- Constant encouragement of AOP's members in proceeding their preparation and interest about the questions of the part and

the present of Olympism by developing their own formation in these areas.

- Material acquisition for publishing issues aimed at the divulgation of Olympism.

b) Promotion and encouragement of studies and practical actions of awareness, formation and transmission of the Olympic Ideals, especially among young people

The National Olympic Academy should carry out an Annual Session for Young People.

We've chosen individuals with a high educational level out of several different areas of knowledge without privilege, bearing in mind that these will be the leaders of different sport areas in the future, and will therefore play an important role in the education and formation of other young athletes.

A national curricular contest is open (extending to the autonomous regions of the Azores, Madeira and Macau) for young people between the age of 19 and 35. The thirty best candidates are chosen for their academic, professional and sports *curriculae*.

These young people are located in a town (chosen for the interest shown for this activity of the Academy) for a week. A different town is chosen at random every year, in the North, Centre and South of the country.

At this Annual Session, they will work on general themes about *The History of the Olympic Games in the Ancient and Modern Times, The Olympic Movement both in the World and in Portugal, Pierre de Coubertin's personality etc*, and specific themes like *Doping, Sports for All, The role of the Mass Media in the world of sports and the Olympic Games, The role of the Woman in Sports, The Consequences of High Level Sport for the Human Body, The importance of the Olympic Games for the athletes that take part in them, Olympic Candidatures, etc*.

The Directive Council choose the lectures among trustworthy national and foreign figures for their knowledge on the matter, allowing the participation of all in the sessions in an educational and elucidating spirit.

Olympic athletes, who bring their experience and positive criticism, are invited to these sessions whenever convenient in order to clarify some aspects found relevant.

The close cooperation with members of the Executive Commission of the National Olympic Committee is also very useful for both Academy and Committee, as it is a means to intertwine their activities.

Thus, some of the intervenient staff in the conferences and debate-sessions, as in the Opening and Closing Ceremonies of the Annual Sessions, are members of the Executive Commission of the COP.

It's usual procedure to organize artistic contests in the local schools on the Olympic theme, which are promoted by the cultural organisms of local authorities, with the cooperation of the school authorities. During the Annual Session, the projects are shown in an exhibition organized by the AOP.

Outcome

- The acquisition of new members for the AOP;
- The arising, among them, of interest for the diffusion of Olympism in several secondary and sports organisms;
- The nationwide promotion by these new members;
- Exhibitions on the Olympic themes in the secondary schools where they work;
- Organization of sport events among students integrated in the programmes of Olympism diffusion cooperating with the Olympic Academy;
- Motivation of teachers from several areas (Geography, History, Art, Languages, etc) to cooperate in these activities.

c) Establishment of a closer connection between the Olympic Movement and school authorities, in order to integrate the studying of Olympism in the school curriculae

The work of the NOA's at universities and high schools bears an extreme importance.

Some Professors at university have taken part in the organization of activities of the AOP showing their interest for the diffusion of Olympism.

In a private university the theme of the Olympic Movement has already been integrated in the *curriculum* of History of the Physical Education.

Another" school organized a meeting on Olympism with the participation of members of the COP and AOP, as well as that of Olympic athletes, coaches and members of the *mass media*.

On occasion of its 10th Anniversary, the AOP organized a meeting on the topic "*Olympism and Education*" with the participation of some national and foreign university professors.

The Coordination Office for Sport at School organized a meeting on Olympism with the collaboration of COP and the AOP in 1997. This meeting aimed at the formation of elements that took part in the route of the Olympic Flame through Portugal in the weeks before the European Youth Olympic Journeys in Lisbon in July.

Outcome

- The Ministry of Education included the teaching of Olympism and all the themes related to the national and international Olympic Movement (such as the activities of the Olympic Academy of Portugal) in the *curriculae* of the secondary education students with the technical formation of Sports;
- One can feel the increasing interest of some school authorities for Olympism.

d) Organization of conferences and lectures about Olympism.

The activity of the NOAs should not be restricted to the school environment.

There are other fields where the educational action and the diffusion of the NOAs should be felt, namely as far as cultural organisms, sports clubs and associations are concerned.

This has been another aim of the AOP.

Thus, in the whole country, the AOP has been contributing at exhibitions, debate-sessions, conferences and several transmission areas, whenever possible with the collaboration of national athletes.

One must not forget that some members of the COP and the AOP have taken place in these sessions of diffusion and analysis of Olympism.

e) Maintenance of a close connection with the International Olympic Academy

A National Olympic Academy should not exist if its action swerves from the lines defined at the Olympic Charter.

The several actions developed by the IOA must be a means to form Academy members constantly or even for some Olympic Committees to find elements that may lead to the foundation of a new Academy.

Not only the sessions for young people, but also those (like this one) aimed at the holders of direction posts of International Olympic Sports Federations, National Olympic Committees and National Olympic Academies, should receive the necessary support from the NOAs themselves, so that members will be sent to attend them for the opportunity to discuss ideas and methods and to improve their formation and knowledge on the Olympic Movement. Therefore they will be able to understand the work they have been developing in their own countries better.

The AOP has been taking part in Sessions for Young People since July 1962 and all those Joint Sessions.

For the former the Directive Council organizes a national contest among its members through a written project on a theme - usually the one that will be discussed in the Session of the IOA for Young People that year.

The two first qualified commit themselves to cooperate with the AOP's Directive Council, not only in its own Annual Session that year, but also in that of the following year.

Information about the activities which are developed by the Academies every year must be transmitted to the IOA.

Outcome

- The Directive Council promotes research on the Olympic theme among its members.
- The contact to the participants of other countries allows a better knowledge about the international reality and a comparison

of methods for young people, and provides them with a better academic formation on Olympism.

The encouragement resulting from being in touch with the divulgation of the AOP for three years makes it easier for them to organize activities in cooperation with the AOP.

The AOP gains monitors for the development of its own activities.

f) Development of exchange with other Academies

There are linguistic and cultural similarities between some Olympic Academies that make it easier for them to develop common projects. It's only natural that these may be, in the inexistence of a NOA, the possibility to establish an approach with the Committees that may lead to the foundation of National Olympic Academies.

- The Directive Council of AOP has invited two young representatives from every Portuguese-speaking country to its Annual Session.

According to a protocol signed by the Olympic Committee all the accommodation, eating and travel costs are supported by the AOP.

- The Olympic Academy of Portugal has kept a close relationship with the Olympic Academy of Spain since its foundation encouraged by Conrado Durantez.

This cooperation has been mutual through the participation of sessions organized by both academies.

Outcome

- The Olympic Academy of Mozambique was created in February 1997, and the Olympic Academies of Angola and S. Tome e Principe in July.

We hope the Olympic Academies of Cape Verde, Guinea-Bissau and Brazil will soon be a reality.

- Once again, by Conrado Durantez's initiative on the 14th June 1990, the AOP takes part in the project of foundation of the Iberian-American Association of Olympic Academies which was legalized in Santa Fe on 9th May 1996.

It is our opinion that the action of a National Olympic Academy can play a role in the education and formation of the young people's personality through properly practised and led sports, which was so eagerly defended by Pierre de Coubertin until he died.

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OLYMPIC EDUCATION IN AFRICA

by Dr. Theophile TOUBA (CAF)

I would like to express my deepest gratitude personally and on behalf of the National Olympic Academy of the Central African Republic (NOACA) and the National Olympic Committee of my country to President Nikos Filaretos and the Organizing Committee for their invitation to be one of the lecturers at the International Session.

"Olympic Education in Africa" is a rather complex process as regards its objectives. It relies on traditional cultural behavior patterns, as well as on values acquired in a more formal learning context.

The African continent is very vast and composed of many different entities which sometimes have their own particular educational realities; it would therefore be very difficult to put stereotyped labels on each country or to force them to adjust to the same educational mould. African countries in the Sub-Sahara region have inherited from their old colonial masters different sport philosophies and ideologies. Africa has been for a long time a political stake for the great powers which have planted there, on the occasion of preparations for major sports meets, the seed of their sporting hegemony.

So, France, the USA, Russia, etc have offered and continue to offer their sports facilities for the training of African athletes. As a result the fatherhood of any African athlete's victory is quickly claimed by some "sponsor" or other.

Olympic education in Africa, however, remains an ongoing process. More than anything else it is a traditional and therefore a cultural process, since all the daily activities and practices in rural areas contribute to the young African's sports education.

Olympic education in Africa existed before modern Olympism since its specificity is linked to a cultural dimension, i.e., the overall behaviour patterns which relate to daily life.

This paper will be divided in two parts

- I. Traditional and cultural practices as the foundation of modern Olympic education in Africa
- II. Present dimension of Olympic education in Africa.

I - Traditional and cultural practices as the foundation of modern Olympic education in Africa

In this part of the paper I will present the heart of Africa, moral and traditional Africa, where living conditions are hard and where people perform, on a daily basis, strenuous activities which strongly contribute to their physical and sports education.

In fact, every region in Africa has its own district activities and this results in the empirical and informal training of its "athletes" and even if its "Olympic champions".

1. In the savanna regions, the main traditional activities remain farming and hunting which require *endurance* and *agility*.

Farming work is usually manual and therefore strenuous; this means that Africans have to toil hard, but also accept such physical effort.

Hunting is a full activity which has a strong impact on the harmonious development of African children preparing them for sports performances. Already from a very young age (8 to 15 years) children learn how to handle guns (manufactured locally), spears and bows and test their physical endurance and skill during individual or collective hunting expeditions. They are expected to shoot small game (a very mobile target) either with the gun or with the spear, or even with arrows.

Young Africans are therefore culturally and physically ready for the practice of sports like the javelin, foot racing, archery and shooting, provided they can undergo proper training.

2. *Fishing* is the main activity in the African regions which are situated along the seashore, lakes, rivers, etc.

It is practiced in different ways and with the use of different implements; let me just mention nets, *diving* and the *harpoon*. The pirogue will carry fishermen from one fishing area to the other, driven by *rowers* who usually use a pole to increase the boat's speed. Rowers or those using the pole need a lot of effort to propel the pirogue on the water.

The *net* with its lead weights (which sometimes weighs 15 kilos) could be compared to a shot which the fisherman has to throw as far as he can in order to catch fish.

The *harpoon* is an implement which African fishermen use to increase their catches. Its barbed tip gives it stability and shooting power.

Seen from the angle of education and Olympic competitions, activities and practices which are related with fishing, can prepare the Africans who live close to waterways for the following Olympic events

- javelin and javelin throw (harpoon)
- shot-put and putting the shot (the net with its lead weights)
- rowing (the oars or paddles)
- canoeing (the pirogue)

It is thus evident that fishing in Africa provides a full range of natural activities and exercises which when mastered and channeled in a proper way can lead to sports performances.

Farming and fishing however, are not the only traditional activities which contribute to Olympic education on the African continent.

3. In the forest areas, in addition to hunting, mention should also be made to fruit picking for it involves climbing as high as possible, sometimes even to the top of the trees. Young Africans have to secure a good footing on the branches, keep their body close to the tree trunk, use the muscles of their arms and legs in order to keep their balance and maybe jump from branch to branch.

This type of education to which African children are initiated from a very early age will help them develop their agility, suppleness, sense of balance, and muscle system.

If we now place this activity in the context of physical and Olympic education, fruit picking could be assimilated to a gymnasium that provides training to gymnasts, especially those who compete in the parallel bars event.

From what was just said, we will note that fruit picking is an activity that contributes to the training of young Africans and prepares them for competition performances in gymnastic events, provided they receive the necessary support.

4. Pastoral activities are predominant in certain regions of Africa with intensive breeding (bovines, goats, etc). The child that will take the herd to the grazing land can do it on foot or riding on the back of a donkey or horse so, very early, he will learn to control his mount and cross any obstacles he may encounter along the way. In this way, he is being trained for *equestrian sports*. If he receives appropriate preparation, the young African may achieve very good sports and Olympic performances.

Young Africans who help their parents in all the daily chores on the farm have to work hard. The plantations and fields are several kilometers away from the village. Hunting grounds are also at considerable distance.

Children have to cover many kilometers to go to school.

Walking is the only way of accessing these localities, which are far away from one another; it is the only option for the children.

Fishing camps are usually situated at tens of kilometers away from the *fishermen's homes*. To reach them they have to row for hours and the pirogue is the only available means of transport.

It is therefore evident that through the daily activities on the land, which are part of the process of empirical education, young Africans develop a personality and identity which respect the ethics of their society. This education certainly prepares them for sports performances, provided they can receive appropriate up-to-date training and preparation for the Olympics or other sports competitions.

The other important aspect of these traditional activities and behaviors is their competitive character.

In Africa, there are individual traditional activities, but mostly collective activities, which usually take the form of sports competitions. Collective work in the fields will help identify the best farmer of the day. Thus, the man who has cleared or ploughed his plot well, before all others, will be recognized.

Organized hunting and fishing expeditions will identify the best hunters and fishermen (rifle shooters, archers, harpooners, etc).

Pirogue races will reveal the fastest boat and the most daring rowers of the locality.

All these competitions are held in a happy atmosphere, with full respect of the rules and the opponent, in the best expression of fair play. For it is always good for a village on a locality to have its best hunter, its best walker, its best fisherman, its best diver, etc.

All the champions who have thus been identified are often asked to perform tasks, which are useful for the community.

So, the good hunter will usually be requested to free the community from the presence of a wild beast, which terrorizes it. The slain animal will be the hunter's laurel.

Similarly, the best walker in the village will often see himself entrusted with the task of carrying messages to faraway areas, or the occasion of major events in a short period of time.

The best fisherman will have to drive in the space delineated by the net and exterminate any wild animal that might be there, apart from fish (a crocodile for example).

In the light of all this, we can say that usual activities in Africa, farming, fishing, hunting and fruit picking in particular, are an important cultural aspect of education, physical education mainly and contribute to the development of the skills required for a given sport, while encouraging physical effort. This is an empirical education, which is delivered, in an informal setting. Could it be described as Olympic?

We would say yes, because there can be no Olympic education without physical education and because the Olympic Charter, in its version of 15 June 1995, in the fundamental principles, fundamental principle 2 to be precise, provides that: "Olympism is

a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind, blending sport with culture and education. Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles".

The key words of this fundamental principles are embodied in the educational activities of young Africans.

6. Initiation is a great school where young boys (15 - 17 years old) and girls (13 - 15 years old) are trained, at a distance from the village, in camps carefully selected for the physical obstacles they provide. In these camps which are not coeducational, girls are handed over to camp mistresses or older initiates and boys to older initiates. Girls have to undergo excision, while boys are circumcised.

After this first test, young initiates have to go through a very strict education process, which prepares them for adult life. Every aspect is taken care of: hunting, fishing, picking, wrestling, first aid, climbing, solidarity, identifying a wild animal by its smell, cry and traces, recognizing the trails of small game or snakes, techniques for overcoming any danger, identifying landmarks in order not to be lost in the forest.

Throughout the period of initiation, strong emphasis is given to the beauty of the body, which should be a pole of attraction for future spouses.

In Subsaharan Africa, initiation is a school of intellectual, civic and aesthetic education, as well as physical and sports training.

Initiation develops a sense of perfectibility because initiates are made to feel that they are special beings and should therefore be *more agile, run faster, jump higher, overcome all obstacles*, in short be true competitors, but in full respect for established rules. Don't we have here the Olympic motto, "citius, altius, fortius"?

At the end of each initiation period and at regular intervals, competitions are organized between the initiates of two villages, not only in order to evaluate the skills acquired during initiation, but also to identity the new champions in every discipline [racing,

jumping, climbing, swimming, precision games (shooting, archery, throwing the spear against a rolling wooden ball, wrestling)].

The staging of these community games, which gather the best initiates in each sport from every village, can be assimilated to the organization of the modern Olympic Games.

By way of a first conclusion, we could say that the traditional and therefore cultural dimension of the young Africans physical education strengthens the belief that Olympic Education permeates all human activities, provided they contribute to man's moral, physical and mental well-being, the shaping of his personality, his harmonious integration into society and the development of the community as a whole.

The will, which is the foundation of any welcomed effort and joy, the expression of mental and physical well-being, support the traditional education of young Africans.

Of course, rural and traditional Africa, is quite different from urban, modern Africa and the approach to Olympic education is not governed by the same requirements.

II - Present dimension of Olympic Education in Africa

Olympic Education in the urban environment is delivered in a formal setting (school, college) and supported by federations and other sports associations.

In our times, the quintessence of the Olympic philosophy is always the same throughout the world. Its aim is to educate man, at the social and cultural level, contribute to the development of human beings so that they can be independent, free and full of energy, able to play a positive role in society. To achieve this aim, the systematic practice of physical exercises and sports will be required, under the guidance of trainees or specialized coaches.

"The appeal of IOC founder Pierre de Coubertin is unequivocal. Olympism is not a system, but a state of mind. It can make use of the most varied formulas and no race or ear can claim its exclusive monopoly".

In Africa, the influence of the Olympic Movement is evident. The humanitarian aims of Olympism have been the basis of the

development of sport throughout the continent. We can affirm, without any risk of error, that the Africans are moving ahead in full respect of Pierre de Coubertin's concepts.

In the analysis that follows we will present the two possibilities open to young Africans for their Olympic education: "The School System" and the "National Olympic Movement".

A. "The School System"

It includes

- Kindergarten- 4-5 years
- Primary school- 6-12 years
- Secondary school- 13-19 years
- Higher education- 19-26 years

In Africa, the purpose of schools is not only to provide education to children. In the field of physical education and sport the texts are clear and precise. There are official interministerial instructions which make the inclusion of physical education and sport at the various levels of education compulsory and which recommend these two courses as an examination test for the 3d grade and the baccalaureat. This is a clear indication of the state's contribution to the future of its youth and strong involvement in Olympic education, one of the aims of the International Olympic Committee.

In order to present things as they really are in every day practice, it might be useful to look at the different sports activities by age group.

- In kindergarten, 30 minutes are devoted to physical education and sport each day. The course is delivered by the woman teacher who is responsible for the class.

- In primary schools, 1h 30 each week is allocated to physical education and sport. As in kindergarten, the course is delivered by the male teacher who is responsible for the class.

- The two groups of teachers mentioned above are seconded and supervised in their work by specialized pedagogical advisors. It should be underlined that this work is done without a gymnasium or swimming pool. In addition, there are two seasons in

Africa: the dry season and the rains season. When it rains, nothing can be organized, whereas in certain countries sports talents are discovered in gymnastics, swimming or other sports, at this age, and are then followed with the help of appropriate training until they become top athletes.

- In secondary schools and higher education institutions the curriculum will include 2 to 3 hours of physical education and sport each week. Students are properly followed by physical education teachers or professors. At this stage, young people are fully aware of the importance of sport, the respect of training rules and the necessity of systematic preparation to become international athletes.

3/4 of the talented children contemplate enrolling in a sports club or have to leave the country in order to find appropriate training conditions.

- School and university championships are organized and lead to school and university games where champions are identified and registered with the different federations governing their sport in order to be followed closely. The impact of the Olympic Games, records and champions is so strong that they all dream of an Olympic victory. As in the case of kindergarten and primary school, there are no gymnasiums or pools. All activities take place outdoors.

In spite of the obstacles at the level of facilities, I wish to congratulate those who invest part of their time to improve their performance without ever thinking of doping or prohibited substances, a major problem which tarnishes the gold or silver medals won by the big countries and of course also tarnishes the Olympic Movement.

Always at the level of schools and universities, it might be important to underline the fact that NOAs are very active in the area of physical education:

- Participation of school and university students in essay and drawing competitions on Olympic themes;
- Organization, at the level of secondary schools, of lectures-debates on the pacifying and unifying role of sport,

- Organization of local meetings in favour of peace and unity in our countries
- NOAs are taking steps to ensure that the "Olympic Ideal" will become a teaching course in primary and secondary schools.

B. The "Sports and Olympic Movement"

The Olympic Movement in every African State has its own history, which corresponds to the length of time since their independence.

With the exception of the Maghreb countries, Egypt and Ethiopia, most NOCs were founded on the eve of the Brazzaville African Games (July 1965) while the number of Sports Federations varies according to the objectives and priorities set by each African state.

Since then National Olympic Committees have been sending to the Olympics African athletes who actively promote the ideals of the Olympic Movement which are perceived as a factor for the democratization of sport and bringing people together.

The Olympic Games remain the ultimate goal of each young African athlete, since the pacifying role of sport and the Olympic Games have been demonstrated.

Together with the Sports Federations, whose number varies from country to country, African NOCs provide opportunities to all junior and senior categories to practice sport, depending on their physical capabilities and they achieve physical and moral well-being.

Olympic education in Africa is also delivered through other channels, associated with NOCs or more technical bodies responsible for the dissemination of Olympic ideals. These bodies are not active only at school and university level, but also in other areas connected with Olympism. They are the National Olympic Academies which in every African country (it is the case for the Central African Republic):

- Organize lectures-debates with film projections on various Olympic subjects;
- Organize radio and TV lectures-debates.

Mr. President, dear friends,

I have taken you away from the classical domain, which is reserved for Olympic education throughout the world. I have taken you along the various tracks through which Olympic education is delivered in Africa, which, it should be stressed, is essentially based on the cultural dimension of moral practices and behaviour patterns.

It is evident that young Africans are culturally prepared for a quality performance at any sports meeting. There are however, certain negative factors, which affect Olympic education in Africa. In fact, top competition sport, in those times of globalization, has become a national reality before becoming an international reality. It is going through a period of change since Olympic Solidarity, under the auspices of the International Olympic Committee, offers Olympic scholarships of all sorts, but of a short duration, in order to keep a proper balance between rich countries and the so-called developing countries. This balance which the IOC seeks to achieve is often broken by a phenomenon which we call "sports drain", where Africa helplessly watches its top athletes leave for rich countries in search of better training conditions and finally take another nationality, thus depriving their country of origin of the possibility of seeing its name on the list of Olympic winners.

There are numerous examples at major competitions of black Hungarians, English, Swedish or French athletes who bring victory to their adoptive country to the detriment of their native land.

This aspect of the problem which disrupts the Olympic education process in Africa needs to be considered during this International Session of the IOA, the centre for study, reflection and analysis of the problems affecting Olympism. We know that sport has become a major human enterprise. As a result, it involves a number of factors from which political influence cannot be excluded. Whatever we may say, it is the nations, which confront one another through their athletes at the important competitions and at the Olympic Games. All sensitivities and all geo-

political realities have to be taken into consideration in order to allow Olympic Solidarity to create training centres, at regional or sub-regional level, so that athletes would no longer have to leave their country in search of adequate training conditions.

I certainly have not covered all the aspects of this subject. There are many more points that could not be presented because of ignorance rather than the wish to hide them. So I leave it to you to identify them and put them to the discussion that will follow this paper.

THE VALUES OF OLYMPISM AND SPORTS EDUCATION FOR TOMORROW

by Prof. Jim PARRY (GBR)

Concepts of Olympism

Let me try to set out some of the many attempts that there have been made to capture the meaning of Olympism, to try to give a flavour of the idea and its values in all its complexity.

1. Contemporary Official Sources

The first words of the Olympic Charter (1994) state simply the nature and goals of Olympism: Fundamental Principle 2 (p.10) says

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

Fundamental Principle 6 (p.11) says

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

In referring to this goal, President Samaranch appeals to six "basic elements" of Olympic ethics: tolerance, generosity, solidarity, friendship, non-discrimination and respect for others (1995, p.3). Later in the same editorial he says: "The principles which inspire the Olympic Movement are based on justice, democracy, equality and tolerance".

2. *Hans Lenk*

Lenk (1964, p.206) refers to over 30 Olympic aims and values dealt within his book of the same title as the essay, including

- values or religious-cultural import
- festive, artistic and spiritual planning of the Games
- creation of a sporting elite
- performance ideas (records and competition?)
- the equal starting position...
- the Agon
- fair play
- the ancient idea of an unarmed truce... and the movement's... peaceful mission
- making the movement international and independent
- the desire to give the Games the character of the host country
- amateurism
- sweeping aside all cultural, racial, national, religious and social barriers
- uniting all forms of sport on an equal footing at Olympia
- the ancient meaning of the Games in relation to their modern form
- regulating sporting life by looking towards the Olympic Games periodically

The Olympic Idea

For most people, I suppose, the word Olympic will conjure up images of the Olympic Games, either ancient or modern. The focus of their interest will be a two-week festival of sport held once in every four years between elite athletes representing their countries or city-states in inter-communal competition.

Most people, too, will have heard of an Olympiad, even though it is sometimes thought to refer to a particular Games. In fact it refers to a four-year period, during which a Games may or may not be held. So: the Seoul Games are properly referred to not as the XXIV Games (since there have been only twenty-one, three having been cancelled due to World Wars) but as the Games of the XXIV Olympiad.

Few, however, will have heard of "Olympism", the philosophy developed by the founder of the modern Olympic Movement, Baron Pierre de Coubertin, a French aristocrat who had been much influenced by the British Public School tradition of sport in education. This philosophy has as its focus of interest not just the elite athlete, but everyone; not just a short truce period, but the whole of life; not just competition and winning, but also the values of participation and co-operation; not just sport as an activity, but also as a formative and developmental influence contributing to desirable characteristics of individual personality and social life.

For Olympism is a social philosophy which emphasises the role of sport in world development, international understanding, peaceful co-existence, and social and moral education. De Coubertin understood, towards the end of the nineteenth century, that sport was about to become a major growth point in popular culture - and that, as physical activity, it was apparently universalisable, providing a contact point across cultures.

A universal philosophy by definition applies to everyone, regardless of nation, race, gender, social class, religion or ideology, and so the Olympic Movement has worked for a coherent universal representation of itself - a concept of Olympism which identifies a range of values to which each nation can sincerely commit itself whilst at the same time finding for the general idea a form of expression which is unique to itself, generated by its own culture, location, history, tradition and projected future.

De Coubertin, being a product of late nineteenth-century liberalism, emphasised the values of equality, fairness, justice, respect for persons, rationality and understanding, autonomy, and excellence. These are values which span nearly 3000 years of Olympic history, although some of them may be differently interpreted at different times. They are, basically, the main values of humanism.

The contemporary task for the Olympic Movement is to further this project: to try to see more clearly what its Games (and sport in wider society) might come to mean. This task will be both at the level of ideas and of action. If the practice of sport is to be pursued and developed according to Olympic values, the theory must strive for a conception of Olympism which will support that prac-

tice. The ideal should seek both to sustain sports practice against unjust criticism (where it exists) and to lead sport towards a vision of Olympism which will help to deal with the challenges which are bound to emerge (see Parry, 1989 and 1994, pp. 181-2).

- beneficial effects of the example of Olympic competitors
- incentive provided by the possibility of participating in the Games.

3. Ommo Grupe

Grupe's recent paper (1997) addresses de Coubertin's pedagogical concept of Olympism. If you're wondering why his title is in quotation marks, it is because it was taken (without attribution) from a letter of de Coubertin's (1918, Letter IV, p.55): "Olympism is not a system; it is a state of mind."

De Coubertin's idea, he says, was based on five points

i. unity of mind and body

However, de Coubertin (1894) had a more differentiated view "...there are not two parts to a man - body and soul: there are three - body, mind and character; character is not formed by the mind, but primarily by the body. The men of antiquity knew this, and we are painfully relearning it."

And later (Letters III, 1918)

"I prefer to harness a foursome and to distinguish not only body and soul, ...but muscles, intelligence, character and conscience."

ii. self-improvement (developing one's abilities)

iii. amateurism. This value seems to require nobility and chivalry - but de Coubertin was ambivalent about the social inequality reinforced by certain expressions of this value. For example, he fulminates against "the English of England, and on their heels the English of the Dominions" (1924, p.94), alleging against them

"A good sports club in their eyes continues to be a club in which the members are gentlemen on the same level. That was the first condition. They have not succeeded in freeing themselves from it. That is why, in rowing for example, they formerly declared every manual worker a professional. The

university rowers wished to preserve in this way the aristocratic hall-mark of their favourite sport. It took a long time to put an end in theory to such medieval legislation. When it will disappear in practice no one knows."

iv. fairness, and fair play

v. peace

Hans Lenk had pointed out that "*citius, altius, fortius*" may lead us astray, given the dangers for humaneness of politics and commercialism. Grupe tells us that Lenk had added "*humardus*" - but actually, at this reference, Lenk also includes "*pulchrius*" (more beautiful) "to correspond to the five Olympic rings." (1982b,p.228).

Grupe warns us of today's dangers, and asserts that we need a new definition and a new legitimacy. On his account, Olympism today is about

i. Education, self-fulfilment, effort

ii. Fairness

iii. Peace, toleration, anti-discrimination

iv. Sport for All

4. *Pierre de Coubertin*

Now let us remind ourselves of the considered ideas of the founder of the modern Olympic Movement, Pierre de Coubertin. His mature article "The Philosophical Foundations of Modern Olympism" (1935a) clarifies the idea of Olympism: It is i. A religion of sport (the *religio athletae*).

"I was right to create from the outset, around the renewed Olympism, a religious sentiment (transformed and widened by Internationalism, Democracy and Science)... This is the origin of all the rites w'.C.ch go to make the ceremonies of the modern Games." (p. 131)

Roesch (1979), however, argues that this is to misunderstand the nature of the religious life

"Religious life and cultic expressions take part in other forms and contents, such as gesture, attitude, ritual dance, prayer, speech and rites. The individual athlete, no matter what his religion, denomination or ideology, lives and acts, according

to his religious conviction as a Christian, Moslem, Buddhist, Jew and so on... "Olympism" can't take the place of that (p. 199).

Roesch calls the ritual elements of Olympism consciously created by the de Coubertin "pseudo-cultic" expressions (p.200), and he proposes four central values of Olympism, which seem to be entirely secular: Freedom, Fairness, Friendship, Peace,

- ii. An aristocracy, an elite (but egalitarian and meritocratic)
- iii. Chivalry (comradeship and rivalry - suspension of exclusively national sentiments)
- iv. Truce (the temporary cessation of quarrels, disputes and misunderstandings, "...to interrupt their struggles for a moment in order to celebrate loyal and courteous muscular Games."
- v. Rhythm (the Olympiad)
- vi. The Young Adult Male Individual. "It follows from what I have said that the true Olympic hero is in my view the adult male individual," (p.133) who alone should be able to enter the Altis, or sacred enclosure. This means that team games will be at best secondary, taking place outside the modern Altis ("...fittingly honoured, but in the second rank."). It also means that women "could also take part here if it is judged necessary," although de Coubertin himself thought that they had no place even in the second rank. He says:

"I personally do not approve the participation of women in public competitions, which is not to say that they must abstain from practising a great number of sports, provided they do not make a public spectacle of themselves. In the Olympic Games, as in the contests of former times, their primary role should be to crown the victors." (p. 133)

He is at least consistent on this

"I still think that contact with feminine athletics is bad for him (the modern athlete) and that these athletics should be excluded from the Olympic programme" (1934, p. 129). "As to the admission of women to the Games, I remain strongly against it. It was against my will that they were admitted to a growing number of competitions." (1928, p. 106).

There are very important corollaries of this kind of statement. For example, those who simply disparage the Muslim doctrine of "separate but equal development" should notice the echoes of that view in de Coubertin's work, in the practice of the Ancient Olympics, and in the educational ideology of single-sex schooling throughout Europe. And those who, on other issues, call upon the authority of the thought of de Coubertin or of ancient practices to support their views, should notice that such "authority" does not necessarily derive from justifiable principle, vii. Beauty

(artistic and literary creation) - "intellectual manifestations organised around the Games", so as to promote "civilisation, truth, and human dignity, as well as... international relations."

viii. Peace, promoted by mutual respect based on mutual understanding.

ix. Let us also add: participation and competition. De Coubertin (1935b, p.19), said in London in 1908

"Last Sunday, in the course of the ceremony organised at St Paul's in honour of the athletes, the bishop of Pennsylvania recalled this in felicitous words: "the important thing in these Olympiads is less to win than to take part in them." ...Gentlemen, let us bear this potent word in mind. It extends across every domain to form the basis of a serene and healthy philosophy. The important thing in life is not victory but struggle; the essential is not to have won but to have fought well."

5. Avery Brundage

Just to show how things change over a very short period of time, consider the views expressed by the former President of the IOC, Avery Brundage, in terms that remained fairly standard (although under threat) into the 1980's

"The first and most important of these rules, for good reasons, was that the Games must be amateur. They are not a commercial enterprise and no one, promoters, managers, coaches, participants, individuals or nations, is permitted to use them for profit." (1963, p.30).

- The Olympic Games were revived by Baron de Coubertin to
- i. bring to the attention of the world the fact that a national program of physical training and competitive sport will not only develop stronger and healthier boys and girls but also, and perhaps more important, will make better citizens through the character building that follows participation in properly administered amateur sport;
 - ii. demonstrate the principles of fair play and good sportsmanship, which could be adopted with great advantage in many other spheres of activity;
 - iii. stimulate interest in the fine arts through exhibitions and demonstrations, and thus contribute to a broader and more well rounded life;
 - iv. teach that sport is play for fun and enjoyment and not to make money, and that with devotion to the task at hand the reward will take care of itself; the philosophy of amateurism as contrasted to that of materialism;
 - v. create international amity and good will, thus leading to a happier and more peaceful world (p.39).

The Philosophical Anthropology of Olympism

What are we to make of this bewildering welter of ideas, offered by various writers as values, aims, goals or principles of Olympism, The Olympic Movement or the Olympic Games? The ideas so far presented are highly suggestive, but they are not systematic or coherent, so we need to try to find a way to organise our thoughts.

My topic is: "The Values of Olympism and Sports Education for Tomorrow". However, it is not possible to talk about values in the absence of a philosophical anthropology - without having a conception of the human being first. If I'm thinking about the values of Olympism, or the ethical problems facing the Olympic Movement, I need first of all to know what I think Olympism is. And the first thing that Olympism seeks to be, is a philosophical anthropology.

Now, a philosophical anthropology is a theory of the human being. Social anthropology, practical scientific anthropology, is

the investigation of whole cultures which are preferably, from the point of view of the researcher, quite alien to the researcher's own society. If I'm British and I investigate a group of people whose lives, language, culture and ideas are foreign to me I'm a social anthropologist. A social anthropologist investigates the living instantiations of human nature - the quite different kinds of human nature that are to be found around the world - practically, scientifically, through observation and so on.

What a philosophical anthropologist does is to create a theory about human nature in general. It's thinking about the human being at its most general level. Hoberman (1984, p.2) writes about the differing political conceptions of sport, but finds it necessary to refer to several levels of explanation and theorising

"(Different societies) ...have distinct political anthropologies or idealised models of the exemplary citizen which constitute complex answers to the fundamental question of philosophical anthropology: "What is a human being?"

He quotes John F. Kennedy as a representative of "centrist neo-Hellenism":

"...the same civilisation which produced some of our highest achievements of philosophy and drama, government and art, also gave us a belief in the importance of physical soundness which has become a part of Western tradition; from the "mens sana in corpore sano" of the Romans to the British belief that the playing fields of Eton brought victory on the battlefields of Europe." (p.21)

In order to try to fill out just what were the ideas that have been handed down from classical times, to be reinterpreted (by de Coubertin and others) we need to examine two central ideas.

The Ideas of Kalos K'agathos and Arete

Lenk says (1964, p.206)

"Many representatives of the Olympic Movement combine these values together to form a picture of the human being harmoniously balanced intellectually and physically in the sense of the Greek kalos k'agathos."

This is also a theme in Nissiotis (1984, p.64)

"...the Olympic Ideal is what qualifies sport exercise in general as a means for educating the whole man as a conscious citizen of the world... The Olympic Idea is that exemplary principle which expresses the deeper essence of sport as an authentic educative process through a continuous struggle to create healthy and virtuous man in the highest possible way ("kalos k'agathos") in the image of the Olympic winner and athlete."

Eyler (1981) pursues the meaning of the Olympic virtue of excellence in performance and in character, through Homer, early philosophers, Pindar and Pausanias. He concludes

In summary, arete has several meanings - distinction, duty (primarily to oneself), excellence, fame, glorious deeds, goodness, greatness, heroism... valour and virtue. Some of the many implications of these meanings contextually are: man is born, grows old, and dies; performance is not without risks; winning is all; man achieves by his own skills... human performance is the quintessence of life; and finally, man is the measure of all things and the responsible agent." (p. 165)

He quotes Kitto (1951)

"...what moves a Greek warrior to heroism is not a sense of duty as we understand it, i.e. duty towards others, it is rather a duty towards oneself. He strives after that which we translate virtue or excellence, the Greek "arete" (The Right Stuff (p. 166).

Lenk (1982a, p. 166) emphasises the centrality of the ideas of action and achievement

"The Olympic athlete thus illustrates the Herculean myth of culturally exceptional achievement, i.e. of action essentially unnecessary for life's sustenance that is nevertheless highly valued and arises from complete devotion to striving to attain a difficult goal."

Paleologos (1982, p.63) echoes the mythical origins of the Ancient Games in the deeds of one of the great heroes of antiquity, Hercules

"With the twelve labours depicted by the bas-reliefs on the two metopes of the Temple (of Zeus), the world is presented with the content of the moral teachings which Olympia intended with the Games."

The idea is that the sculptures of the demi-God Hercules in Olympia should stand as a role model, especially for the athletes who were there to train for the Games, of physical, moral and intellectual virtue

"...Hercules is shown bearded, with beautiful features,... a well-trained body, fine, proportioned muscles, ... as a representative of the "kalos k'agathos" type, where the body is well-formed and harmonious, the expression of a beautiful soul, and the face radiates intelligence, kindness and integrity." (p.67)

Nissiotis concludes (1984, p.66)

"The Olympic Idea is thus a permanent invitation to all sportsmen to transcend... their own physical and intellectual limits...for the sake of a continuously higher achievement in the physical, ethical and intellectual struggle of a human being towards perfection."

So: a philosophical anthropology is an idealised conception of the human. If we ask ourselves what the Olympic Idea is, it translates into a few simple phrases which capture the essence of what an ideal human being ought to be and to aspire to. From the above, I think we might suggest that the philosophical anthropology of Olympism promotes the ideal of

- individual all round harmonious human development
- towards excellence and achievement
- through effort in competitive sporting activity
- under conditions of mutual respect, fairness, justice and equality
- with a view to create lasting personal human relationships of friendship
- international relationships of peace, toleration and understanding
- and cultural alliances with the arts

That's the general idea - a conception of the human being who is capable of being and doing those things.

Applications

Then we ask ourselves: and how does that apply to the values of Olympism and sports education for tomorrow?

1. The first way of looking at this is as follows: when you state the philosophical anthropology of Olympism - when you describe what the ideal conception of the human being is - does that statement itself straight away throw up any ethical principles? Well, obviously it does. The specification is already packed with ethical indicators.

First of all, for example, there is the value of respect for persons. If you are interested in individual development you are obviously interested in individuals - which raises some interesting questions about team games, but we may discuss that later. If you have a concern for someone's development it is very difficult to do that without respecting them and their rights. So already my philosophical anthropology draws with it certain values and makes me do certain things in practice.

The second value is one which you can call equality, or fairness, or justice and it draws with it other subsidiary values. Anti-discrimination is one; and three examples are race, class and gender. If you seriously believe in fair play, if you seriously think that the athlete is a person who fully understands and fully respects the conventions of fair play, what follows that? You have to take a stand on equality and support it-you just have to.

2. The second way of looking at this is as follows: when you have decided what ethical principles you ought to be committed to if you subscribe to the philosophical anthropology of Olympism, you are not out of the woods yet! For it still remains to be argued which principles are to be applied in *what way* to particular examples in ethical dispute. How might all this be beneficially worked out in practice?

Two Examples

1. The drugs issue

It is permissible or wrong to take drugs in sport? A knee-jerk reaction is to say: drugs are wrong and they should be banned, so let's set up an apparatus to ban them. I'm not saying that's wrong, but look at the values that underlie that conclusion. Does that respect the individual autonomy of the athlete to take decisions for him/herself? I'm working back to the ethical aspects of the philosophical anthropology. If I really believe in that philosophical anthropology and I really believe in the values that it throws up, then they should apply in practice. And if you're not going to apply them in practice then you don't fully believe in them. Here we see a punitive authoritarian response to an issue and not an educative response to an issue; and didn't we say that one of the things we were interested in was human development?

I would rather appeal to drug users to consider the values within Olympism, and to try to square them with drug taking. I would want to say to someone who is taking drugs, is it fair to other competitors? If the answer is no, then that might be why drug taking is wrong. Or I might say that in taking drugs are you being an instrumentalist - a self-instrumentalist; in using your own body as an instrument to success. If we are sincerely interested in human values such as respect for persons (which includes them not being used as a means to an end but that they should be seen as ends themselves) then is wrong for them to be used (even by themselves) as an instrument.

Much of the drugs debate really irritated me because it seemed as though people were appealing to principles that they were not really prepared to regard as principles. For example, some people said that drug-taking is wrong because it removes the competition from the running track to pharmaceutical laboratory, making the competition not between athletes but between people in white lab coats. I would say that, if someone believed in that principle, he ought to be able to follow it up a little bit: would he agree, then,

that we should not remove competition from the track to the physiology lab, or the psychology lab, to the nutritionist's lab or the medics table? If all those things are permissible, there is not a very good reason why it shouldn't be removed to the pharmaceutical lab. What's wrong with that kind of argument is that it pretends to a kind of principle and then contraverts it. It refuses to allow that principle to run and run; it just wants to apply that principle to the drugs issue. Now that looks to me like the unprincipled use of a principle.

2. Equality

Take equality, the anti-discrimination issue. If we really do believe in equality, we really do believe in anti-discrimination. If we really do believe in anti-discrimination then let's see it applied. On the race issue in South Africa: it was quite clear that there was racial discrimination - the Group Areas Act was quite explicitly a racially divisive act. If you are against that kind of thing, then you have to oppose it. If it is so blatant, you have to oppose it blatantly, and to the credit of the IOC that's what they did. They didn't say "Well we don't like your politics and we don't play with people whose politics we don't like". (If we all said that no one would play with anyone!). They said instead: you cannot play sport with people who don't play sport properly; and you cannot play sport properly unless you have equality of opportunity and equality of treatment and consideration.

A related example: why is it then that with countries who don't permit women to participate virtually at all, we permit their men to participate in the Olympic Games? If you really believe in Olympism as philosophical anthropology and the values it generates of equality, justice, fairness to all, we have to answer at present. This is a very thorny issue for the IOC and its President. It brings up the difficult matter of the definition of equality. What is wrong with separate development? What is wrong with pouring a lot of money into women's sport and not allowing men to compete?

Another example: social class. If you are really committed to equality and fairness then you will seek to eradicate important

distinctions on the basis of social class, and in my view that is what the amateurism debate was all about. It was all about an absurd and historically generated class-based idea of who could participate at what. Years ago in equestrian events you could only participate if you were an officer and not in other ranks. Creative NOCs promoted some members to officer status for the period of the Games and then demoted them afterwards! The idea, I suppose, was that, if you are committed to the value of equality, then such inequalities should not have been permitted in practice-and it deserved to be subverted.

I recommend that you try taking this route: try thinking about what your basic values are and then try to work them through to the conclusion; or begin with a conclusion and work all the way back to the principles. What I'm trying to say is that you can look just at these principles that Olympism is trying to throw up and see how they can be applied, or you can ask yourself how would an Olympist, a person who is committed to certain principles approach a particular ethical issue like drug taking or anti-discrimination.

Conclusion

I have tried to present many examples of the values of the Olympic Movement. More importantly, though, is that I have tried to suggest, with examples, a systematic method of arriving at principled judgements *about* ethical matters *through* the values of Olympism. Our answers to our ethical dilemmas must resonate with a previously established set of values which relate to the philosophical anthropological nature of Olympism. We should be trying to make an argumentative relationship, a reasoned relationship, between principles, values and practical outcomes.

There is no guarantee that even people who agree at the level of principle will agree on particular practical applications, since there are so many other variables. But at least we should be able to assess, from the various arguments, who has made a proper appeal to his own principles.

Sports education for tomorrow must, above all, be underpinned and informed by a principled appeal to the values of Olympism.

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INFORMATION TECHNOLOGY AND THE OLYMPIC MOVEMENT CHALLENGES OF THE INTERNET ERA¹

by Prof. Miquel de MORAGAS (ESP)

Introduction: The Olympic Movement in the Infomation Society

The year 2000 -now so very close- will be remembered as an emblematic date: one which is representative of a time of major changes in society and changes defined by the new core feature of information in what is called "the information society" or "the knowledge society".

The European Union, for example, bases its new competitiveness and development strategies on new information management proposals and employs titles like "Living and Working in the Information Society"², in an attempt to optimise convergence of the telecommunications, media and information technology sectors³.

Such transformation defines deep structural changes in the organisation of society and, of course, in the ways information is broadcasted, creating new logic and new communications procedures. In this "new society" the "old mass media" are undergoing deep-rooted transformation and are forced to share their protagonism with various other systems of information exchange, especially Web sites on the Internet.

I. The Olympics as a Laboratory for Information. Technology Applications

The Olympic Games are a privileged field of experimentation for information technology. First of all because such transformation is applied to various subsectors and stages, and in particular to:

Planning and Organisation
Telecommunications Services
Security Control Press and
Broadcasting Internet and Intranet
Systems Archives and
Documentation Learning How to Use
Technology

In addition, these applications are employed in a context of maximum visibility and promotional opportunities. That's why "The Olympics" have become privileged stages and showcases for the sector's large multinationals. The main actors in the communications sector (telecommunications, mass media, information technology) come together in them in order to put their powers to the test and become the leaders in innovation in their sectors.

The Olympic Games test to the limit, and within a very short space of time, the main synergies of new forms of organisation and communication inherent to the information society. This opportunity for experimentation can be best seen in the Olympics, where it reaches record levels of concentration and is subject to the greatest test of effectiveness: approval by the expectant, critical world press.

II. The Initial Stages of the Information Technology Era in the Olympics

Tokyo '64: A Sign of Times to Come

The Tokyo Olympics in 1964 pioneered the use of information technology. Two important technological innovations were introduced into those Olympics for the first time ever in Olympic history: the use of communications satellites and computers to manage results.

A cumbersome computer with the same capacity as today's personal agendas (64K) was used for the very first time to manage competition results. A Comsat-series satellite, the Symcom III, was used to send a limited number of broadcasting hours (5

hours and 41 minutes, to be exact) from Japan to the United States⁴.

However, the "modernisation" of those Olympics did not only involve the introduction of specific technologies, as it also led to an upsurge of important development objectives (technological, urban, social, economic) connected with the organisation of the Olympics. For the first time ever, the Olympic city became a major platform for technological experimentation, economic development, urban planning and global promotion of the Games host.

Barcelona '92: The Definition of a Global Organisational Model

The Barcelona Olympics in 1992 consolidated the model that first appeared in Tokyo in 1964 and, to some extent, in Rome in 1960. As we have already indicated elsewhere (*The Keys to Success. The Social, Sporting, Economic and Communications Impact of Barcelona '92*)⁵, by then the Olympics were clearly considered to be a large global project for the development and modernisation of the host city, involving the most strategic sectors, starting with communications networks and affecting other important sectors such as urban planning, transportation management, resource planning, the environment, etc.

One of the fundamental elements of this model, as an emblematic example of the "information society's" own organisational forms, is a telecommunications and information technology planning policy. In Barcelona, for example, by 1988 a special programme was already being created (BIT '92)⁶ for investment in the electronic industry, and computer and telecommunication resources.

The organisational models announced for Sydney 2000 and Athens 2004, and the strategies put forward by the candidate cities of Buenos Aires, Seville, Stockholm, Lyon and Cape Town, appear to confirm the global strategic planning model that was defined for Barcelona⁷.

In Sydney, for example, a large communications network is being prepared, described in their terms as a "fully redundant SDH optical fibre network linking all sports venues, IBC, MFC and ma-

for non sports venues. Digital microwave systems will be used as required" .

Experimentation with new applications, such as video-conferencing, low radio frequency systems for security, accreditation functions or multimedia applications, as well as extensive use of Internet, must be done with utmost caution and with the highest degree of assurance of success. "We will not implement any new, untried technology after December 1998", so the Sydney organisers assure us.

The Olympics are experimentation platforms and the world's biggest showcase for new information technology.

Atlanta '96: The First Olympic Games of the Internet Era

Although the presence of information technology at the Olympics can be traced back to the Tokyo Olympics, and that telematic precursors could be found at Barcelona '92 and Albertville '92, the fact is that the Internet era did not begin until the Atlanta '96 Olympics.

Let's recall, for one moment, the fact that the only telematic technology available at Barcelona '92 was videotext and that the International Olympic Committee's Web site did not come into operation until 1995. It was in Atlanta in 1996 where these new means of communication were used generally for the first time ever.

The first experience in Atlanta demonstrated the capabilities - and the drawbacks - of this new technology.

The organisers of Atlanta' 96 had an impressive set of computer resources provided by IBM⁹. The system, which included "Info '96" and the "Commentators Information System" coped with almost 31 million data inquiries and 4.9 million E-mail contacts¹⁰.

The figures are even higher when taking a look at Internet uses throughout the Centennial Games. According to IBM sources in Atlanta '96, 100,000 E-mail messages were generated by the Olympic family and the athletes. Atlanta's official Web site had 11 million hits per day, a total of 190 million hits throughout the 16 days of the Olympic event. (According to IBM sources, Nagano's official Web site had over 650 million hits during the

16-day event, reaching a peak volume of 103,429 hits per minute).

This initial "quantitative" optimism aside, the Atlanta Olympics also exposed all the contradictions of new information technology implementation.

In the first stage of Internet implementation, three main contradictions or barriers became apparent: shortcomings in the system's operation ("transmission interrupted"), insufficient network transmission capacity ("waiting for reply") and, finally, the user's and information manager's lack of experience in taking advantage of new communications opportunities.

Multiple delays and on-line information distribution errors of the sports results stemmed from all the above. These errors had major repercussions on the international media, and they were publicly recognised and reinterpreted by IBM itself ("What Really Happened?")¹¹.

The very day the Atlanta Olympics were closed, a new plan involving enormous investment in resources and human effort got under way to win "Gold" at the following edition of the Olympics at Nagano two years later.

Nagano '98: A Major Investment for Internet and Intranet Success

"We took measures to prevent the communications breakdown problems that were seen in Atlanta, said Shuniji Aski, head of the Info '98 system for the Nagano Olympic Organizing Committee (NAOC)"

"Technology did win Gold in Nagano", said Francois Carrard, Director General of the International Olympic Committee, at an on-site press conference"¹².

Effectively, both the Atlanta experience and the development of virtual management on a world-wide scale allowed a large information management resource to be applied to the organisation of the Nagano Olympics which, once again, broke all previous records.

A clear example of such rapid progression is the huge qualitative jump forward in terms of Internet use experienced at the

Nagano Winter Games in comparison to the Atlanta Summer Games, just two years on: the official Web site had over 650 million hits during the 16-day event, reaching a peak volume of 103,429 hits per minute. According to IBM sources, this was a new world record for Internet traffic, making this the most popular Web event in history.

To achieve that, IBM's contribution was counted on once again. It offered all the capacity of its computer equipment¹³ and the new collaborative efforts in the Olympics of the software multinational "Lotus", recently incorporated into IBM. Using Lotus Domino servers and Lotus Notes software running on an IBM RS/6000 platform, Lotus offered solutions to the different information management and presentation programs.

The new IBM - Lotus team was able to provide Olympic organisers with all the necessary elements for communications management and broadcasting with different text, image and data components, including voice and video, though both the latter were experimental.

The Nagano experience led IBM and its company Lotus to create a new project with a permanent office in Madrid, which with the name Info '2000 will manage the information (Internet and Intranet) of the future Olympic Games.

III. Olympic Communications in the Internet Era

The new conditions for modern communication - imposed by new information technology - pose new and important challenges for what could be called "Olympic communications policies". These policies must be able to face up to two major challenges

a. Changes in the Communications System

On the one hand, negotiations will have to be held with the mass media, whose demands when faced with a process of converging interests between sport and communication are becoming greater and greater. The end-result of such negotiation will be decisive for the future of Olympism, not only for its economic

and financial aspects, but for its cultural and educational dimensions, too. In all, for its presence and role in future society.

The positive objective of such negotiations is the reinforcement, promotion and consolidation of the Olympic Movement within society. The risk may be the loss of the Olympic Movement's autonomy when faced with a communications power which is becoming more and more concentrated on a world-wide scale.

Changes in communications, the onset of the Internet, the never-ending spread of satellite and cable TV channels, new digital platforms, the increasing popularity of pay-per-view TV and, in what is now a medium-term future, the merging of television and the Internet ("webcasting") will pose significant challenges for Olympic communications regulation concerning such fundamental and strategic aspects as the right to information, to free access, to open access, to images of the Olympics, and regulation of television rights and Olympic symbols in the new, barrier-free world-wide communications era.

This will also affect current regulation of Olympic sponsoring, which sells rights depending on "communication territories". In the future, all information flows on the Internet, however local their points of origin may be, will have a world-wide dimension because of their very nature.

The Olympic Charter will be forced to adapt to the new communications "ecology".

b. The Possibility of Becoming a "Medium"

The new conditions for information technology will allow the Olympic Movement (and other cultural institutions) to promote its own - autonomous - production and broadcasting policy, using the new instruments available to do that.

The Internet opens up enormous communications potential for Olympic institutions.

To know where they stand when faced with this reality, Olympic institutions must understand that in the future, using digitalisation, all communications productions can and undoubtedly will be reused in communications projects.

There is one very pertinent fact for the future of documentation techniques and strategies: new forms of information processing tend to do away with the differences between information management processes and its subsequent storage.

New information technology and the gradual digitalisation of information production allow the Olympics organisation's information network (computerisation) to be integrated into documentation processes. The production, processing, broadcasting and archiving processes tend to become one, thus losing the autonomy they once had and benefiting from several synergies.

So, documentation is no longer a process superimposed on information management by the International Olympic Committee or by the organising committees for the Olympic Games (OCOGs). It has become an on-line by-product of every part of the information's organisational management. *Olympic documentation can and must be transformed into a major source of on-line information.*

The Internet Web sites of the organising committees for the Olympic Games are only the first example of a new synergy between Olympic documentation and information.

Every Olympic institution can become-potentially, at least-communications institutions, that is, real media. This may be a fundamental determiner of the Olympic Movement's future if it is to keep its autonomy when surrounded by mighty concentrations of communications power.

In this sense, it is worth asking oneself what de Coubertin would have done-basically an untiring educator and author of hand-written letters - if he had had the communications potential now offered by the Internet within his reach.

For the moment, Olympic communications initiatives on the Internet are very far from having reached an acceptable average level of participation. Let's take a look at

IV. The (Potential) Actors of Olympic Communications on the Internet

In order to systematise information available on the Internet for subsequent analysis, we propose the following classification of actors

- International Olympic Committee (IOC)
- Organising Committees (OCOGs)
- National Olympic Committees (NOCs)
- International Sports Federations
- Candidate Cities
- Sponsors
- Mass Media
- Academic Centres
- Miscellaneous Initiatives, including private Web sites

Besides the OCOG Web sites and the IOC Web site, which are worthy of specific comment, the presence of Olympic actors on the Internet is still very limited indeed, not only in terms of numbers, but also in terms of quality, especially as far as the educational and cultural dimensions of Olympism are concerned.

In this sense, it is significant to find that candidate cities are the ones who have created and launched their Web sites faster. They are followed by sponsors whose presence on the Internet obeys rather more complex logic and wider objectives than Olympic references alone, yet they are mixed up with all Olympic information searchers.

In May 1997, 54% of all International Sports Federations had their own Web sites. National Olympic Committees accounted for a somewhat lower percentage (17%). A year later, in 1998, the percentage of all International Federations with Web sites has reached 68% according to our research, whereas the number of National Olympic Committees with Web sites remained practically stagnant at 18%.

National Olympic Committees and International Federations with Web Sites

	May 1997	May 1998
International Federations	54%	68%
National Olympic Committees	17%	18%

An interesting aspect of the NOCs presence on the Internet is the existence of Web sites for Committees who do not belong to the first world in terms of technological and industrial development. This is the case for the Olympic Committees of South Africa, Yugoslavia, Ukraine, Malta, Kroatia, Lithuania, Estonia and Kenya. Inversely, there is a marked non-presence of highly-developed countries who have postponed their presence on the Internet (see table).

These contradictions demonstrate two fundamental aspects of the Internet's permeation through society. First of all, the possibility of spreading this technology throughout every single country in the world. This is possible thanks to the existence of development platforms in institutions like universities, multinationals, ministries and embassies, etc. in developing countries. On the other hand, these circumstances also demonstrate the sluggishness of some Olympic institutions in technologically highly-developed environments. A lot of these institutions take too long to understand the possibilities offered by modern information technology and the need and opportunity to adapt to these changes. Some National Olympic Committees in the developed world are, in this sense, far behind some of the Olympic Committees in developing countries.

The Web Site as an Organising Committee's New Mass Media

These new information-technology applications create new and important communications expectations for Olympic institutions and, in particular, Organising Committee's for the Olympic Games.

We are aware of an Organising Committee's own large capacity for Internet information management. For example, the Info '98 program, with almost 1,100 workstations, handled over 5.6 million hits and was available to almost 75,000 accredited people, including Olympic athletes, coaches, the press, dignitaries, Olympic staff and volunteers.

However, the Organising Committee's communication "capacity" through the Internet now goes far beyond the frontiers of their own

internal community - the accredited Olympic family - in order to offer unprecedented communications on a world-wide scale.

The Web site of the Nagano '98 Organising Committee -with almost 5,000 pages and an unprecedented audience- was designed to be a major multimedia application with different functions which have still not been fully exploited from a social and cultural viewpoint. However, they do provide a glimpse of what's to come as far as institutional Olympic communications are concerned.

Unlike the first experience in Atlanta '96, the new experience in Nagano '98 made full use of the Internet's multimedia potential, offering conventional information about the host city and the organisation, advanced information services, especially real time results, and new forms of participative and interactive communications.

We feel that it is particularly relevant to highlight the use of current photographs in this Web site (Daily Snapshot from Nagano City), interactive games (Competing for the Gold at Hockey), participative proposals (Sign the Guest Book), displays of seating plans at the venues (Take a Virtual Seat) and, above all, the showing of videos, even though this aspect was still experimental.

As mentioned earlier, Nagano's official Web site had over 650 million hits during the 16-day event, reaching a peak volume of 103,429 hits per minute. It was a true world record in the history of Internet traffic.

Such enormous dimensions pose new problems for Olympic communications policy. In Nagano, we saw the first signs of friction between the Organising Committee and the conventional media, particularly the large television companies, as a result of potential competition from a Web site that not only offered results in real time, but also offered a whole range of formats, text and images about the Olympics and the athletes.¹⁴

The IOC's Web Site. Between Technological Solutions and Communication's Needs

Analysis of the evolution of Olympism's presence on the Internet must obviously pay very special attention to the Interna-

tional Olympic Committee's Web sites evolution and contents. Not only because of the core aspect of this Committee in the Olympic Movement as a whole, but also because of its archive and documentation resources, and because of the added value of managing the Olympic Museum Lausanne.

The IOC was not present on the Internet until 1995. In 1996 it launched a new design, coinciding with the preparation of the Atlanta Olympics. The second version of the IOC's 1996 Web site was designed in line with the standards of the first Web sites supported by HTML with numerous hypertexts and a clearly documentary-style content and approach.

In fact, it is a style that was very common during the Internet development stage, more documentary than visual, though with interesting contents from the point of view of providing information about an institution. We should point out, however, that from the very beginning there was a lack of educational projects and on-line publications on this Web site.

Coinciding with the celebration of the Nagano Olympics, the IOC, in collaboration with several companies¹⁵, launched a new version of the Web site.

To browse through (or simply get in touch with) the IOC's new Web site (May 1998), it is essential to have certain Browser Components or software elements to be able to watch multimedia objects designed with the most advanced interactivity and video animation technology. Examples of such software elements are "Shockwave Flash", providing advanced levels of interface, animation of cartoons, "Quicktime", providing video installation on a computer, or "Adobe Acrobat Reader", required to read certain documents off line. These resources are not within the reach of all the world's citizens, but only those with the most advanced resources. It is a choice which, in my opinion, gives priority to multimedia experimentation and visual spectacularity over documentation and information functions.

With greater complexity comes more experimentation but less accessibility. This is a very representative contradiction of the current state of development of communications technology.

It is true to say that some problems will tend to be sorted out by technological development of the system itself. But, in my opinion, the IOC's Web site should not lose sight of its "world-wide" vocation. Its design should be aimed at a mid-way point of balance between the advanced nature of its technology and its accessibility. It is unthinkable to expect that the renewal of computers all over the world will follow the pace of the latest advances. But the challenges are not limited, of course, to technological and interface problems connected with the use of multimedia resources. The true challenge also lies in the policy of content, multilanguage approaches and the IOC's assumption of its own education and cultural responsibilities, albeit adapted to the new conditions of modern communications.

V. Olympic Information - Search and Overload

Our analysis of Olympic information available on the Internet has brought several contradictions to light. On the one hand, the proliferation of Internet sites available and, on the other, obvious qualitative limitations on the information. On the one hand, there are a lot of anonymous actors, small institutions and even individuals and, on the other, there are some large Olympic and sporting institutions which stand out because of their absence on the Internet.

In my opinion, these contradictions and imbalances have got worse because of the recent tendency to concentrate investment and effort more on design and the solution of technological problems than on the true cultural programme of content production and broadcasting.

For example, information about history that we can find in different Olympic Web sites is based on the same literary sources, with no original research. The same topics are repeated and in some cases so are the same mistakes. These circumstances produce an enormous amount of redundant, non-selective information which could overwhelm Internet users. Some may feel "well-informed", but the quality of the information they are handling is very poor.

For example, when the word "Olympic" is entered in one of the Internet's⁶ search engines, there are hundreds of thousands of matches: 949,210 on Altavista and 375,524 on Hotbot.

It is true to say that this information overload is gradually being solved by the development and improvement of "search logic". With regard to such progress, the setting up of new ways of grouping local information together should be mentioned. This tends to prevent redundant matches for the same sources. On the other hand, the setting up of new personalised ways of searching by users is also worth talking about. This provides more direct access to topics and sources of interest.

**Locating "Olympic", "Olympics" and "Olympism" with Some
Search Engines
Number of Matches (1st May, 1998)**

	HOTBOT	INFOSEEK	EXCITE	ALTAVISTA
"Olympic"	375,524	228,479	129,766	949,210
"Olympics"	280,018	134,974	80,140	566,690
"Olympism"	514	209	180	479

Search Engines as "Mediators"

Thinking ahead, we should point out that "search engines" could, in their own right, become selective information media or kiosks.

For example, most search engines now offer specific search options in their main menus to look for sites connected with "sport". Some even include a specific search option to look for and connect to Olympic sites.

Thematic Identifier - Lycos Search Engine (April 1998)

NEWS		MONEY
TRAVEL	TECHNOLOGY	HEALTH
SCIENCE	EDUCATION	LIFESTYLE
CULTURE	SHOPPING	KIDS
BUSINESS	ENTERTAINMENT	CAREERS
FASHION	GOVERNMENT	AUTOS

Thematic Identifier - Excite Search Engine (April 1998)

AUTOS	ENTERTAINMENT	SHOPPING
BUSINESS	GAMES	
CAREERS	LIFESTYLE	TRAVEL
COMPUTERS	NEWS	WEATHER
MY CHANNEL	PEOPLE & CHAT	

With this selection of topics, the search engines are operating like cultural media more and more each day, selecting information and suggesting social actions in their pages. Take Excite for example, which includes a special link such as the Amnesty International symbol "Get Up, Sing Up for Human Rights".

This is also happening with Olympic information. An outstanding example is the Web site on Olympism put together by the Yahoo search engine during the Nagano Olympics in 1998. Far from limiting the site lists or matches, this search engine has already gone further and produced its own magazine containing spectacular information, including athlete's Web sites, debates and interactive games for its users.

Olympics Yahoo Home Page (February 1998)

Your Internet guide to the Winter Olympics

1998 Nagano
Olympic Games

<http://www.nagano.olympic.org>.

Excite responds to the search word "Olympics" with a range of selected sites grouped together by priority and heterogeneous documentary "logic", acting like a true mediator.

Classification of "Olympics" Sites with the Excite Search Engine (1998)

Top Sites	Salt Lake City 2000 Winter <u>Olympic</u>
	1996 Summer (Atlanta)
	1998 Winter (Nagano)
Subtopics	2000 Summer (Sydney)
	2002 Winter (Salt Lake)
	<u>Organizations</u>
	Britannica Sporting Record:
	Olympics Cape
	Town 2004 Olympic Bid
	Nagano '98
More Sites	The Olympic Movement SI
	Online Olympic Coverage
	U.S. Ski Team Online
	<u>United States Swimming</u>

VI. Olympic Education on the Internet. A Critical Absence

All analysts assert that information technology - and the Internet in particular - should particularly benefit institutions, groups and movements which deploy their activities on a world-wide scale. This is the case for the International Olympic Movement, whose representation is deployed by 197 National Olympic Committees. It is an exceptional case of international representation, only comparable to the United Nations.

If we add the itinerant character of the Olympic Games (today in Nagano, yesterday in Atlanta and tomorrow in Sydney) to the condition of universality and its educational vocation, we are faced with a truly exceptional potential use of new information technology in the contemporary world.

The Olympic Movement can benefit from the use of new information technology in an international context marked by major economic and technological imbalance only if it is capable of organising its own policy of technological solidarity. Olympic information policy is faced with a new and important challenge: that

of providing all National Olympic Committees with the necessary instruments and knowledge to gain access to new information technology.

These measures would allow a truly historic step forward to be taken in Olympic information because nowadays, despite what many protagonists may assume, the Internet is much more viable than Id-fashioned printed documents. Or is it easier to send magazines, leaflets and information to the least developed places on Earth? What is the current state of Olympic or sports libraries in developing countries with old information technology?

Internet now offers a huge advantage which should be made the most of the communications cost for data transmission at long distance is the same as for local communications. Connection to Olympic Web sites located anywhere in the world is as easy and cheap as a local telephone call. This is an opportunity which must not be missed by world-wide institutions (e.g., the Olympic Movement's information policies).

But, for that to happen, Olympic institutions need to be asked - and who better than Olympic Solidarity - to set up technical assistance programmes for the NOCs in minimally developed technological environments so that they are able to enter the new dimension of electronic information. In addition, learning about new technology may have several beneficial effects. Every country needs telecommunications and computer experts. In some countries this pioneering task may fall to the men and women of the Olympic Movement. Thus, two objectives would be met at the same time: strengthening the involvement of everyone in the Olympic Movement and promoting the development of new information technology in developing countries.

But there is yet another final virtue of new information technology and the Internet which should be full exploited by the Olympic Movement in the coming years: its ability to carry out educational tasks.

In this sense, we must express our disappointment as to what discovering such an absence - or limited presence - of educational projects about Olympism on the Internet means.

For their exemplary value, we would cite five educational programmes located so far on the Internet

- Canadian Olympic Association - Youth Olympic Program
- Australian Olympic Committee - Education Kits
- British Olympic Association - Olympic Issues
- The Amateur Athletic Foundation of Los Angeles - An Olympic Games Primer
- The Olympic Studies Centre, Barcelona¹⁷

We have already said that most efforts and resources seem to be devoted to technological innovation to the detriment of content. Additionally, there are other negative tendencies which make the absence of educational and cultural projects about Olympism on the Internet even more obvious. Some Olympic Web sites tend to use interactive technological resources for entertainment and spectacle rather than offering informative, cultural or educational content. This would be perfectly understandable for purely commercial initiatives, but it is less so for institutional initiatives bearing an enormous degree of responsibility within the Olympic Movement.

From this viewpoint of Olympism's cultural and educational interests, a warning ought to be given about the dangers of tending to use the potential of the Internet more like a multimedia spectacle than a source of information. We must warn you about this tendency, which already began to manifest itself with the Nagano Olympics in 1998, as it may get worse in the future if we consider commercial initiatives disproportionate capacity to adapt and many key institutions and intellectuals resistance or reticence to do so - who up to now have been the keepers of Olympic values - when faced with the use of new technology and new means of communications.

In this sense, it is worth recalling Pierre de Coubertin's capacity to adapt to or even foresee the changes that would occur in his lifetime. We should also recall that his main goal with the restoration of the Olympic Games was not simply to create a world-wide movement. It was to create an educational movement through sport, too. With new technology, the Olympic Movement now has an instrument that is beyond Coubertin's wildest dreams.

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12. IBM, 24th January, 1998.
13. Around 800 International Business Machines employees worked around the clock to install 5,000 computers for the Winter Olympics.
14. The Organising Committee for the Nagano Olympics had 40 journalists and editors from 10 countries working to fill their information database.
15. The IOC's new Web site is a Quokka Sports (USA) production, in collaboration with Artemedia Online (Switzerland), IBM Global Web Solutions (USA), Sport Illustrated (USA), Olympic Television Archive Bureau (UK), Meridian Management (USA) and Allsport (UK).
16. The most important tools for efficient browsing on the Internet are the search engines. The best-known ones are Infoseek, Lykos, Yahoo!, Webcrawler, Altavista, Hotbot, etc.
17. With sponsorship by MacDonald's, the Centre is negotiating an Olympic education programme for young students with the Spanish Olympic Committee, which is due to start in October 1998.

**National Olympic Committees on the Internet
May 1998**

Africa	Europe	
* Egypt	* Austria	* Malta
* Kenya	* Croatia	* Norway
* South Africa	* Cyprus	* Poland
America	* Denmark	* San Marino
* Bermuda	* Estonia	* Slovenia
* Costa Rica	* France	* Spain
* Dominican Republic	* Ireland	* Switzerland
* Ecuador	* Italy	* Ukraine
* United States	* Lithuania	* United Kingdom
	* Luxembourg	* Yugoslavia
Asia	Oceania	
* China	* Australia	
* Japan	* Fiji	
	* New Zealand	

Source: Centre d'Estudis Olímpics i de l'Esport

THE AUSTRIAN OLYMPIC ACADEMY

by Dr. Hermann ANDRECS (AUT)

After three Seminars with former IOA-sessionists in the years 1979-1981 the AOA was founded in 1982. It is conceived as a working group within the NOA for the dissemination of Olympic principles and is based on close cooperation and support of the NOC and the Ministry of Education. Therefore most of the projects and activities are directed to schools and teachers.

Some of the activities I would like to mention here

1. Of longest tradition are our yearly AOA-sessions, lasting three days and covering various topics, always including reports of Austrian participants of IOA-Sessions, sometimes also about activities of NOAs of our neighbouring countries. Some of these events were organized by schools and twice we were outside, 1987 at Olympia and 1996 at Lausanne to pay a visit to the IOC headquarters and to the new Olympic Museum.

2. Thanks to the efforts of our first president Dr. Niedermann contacts to the NOAs of our eastern neighbouring countries have been quite intense even at times of the "iron curtain". A result of the common endeavours is among others the publication "The Olympic Movement in Austria and Hungary from the Beginning until 1918". Similar projects were intended with the Czech and Slovak Republics.

3. The endeavours for the dissemination of the Olympic idea in the beginning were directed to schools with a special emphasis on sports and physical education (there are 15 secondary (high) schools of the kind and about 100 junior high schools in Austria). In the secondary schools with sports emphasis there is also a theoretical subject sports science, and as additional reader in these classes the series "Sport in unserer Zeit. Texte zum Verständnis der Olympischen Idee" was edited by the AOA, ten issues by now.

These texts were also offered without charge to teacher colleges, to university institutes for sports sciences as well as to the schools authorities.

4. Upon proposition of the AOA the NOC in all odd years offers an Olympic Award for scientific works on Olympism, donated with a sum of AS 20.000.

5. Since 1992 certain school sport events for 13 and 14 year old pupils are organized under the auspices of the NOC and financially supported by it. The competitions in athletics, swimming and gymnastics and in a versatility event for all pupils of 6th grade get final competitions on national level in real Olympic spirit.

6. Special projects in Olympic education represent the activities "Olympic Days in Schools". After first attempts in high schools but without special instruction and educational design for teachers and yet with positive reaction of the schools, in 1995/96 a brochure was worked out by the AOA "Olympische Tage in der Volksschule". 20.000 copies were sent out, so that each classroom teacher could have his own copy.

More than 900 classes participated in this project and 130 schools handed in documentations of their projects. The best examples we worked into another brochure (the report) as feedback and as a thank for the participating schools. The teachers even of the smallest communities in this way became acquainted with the Olympic messages. And we hope that the teachers who have not worked out a project in their classes will now and then remember some of the information and mention them casually in their work.

Based on these experiences and as continuation in the higher age group we have prepared another project in connection with the Olympic Winter Games 1998 at Nagano (now for 5th-8th grade) "Teilnehmen ist wichtiger als Siegen". This project was a great success.

175 very encouraging answers of teachers and pupils came in the first few days after we had sent out the brochures, and we

would have needed 5000 copies more (the edition was 10.000 copies).

Now we are planning already a continuation of the project in close connection with the Olympic Games 2000 at Sydney addressing the grades 9-13.

7. In 1995 we have organized the 1st Olympic Forum, a broad platform for discussion of recent issues on sports conceived for coaches, teachers, athletes and officials.

REPORT ON THE ACTIVITIES OF THE NETHERLANDS NOA

by Sjef BOOH (NED)

First of all I would like to express my thanks to the President of the International Olympic Academy. Mr. Nikos Filaretos, for providing me with the opportunity here, in these magnificent surroundings so full of the Olympic spirit, to present the activities of the National Olympic Academy in The Netherlands. Before telling you about the activities of the Dutch NOA I would like to explain how the NOC and the National Sports Federation are related to each other.

The Organization NOC-NSF

On the 1st of June 1993, the Dutch NOC and the Dutch Sports Federation merged to form a single sports Organization. More than 4.8 million sporters, members of 30.000 sports clubs, are affiliated to the NOC-NSF.

One of the objectives of the NOC-NSF is to strengthen the Olympic Movement in the Netherlands, besides the High Performances Sport and the Sport development or Sport for All committee.

The other two, Sportfacilities and our National Sport Centre Papendal are being privatised at the moment.

The President of the Olympic Movement Committee is Mr. Anton Geesink (IOC-member in the Netherlands). I am the secretary of the Boardcommittee Olympic Movement.

Responsibilities Boardcommittee

According to the Olympic Charter the Boardcommittee is responsible for the establishing of an Olympic Movement in the Netherlands.

The Boardcommittee is also responsible for the activities of the National Olympic Academy, such as the annual gathering for students of the Sport Education institutions and members of Sports Organization who are following training courses.

On the initiative of Mister Anton Geesink a Mobile Olympic Academy has been set up. The Mobile Olympic Academy is a kind of travelling Olympic Academy. Members of the MOA team are visiting schools to educate about the Olympic Movement and their ideas. Two years ago I did a presentation about this MOA.

Other responsibilities of the Boardcommittee are Sport for All activities as the Olympic Day, which will take place this forthcoming month in 8 different municipalities in the Netherlands.

As you can see we care for the Olympic Youth Camp, the Olympic Museum and the Olympic Bidbook Library.

Existing activities

On a yearly basis we organize an Olympic Day Run, the Olympic Days I just spoke of, and yearly sessions of the NOA. Members of the MOA-team visited about 60 elementary schools already this year.

Several educative activities have been developed.

For the elementary schoolkids, in the age of 10 to 12 years, we developed a hand-out for the teacher and 4 ready-made lessons for the pupils.

For the secondary schools we used the 8 posters developed by the German NOC, translated them in Dutch, and added a complete package of 5 lessons in geography, history, economics, social science and physical education.

For the first time this year we focused on the Olympics in a special project Olympic Winterweek.

Olympic Winterweek

This project was held in the Netherlands in January this year in advance of the Winterolympics in Nagano. The project took place in almost 100 elementary schools in the Netherlands. The

project was organized with the co-operation of the UNICEF Organization.

The Olympic Winterweek consisted of three different elements. First the educational part in the schools with lessons about the ideas of the Olympic Movement, Nagano, and a special project of UNICEF. The second part consisted of a practical skating activity on the different ice-skating-rinks. More than 4000 schoolkids let themselves sponsored by their parents, neighbours, and other acquaintances. For each round on the skating-rink the schoolkids got paid. The money went to the UNICEF project. We concluded after the Olympic Winterweek that having UNICEF as a partner we could add to the objectives of this project something special: the schoolkids did something in particular for the poor schoolkids in developing countries. They achieved a major goal in the tradition of the Olympic spirit.

New activities

Some new activities will be developed the forthcoming years. Such as

- School Olympics

A special sports-program has been developed already.

- Olympic Art Competition

Next year a special Olympic Art Competition will be held for different age-groups in the field of drawings, poetry and graphical design.

- Olympic Academy in Olympia

Next year there will be organised a special NOA session in Olympia for propagators of the Olympic Education.

- Olympic Decorations

A special Dutch Olympic Award will be established for Organization, institutions and persons who have made an excellent contribution to the Olympic Movement.

A lot has already been done, but there is much more to do.

REPORT ON THE ACTIVITIES OF THE NOA OF THE ISLAMIC REPUBLIC OF IRAN

by Masoumeh BORDBARI and Hamid Agha ALINEJAD (IRI)

To begin my words, should point out the establishment of National Olympic Academy of Islamic Republic of Iran. That happened in April 1995 with the aim of developing Olympic movement and Olympism in Iran. Our NOA's activities are mainly concerned with the following

- 1- Education and research about Olympic Movement.
- 2- Dissemination and expansion of Olympic Ideals and Olympism.
- 3- Introducing Ideals and goals of the Olympic Games to the youth.

Due to approaching these goals and activities, our NOA for the first time organized a convention called "The 1st Olympic Student Convention" held in July 16-18th 1996 in Tehran.

In that convention young student Athletes from capital Tehran participated and we have planned organization of such convention in current year with young athletes from all over the country's participating. Among them, will be our squad to Moscow student games.

This event was opened up in one of the most beautiful camps in Tehran. This camp with its beautiful green space equipped with adequate sports facilities made the dream of our Olympic Education experts come true.

During the convention, different Olympic topics such as Olympic Movement, ancient Olympics, modern era, Olympic structure and so forth were lectured. After the speeches were given, several films about Olympics were displayed for the students. They enthusiastically watched them.

Then symbolically, some of the students performed the Olympic opening ceremony which also greatly impressed the rest of

spectators. Specially when a runner lit the fire of the games with the torch.

In this convention, the students lived together in the true spirit of Olympism and gathered some useful pieces of information what the Olympic was about in the past, and what is now in the present, and what is supposed to be in the future.

They also participated in an ancient pentathlon competition. Furthermore, those participated, were examined over the knowledge of Olympics.

Regarding other programs and activities of our NOA I can draw your attention to "The first children's Art competition Exhibition" which held in Dec. 15-20th 1996 in Tehran, with the cooperation of "National Institute for the intellectual development of children and young adults".

In this cultural event, a large number of visitors from different age groups had the chance to visit 2100 works of children (6-16) on "Olympic Games".

After that the selected works were sent to the Olympic Museum for the "World's children Art competition".

Other aspect of our NOA activities is information dissemination. With 11000 titles on Olympic and sport Science and 164 Journals we have made the Library of our NOA a reliable source in the field of Olympic studies.

It is also furnished with different CD-Roms like sport Discus and an Olympic Journey which are available to students and researchers interested in Olympism and Sport.

Our NOA also has been active in participating in different IOA events such as:

Attendance of 3 students in the 5th & 6th International post graduate seminar on Olympic studies and 3 people in the 36th & 37th session for young participants and participation of 7 representatives to the 3rd 85 4th Joint International session for Educationists and staff of higher institutes of physical education.

In addition to what mentioned above, several articles over the issues of Olympism were published such as "The formation of IOA". Also about Olympic Movement, and the Olympism philo-

sophical foundation, Media, and Olympic sports for all and their impacts on Olympic Movement have been published in Olympic quarterly publication sponsored by the National Olympic Committee of Islamic Republic of Iran.

In this Juncture two books under the titles of "One hundred years of Olympics" and "Olympic Education for Children" are to be published in 1998 and put in disposal of concerned and interested.

Among other NOA's activities we can point the participation of two members of the National Olympic Academy in the 5th session of IOAPA and presenting an article under the title "Sports for women in Iran".

In this process, Iran has been elected as the representative of this association in Asia.

This year for the first time, National Olympic Academy, for the purpose of selecting delegates among applicants to participate in the "38th IntL session for young participants", has arranged an essay writing competition under the titles of Olympic Games, Olympic Movement, and Olympism, among university students which has so far been attracted and been highly welcomed by this students.

At the end we sincerely hope that Islamic Republic of Iran's National Olympic Academy will play a better role in expansion and dissemination of Olympic Ideals and Olympism throughout the country.

SANTOMENSE OLYMPIC ACADEMY

by Maria de LOURDES RODRIGUES COELHO (STP)

In all the countries of the world, the degradation of values is at the root of the numerous evils which afflict society.

We are very much aware of the fact that, among the events which have brought many expectations, the dissemination of Olympism will effectively contribute, we are sure of that, to changing this state of things in a country like ours with a still shaky economy and a very rapid demographic growth; the results of the recent census have shown that in a population of 128000, 70% are young people with an illiteracy rate of 60%.

Thanks to the establishment of the Santomense Olympic Committee in 1993, we have been able to bring about significant changes in the development of sport at national level. Today, our athletes can be present at the most important sports event - the Olympic Games - but this is not enough.

Faced with the increasing degradation of the sociocultural values of our people, who are an integral part of the world's citizens, we have decided to launch some actions that will help the new generations understand the moral teachings of sports education. Aware of the great achievements of Olympic education, the Santomense Olympic Committee decided to create the Santomense Olympic Academy, an institution which promotes the propagation of de Coubertin's ideals among our young people. We have full confidence in this institution.

It is clear that the Santomense Olympic Academy is still getting organized, for it was officially created on 14 July 1997, during an official ceremony in the presence of the President of the Ibero-American Olympic Academy and of the Pierre de Coubertin Committee, Dr. Conrado Durantez, the Dean of the Portuguese Olympic Academy, Dr. Anibal Justiniano and a representative of Olympic Solidarity's Itinerant School, Dr. Daniel Pyan Dias.

During the first year of the Academy's existence, its members have studied all relevant texts in order to familiarize themselves with the history, the philosophy, the sociocultural and humanistic actions of, the Olympic Movement.

We want to have a serious influence on the education of our young people. To achieve this objective, however, we need support. This is why we would like to seize this opportunity to ask all of you who are present here, as well as the members of Olympic Academies who have a lot of experience, to provide us with documents and material, anything you think would be appropriate in fact, for a better education and training of our Academy members, which too form an integral part of our large family.

At Sao Tome e Principe, as well as in Africa in general, we know that in spite of the real difficulties which people face, the propagation of the Olympic Ideals is possible. The Olympic Academies, as the institutions responsible for Olympic education have a major role to play in the overall development of mankind. Our primary objective is to generously offer to the whole world the ethical, social and political values which the Olympic Ideal embodies. We are ready to work for the creation of a better world. We know that the Olympic Ideal may sound simple, but if we truly want to obtain our objectives, the road ahead will be long and difficult.

We are proud to note that women's participation in Olympic activities has been growing thanks to the efforts of those whose mission is to guide the destinies of our great and big family throughout the world.

We hope that this trend will be maintained, we really want to see an increasingly stronger participation of women for they are, after all, mainly responsible for the education of the new generation.

METHODICAL FOUNDATIONS FOR OLYMPIC EDUCATION IN UKRAINE

by Larisa DOTSENKO and Anatoly YEFIMOV (UKR)

International and National Olympic Academies, mass media, special educational establishments have been developing large scale activities to promote knowledge on Olympism, on principles and ideas of current sport, on ranking of Olympic sport in the system of physical upbringing and education.

The analysis of modern Olympic Movement persuades us that the ideas making the basis for the Olympic Games in the Ancient Greece are eternal and attractive for the mankind. And it was the struggle for these ideas that not only helped to revive the Olympic Games but made the Olympic sport an exclusively popular event that could conquer all the countries and continents. In contemporary Olympic sport, the sports educational and educative sides are tightly interlaced with socio-philosophical, economic and political ones making it possible to consider the Olympism and the Olympic Movement an universal phenomenon, an example of an efficient co-operation among countries. All this allowed the Olympic Movement to gain a solid stability and prestige, to get a global support with world-wide community at the threshold of the third millennium.

The vanguard of the Olympic education in Ukraine is Olympic Research Centre. A basic organisation of the Centre-Ukrainian National University for Physical Education and Sports. The Centre also includes the University Department of the Olympic Sport, the National Olympic Academy "Olympic Literature" Publishing House, a scientific-theoretical journal "Science with the Olympic Sport", the Olympic Glory Museum.

One of the objectives for the activities of the national Academy has become an option of ways to develop and perfect the Olympic education in the country. For that purpose there were organised

"round-table discussion" with participation of specialists and scientists in the field of physical culture education and where the programs for Radio, TV, newspapers and magazines were thoroughly analysed. In the result we have come to the following conclusion: at everyday life level through the means of mass media and various mass sport events the population could get a definite volume of information about the Olympic Movement. But such approach cannot provide a system of knowledge in the field of the Olympic sport as a theory.

Regarding it as a system of knowledge about the Olympic Sport it ought to stress that its contents must include a general conception for condition and development of the international Olympic Movement; and as for its objective - a general method of cognition with the Olympic sport phenomena that could be applied to all its components; as for its functions - a practical guide for athletes and coaches, the Olympic Movement officials, other sport specialists, and also people whose activities are related to the Olympic sport; as for its structure and contents it is an aggregate of notions, principles, laws, facts, ideas, and hypotheses related to a given sphere of human activity.

A general theory on the Olympic sport is an example of integrative sciences in the base of which there is an interaction and laws of the object's inner functioning, and not their belonging to a traditional discipline. An interdisciplinary approach allows at first to cover the totality of the objects related to the field of knowledge under consideration, at second to deliver knowledge on particular issues that have been accumulated in the limits of the traditional disciplines of historical, socio-economic, political, sportive, pedagogical, and medical-biological character in the boundaries of the Olympic sport theory as a scientific and educational discipline of an analytical-synthetical collective character.

Development of a general theory on the Olympic sport is constantly stimulated with appearance of new diverse empiric material, the integration of which into the theory structure is a pledge for its further successful advance. It is not less important fact of that influence onto the Olympic sport theory progress with the

achievements of general sciences and theories, systems' theories, cybernetics theory, theory for operations, functional systems' theory, etc., and also a refuse from an excessive passion for mathematical academic approach in the area of knowledge related to the system of athletes preparation.

It has become a significant stimulus for developing a general theory with the Olympic sport in Ukraine when a branch "Physical Education and Sport" turned out into an independent one in the systems of education. In this way was established a discipline "Olympic Sport" and "General Theory with Athletes Preparation" into curricula of higher Institute of physical education. And that naturally became a great stimulus for formation of a general theory of the Olympic Sport and preparation of publication of appropriate hand books.

SPANISH OLYMPIC ACADEMY. 30th ANNIVERSARY

by Dr. Conrado DURANTEZ (ESP)

I am deeply moved by the fact that I am addressing you today, 37 years after my first visit to Olympia, when I participated in the very first session that started on 16 July 1961. It was an important moment for each of the 27 participants who attended the first meeting. We went back to our respective countries, deeply affected by this mysterious "Olympic awakening" one feels after a stay at the Academy in Olympia.

On 25 November 1968, seven year later, the Spanish Olympic Academy was founded, during an inaugural ceremony presided by the President of the Spanish Olympic Committee at the time, H.E. Juan Antonio Samaranch. This is how the first National Olympic Academy was born and began to work indefatigably as an enthusiastic subsidiary of the Academy of Olympia, attending all sessions and programmes organized in Olympia. For its contribution the Spanish Olympic Academy was awarded the title of "Official Collaborator" of the IOA in 1971, during the celebration of the International Academy's 10th anniversary.

During the first period of our Academy's operation, we were able to rely on the participation of distinguished members and lecturers of the International Olympic Academy, as well as prominent figures of the Olympic Movement who attended our sessions like Avery Brundage, who was IOC President at the time (1969), George of Hannover, President of the IOA (1968-1969-1970), our unforgettable and beloved Dean of the IOA, Otto Szymiczek (1972-1974-1976-1982 and 1988), our dear friend and pioneer of the IOA, Professor Franz Lotz (1972-1974 and 1982) without forgetting the participation, on a number of occasions, of H.E. Juan Antonio Samaranch, Monique Berlioux, Jurgen Schorenden, Ber-

thod Feelman, Jose Maria Cagigal, Hans Lenk and other outstanding lecturers.

During its 30 years of existence, our Academy has developed its activities as a NOC Commission, entrusted with the fundamental mission of defending and propagating the principles of the Olympic philosophy in the country. This Commission is composed of ten official members, selected among the Presidents of National Olympic Federations who, as members of the National Olympic Committee, enjoy national recognition for their academic or Olympic achievements.

The Spanish Olympic Academy, as an "Olympic body" includes in addition to this Commission attached to the NOC, all the IOA alumni in Spain who have been selected during the Spanish Olympic Academy's official sessions on their merits and then attended the sessions in Olympia. Today, there are 138 "alumni", who are very valuable to us as the promoters of Olympic philosophy in Spain and who have received our full support for the establishment of their "Special Alumni Association" in close contact with the Academy. A national "Alumni" congress is scheduled for the end of this year.

Our Academy's operation model includes lecture series, exhibitions and drawing contests on Olympic themes, as well as ceremonial events related to the promotion of Olympic symbols.

The Academy's official session is organized each year in a University of one of the country's provincial capitals. It usually lasts seven days. Those attending must meet a number of requirements, such as full attendance, an interest for the Olympic phenomenon and be sufficiently proficient on one of the official languages of the International Olympic Academy. In addition, attendees must present a paper on an Olympic subject. The selection of the students who will participate in the session in Olympia is made on the basis of the marks they have received for meeting these four requirements.

Every year, about 140 to 180 students enroll for our official courses. In 1993, we broke all previous records, with the enrolment of 545 participants in the Academy's 25th Session held at

the University of Las Palmas, Gran Canaria. The lectures had to be organized in a movie theatre to accommodate everybody.

In 1998, we celebrated the 20th Anniversary of our Academy and the 25th in 1994. The first celebration was held in the presence of the President of the International Olympic Committee, H.E. Juan Antonio Samaranch, Marquess de Samaranch and the Professors of the International Olympic Academy, Otto Szymiczek and Franz Lotz. This solemn event was presided by His Royal Highness, the Prince of the Asturias, Don Felipe de Borbon y de Grecia, who accepted the title of Honorary President of our Academy. The 25th anniversary was again celebrated in Madrid under the presidency of IOC President H.E. Juan Antonio Samaranch to whom the special prize of our Academy was awarded during the ceremony. All the leadership of national sport, as well as the federation presidents, the members of the Olympic Committee and representatives of the Ministry of Education and Culture were present at the event.

For November of this year, we are planning the celebration of our Academy's 30th anniversary.

Participants in our Academy's official sessions receive an attendance diploma signed by the Rector of the University that hosts the session, the President of the Olympic Committee and the President of the Academy. Our Academy has also been entrusted with the task of organizing the Olympic Library which is now being completed with a large number of volumes dealing exclusively with Olympic subjects. We are also organizing, at present, the Olympic Museum and the Olympic photo and film library.

However, our dearest dream, directly connected with our vision of Olympia as the cradle of Culture and Humanism, came true in Madrid, on 14th June 1990, with the creation of the Iberian-American Association of Olympic Academies, the first associations of its kind that strives for the promotion of the aims of the International Olympic Academy. The common history and language of its member countries have allowed it, in just five years, to achieve remarkable results, through its cooperation with the

IOC's Olympic Solidarity. In 1990, there were only four Academies in the region. Today, they have become 25, working regularly, holding official sessions and sending participants to the International Olympic Academy each year. The common language facilitates the exchange of valuable documentation, especially in certain countries of America and Africa where Olympic bibliography is scarce or non-existent.

1997 was a very special year for the promotion and growth of Olympic Academies in the countries of Africa where the Iberian languages are spoken. The following Academies were established. Angola, Mozambique, Sao Tome and Equatorial Guinea, which joined the Association formed by the Academies of the following countries: Argentina, Bolivia, Colombia, Costa Rica, Cuba, Chile, Ecuador, El Salvador, Spain, Guatemala, Equatorial Guinea, Honduras, Mexico, Mozambique, Panama, Paraguay, Peru, Portugal, Puerto Rico, Dominican Republic, Sao Tome, Uruguay and Venezuela.

In February 1997, thanks to a programme that was put together with the IOC's International Cooperation Department and with the agreement of IOA President, Nikos Filaretos, a seminar for the promotion of French-speaking Olympic Academies in Africa was held in Benin, during which 21 representatives from Togo, Mali, Niger, Benin, the Ivory Coast, Burkina Faso, Mauritania, Equatorial Guinea and Senegal were given information on what an Olympic Academy represents, its constitution and operation, to encourage the establishment of more Academies in their countries in the near future.

On behalf of the Spanish Olympic Academy and the Iberian-American Association of Olympic Academies of which I am honoured to be the President, please accept, Mr. President, as the representative of the IOA, the assurance of our continuing and most faithful cooperation.

THE CO-OPERATION OF THE ARMENIAN NATIONAL OLYMPIC ACADEMY AND NATIONAL OLYMPIC COMMITTEE

by Robert A. GALSTIAN (ARM)

The Armenian National Olympic Academy (ArmNOA) having three years history realises its activity in the structure of the ArmNOC by means of individual and joint undertakings. The Academy is guided by its regulations. The staff of the Academy consists of 15 persons, including the Director, Vice-Director, General Secretary.

Guiding by the principles of Olympic Charter the ArmNOA considers that its important tasks are Olympic Education, the organization and spread of the ideas of Olympism and the history of Olympic Movement in the Republic and in Armenian Communities.

Due to the numerous undertakings of NOA the Olympic Movement is developing rapidly at present.

Many works and materials have been published in the Republic which are devoted to the spread of Olympic Movement and the ideas of Olympism.

The eminent specialists of the Republic M. Ispirian, R. Galstian, R. Melicksetian, R. Nazarian, V. Martickian and others have enriched the libraries of readers with the Educational, Historico-philosophical values of Olympism.

Lately two valuable works about Olympism and Olympic annals of Armenians have been published in the authorship of Ispirian and Galstian. It is already two years that special courses of the history of Olympic ideas have taken place in the curriculum of the Institute of Physical Education.

The ArmNOA has applied to the Ministry of Education and Science for including the "Olympism" as a subject in the curriculum of schools, and Universities.

For spread of Olympic ideas the ArmNOA has done much work in the Republic.

An Olympic month is declared in each Olympic phase. By the initiative of NOA many meetings have been organized in schools, Universities, Institutions, in mass, many Armenian Olympic Champions have taken part in these meetings, among them Hrant Shahinian, Albert Azatian, Ogsen Mirzoyan, Hrachia Petikian, World Champion Nshan Munchian.

This year in July we shall celebrate the Armenian first Olympic ex-champion, gymnast Hrant Shahinian's 75 anniversary. The ArmNOA has declared 1998 the year of "Hrant Shahinian" and in this connection it is planned to hold scientific meetings and other undertakings devoted to the life and activities of the Olympic Champion and Public Man.

The ArmNOA has undertaken the organization of the Olympic Museum, the materials of which are kept at the Institute of Physical Education for their further singling out.

At present the "Olympic auditorium" is organized at the Institute, where the student-sportsmen under the leadership of eminent specialists and teachers deepen their knowledge in "Olympism", make speeches and discuss them; the best works will be presented to IOA for participation in the annual International sessions.

By the joint efforts of the ArmNOA and ArmNOC in November 1997 the scientific seminar conference has been organized with the motto "Olympic ideas for everybody" at the general sport base of Tsakhadzor and many eminent specialists of NOA, NOC, Olympic Federations, the Institute of Physical Education, Sporting Clubs have taken part in it.

During the three days' conference 14 speeches have been made and about 40 participants have taken part in the discussions.

During the seminars, some social research among the participants and some "round-table" talks have been carried out to improve the further development of Olympism and ArmNOC.

NOA has great perspectives for spreading and organization of the ideas of Olympism and Olympic Education. It is foreseen to

give TV time on the National TV and Radio for propaganda of the ideas of Olympism, to organize courses for preparation of teachers for Olympism subject, to publish literature about Olympism, to put Olympic advertisements.

We think that ideas of Olympism have a great future, but for their development it is necessary to work much.

FIRING UP THE FLAME IN NEW ZEALAND

by Dr. David GILBERTSON (NZL)

Abstract

A number of unsuccessful attempts at changing the New Zealand Olympic Committee were made in the early 1990's. This paper reports on the impact of a participative action research approach to the management of change in the Olympic Movement in New Zealand in re-organisation around the Olympic values - putting "Olympism" back into the organisation.

Introduction

The need for organisation renewal and constant evolution of organisational forms to meet changing contexts is no strangers to management theory and practice. Of particular concern in these renewal and development processes are the means by which values (which have become opaque over time) are clarified, "re-discovered", and re-asserted. If renewed, these values become the enduring of core mission of the organisation and the key behavioural expectation of those in governance and management.

Mr Samaranch, President of the IOC, in his 1970 paper "Olympism in the World Today" clearly articulates the need for renewal in the Olympic Movement as the Olympic Games are seen by many to be the core of the Movement.

This paper highlights some of the issues associated with the *New Zealand* Olympic Movement's journey back to its true heart - Olympism.

Lineage and Context - Leonard Arthur Cuff, Olympic Pioneer

New Zealanders have a strong lineage of outstanding sporting achievements thus the expectations placed on all associated with international competition are high, especially in Olympic

competition. The high expectations have begun to encompass the management and organization of sport to the point that many national governing bodies have undergone extensive restructuring to incorporate modern management philosophies and practices. One such organisation was the New Zealand Olympic and Commonwealth Games Committee, the NZOCGA.

Far less obvious has been the dedication of the federation of sports to the fundamental principles of Olympism formulated by Baron Pierre de Coubertin.

New Zealand's association with the Olympic Movement is particularly significant in that in 1894, Leonard Albert Cuff, worked with Baron Pierre de Coubertin to establish the International Olympic Committee (IOC) and the rebirth of what became known as the Modern Olympic Games. Cuff became a founding member of the IOC. This social movement became known as the Olympic Movement and was underpinned by certain principles collectively known as "Olympism".

The Challenges

The early 90's saw a restructuring of the funding and organisation of high performance sport in New Zealand. In particular, the report entitled *The Winning Way* recommended the creation of a new high performance organisation as a funding arm of government - the New Zealand Sports Foundation.

Inevitably the pressure for high performance in both the management and organisation of sport permeated through to the New Zealand Olympic and Commonwealth Games Association (NZOCGA) from the federated sports that formed the Olympic organisation in New Zealand. Various reports on the role and function of the Olympic organisation were carried out in the early nineties but were either partially adopted or were ignored.

In 1996 Glenda Hughes, a Commonwealth Games team member was the Communications Manager at the Olympic Office. Hughes met with Tim Castle and the author to discuss means (processes) which could be undertaken to review Olympic opera-

tions in New Zealand. Three key points emerged from their discussion

1. Any process should be member driven
2. Any process must be inclusive
3. A specific brief needed to be articulated.

Clearly, the process of engaging management consultants who gathered data, wrote a report with their conclusions and recommendations and then left at that point, had not worked.

The Process

The above three initial process design parameters were incorporated into an agreed brief: *To assist NZOCGA to diagnose its situation now and to help lay a sound development platform for the future.* Further, action research philosophies and processes were to be used.

It was explained, using real cases, that action-oriented research (AOR) is an imperative process of joint data gathering, joint diagnosis, and joint problem solving. The process is quite different from the "expert" consultancy model where an external person offers a series of recommendations based on their own data gathering and their own interpretations of the data. It was crucial to explain the difference between action research methods and those of the "expert consultant" most commonly used by management consultants.

The AR process is particularly suitable in the case of NZ sports that are members of the Olympic Movement in that it rests comfortably with the statement from the Constitution (8.1); "the ultimate authority of the NZOCGA will be with the General Assembly of duly appointed delegates..."

It was decided to gather all members together to achieve a joint diagnosis of the organisational health and performance of the Olympic Movement.

The Overall Findings

A meeting of forty one Olympic sports was convened in Wellington on 2 April 1996 to engage in strategic thinking about the present and the future for NZOCGA.

The plan for the day incorporated various data gathering steps concerning core activities, critical success factors, distinctiveness of NZOCGA, strengths, weaknesses, opportunities and threats, the current strategy and the direction for the next five years. A speech from Sir David Beattie was presented to open the deliberations.

Eight small groups were formed based on the similarity of their sporting codes.

All participants were given the opportunity to circulate at the end of each data gathering sequence to view the findings of others and to ask questions.

Data from the day is organised under the following headings

Perceived Core functions of the Olympic Movement

The "core functions" of NZOCGA were seen to be *leadership, team selection, team development and games support*. Specific aspects of each of the main four functions are listed as follows

Leadership

- Foster Olympism - promote ideals
- Facilitate national unity of sport bodies
- International responsibility
- Lobby for funds

Team Selection

- Quality selection process
- Widely recognised selection process

Team Development

- Preparation
- Funding
- Excellence - Games not for experience
- Management

Games Support

- Media support
- Team management
- National identity

Distinctiveness

Three clusters of answers were given to the question *"What should be distinctive about NZOCGA when compared with other sporting agencies?"* Fostering Excellence

- Promote Olympism ideals
- Leadership/unity for sporting bodies
- International standards
- National team identity

International Responsibility

- Facilitate participation in OG and CG
- Sport selection
- Team selection
- Team management
- Funding

Marketing

- Brand Management
- Lobbying

Force field analysis

A force field analysis of positive and negative forces was charted by each group in answer to the question *"How are we doing?"*

Overall "ratings" ranged from 40%-80% with an average of approximately 75%. One must be very careful in ascribing any statistical reliability or validity to these gross measures but one can see a convergence around the idea that "We are doing quite well but there is clearly room for improvement".

Positive and negative forces collapsed neatly into the following categories

Positive Forces

Funding

- Resourcing NZ Athletes to compete internationally

Marketing/Publicity

- Brand marketing (Olympism/the rings)
- Good in Olympic year

Selection

- Sound process and criteria

Support

- Preparation and management of teams
- Media training and support at Games
- Leadership on drug issues

Negative Forces

Executive Management

- "Old man's club" image. Out of touch, uninformed and too big
- Decision making is poor due to crisis management and political agendas

Publicity

- Mainly focused on Olympic years
- Low public awareness of NZOCGA role and activities
- Low media profile

Organisation

- Inefficient and cumbersome in size and structure
- Suffers from internal conflicts and role confusion
- Results in ineffective communication and strategies poorly implemented

Funding

- Targeting is inconsistent and lacking in continuity
- Sourcing efforts lack co-ordination with other sport funders and compete with NGBs (National Governing Bodies)

Responsiveness

- Unaccountable to constituents (sport bodies/athletes)
- Lack of consultation with constituents

Strategy

When asked, participants could not identify any specific strategy or strategic intents but did indicate that success in "getting teams away" was obvious. Future Directions

Some patterns emerged when participants were asked to think about the direction NZOCGA should take in the next five years. These are shown in Figure 1.

Figure 1. Future directions for the Olympic Movement in New Zealand: data clusters

THEMES: Marketing - Fire up the Rings/Flame - Sell it - "Ring" leader R TM - Gold on Black TM - Pathway to Gold - Gold Beyond 2000 - Marketing Olympism for funds and image enhancement - Promote the Olympic images - target youth - Lift the organisation's profile (& understanding of what it means)	THEMES: Excellence - Excellence - Integrity - Success - Inspire members - Let's take Sydney - Medals, prizes - Elite sport leader	THEMES: Growth - More sports, more athletes, more medals - Breed talent for gold - Bigger Games teams, more sports and more medals
THEMES: Communication - People promotion - Educative - Visionary - Fire up the team - Consistent with Olympic ideals	THEMES: Olympism - Promotion of Olympics - Marketing Olympism for funds & image enhancement - Carry out programmes - Creating achievement - Realising the dream - Winning the right way - Sportsmanship - Educative - Consistent with Olympic ideals	THEMES: Spirit - Exciting - Dynamic - "Let's take Sydney" - Passion

The session concluded with an open forum where anyone could raise any issue to be considered by their colleagues. Issues of sponsorship, governance, and the need for change were raised.

The Pilot Group

A small group was formed to take the raw data and to come back on 25 June to the original workshop members with an analysis and any recommendations.

The workshop data were grouped together (not edited) and fed back to the pilot group. The group was charged to review the data and to make any recommendations back to the Council. In addition, executive summaries of the documents listed in Appendix 1 were reviewed. Finally, the current status of the NZ Sports Foundation and the funding and board links with NZOCGA were stated, but in the absence of any documents one could only surmise as to the exact nature of the links. Lively debate ensued on all aspects of the issues presented and on the most suitable model to underpin the future NZOCGA.

The small group set themselves the task of constructing an organisation that was the embodiment of the Olympic values and was run using the best sports management practices. Various models and approaches were discussed in light of the re-organisation of NZ Cricket, NZ Rugby at both national and local levels.

The output of the discussion is a values-based organisation that met the requirement to be "of the Olympic sports, for the Olympic sports and by the Olympic sports" and, at the same time vibrant and capable of extending and enhancing the potency of the Olympic brand.

The central diagnosis is that NZOCGA's current organisation and management scores "about 75%" but there were significant problems as perceived by participants.

It was agreed that the vision, values, and operating principles underpinning the New Zealand operation should be:

The Vision

Growing the Olympic dream in New Zealand

The Motto

An Invitation to Excel in Accordance with
The Olympic Charter
Citius. Altius. Fortius.
(Further. Higher. Stronger.)

The Operating Principles

The eight Olympic principles should be the operating guide for NZOCGA

1. *Modern Olympism was conceived by Pierre de Coubertin, on whose initiative the International Athletic Congress of Paris was held in June 1894. The International Olympic Committee (IOC) constituted itself on the 23rd of June 1894.*
2. *Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education. Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.*
3. *The goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity.*
4. *The Olympic Movement, led by the IOC, stems from modern Olympism.*

(continued)

The Operating Principles

5. *Under the supreme authority of the IOC, the Olympic Movement encompasses organizations, athletes and other persons who agree to be guided by the Olympic Charter. The criterion for belonging to the Olympic Movement is recognition by the IOC.*
 6. *The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play. The activity of the Olympic Movement is permanent and universal. It*
 7. *reaches its peak with the bringing together of the athletes of the world at the great sport festival, the Olympic Games.*
The Olympic Charter is the codification of the Fundamental Principles,
 8. *Rules and By-laws adopted by the IOC. It governs the organization and operation of the Olympic Movement and stipulates the conditions for the celebration of the Olympic Games.*
-

The critical success factors against which the Board and management would be judged were listed as:

The Critical Success Factors

- * Create the premier sporting brand*
 - * Excellent marketing and income streams*
 - * Excellent relationships with stakeholders*
 - * A strong core of sports professionals at Head Office*
 - * Dissemination of Olympism*
 - * Number of New Zealanders who share the Olympic dream*
 - * Medal count and personal best's fostered*
 - * Strong support for NOCs*
-

It was unanimously agreed that a more streamlined organisation was required, one that was capable of focusing on the needs for enhanced marketing of the Olympic brand.

The Core Recommendation

An omnibus recommendation was placed before a special general meeting of delegates from all members sports.

That this meeting endorses the recommendations of the Pilot Group in relation to the structure and operations of the NZOCGA and asks that a Special General Assembly be convened to enact any required constitutional changes.

The recommendation was formally put and voted on.

It was passed unanimously.

Thus, the New Zealand Olympic Academy was born on the 23rd May 1997 in the BP Theatre in Wellington New Zealand. The following were the first Academy Trustees:

Tay Wilson (IOC), John Davies MBE, Clive Moon, Ian Culpin, Murray Gilbertson and Dr Dai Gilbertson JP.

THE YUGOSLAV OLYMPIC ACADEMY (YOA) (1985-1998)

by Prof. Dr. Stefan ILIC (YUG)

The Yugoslav Olympic Academy was founded on 9 February 1985, following a decision of the Yugoslav Olympic Committee; its aim was to promote the propagation and development of sport and the Olympic Movement in Yugoslavia.

At the time, the fundamental tasks of the Olympic Academy were defined as follows

- disseminate and promote the Olympic idea and ideals
- disseminate and promote the principles and philosophy of Olympism
- promote the spirit of fair play
- increase the awareness of the need to support equal rights, solidarity, tolerance and mutual respect in sport and in daily life, without any discrimination on grounds of gender, race, religion or ethnic origin
- deliver Olympic education to children and youth within the context of Yugoslavia's educational system
- cooperate with the International Olympic Academy and the other National Olympic Academies.

The YOA fulfills its mission by means of

- thematic sessions
- scientific and research projects
- various publications
- exhibitions on specific themes of the history of Olympism in the world and in Yugoslavia
- direct support to the organization of sports competitions for children and young people, with the aim of providing Olympic education, in close cooperation with the Federation of School Sport and Olympic Education
- close cooperation with the Federation of Sport for All

- assistance to and cooperation with the Museum of Sport of the Physical Education Department of the University of Belgrade
- cooperation with the NOAs of other Balkan countries.

During the thirteen years of the YOA's activities, we can distinguish three phases in its development.

PHASE I (1985-1991)

This was the period when the YOA began its activities in the former Yugoslavia with significant results. During this first phase many sessions were held

1. An international session on Mount Igman close to the city of Sarajevo (23-28.03.1984)

Themes:

The Yugoslav Olympic Academy (aims and duties)

The Olympic Movement in the world and in Yugoslavia

Physical education in Yugoslavia

90 participants from 12 countries.

2. The national session of Mount Bjelassnica (Bilelchnitsa), not far from Sarajevo (1987)

3. The international session in Belgrade at the "Sava"centre (25.04.1990)

Themes

80 years of Olympic Movement activities

Tradition as a factor promoting sport in Yugoslavia

The Exhibition "Yugoslavs at the Olympics 1896-1992".

85 participants and officials including, inter alia: H.E. Juan Antonio Samaranch, President of the International Olympic Committee, Nikos Filaretos, President of the International Olympic Academy, IOC member, the members of the IOC's Executive Board and the International Association of Sports Organizations.

* The international session in Belgrade (31.08.1997), in the headquarters of the Yugoslav Olympic Committee.

Themes

The importance of the participation of the athletes of the kingdom of Serbia at the 5th Olympic Games and Captain Svetomir Djukic's role in the YOC for the promotion of the Olympic Movement in Serbia and Yugoslavia.

The traditional popular festivals and chivalry contests as a possible basis for the promotion and development of Olympic ideas in Serbia.

29 participants from the Balkan Association for the History of Sport and Physical Education, from the six Balkan countries. The session was chaired by Mr Aleksandar Bakocevic, President of the Yugoslav Olympic Committee at the time and Mr Caslav Veplic, Secretary General of the YOC, who was present together with many other members of the Yugoslav Olympic Committee.

5. The annual sessions of the Yugoslav Olympic Committee. Each year, on 23 February, anniversary of the Serbian Olympic Committee's creation (1910), thematic sessions were organized, on carefully selected topics, related to the Olympic Movement in the world and Yugoslavia.

PHASE II (1991-1995)

During this period, the activities of the Yugoslav Olympic Academy were reduced, as a result of the political situation in the Socialist Republic of Yugoslavia and UN sanctions against the Federal Republic of Yugoslavia.

Sport as a whole and the Olympic Movement in Yugoslavia went through a period of crisis because of the political situation in the country and the interdiction for athletes to take part in competitions outside Yugoslavia.

As a result, the activities of the Yugoslav Olympic Academy were reduced and many cuts had to be made to the programme which had been decided before. All this led to not so good results in this segment of the Olympic Movement in Yugoslavia.

PHASE III (1995-1998)

The fundamental objective of the Yugoslav Olympic Committee during this 3-year period was to re-integrate, as quickly and as effectively as possible, Yugoslav athletes in international sport and the Olympic Movement. This could be accomplished quite successfully.

The Yugoslav Olympic Academy also tried to revive its activities, namely resume its work in order to attain its objectives and carry out its designated mission. To this end:

1. The Yugoslav Olympic Academy started once more to convene the annual thematic sessions which were held on 23 February, anniversary date of the foundation of the Serbian Olympic Committee (1910).
2. It also resumed its cooperation with the Romanian Olympic Academy (Bucarest chapter).
3. The YOA has completed a project called "The revelation of the personality and work of General Svetonir Djukic within the Serbian, Yugoslav and international Sports and Olympic Movement". The project has been accepted by the Yugoslav Olympic Committee (1997)
4. The General Svetonir Djukic Committee was established by the Yugoslav Olympic Academy (1997).
5. Special attention has been devoted to the sports and Olympic education programme for children and young people, in co operation with the Federation, of School Sport and Olympic Education, while supporting the organization "Mini Olympics", which promote the implementation of the Olympic education programme.
6. The YOA and Serbian Radio and Television, work closely together for the production of educational TV programmes for children and young people, to promote the implementation of the Olympic education programme.
7. The YOA prepares and supports publications on the history of the Olympic Movement in the world and in Yugoslavia, as well as popular editions (fair play).
8. It also supports the organization of the 6th Congress of the Balkan Association for the History of Physical Education and Sport, which will be held in the city of Novi Sad (Yugoslavia), in October 1998.

The Executive Board of the Yugoslav Olympic Academy, wishing to carry out, successfully, as many of its designated tasks as possible, is developing a new activity programme, and setting up new commissions, with special emphasis given to the part of the programme concerning Olympic education for children and youth.

INTERVENTION BY THE PRESIDENT OF THE NIGER OLYMPIC ACADEMY

by Ide ISSAKA (NIG)

Allow me to express my gratitude to the International Olympic Academy (IOA) for having allowed us to attend the 4th Session of the IOA and address this assembly today.

The Niger Olympic Academy is very young, it was just created on 17 February 1998. Right from the start, however, it has began to reflect on the best way to become *a* major institution within the Olympic Committee of Niger.

The regional seminar on the Training of Physical Educators that was attended by its President at Cotonou, from 2 to 4 December 1997 was an excellent start because I would like to mention in passing that it was only the recently appointed Executive Board of the Niger NOC which decided, for the first time to create an Olympic Academy in Niger. This was a highly commendable decision as we all know that a NOC without an Olympic Academy is just body without a soul!

For the present, our reflections are focusing on

1. The composition of the Olympic Academy's bureau.
2. Increasing awareness of all sports actors, with the help of seminars, lecturers, radio and TV programmes, to improve their understanding of the Olympic Games; I have personally a number of interviews scheduled on this subject on my return to Cotonou.
3. The involvement of schools in the practice of sport.
4. The contribution of sport to the quest for social peace.

More particularly, the Niger Olympic Academy expects a lot from the experience which its President will be acquiring through his contacts with all NOA Presidents from all over the world at this session, which he attends for the first time, in order to develop its programme of activities and enrich his experience for the future.

PRESENTATION OF THE FINNISH OLYMPIC ACADEMY

by Anja JARVINEN (FIN)

The Finnish *Olympic Academy* has reached the age of ten years last December. It was founded in 1987 to propagate the ideas, goals and knowledge of the Olympic Movement in our country. There are seven members elected by FOC and the secretary is from the office of FOC. In 1987 - 1993 the chairmanship of the Olympic Academy was held by Mr. Seppo Kylmanen and since 1993 Mrs. Anja Jarvinen holds the post.

All NOCs have a duty to respect the principles of the "Olympic Charter" and it is in their interest to spread the ideals of Olympism. Olympism is a great vision and people need visions to strive for. How can the young people of Finland become interested in the principles of Olympism and how can these principles be incorporated into the teaching in schools without Olympic Academy? The development of our OA has taken place gradually and it has taken many years to find the ways how to spread and promote Olympism and the target groups for Olympic education.

1. National sessions

The first national session was held in Helsinki, in Finlandia House, the 1st of December 1987. The main theme was the Olympic Movement and education. There were a lot of foreign lecturers. The second session was also held in the south of Finland, in the Swedish-Finnish Cultural Center Hanasaari, in the city of Espoo near Helsinki. The main theme was Sports and Society. There is a unique organizational system in sports in Finland where the realization of the sports activities is taken care of non governmental organizations. The State and sports have worked in close cooperation. The Olympic Movement has always been highly respected by our State: it is seen as a channel for promoting international co-

operation and friendship. We talked also about "Sports and Finnish Cultural Life": Weed or a Useful Plant? Sports and arts are not opponents. Our increasing spare time calls for the incorporation of arts and sports.

In 1989 the Olympic Academy decided to start provincial sessions in order to get still broader groups of citizens to participate in the Olympic Movement. We have arranged sessions in different parts of Finland: in the south, north, east and west. The participants have been representatives of different cities, Provincial Government, the Sports Board, University and schools as well as representatives of municipalities, congregations, cultural and civic associations, business life and media as well as various Finnish sports organizations, coaches, teachers etc.

1997 was our jubilee year and we had our session in Olympia. It was a great success with 27 participants. The whole atmosphere and the surroundings of IOA are so unique. Here is the heart of Olympism. We have had ten sessions all together.

2. International cooperation

Our Olympic Academy sends participants to IOA's sessions. Every participant makes a report of the session and gives the presentation in our national session. Everybody has very positive attitudes for Olympic Movement and Olympism, but only a few of them work actively in Olympic Movement afterwards. It is a problem. We take part in sessions organized by Olympic Academies in Denmark, Sweden and Norway and sometimes they send participants to our session. Language causes problems for our communication.

We have cooperated with Germany very much. They have very good materials for Olympic education for schools and Mr. Robert Marxen visited our session in Kuortane Sport Institute and told us about Olympic and Fair Play education in Germany. In March our Academy took part in workshop in Berlin with eleven European Academies. We worked hard and got a lot of new ideas for our cooperation in the future.

3. Olympic education - cooperation with schools

Olympism is an educational opportunity. There are the same values in Olympic education as in common education: Fair Play,

tolerance, friendship, peace and understanding between different nations and cultures. Olympism is not only books, different kind of materials and training. It is the way of life, balance of mind and body. Our cooperation with schools started in 1994, when our Academy produced the first Olympic education project in my school. It is an elementary school in the east part of Helsinki with 460 pupils. There are a lot of pupils from foreign countries: Russia, Estonia, China, Hong Kong, Somalia etc. We recognized that we need a lot of knowledge of these pupils' culture and background to understand each other and to work well together. So we organized an Olympic week in May 1995 and once again in 1996. We did not have any materials, but used materials from Germany, Canada and Norway. Their materials are well done for many subjects. We translated parts of them and made some parts of our own. This was the beginning. These projects were very successful. Media were interested in these Olympic weeks. We were in the radio, TV and newspapers. The publicity was very positive for Olympic Movement.

In 1997 more 300 schools had Olympic week and more than 40.000 students have got the basic ideas of Olympic education:

The history of the Ancient and Modern Olympic Games
Olympic Movement

Pierre de Coubertin and the philosophical basis of modern Olympism

Ceremonies, symbols, Fair Play

The most important result of these Olympic weeks is that young people and their teachers and parents have got positive attitudes towards Olympic Movement. The feedback from schools has been very positive. The project is going on in the district of Helsinki.

4. What activities in the future?

We have to make more material for Olympic education for schools, sport clubs, the training courses of instructors, coaches and referees.

Strategy for media, the national press, regional newspapers, radio, TV etc.

NOAs have a lot of work to do, but step by step we will come to the goal as winners.

UNITING THE REGIONS THROUGH OLYMPISM

by Keith JOSEPH (VIN)

Preamble

As we address the prospects of forging unity in the region through Olympism, perhaps it is useful to remind ourselves of what Olympism means.

The Olympic Charter, in identifying the Fundamental Principles and reminding us that "Modern Olympism was conceived by Pierre de Coubertin", tells us that "Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles".

The Charter further states that "the goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity."

Finally, the Charter makes abundantly clear that "The Olympic Movement, led by the IOC, stems from modern Olympism".

Forging unity

Essentially, through the National Olympic Academy in St Vincent and the Grenadines, we are attempting to build bridges across the chasm of Caribbean waters which currently appear to separate us very much.

We are relatively small, poor organisation. Our importance to the larger organisations come only when our votes are needed for elections. This is the most unfortunate reality that confronts us.

The time has come for us to so organise ourselves that we educate our peoples - from the very young to the oldest among us, from the very strong to the very weak, from the physically able to the physically and mentally challenged, from those blessed with good sight to, the blind and visually impaired - in the true spirit of Sport for All, to understand Olympism.

We must endeavour to share our resources, for our joint benefit, as we move forward to develop our peoples in the march towards internalising the principles of Olympism. Such a pooling of resources inevitably leads to stronger organisations across the seas, thereby allowing us to overcome the major obstacles to consistent progress.

We need to insist that we as NOAs receive an annual allocation from our NOCs, through Olympic Solidarity, supported by the demands of the IOA Commission within the IOC.

This allocation must be used to develop our educational capabilities, to develop our archives and libraries, to allow us to publish booklets on our sporting heroes and on aspects of Olympism as evidenced in our respective countries.

It will help us to establish and maintain a regional magazine on the work of the Olympic Academies of the English-speaking Caribbean, with inputs from Academies from further afield.

Many of us operate in countries that do not yet have a national sports culture.

Let this be one of our major tasks: to help in forging national sports cultures where they do not exist as yet.

Without it, our sports people are forever likely to end up unrecognised for their efforts and piled heavily upon the dungheap of a largely unrecorded history.

Major components

When we speak of uniting the region through Olympism we have some very clear ideas in mind.

1. Everywhere a NOA

There is no doubt that the Congress of Unity, the Centennial Congress of the modern Olympic Movement, held in Paris, France, in September, 1994, identified the importance of edu-

cation relative to the spread of Olympism across the world.

The Congress clearly understood too, that the establishment of a National Olympic Academy in every country, is pivotal to its overall education programme.

Thus we all have to establish National Olympic Academies. The primary function of these NOAs will be the development of appropriate programmes which will allow them to function as the Educational Arm of their respective NOCs.

2. A Regional Olympic Academy (ROA)

Here the intention is to host an Annual Regional Olympic Academy (ROA). The venue will be determined by a Bid process which allows for the venue to be determined two years in advance.

The theme for the ROA, the lectures and the selection of lecturers will be determined one year prior to the specified Session.

3. Junior Olympians Movement (JOM)

It is being suggested here that everywhere we establish a NOA, we seek to establish a Junior Olympians Movement.

This Movement involves children aged 8-15. Such an organisation is important to the early socialisation of our children into the lofty principles of participation for its own reward, fair play, camaraderie and fraternal cooperation. That is, they are socialised into Olympism in all its aspects.

4. Annual Regional JOM Session

It is being proposed that in the same way that we establish an Annual ROA, we establish and institutionalise an Annual Regional Junior Olympians' Session.

The same Bid process should be followed to determine which country in the region should host the Session.

The Session should have clear Themes and Objectives couched within an overall development framework.

Such an Annual Session would ensure that the children begin to understand more fully the principles of Olympism.

5. Olympic Links Movement (OLM)

This Movement involves youths aged 16-21. It is a direct and logical follow-up for the Junior Olympians Movement.

6. Annual Regional OLM Session

There should be an Annual Regional Olympic Links Session.

The determination of the host should be the same as with the Regional Junior Olympians Session.

The Session should have clear Themes and Objectives couched within an overall developmental framework.

7. Literature Production

Every effort should be made to have literature profiling the Olympians of the region be made available to all of the NOAs and Junior Olympians. This will ensure that there develops a greater sense of and appreciation for the achievements of our region's sportsmen and sportswomen.

8. Olympians' Exchange

Attention should be paid to inviting Caribbean Olympians, to the different countries, to deliver addresses and meet students, youths and people generally, of the different islands, as far as possible, in an effort to break down the seeming barriers to closer collaboration and ultimate unity.

9. Athletes' Education

Athletes selected to national teams at whatever level in the different sports should be educated in Olympism

10. Educational exchanges at the level of Special Lecture presentations need to be explored. This may mean ensuring that we adopt the approach suggested by the Congress of Unity which proposed that our educators be invited to study Olympism. It is possible to have these Lectures during Olympic Week, usually celebrated around the same time as the Olympic Day Run. They may also take place during the annual celebrations, a Week of Activities, to mark the anniversary of the NOA.

11. Olympic Week etc.

Our Annual Olympic Day Runs must become major vehicles of Olympic Education. Here again we may be able to make full use of an exchange of Olympians to boost participation in the Olympic Day Run and any attendant speech presentations that may take place.

Conclusion

Slogans are always very important to the popularising of any new, innovative project. This proposal in respect of the unification of the Caribbean region through Olympism must also have its slogans.

Some slogans, to begin with, may be

* "EVERYWHERE AN OLYMPIC ACADEMY"

* "EVERYWHERE, OLYMPISM!"

EVERYWHERE, OLYMPIC EDUCATION"

* "THOSE WHO KNOW, FACILITATE!"

THOSE WHO DONT, BE EAGER TO LEARN!"

* "EVERYWHERE, OLYMPIC EDUCATION!"

There is no doubt that the proposed approach to delivering Olympic education will go a long way towards the inculcation of a firm commitment to effectively building the bridges so badly needed for our region of small, poor nations.

Such an approach will, undoubtedly, forge stronger bonds of friendship and co-operation all steeped in the all-sustaining Olympism.

ESTONIAN OLYMPIC ACADEMY PROGRAMS ON THE OLYMPIC EDUCATION

by Merike KULL (EST)

Estonian Olympic Committee will celebrate its 75th anniversary in 1998, although the national Olympic team of independent Estonia participated in the Olympic Games already 3 years earlier: in 1920 in Antwerp and won there 3 medals (1 gold and 2 silver medals).

The Estonian Olympic Academy (EOA) was founded in 1989. In this time one of the most important purposes for our Olympic Academy was to develop international collaboration in order to get support for our independent National Olympic Academy, although Estonia was a part of the Soviet Union yet.

The **aims** of Estonian Olympic Academy are from this time

1. To spread and promote the Olympic principles.
2. To organize scientific events and research on the developing of the Olympic Movement and the spreading of Olympism.
3. To work out research projects on the training of Olympic athletes.
4. To organize refresher courses for the coaches training the Olympic athletes.
5. To educate youth on the Olympic Movement and the philosophy of Olympism.
6. To study the history of the Olympic Movement.

The EOA follows the idea of P. de Coubertin that the Olympic Movement needs an institution which would give it a scientific basis. According to de Coubertin, the scientific body of Olympic Committee has to tackle all questions concerning the combining and balancing of the physical, mental, ethical and aesthetic merits of man.

To fulfil these aims, the **Estonian Olympic Academy has organized:**

1. **Seminars** for Olympic coaches and athletes about their training and sporting excellence.
2. **Discussions on sports sciences** in Estonia.
3. **Annual books "Acta Academiae Olympicae Estoniae"**, where are collected scientific articles about Olympic Movement and sport sciences.
4. The **Olympic essay-competitions** for choosing participants to the IOA Sessions for Young Participants.

Since 1991, in free Estonia, in the aims of the EOA have more and more **significant role played by the Olympic Education**.

There are two new programs in Estonia in the field of the Olympic Education: "Olympic Games in Estonian Schools" and "Youth Sport and Fair Play".

Program "Olympic Games in Estonian Schools" (1998)

The aims of this program are the following

1. To change the youth's sport more interesting and popular by enriching the classes of the physical education in the schools;
2. To encourage mass participation in physical activity by helping every student become physically fit and able to maintain an optimum level of bodily health;
3. To integrate Olympic Idea in different subjects (history, geography, literature, creative writing, art, music, mathematics, biology, manual training)
4. To give prominence to the Olympic Ideas (Olympic traditions, Fair Play etc) in the schools as well as in the other forms of the youth sport (in activities of sport schools and sport clubs).

The following events were included in the programme

- essay contest on Olympic topics,
- drawing contest on Olympic topics,
- contest of making an Olympic mascotte,
- Olympic afternoon,
- sports programme, which included Opening Ceremony, sports competitions (relay race, "Olympic for all", track and field competitions, a national ball-game, basketball, football) and Closing Ceremony.

Thus the Olympic Movement reached to the school children in a concrete way and not only in the meaning of sports competitions but in a more extended context. It was a way to demonstrate the unity of the Olympic Movement and Olympism.

The first School Olympics already took place in 1996 in Patkiila Elementary School, in a small town of Estonia, named Torva. About these Games exists a video, which is usable for introducing this idea to other schools. For the same purpose worked out the instruction "Olympic Games in Schools", which contains

- overview of the history of the Olympic Games and Estonian athletes' part in this,
- different ideas about using the themes of Olympics in other subjects (organizing competitions of essays, singing, mascottes, logos),
- methodological instructions for the opening and closing ceremonies of the School Olympic Games,
- the recommendable scheme of sports events for summer and winter Olympics.

These instructions will be send to every school and put on in the Internet Homepage of the Estonian Olympic Academy.

Programm "**Youth Sport and Fair Play**" has been started from autumn 1997. The essence of this programme is to make the students to understand that Fair Play does not only mean adherence to written rules; rather it describes the right attitudes of sportsmen and sportswomen and the right spirit in which they conduct themselves, showing respect for the other and care for his or her freedom from bodily or psychological harm. "Fairness is trying to put oneself in the place of the other and acting accordingly", as is written in "Fair Play for All" Declaration of the CIPF.

The EOA has published several articles about Fair Play in the Estonian mass media. A bulletin about Fair Play has been written for schools and sport federations. Short videos are produced for TV to introduce good examples of Fair Play in sport.

From 1998 a new subject has taken place into curriculum of the University of Tartu, called Olympism. It has been the task of

the younger generations, who have been participated in the IOA Sessions for Young Participants and now have gathered in the National Olympic Academy of Estonia to spread these Olympic ideas what they have learned in Olympia.

The Olympic philosophy and its accompanying ideals (mass participation, sport as an education, Fair Play, excellence, and international understanding) are the basis of the global social movement: the Olympic Movement, and our purpose is to increase awareness of the Olympic philosophy and we try to do our best for it.

SLOVAK OLYMPIC ACADEMY AND ITS CONTRIBUTION TO THE OLYMPIC EDUCATION IN SLOVAKIA

by Dr. Zdenka LETENAYOVA (SVK)

It has been two months when over the stadium in Japan Naganu, the torch of the last championship of championships in this century, the torch of the 18th Olympic Winter Games, went out. In a rather short camera shot we could take a glimpse of Bjorn Daehli, the Norwegian winner of the 10 km cross-country skiing classical style, and a glimpse of the Canadian ice hockey players congratulating (which is far from usual in NHL) their rivals from the Czech Republic after the Canadian team had lost the semifinal match. Why do I mention this? For the only reason which is the educational reason. Our society of the end of 20th century forgets the very basic message for which de Coubertin revived the Olympic games. He did not see the Olympic as a goal but rather as a means to educate the young through sports. It is necessary to emphasize that Baron de Coubertin was a reformer in the first instance, and his Olympic idea is first of all educational, postulating a many-sided harmonic education teaching of peace, friendship, tolerance and of healthy and meaningful life.

These are the ideas that are to accomplish the mission and tasks of national Olympic Academies. To the best of my belief I have every reason to state that the Slovak Olympic Academy truly fulfils this mission.

I would like to be more specific. The Slovak Olympic Academy was founded on June 12, 1993, when it followed up with the activities of the Czecho-Slovak Olympic Academy, which had been founded in 1987. The Slovak Olympic Academy is seated in Bratislava, and it is one of the commissions of the Slovak Olympic Committee. As of April 30, 1998 it has 92 individual members

and five collective members. It is very encouraging that the latest membership applications came from among the young generation (according to the Slovak Olympic Academy Statute every citizen of the Slovak Republic older than 18 years may become a member of the SOA). The Academy is headed by the nine-member Executive Committee of the SOA. Eight members of the Committee are elected from the Academy members while the ninth member is the Slovak Olympic Committee Vice-President for Olympic Activities. The educational principle prevails in the priority activity areas of our Academy, that is in the areas of science and research, workshops, culture, publishing and propagation. Since its very beginning the activities of the Slovak Olympic Academy have been varied. We have organized several workshops and international conferences (such as *Life and Work of P. de Coubertin*, *Olympic Education in Schools*; *Drugs, Doping and Sports: Sport and Olympic Documentation in Museums and Archives of the Slovak Republic*, etc.). Two years ago we started to organize a knowledge competition of the Olympic Movement for pupils of elementary and secondary schools. The latest workshop in March titled "Olympic Education and Experience of Preparing of Knowledge Competitions" was also devoted to the Olympic Movement knowledge competitions. It has become a tradition that we prepare a knowledge competition for university students on the occasion of the International Students Day on November 17. The Olympic issue is also one of the themes of the Student Research Conference as well as diploma theses. In the non-Olympic year we want to continue with the *International Children's Olympic Camp*. In cooperation with the Museum of Physical Culture we have prepared several exhibitions devoted to the Olympic Movement history in Slovakia. As for the publishing activities, we have published works such as *Olympic Movement in Slovakia. From Athens to Atlanta* or a monograph on the first Olympian coming from Slovakia, Aloiz Szoko! The first number of the magazine *Zhornik SOA* 1996, which we plan to publish every year, is also of important contribution. Our members regularly write too important dailies. We cooperate with the Olympic clubs that have been established in

different districts of Slovakia. The exploring tours called "In the footsteps of Olympic History". I would like to take the advantage of being here to thank the International Olympic Academy for its making possible that 40 members of the Slovak Olympic Academy will be able to stay free of charge in its center here in Olympia in the last week of August 1998. The SOA members take it as a privilege and appreciation of their work. The stay will certainly be the most possible respectable place to commemorate the fifth anniversary of the Slovak Olympic Academy. At the same time I wish to thank the International Olympic Academy representatives for granting a scholarship for a third participant, who in this way will be able to take part in the 30th session for Young Participants. We have participated in the sessions on a regular basis since the beginning of our Academy. All participants have been chosen through competitions advertised in mass media. I am glad to be able to tell you that the interest in the participation has always been considerable and most of the participants became later members of our Academy.

It is our ambition to make the Olympic education available to everybody. Because the modified credo of de Coubertin applies in this case. It is important to take part as it means to win.

SCHOOL PROGRAMME OF THE NOA OF GERMANY

by Annabella LIND (GER)

Our Academy held his first session in 1971. Our board consists of 10 elected members (5 headmaster and 5 persons from Universities) and we do have 3 nominated from

- primary
- secondary and
- University education.

The people who are working for the Academy are volunteers.

I'm going to give you now a survey about the paedagogical work of our Academy.

Let's talk about some facts and examples how we try to show and cultivate the Olympic Idea in Germany.

Let's start with the **Schoolcontests**

Our aim group was children from the age of 10 up to 18 years.

We offered essays and art contests such as posters, covers for our booklets.

If you are interested I would be more than happy to show them to you after our lesson today.

In the hall we have samples of our Poster-Exposition for the centinel of the Games two years ago, distributed in 5000 sets to schools, sport clubs and others.

In the 80's we initiated **Olympic weeks** for primary schools in Olympic years. I've brought pictures and samples of our work from my school which you can find on my left hand side. In addition we have a Video, you can look at a special school programme for the Nagano games. For the first time we were going with our Nagano booklet on the Internet, with good success.

So what do we call **project week**?

It means different teams in school had been established to work out a great variety of interests during one week. At the last day of the week, they invited all interested people, like parents

and friends to a great presentation of the results from all the projects.

For example

- study groups (greek history, actual sport venues)
- torchrun preparations (police, flags, torchpreparation, routes, competitors)
- handicrafted teams like building flags, team T-shirts, medals, Olympic puzzles, riddles...
- music, like arrangements for the presentation of the finals, for example choirs, dance groups and more

As a result of many colleagues, the NOC got involved in the case and established different teams. So we collected a great number of different material to make an educational program.

To complete the subject, there is training for **teacher in service**.

Every 2 years approximatly 100 teachers from all school levels, all across Germany and guests from abroad meet each other in Olympia.

Offering them lectures, different study-groups about fair play or Olympic education and of course practical lessons. We experienced the wonderful and realy instructive opportunity to listen, to discus and to give each other inspiration of the Olympic work at home.

Besides all the activities IVE already mentioned, there are much more efforts to come closer to our aim.

For example

- producing media and offering them to all schools
- a closer cooperation with further-education institutes for teacher in service
- providing more help even for communities, sport clubs and so on
- special events to appreciate the results of further education and to improve cooperation.

Now coming to an end, I want to emphasize that now more then ever, the Olympic games come into fire from all sides. We cannot shut ourselves off from all these facts.

At the same time, the social surroundings of the modern athlete cannot be compared with these of the late 20th Century.

As a result, we have to face the facts, that idols in sports have changed as well and that it became more difficult, to take them as an example.

So, wouldn't be useful to increase the efforts of the Olympic Idea at school?

Is it still up-to-date to restrict the Olympic Idea to one subject, physical education?

Did we forget that Olympic meanings influence all parts of modern life?

PROGRAM OF THE YUGOSLAV OLYMPIC ACADEMY

by Dr. Sladjana MIJATOVIC (YUG)

After a few years working under difficult conditions, Yugoslav Olympic Academy (YOA) is attempting in this year to work on some parts of the program, which were considered as especially important.

First of all, on the schedule is introduction of the Olympic education in schools, which Yugoslav Olympic Academy (YOA) will carry out together with Association for School Sport and Olympic Education.

1. Realization of the program "Introduction of Sport and Olympic Education in Schools"

Yugoslav Olympic Committee together with Sports Association and Association of Pedagogues of Physical Culture of Yugoslavia took an initiative to organize sports competitions among pupils in primary and secondary schools based on a unique system called "Minor Olympic Games" (in 1968), with aims

- To provide facilities to go in for sports to the young ones in schools,
- To develop a habit for carrying out systematic exercise and sports training,
- To boost promotion of physical education in schools,
- To enable natural development of top sport for which school sport makes an indispensable basis,
- To cherish and develop Olympic spirit in sports competitions and mutual fair play relationship.

Sports competitions are organized each year on four levels (school, community, region, republic), in 12 sports disciplines as republic championships. In each fourth year Summer Olympic Games for pupils (in 11 sports disciplines) are organized and also Winter Olympic Games (comprising competitions in Alpine and Nordic disciplines). Olympic Games for pupils are organized

in accordance with the full Olympic protocol (flag raising, national anthem playing, burning Olympic flame, oath taking among competitors and referees). Special attention has been paid to fair play relationship.

Since 1997 the competitions have been managed by **Association for School Sport and Olympic Education**.

Aims of Olympic Education in schools are

1. Increase of consciousness about Olympic philosophy.
2. Increase of consciousness about Olympic ideals, about sport as a means of education, about fair play, about international understanding, which exceed racial, religious, political and economic differences.
3. Increase in getting to know and understanding the history of ancient Olympic Games and modern Olympic Movement and Olympic Games.
4. Assistance in moral development of children and increase of children's knowledge about ethics and dangers against cheating - cheating in sport, use of drug in sport, terror in sport.
5. Stimulating children to take part in sport and physical activities and to induce them to adopt healthy and active way of life.
6. Increase of children's knowledge about dangers against chauvinism, nationalism, hatred, discrimination based on religion, racism, ethical differences, difference in sex or level of abilities;
7. Increase of respect in children towards other countries, traditions and cultures in order to achieve the global peace.
8. Increase of self-reliance and self-esteem with children.
9. To ensure that children are proud of their sportsmen, Olympic achievements of their own country, their own cultural inheritance as well as those values which are in close contact with the philosophy of Olympism and Olympic ideals.

Method in introduction of Olympic education in schools

- Preparing "Guide for Olympic Education" for teachers,
- Organization of special manifestations (Olympic day, Olympic festival, Mini Olympic games, relay race with Olympic torch),

- Engagement of University professors, sports journalists, trainers. For Olympic and sports education of pupils in schools in Yugoslavia the following are of exceptional importance
- Parts of these programs have been realized through programs of system Mini Olympic games, and we have gained certain experience,
- Almost at the beginning we have found ourselves in the course of happenings in connection with Olympic and sports education in schools,
- What we have to do is to follow happenings in the world Olympic Movement and to supplement our programs with the latest knowledges and we already kept pace with modern tendencies.

On the basis of all this **Association for School Sport and Olympic Education**, has set the following tasks

To continue organizing Olympic sports games among school boys and girls in Serbia, because Mini Olympic Games during 29 years demonstrated as a very successfully method for Olympic education for children and youth.

- To extend work program of Association also to Olympic education and in this connection the institution would overgrow into Association for School Sport and Olympic Education.
- To cooperate more directly with Yugoslav Olympic Committee and Yugoslav Olympic Academy regarding implementation of the program for Olympic education.
- To get connected with UNESCO, department for development of sport in schools.
- To get connected with International Association for School Sport.
- To exercise initiative for organization of Sports Games among pupils in the countries of Balkan peninsula.

Accordingly, Association of Sports Games among School Youth of Serbia will exercise initiatives and a series of activities to provide organization of a thematical gathering on possibilities of organizing Olympic Games for pupils of all Balkan countries.

2. Realization Project "**Marking the Figure and Works of General Svetomir Djukic in the Serbian, Yugoslav and Inter-**

national Olympic and Sports Movement" to exercise the function of spreading propaganda of the Olympic idea and Olympic Movement in Yugoslavia.

Olympic idea appeared in the Serbian sport at the end of 19th century parallelly with renewal of modern Olympic games. At the beginning of 20th century the sports society "Serbian Olympia" was founded in Belgrade which used to organize each year competitions under the title "Olympic Games".

The Knight Society "Dushan Silni" together with journalist organized competitions called Olympic Games on the Ada Ciganlija island in Belgrade in 1908.

In 1910 "Serbian Olympic Club" was founded in Belgrade, which in the course of the next two years organized rich sports activities. Thanks to such activities it was included in the world Olympic Movement in 1912 by the fact that two athletes took part in Fifth Olympic Games held in Stockholm (1912), in the course of which Kingdom of Serbia was accepted in International Olympic Committee, and captain Svetomir Djukic became its member. After that the Club was called "Serbian Olympic Committee".

Yugoslav sportsmen have taken part in all next Olympic Games, achieving more and more important sports results, and General Svetomir Djukic provided essential contribution to development of Olympic Movement in Serbia, Yugoslavia, and also in the entire world. Having been a member of International Olympic Committee, for a rather long period of time (1912-1948) he made valuable contribution to the work of this highest body of Olympic Movement.

In this connection Presidency of Yugoslav Olympic Committee, at the First Session held on 10th October 1997 accepted the offered preliminary project: "Marking the Figure and Works of General Svetomir Djukic in the Serbian, Yugoslav and International Olympic and Sports Movement", which will be accomplished in individual planned segments in future period of time.

General Svetomir Djukic, the founder and manager of Serbian Olympic Club - Committee (1910 - 1919), the member of International Olympic Committee (1912 - 1948) and Yugoslav Olympic

Board - Committee (1919-1948), played an important role in the development of Olympic Movement and Olympism in general in Serbia, Yugoslavia as well as in the world, throughout this long period of time from the year 1910 till the year 1948.

Further study of the entire work of Svetomir Djukic in the Serbian, Yugoslav and world sports and Olympic Movement, as well as bringing out new knowledges and presenting them at scientific and professional gatherings and publishing in adequate publications will have the meaning of providing recognitions to this important personality of Olympic Movement.

On the other hand getting the public, and particularly children and young people know about the beginnings of Olympism and the contribution of General Svetomir Djukic to its development in our circles presents an essential propaganda for spreading Olympic idea and Olympism in general, and this will contribute to its further development.

In this connection YOA in these years started realizing some of segments of this project

1. Building a memorial hallmark (having permanent and temporary character).
2. Publication of adequate texts in newspapers and illustrated magazines.
3. Publication of supplements in radio and TV programs.
4. Organizing adequate lectures on various public speakers platforms, in schools, faculties.
5. Work intensively on gathering, systematization and studying of so far not revealed data about the life and work of S. Djukic,
6. Stimulate presentation of results achieved in scientific research from this field at professional and scientific gatherings in the country and abroad.
7. Started final research about project monograph on "Life and Work of Svetomir Djukic".
8. Started preparing publish suitable (jubilee marking) for pupils in primary and secondary schools (participants of sports com-

petitions within the system of Olympic sports games organized amongst pupils in Republic of Serbia).

3. Assisting organization **"VI Congress Balkan Association for history of physical education and sport - BAHPEs, October, 1998. Novi Sad, Yugoslavia"**

Yugoslav Olympic Academy has included the organization of the VI BAHPEs Congress in its own program, considering that it is very important for research in the field of sport and Olympism in the Balkans. In connection with this, YOA members will be involved in preparation of this scientific meeting. Members of YOA will especially contribute to Congress with a presentation of their scientific works about history of the Olympic Movement.

LATVIAN OLYMPIC ACADEMY IN THE PAST AND NOWADAYS

by Tatjana NIKIFOROVA (LAT)

Historical Background of the establishment of the Latvian Olympic Academy (LOA)

The decision concerning the foundation of the Olympic Academies in the former republics was taken on December 4, 1988 by the Plenum of the USSR IOC. In February of 1989 the committee was founded in Latvia to investigate and prepare practically the question about the foundation of the Latvian Olympic Academy.

An independent Latvian Olympic Academy (LOA) as a social organization was founded on March 21, 1989 to develop co-operation with the International Olympic Academy (IOA), Soviet Olympic Academy (SOA) and others. LOA statutes were worked out with an active participation of LOC general secretary A. Vrublevskis. The four-time European champion in academic rowing, the candidate of chemistry Daina Scveica was elected as the first president. Professor Ivars Knets of Riga Polytechnical Institute was elected as a vice-president, Uldis Gravitis, the rector of the Latvian State Institute of Physical Culture, the candidate of pedagogical sciences - as a LOA dean.

Already in its early beginnings LOA aims were to study and popularize the ideals, values and principles of ancient Olympism, modern Olympic Movement and the Olympic Games; to educate morally, mentally and physically harmonious people in Latvia; to strengthen friendship and peace among nations; to turn against political, racial, religious or other discrimination in the Olympic Movement.

In its beginnings LOA tried to investigate the aspects of the history and culture of Olympism; to explain and popularize the

values and ideals of the Olympic Movement in Latvia; to facilitate the development of sports for all and the Olympic Movement among the inhabitants of Latvia. Co-operating with the Latvian sports museum (the director Aija Erta and co-worker Dzintra Grundmane and Rita Vilcina) annual readings were organized headed by LOA Senate members Gunars Jakobsons and Karlis Strelis. LOA expressed regularly its evaluation about the Olympic and sports matters in the scientific and press publications. The materials of LOA sessions were published in the newspaper "Sports", as well as in the newsletters. From March of 1991, the organizing of a Sports day for children and youth of the Latvian National Cultural Associations was started. LA emblem, flag, badge, membership cards and prize were worked out.

On September 18, 1991 LOA was included in IOA.

On November 8, 1994 the new LOA statutes were accepted and new LOA Senate (Uldis Gravitis - LOA president, Biruta Luika - LOA dean, Tatjana Nikiforova - LOA executive director) continues the work successfully. A special attention was paid to youth education and involvement in the Olympic Movement.

LOA is a social organization. Everybody acknowledging the statutes of LOA and wishing to participate in carrying out the aims and tasks of the Academy can be a member of LOA.

LOA aims

The aims of LOA are to facilitate the studying and spreading of the Olympic ideas and to support LOC activities in the field of history investigation, education, science and popularization.

LOA tasks

1. Studying and popularizing of the Olympic Movement, the basic principles of ancient Olympic Games and ideas;
2. Investigation of the Olympic Movement structures (IOC, International Federation, National Olympic Committee, IOA and others) and the ways of their activities and relations;

3. Studying and explaining the problems of the Olympic Games (drug usage, commercialization, mass media, a.o.);
4. Co-operation with LOC, IOA, National Olympic Academies, participation in their activities and programmes, co-operation with the sports and Olympic Movement specialists of other countries;
5. Succeeding in sports, scientific, arts, economical (business) and political co-operation;
6. Preparation and issuing of the publications devoted to the Olympic Movement;
7. Supporting of the development of sports museums, libraries, and other centers popularizing the Olympic ideas;
8. Organizing educational and sports events;
9. Facilitating of the acquiring of IOC and IOA official languages.

LOA activities

LOA organizes the competitions of questions - answers on the Olympic theme. They may be long-term competitions on the Latvian radio and express competitions organized during the LOA events.

LOA organizes the annual youth competition of research works. The aim of this competition is to facilitate and support the investigation of the Olympic Movement. Two best authors are given the possibility to participate in IOA session in Olympia (Greece). The author of the best work is awarded the LOA grant to continue the research for one year.

LOA also organizes periodically the Olympic readings where Latvian specialists, as well as the specialists from other countries read lectures for the listeners interested in Olympism.

Since 1991 every spring the children of different nationalities living in our republic gather in Riga Sports Hall to participate in Children and Youth of Latvian National Cultural Associations Sports Festival. The popularity of this Sports Festival is characterized by the fact that in the past two years the number of the participants was about 600. The Festival facili-

tates the self-aware ness of national minorities in Latvia, peoples' friendship, it helps children to spend their free time usefully, to create interest about sport and the Olympic Movement. The Festival also shows the talented children in drawing, singing, dancing and reciting.

Every year LOA organizes its sessions. The sessions are for pupils, students, sports specialists or everybody who is interested in the Olympic Movement. In the programme of the sessions theoretical and practical classes are included. Active forms of work such as discussions, group work, programme defence are used.

In 1995 and 1997 LOA organized its sessions in Olympia, Greece, with the aim to study the history of Ancient Olympic Games, as well as modern Olympic Movement.

THE OLYMPIC ACADEMY OF PORTUGAL AND THE PORTUGUESE SPEAKING COUNTRIES

by Silvio RAFAEL (POR)

Since its foundation on December 4th 1986 the Olympic Academy of Portugal (**OAP**) has among its goals the co-operation with the National Olympic Committees of the Portuguese Speaking Countries (Angola, Brazil, Cabo Verde, Guine-Bissau, Mozambique, and S. Tome e Principe) with the aim of helping in the creation of new Olympic Academies.

In that sense, in strict connection to the Olympic Committee of Portugal there were elaborated protocols between this and those countries, defining a line of co-operation between the Olympic Academy of Portugal and those National Olympic Committees. In these protocols it was established that the OAP would invite for its annual sessions two young representatives from each country.

The travel expenses would be supported by the respective **NOCs** and the lodgement, nourishment and travel expenses while in Portugal, would be supported by the **OAP**.

We have already had 11 annual sessions and, due to the invitations made by the Olympic Academy of Portugal, 26 representatives of Portuguese Speaking Countries, namely 25 of African Portuguese Speaking and one of Brazil, could take part.

Session	Year	City	Country	No PARTICIPANTS	TOTAL
1a	1988	Vila Real (N)	Mozambique Cabo Verde	1 1	2
2a	1989	Santarem (C)	Cabo Verde	1	1
3a	1990	Agoteias (S)	Cabo Verde Guine Bissau	2 1	3
4a	1991	Luso (C)	Cabo Verde	1	1
5a	1992	Lamego (N)	Cabo Verde	2	2

Session	Year	City	Country	No PARTICIPANTS	TOTAL
6a	1993	Evora (S)	Mozambique Brazil	2 1	3
7a	1994	Guarda (C)	Mozambique Guine-Bissau	2 1	3
8a	1995	V. Vastelo (N)	S. Tomee Principe	2	2
9a	1996	C. de Vide (S)	Mozambique	1	1
10a	1997	Curia (C)	S. Tomee Principe Angola Mozambique	2 2 1	5
11a	1998	Mirandela (N)	S. Tomee Principe Mozambique	1 2	3

Besides the theoretical course related to each session, these participants had discussion meetings about several aspects of the Olympic Movement, Olympic Education, etc. in work groups advised by members of the Directive Council of the **OAP** or by members of the **OAP** who had been in the International Olympic Academy.

Besides that, they also had access to practical data related to the organisation of sessions in the different places of the school's or extra school's sports activity.

Linked to the actions developed by the Ibero-American Association of the Olympic Academies, of which the **OAP** is one of the founding Academies, these actions led to the appearance of Olympic Academies in these countries.

Thus

On February 8th 1997, the Olympic Academy of Mozambique is formed, presided by Abel Matsinhe, also a member of the **OAP** (6th session).

On July 10th, Luanda sees the birth of the Olympic Academy of Angola.

On July 14th 1997, the Santomense Olympic Academy is created.

Taking advantage of the presence of Conrado Durantez, president of the **IAOA** and of Anibal Justiniano, Dean of the **OAP** and co-ordinator from the **IAOA** for the African Portuguese Speaking Countries, cycles of conferences took place in these three countries, approaching themes related to the Olympic Philosophy, Pierre de Coubertin, the International Olympic Academy, the role of the National Olympic Academies, etc.

It is our wish that the co-operation with these **NOAs** does not end with this founding.

The cultural and linguistic affinities give way to the establishment of programs of common work. Therefore, the **OAP** is trying to choose didactic material, that she will offer to the **NOAs**, so that they can now elaborate their own activities, included in the orientation attached to each Academy, namely

- Reproductions of the Posters of the Olympic Games of the Modern Age.
- Slides
- Videos with films related to the Olympic Movement and translated into Portuguese.

Published Editions

A book is made of each Annual Session of the **OAP** with the presented conferences.

An issue is sent to each member present in these sessions and several issues to the libraries of the Olympic Committees, as well as to those countries Universities.

Dr. Anibal Justiniano, Dean of the **OAP**, was appointed by the Pierre de Coubertin International Committee as its representative for the Portuguese Speaking Countries. Therefore, the translation of a leaflet about Pierre de Coubertin and the Olympic Movement was made, where some observations about the Olympics Philosophy, as well as the references to the **IOC**, **IOA**, Olympic Museum and Olympic rings were made.

This leaflet published by the Pierre de Coubertin International Committee is designed to become known not only in Portugal but

also in each country where Portuguese is spoken, as a means of disclosing the Olympic Movement.

We try to maintain every member already present in the annual sessions of the AOP informed of its activities through our bimonthly informative publication, "ACADEMIA".

As you know, there is an Ibero-American Association of Olympic Academies.

The creation of this Association will warrant an improved development of a co-operation plan among all the Iberian Language Countries (Portuguese and Spanish), establishing a stronger bond among all, in a collective Olympic education's plan that, as Pierre de Coubertin imagined, will contribute even more to straighten the already existing friendship's bonds.

THE BRAZILIAN OLYMPIC ACADEMY - A LONG RANGE PROJECT THAT STARTED IN 1989

**by Prof. Dr. Eduardo Henrique DE ROSE and
Prof. Dr. Lamartine Pereira da COSTA (BRA)**

The project to conform the Brazilian Olympic Academy started in 1989, when the first studies were carried out by the Brazilian Olympic Committee (COB) and a concept was developed, based on some international models, mainly from England and Germany. It was very clear, at this time, that the difference among the existing National Olympic Academies (NOAs) was much more related to the kind of programs they run rather than to the organization structure they had, which seems not to influence their activities.

The COB decided that year to start a long term project for the creation of our National Olympic Academy (NOA), looking toward establishing a "master mind group" and also providing time to adjust its Statutes and assimilate this new functional structure.

Another fact that caught the attention of Prof. Lamartine Pereira da Costa, the person behind this planning, was that the more productive NOAs not only developed outstanding educational programs and promoted Olympic ideals, but also had an excellent group of academicians and scientists backing their projects and researching this topic. For this reason, it was his concern to start at that time to prepare a group of people that would be able to conduct in the future not only the pedagogical part of the work, but also to produce research in this area in accordance with the best international standards.

To prepare this "board of trustees", the COB decided to participate fully in the programs offered by the International Olympic Academy (IOA) after the year 1992. The participants of the different sessions were selected mainly from the best Brazilian graduate students in the area of Physical Education, fluent also

in English and Spanish, and having a close relationship with Olympic Movement. It was a clear precondition of their participation to agree to work on the future Academy, promoting the Olympic ideals.

Today, six year after the start of this project, 18 Brazilian students have participated in the Young Session and in the Graduate Seminars, and two professors from our Universities are among the experts invited to teach in these activities. From this group, four members are completing their Ph.D. programs by the year 2000, when we will have, including Prof. da Costa and myself, 6 Ph.D. dedicated to the BOA, besides 8 other students that will complete their Master Degree programs.

Another important step of this long range planning happened last year, when the "Ist Forum of Olympic Studies" was staged in Rio de Janeiro, sponsored by the BOC, and organized by the University Gama Filho. This Forum was attended by 40 experts in the Olympic Movement, with international participation from Argentina, Uruguay, Guatemala, Cuba and Portugal. The main scientific papers from this Forum were published in a book on Olympism, Olympic Movement and Olympic Games, presenting the Brazilian and Latin American perspectives in this area.

The Brazilian Olympic Academy was finally created on 3 March 1998, by an act of Dr. Carlos Arthur Nuzman, President of the Brazilian Olympic Committee, and Prof. Lamartine Pereira da Costa was appointed to coordinate its activities, assisted by myself and other experts in the area of Olympism.

The activities of the BOA in the next few years will include the continuation of full participation in the programs offered by the IOA in Greece, an increase in research by our graduate and post graduate programs oriented to Olympism and Olympic Movement, and the use of Internet to promote programs for Education in Olympism, establishing also a "virtual NOA" oriented to the Ibero-American region and African-Portuguese Speaking countries, in accordance to our cultural and historical background. It is also being planned to introduce the topic of Olympism in the

"Brazilian Congress of History of Sports", that bring together, every year, more then 500 experts in the area.

To conclude, I want to express our appreciation to Mr. Conrado Durante, President of the Ibero-American Olympic Academies, for his continuous support for the establishment of the Brazilian Olympic Academy, which was fundamental for its consolidation.

OUR ACTIVITIES WITHIN THE ARGENTINA OLYMPIC ACADEMY

by Juan Carlos URIBURU (ARG)

Argentina was part of the Olympic Movement right from the beginning, when Dr. Jose Benjamin Zubiaur was elected among the first 13 members of the International Olympic Committee in 1894, remaining in office until 1907.

When the International Olympic Academy was established we sent a couple to its first international session in 1961 and then more participants to several more sessions.

The Olympic Academy of Argentina was established on 19 March 1982. It is managed by a Commission composed of a President, a Vice-President and four members who work with a team of advisors who are also members of the Commission. The Academy is part of the Argentina Olympic Committee.

To ensure the propagation of Olympic ideals, we appoint delegates in the different provinces of the country, chosen, in principle, among former Academy lecturers or participants and we organize during the year, one or two day sessions in different parts of the country. Moreover, we are in contact with universities, clubs, schools and the other organizations which ask us to provide lecturers. Our main activity, however, remains the holding of the annual session usually organized in October, the time of the year when we have spring.

The annual session is convened in a country house, at 35 km from Buenos Aires, that can accommodate 30 participants. The session opens in Monday morning and closes on Friday afternoon. Lecturers and students stay at the facility which includes sports installations, a lecture hall, a dining room and very comfortable rooms.

Every morning, after breakfast, in the lecture hall, lecturers will develop for the students' benefit different topics on Olympic history, the ancient and modern Olympic Games, the Olympic

Charter, the International Olympic Academy, sports and Olympic architecture, medical questions, legal and economic aspects, the sports practised by primitive tribes and distant countries, as well as many other subjects, such as the Pan-American and South-American Games.

Lunch is served at 13.00 hrs. At 16.00 hrs students will practise a sport, in groups of three or four, depending on their number. These groups remain the same for all the session's activities, intellectual or physical. At 18.30 hrs participants are free and they can go back to their rooms to rest until 19.30 when they will meet the members of their groups in order to discuss the themes they will present at the end of the session. There are two themes: one is chosen by us (presently it is the main theme of the International Olympic Academy) and the other is selected by the students themselves.

Opening and closing ceremonies follow the Olympic protocol with flags and the Olympic anthem and an audience of distinguished guests. One day before the closing ceremony, the students who attended the last International Session for Young Participants in Olympia, are invited to speak about their experience at the International Olympic Academy.

During the session, with the help of personal interviews, we check the true proficiency of participants in English and French; based on these results and the evaluation of their behaviour during the session, the couple that will travel to Olympia will in principle be selected. Until now, about 400 persons from all the regions of the country, have attended the course of the Argentinean Academy while more than 60 have taken part in the sessions in Olympia.

In conclusion, we see that the ongoing activity of our Academy, 16 years after its birth, has shown to our people that the Olympic Movement's role is essentially educational and that apart from the period of the Olympics or the Continental Games, the main activities of a National Olympic Committee should be connected to educational programmes.

ACTIVITIES AND FUTURE PROJECTS OF THE POLISH OLYMPIC ACADEMY

by Wojciech JABLOCKI (POL)

POLISH OLYMPIC ACADEMY was founded in 1984.

There are 30 members, representatives of different sciences; the strongest team of 12 persons is recruited from Academies of Physical Education.

Only part of our members, about 10 persons, are really active. Executive Committee is represented by 3 persons

- President, its me, professor of architecture specialised in Olympic and sport buildings, 4 times Olympian,
- Professor of philosophy, very active in sport philosophy,
- Professor of Academy of Physical Education, a poet and writer about sport.

OUR ACTIVITY includes usual Olympic topics like: history of ancient Olympism, revival of Olympism, Pierre de Coubertin and his theory, modern Olympic Games, problems of today Olympism like commercialisation, gigantism, abuse of drugs, fair and foul play, etc.

Besides that we are interested in

- Philosophy of sport,
- Influence of Olympic Games on town planning,
- Ecology versus Olympic Games.

In 1996 we founded THE YOUNG CIRCLE of our Academy, grouping girls and boys who participated in youth seminars in Olympia. It was done because in the past many absolvents of those seminars disappeared from our Olympic life. I also try to persuade every candidate for seminar in Olympia to begin doctorate or some work on a topic connected with Olympism and sport, and so to continue their interest in Olympic Movement. Now 8 members of our Young Circle participate in our plenary sessions, but they have their own program apart. In this program

international relations with young people from other countries, met in Olympia, play an important role.

I find the idea of Young Circle important - to prepare new members for our Academy. The way we try to do our programs, is as follows

1. Plenary sessions

Every year we have four to five plenary sessions. Usually there are one or two prepared papers on the topics cited above and a discussion. Apart of theoretical topics we are speaking also about practical Olympic education and actual happenings in the Olympic Movement, like Olympic Games, Olympic Congress, 75th anniversary of Polish Olympic Committee etc.

2. Seminars

Once or twice a year we try to organize a big seminar, together with other organizations, if possible. The most successful were

- a. Logos and Ethos of the Polish Olympic Movement, two days in Cracow in 1994, with 600 pages book - report.
- b. The impact of Olympic Games on town planning and environment, two days in Warsaw in the last year, with five outstanding architects and town planners from abroad.

3. Exhibitions

The biggest exhibition we organised in 1992 in Warsaw about artistic activities of Polish Olympians, "THE BEAUTY AND THE FORCE". We also participated in exhibitions, organised by our very active Sports Museum.

4. Publishing

Every second year we publish "Olympic Almanac", containing works on Olympism, mainly written by members of our Academy, about 160 pages. We are preparing now the seventh Almanac. For the Congress in 1994 we prepared an English version and we shall try to do a second one for Sydney Olympics: the cost of translations are very big, and for the Polish text we do not pay.

We publish now a series of books on poetry:

- Pierre de Coubertin - Ode to sports, in 4 languages
- Poems of Halina Konopacka, golden medallist of 1928 Olympic Games
- Poems of Kazimierz Wierzynski, winner in 1928 poetry competition
- Poems of Krzysztof Zuchora- "On the sunny side of the stadium".

We published an educational Olympic poster about Olympism and we plan to publish a second one about Polish Olympic Movement.

5. Competitions

We organised a competition for memories of Polish Olympians, but because of lack of funds we could not publish them.

We organised for the first time a competition for best diploma works for sports architecture; we had good results and we shall make this competition every second year.

6. Education

Almost all our members introduce Olympic topics in universities, technical schools and academies of physical culture. We are often invited to participate in Olympic activities with educational program, but we are not able to attend all of them because of lack of time.

Now we have an interesting proposition: Polish Olympic Committee got some time in public TV for his programs, and our Academy will produce within it its own program. The main problem is how to do it to look attractive for young people.

7. International activity

We participate every year in youth seminar in Olympia and in sessions for Directors every second year.

Prof. Wojciech Liponski has been several times invited to Olympia as a lecturer.

In the name of the Polish Olympic Academy I had the honour to present a paper during Congress in Paris in 1994 about Olympic Movement and ecology.

In spite of many activities, I feel that we could do better. I must confess that we are somewhat overpowered by Sport Federations, that are in majority, according to international rules. There are many commissions in our Committee, and our Academy is regarded as one of them. I think that Olympic Academy, the brain of Olympic Movement, should play an important intellectual role above all, and pushing it too much towards education, can make of it a kind of "Sunday School".

GENERAL REMARKS ABOUT SOME ASPECTS OF OUR ACTIVITY

1. Philosophy

The Olympic theory, based on Pierre de Coubertin philosophy, does not correspond with to day reality in the Olympic Movement - it is truism.

In order to present a coherent educational program we should develop up-to-date Olympic philosophy.

During many public discussions young people reproach us the difference between our "preaching" and the rather sad reality, that they find in mass media about Olympic sport.

Some of our members are of the opinion, that Olympic education is too narrow to be treated independently as an educational microsystem, that it is a part of physical culture and should be regarded in this wide context.

Conclusion: we should invite philosophers to work with us about modern theory of the Olympic Movement.

2. Olympism versus ecology

Nowadays the protection of the environment is one of the fundamental principles of the Olympic Charter. Olympic Movement wants not only to create good environmental conditions of the host city during Olympic Games, but also to improve those conditions as the contribution of Olympic Movement.

But not so much has been said until now about how to deal or how to fight the growing gigantism of the Games, that produces most environmental problems for the city. Federation demands for the number of halls and stadiums and the number of stands, difficult for after the Games use even for big town, are to be revised.

The second problem is how to produce big Olympic venues as "healthy buildings for healthy people" - with effective energy and natural resource saving programs. The reality is like this: we point out triumphally some relatively small energy saving projects and at the same time we build in a lot of most expensive and up-to-date technical solutions for better comfort of competitors and spectators.

Conclusion: although there are special commissions for environment I think that some Academies interested for this problem, could look at it from a broader angle, with cooperation with a wide range of specialists.

3. Olympism and art

Today cultural program accompanying Olympic Games is overpowered by sport events and represents generally a kind of popular art (with some exceptions of course).

According to our opinion, to restore public interest in "Olympic" art we should return to Pierre de Coubertin idea of art competitions with medals.

But for that we must ensure the participation of best artists according to formula "competition of best athletes together with contests of best artists". To ensure the participation of best artists we should change the formula of entries; we can not restrict "Olympic art" to the representation of sport. Our new formula must be more metaphorical, of course different for every art.

To work out such a new formula we should check it by organising an art competition on a smaller scale. I think that Greece, who organised once a wonderful exhibition "MIND AND BODY" could work out a new step in the relation between art and Olympism, on the dawn of the new millennium. Our Academy, that has some experience in this field, could collaborate with utmost zeal.

CONSOLIDATED REPORT

4th JOINT INTERNATIONAL SESSION FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES, MEMBERS AND STAFF OF NATIONAL OLYMPIC COMMITTEES AND INTERNATIONAL SPORTS FEDERATIONS

by Dr. Konstantinos GEORGIADIS (GRE)

During the works of the 4th Joint Session there were created ten discussion groups, 8 English and 2 French speaking. The participants were given ten questions which were prepared in cooperation with the lecturers and the Dean of the International Olympic Academy. The consolidated results of the discussions held, were the following

1. What is Olympic Education? (Different conceptions, aims, values, rationale) (What are its pedagogic values?)

All groups concluded that Olympic Education is the teaching of certain "universal" values and ideals to the entire population, a philosophy, a way of life that promotes ideals like "fair-play", tolerance, solidarity, sportsmanship etc. The teaching of these values and ideals aims to the creation of a balanced personality, to a harmonious development of the body, mind and spirit of each individual. It prepares one for life, a life lived to its fullest. According to the members of the discussion groups, those values and ideals, once adopted and practiced, will lead to the development of a better world for the young, the generations and us to come. It was only argued that different cultural, socio-economical, governmental and educational systems might influence the concept of Olympic Education.

However, as one discussion group noticed: "...we have the right message, but sometimes the delivery process is wrong"

2. What is your current practice?

(Programs, initiatives, projects, etc.)

(Who should be the agencies of OB? Differences in primary, secondary Unit?)

According to the age level, different approaches can be used in order to maximize the impact of Olympic Education.

As revealed through the discussions, the following are practised

- The School programs function to improve the knowledge of children on Olympism.
- Relevant texts are being used in the schoolbooks.
- Sports competitions are being currently organized to promote Olympic Education.
- In the school environment Olympic Education is being promoted through various agencies such as: teachers, coaches, athletes, the use of print material, and audiovisual means.
- Organization of periodical sessions, seminars and congresses for journalists, trainers, athletes and the parents of athletes concerning the Olympic Movement and its practical applications.
- Production and distribution of films (e.g. the History of the Olympic Flame) to schools and other institutions to strengthen the teaching of the Olympic Ideals to young people.
- Introduction of Olympic Days in schools.
- Creation of multi-sports camps to promote Olympism.
- Edition of bulletins including information and news on current developments concerning Olympism.
- Cooperation with the mass media and especially the electronic ones-radio and television.
- Use of modern technology and specifically of the Internet because through it, the Olympic Ideals can be presented to thousands of people.

**3. What opportunities are available to you?
(Personally, and in your country).
(What would you like to innovate?)**

- To teach the Olympic Values and Ideals in schools and universities.
 - a) As a separate subject
 - b) As part of the subject of physical education
 - c) Integrated into other lessons like history.
- A cooperation of the International Olympic Academy, the International Olympic Committee and the Ministry of Sports, for the organization of Seminars and Congresses.
- Make an effort to promote Olympic Education through famous trainers and athletes visiting schools and universities and giving lectures on Olympism.
- To emphasize on the educational radio and television programs about Olympism and the realization of an "Olympic Week".
- In some occasions, there is access to different resources (libraries, information technology, exhibitions and media) as well.
- The presence of sponsors is required up to a certain point to support the educational programs, but without influencing them.
- To obtain the support of influential leaders in sports and public life starting with the leaders of the N.O.C.'s.
- Finally, it should be added that Olympic Education must reach everyone: parents, sport leaders, athletes, coaches, teachers, sport journalists, etc.

4. What strategies and methods are most likely to be successful in your context?

The strategies and methods to be developed should not only be of an educational but also of a practical nature.

Concerning the educational level, the proposed methods by the participants include

- The integration of Olympic Philosophy and the Olympic Education in Universities and school programs (in the latter being

always integrated into the classes of various school subjects such as history, physical education, civics, etc.).

- The organization of special Teacher Training Courses on the Olympic Movement and Values.
- The organization of seminars aiming at the clarification of the Olympic Objectives for educators and sports personnel.

The development and distribution of books, pamphlets, audio-visual aids and other relevant material to everybody concerned.

- To propagate through the media the aims of Olympic Education.
- To make use of the Internet.

On a more practical level the strategies proposed involve

- The use of various Sports Events, e.g. Olympic Day / Week / Camp, etc. as well as of traditional games and every day activities, especially with young children.
- The creation of Olympic Clubs having as members people who have already participated in the Olympic Games.
- The use of ex-Olympians to serve as examples for the younger.
- The creation of Sports Museums, Libraries, etc. and the mounting of expositions related to Sports and the Olympic Games.
- The organization of cultural programs.

Finally, the following strategies should be pursued

- Cooperation and common actions among different ministries, institutions of higher education and sports federations aiming at the promotion and expansion of Olympic Education.
- Mutual cooperation of local N.O.A.s and I.O.A.
- Cooperation between the N.O.A.s to expand the knowledge on Olympic Education. This must include the exchange of ideas and individuals of different cultures and traditions.
- Financial assistance offered by N.O.C.s to N.O.A.s
- Use of sponsors and involvement of the business community in general, for mutual benefit obtained through commercialism.

5. What problems and obstacles do you face? (How can the I.O.A. help other N.O.A.S?)

The discussion groups emphasized the absence of many important elements with regard to Olympic Education such as

- The lack of financial support (budgeting and/or sponsoring of future plans and of the activities of the N.O.A.s)
- There is no wide recognition of the merits of Olympic Education.

In many cases, there are no facilities where the programs of Olympic Education can be put into practice.

- There are no relevant educational programs in schools.
- There are no appropriate educational material.
- There are no national sports tradition and athletic heroes.
- There are not enough Teacher Training Courses on Olympism.
- There is a pathetic attitude of the young coming from the problems of a modern society, and the easy lifestyle by means of technology, thus leaving no room for sport.
- This whole situation leads to a declination from the true values of Olympism and fair play and to an insufficiency of young people who would work as volunteers.
- Lack of both general communication and communication between the ministries of Sports and Education Institutions.
- Difficulties caused by politics or religious customs (children being educated by means of a religious approach).
- There is insufficiency of information and support from the mass media.
- There is lack of co-operation among the different N.O.A.s and between the N.O.A.s and the N.O.C.s.
- N.O.A. members strongly believe that they are neither sufficiently informed nor are they given the opportunity to exchange experiences.
- Developing countries should prepare educational programs appropriate to the resources available to them.

According to the participants, this is what the I.O.A. can do to enable the resolution of these problems

- continue to host such successful educating seminars,
 - start up guidelines that could change the social environment around the world,
 - continue to communicate information to its N.O.A. members,
 - create an INTERNET N.O.A. discussion group,
 - provide full time scientific staff to advise on matters concerning Olympic Education and the N.O.A.s,
 - collect and distribute educational material available to all N.O.A.S
 - participants of the I.O.A. sessions should return to their respective countries and act as ambassadors of Olympism.
- In addition to the above-mentioned suggestions,
- N.O.C.s should ideologically support the development of Olympic Education.
 - Companies should be encouraged to provide the necessary finding or sponsoring for promoting Olympic Education.
 - N.O.A.s should co operate with each other.
 - N.O.A.s in developed countries should help those in the developing ones.

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**4th JOINT INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES,
MEMBERS AND STAFF OF NATIONAL OLYMPIC
COMMITTEES AND INTERNATIONAL SPORTS
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