



INTERNATIONAL OLYMPIC ACADEMY

ΣΤΑΔΙΟΝ ΟΛΥΜΠΙΑΚΟΝ



REPORT ON THE I.O.A.'s
SPECIAL SESSIONS AND SEMINARS 1999

ANCIENT OLYMPIA

INTERNATIONAL OLYMPIC ACADEMY

**THE 7th INTERNATIONAL POSTGRADUATE
SEMINAR ON OLYMPIC STUDIES
3/5 - 15/6/1999**

**5th INTERNATIONAL SESSION FOR DIRECTORS
OF NATIONAL OLYMPIC ACADEMIES
10 - 16/5/1999**

**4th JOINT INTERNATIONAL SESSION FOR
EDUCATIONISTS AND STAFF
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PROLOGUE

This Report presents the works of four I.O.A. Sessions, which took place in the Academy's premises in Ancient Olympia during 1999: a) the 7 International Postgraduate Seminar on Olympic Studies, b) the 5* International Session for Directors of National Olympic Academies, c) the 4* Joint International Session for Educationists and Staff of Higher Institutes of Physical Education and d) the 1(f International Seminar for Sports Journalists. The subjects of the Sessions and Seminars had Olympic Education as their focal point, for which topic a growing interest is being expressed within the Olympic Movement.*

The 7 International Postgraduate Seminar on Olympic Studies lasted 42 days, from 3rd May to 15th June 1999. The 27 students participating in the Seminar came from 23 countries of the five Continents, and it was the first time students from Switzerland and Zimbabwe were taking part in the Seminar. The Seminar included: Lectures by Supervising Professors, Discussions with the Lecturers, Extraordinary Presentations by Supervising Professors, Attendance of Lectures given in the course of other Sessions, Seminar Papers, Student Presentations (28), Discussion with the Students, Protocols, Projects, Educational Visits, Sports Events.*

The 28 papers presented by the Participants were excellent in terms of both form and content and the presentations were very interesting, something that proves, once again, the students' high scientific level, as well as their perfect grounding in the subject of their studies. It must be noted that all students participated in Postgraduate Studies Programmes in their respective countries. The subjects developed and discussed cover a large body of diversified knowledge, relating to the sports models that, through Olympism, prevailed in Ancient Greece, the Olympic Movement and Olympic Education, as well as to contemporary social problems that come up in the domain of sports, and the ways in which we can deal with them.

The Seminar's minutes, including students' papers, add up to 1,075 pages. Students kept a day-to-day protocol, from 3rd May to 11th June, thus commenting - each one of them in his/he own special way - on

what was going on during the day. They made references to Professors' lectures, visits to various archaeological sites, fellow-participants' presentations and sports activities in which they were involved.

Ten Professors, coming from eight countries, took part in the Seminar, all of which contributed - leaving their personal mark - to the success of the Seminar. The topics presented aroused students' interest. During the first two weeks, Dr. Igomar WEILER (AUT) and Dr. Donald KYLE (U.S.A.) lectured on the history of the Ancient Olympic Games, the panhellenic sanctuaries, athletes, and the ideals and models that were dominant in those days.

In the second field of study, two new Professors, Dr. Jurgen BUSCHMANN (GER) and Dr. Borne HOULIHAN (GBR) treated the subject of the history of the Modern Olympic Games. More specifically, Prof. BUSCHMANN referred to the I.O.C. Presidents Henri de Ballet-Latour and Siegfried Edtstrom, the I.O.C. Member Willibald Gebhardt, the evolution of the Olympic medals and the exclusion of the Central European Powers from the Olympic Movement, after the end of World War I, as well as from the Athens Olympics of 1906. Prof. HOULIHAN drew students' attention to the topics of doping, the Olympic Movement and the International Sports Politics within the context of the Modern Olympic Games and the Cold War.

In the third field of study, Dr. Bart CRUM (NED) and Dr. Klaus MEIER (CAN) helped students acquire in depth knowledge of the Curricula for the Teaching and the Philosophy of Physical Education. They talked about the need to legitimatise physical education in schools, the importance of participating in the various events and the need to have teachers who would exert a positive influence on children. They encouraged students to answer questions on the deeper meaning and the rules of sports, on the impact these rules have on the athletes' spirit of competition, as well as on topics relating to the phenomenon of narcotics and drugs use, which has been well into the domain of sport. They also treated the subject of Olympism and examined the extent to which Olympism in the 21st century can be saved by means of the Olympic Games.

In the fourth field of study, Prof. Dr. Kristine TOOHEY (AUT) talked about mass media and the Olympic Games, the Internet, how the latter can be exploited in the Olympic Games and the role women played in the Games. She also referred to the 2000 Olympic Games in Sydney and presented a variety of documents and videotapes on the preparations for the Games.

The two Professors welcomed during the last week of the Seminar were Dr. Bruce KIDD (CAN) and Dr. Robert MECHIKOFF (U.S.A.). Prof. Dr. KIDD dealt with human rights, the Olympic Movement, athletes' educational rights and the environmental morals connected to the Olympic Movement. Prof. Dr. MECHIKOFF lectured on Baron Pierre de Coubertin's metaphysical and philosophical views, his contribution to the development of the modern Olympic Movement, as well as on his efforts to promote Olympism as a pedagogical movement. He also touched on the subject of women's participation in the Olympic Games, on a philosophical level, as well as on the philosophical and moral issues the I.O.C. is currently called upon to face. Moreover, Prof. Dr. Andreas PANAGOPOULOS (GRE) also visited the Academy and talked to the students about the Olympic Games in Ancient Greece and the relation between Olympia and Delphi.

The fact that Olympic Education was the special subject of the Seminar is quite important. Two of the students presented projects on Olympic Education, while all of them, having the discussion groups as their starting point, came up with various conclusions, as to the ways in which Olympic Education can be promoted in school curricula. Moreover, every one of them talked about the position reserved to Olympic Education in his/her own country. At the end of the Seminar, students prepared a summary of their conclusions per scientific field of studies, which they afterwards presented during the closing ceremony.

The 5th International Session for Directors of National Olympic Academies lasted from 10th to 16th May 1999. The special subject of the Session was: "Olympic Education in Schools and Universities Worldwide." Officials of National Olympic Academies took part in the Session and discussed practical issues on Olympic Education. Participants presented the activities of their National Olympic Academies, exchanged experiences and information on educational issues and developed personal relationships which will later facilitate co-operation, as well as the creation of a communication network among them.

63 persons, coming from 62 National Olympic Academies, took part in the Session. Nine of them were Presidents, 14 Directors and the remaining 40 Officials of National Olympic Academies. Among the Participants were educationists with experience in the elaboration of Olympic Education programmes. The five main Lecturers of the Session probed into the notion of Olympism and talked about Olympic Education in detail, thus contributing crucially to the success of the Session.

Mrs. Susan CRAWFORD (AUS), in her lecture on: "Sydney's 2000 Olympic National Education Programmes", described with clarity an integrated Olympic Education programme for the 2000 Olympics, whose preparation, organisation and implementation are being successfully carried out. Moreover, she talked about her country's prerogative to be the host of the Olympic Games, but also about Australia's great responsibility to prove worthy of the great honour done to it.

Dr. Marc MAES (BEL), in his lecture entitled: "Olympic Education in Universities," referred, at first, to Pierre de Coubertin and his strenuous efforts to include the subject of Physical Education in school and University curricula. After that, he went on to talk about the initiatives taken by his country with regard to Olympic Education, thus presenting the Participants with the framework of an Olympic Education programme for Institutions of Higher Education. This programme, together with other similar programmes, could form the basis for the launching of more Olympic Education programmes in the Departments of Physical Education of other countries, as well.

Prof. Dr. Kamel BENZERTI (TUN) lectured on the subject: "Olympism in the Further Education of Teachers." More specifically, he presented aspects of Olympism in Africa, in relation to the structure and development of sports. He talked about Olympism and the need to propagate its basic principles. He also referred to the problems African countries are confronted with in the domain of sport, underlining Africa's new perspectives in the 21st century. At the same time, he proposed measures for coping, in a more effective way, with situations that impede the actions of the African National Olympic Academies.

Prof. Dr. Jitendra Singh NARUKA (IND), in his lecture on: "Olympic Education in the Global Age: Perspectives and Advantages," referred to the humanistic, educational and moral aspects of Olympism, stressing the fact that the notion of Olympism is a global one, as well as to the prospects and the advantages of Olympic Education. He pointed out, however, that development and evolution of the human society depend on individual efforts.

Mr. Anton GEESINK (NED), Member of the International Olympic Committee and Olympic Winner has never ceased to offer his services to Olympic Education. He is the founder of the Mobile Olympic Academy, which was actually the subject of his lecture. Travelling by car, he informs pupils in many different cities about the Olympic Movement and the ideas derived from the Ideal of Olympism.

It should also be mentioned that Participants presented 21 short papers on subjects relating to the Olympic Educational Programmes and the work done by National Olympic Academies. In the presentations, the practical application of the programmes and the production process for creating educational programmes and evaluating the existing ones were brought out. The number of the presentations is a proof of the National Olympic Academies' concern to present their work during the Session.

The Participants in the Session were given topics for discussion, which had to do with the practical preparation and application of Olympic Programmes. The Participants discussed the philosophy, objectives, structure and implementation and analysis of Olympic Educational Programmes. Six discussion groups were formed, each of which talked about the topics included in the questions concerning all three levels of education in their relation to Olympic Education. The conclusions of the Session are presented in the Report at hand and refer to Olympic Education in Primary (6-12 years of age), Secondary (12-18 years of age) and Higher Education (18-24 years of age), and specifically, to the philosophy, objectives, content and implementation and evaluation of the programmes.

The 4th Joint International Session for Educationists and Staff of Higher Institutes of Physical Education lasted from 28th May to 3rd June 1999. The Session's special subject was: "The Relevance of Sports Education on the Threshold of the Third Millennium." The 84 Participants in the Session, who, for the most part, were employed in Higher Education, came from 51 countries of the five Continents.

Eight Lecturers presented and closely examined issues relating to the Session's special subject. During the opening ceremony, Prof. Dr. Georgios FARANTOS (GRE) gave his lecture on: "The East Pediment of the Temple of Zeus in Olympia. The Mythological Cycle (of Olympia) and Its Educational Power, Horizon and Educational Significance." He presented Participants with mythological information concerning the specific pediment and analysed its aesthetics, offering his personal interpretation as to the learning value and educational power of the pediment.

Prof. Dr. John LUCAS (U.S.A.), in his lecture: "The Olympic Education in the Curricula of the Higher Institutes of Physical Education," described his experiences as a professor and presented the curriculum of his lectures. He analysed the content of each class, from first to

last, and commented on persons and incidents connected to the Olympic Movement.

Mr. Paul Lino BUGEJA (MLT) lectured on the subject: "The Paradox and Contradictions in Sport." He examined the nature of sport, the paradox and the contradictions that characterise it, the exploitation sport is subject to, nowadays, and the obstacles sport is expected to overcome in order to manage to be regarded as a source of values again.

In his lecture, Prof. Joseph MAGUIRE (GBR) focused on: "Global Sport: Identities, Societies and Civilisations." He gave a detailed description of the world sports system, the content of the term "globalisation" and its connection to modern sport, and at the same time, he referred to the five stages of international sportisation. In his conclusion, he states that, in the long run, the West is going to lose its dominant role, something that may have an impact on sports, too, which is going to be more and more disputed.

Prof. Dr. Burt CRUM (NED) lectured on: "Changes in Modern Societies: Consequences for Physical Education and School Sport." He talked about the mission and the quality models of physical education, postmodernism, individualisation and about rediscovering our body. He also examined the differences between top-level sports and physical education and talked in detail about the Physical Education crisis. Finally, he suggested ways out of the crisis, focusing on the pedagogical and moral aspects of the problem.

Prof. Dr. Theodore AVGERINOS (GRE) followed with his lecture on: "The Practical Contribution of Physical Education and Sport to the Cognitive Development of Children and Youth." In the beginning, he made an attempt to probe into the meaning of the term "socialisation" and the factors helping children and young people become faster and more smoothly integrated into the wider social context. He talked about the influence sport and physical education have on the individual's socialisation process, as well as about whether young people are encouraged by these two elements to show more of a competitive spirit, in the form of a tendency toward excellence and victory, and consequently, toward progress and meritocracy.

Mr. Daniel MATAMOROS (HON) talked on: "The Practical Contribution of Physical Education and Sport to the Cognitive and Psychological Development of Children and Youth." He set forth the cognitive and psychological characteristics of children and young people, their lin-

guistic abilities, their values and morals and the impact sports and physical education may have on these elements.

Mrs. Irene BOURNAZOS (GRE) treated the subject: "Educational Techniques for the Development of Attitudes Associated with the Olympic Spirit." She proposed an educational programme that focuses on the study of Olympism and aims at developing Olympic attitudes in pupils. She presented the main characteristics as well as the advantages of the proposed programme, the room there is for its improvement and ways for its implementation on an international scale.

The 23 short papers presented by the Participants were very interesting and covered educational issues related to Olympism in various countries of the world. They also examined issues regarding the role of physical education in the third millennium, as well as the promotion of Olympic Education and the Olympic Ideal in school and University curricula. The presentation of the continuity of Greek music and poetics from antiquity to Byzantium and to folk songs by the Boetia Choir of Byzantine and Traditional Music, which sang Pindar's odes, Byzantine hymns and folk songs is also worth mentioning. That presentation created enthusiasm among the audience and led to some very positive comments. Mr. Georgios HATZICHRONOGLU conducted the Choir.

The 10th International Seminar for Sports Journalists took place in Olympia from 1st to 6th June 1999. The special subject of the Seminar was: "The Contribution of the Press to the Fight against Anabolics." The 37 Participants in the Session came from 34 countries around the world. The Seminar was of a high standard. During the Seminar, some very useful discussions were carried out and many questions asked to the Lecturers. That was the first time National Olympic Committees chose the Participant journalists.

Prof. Christina KOULOURIS (GRE) lectured on: "Modern Greece Meets the Antiquity: Revival of the Ancient Games in the Last Century." Her research focused on two basic questions: 1) why does the idea for the revival of the Olympic Games appear in the 19th century and not earlier? and 2) what is the resemblance between the Ancient and the Modern Olympic Games? She also talked about the differences between the Ancient and the Modern Olympic Games.

In his lecture, Mr. Petros LINARDOS (GRE) examined the subject: "The European Spirit of Demetrios Vikelas, First President of the International Olympic Committee, and his Philosophy of Sport." He gave a description of Demetrios Vikelas's complex personality and imparted information on Vikelas's childhood and adolescence, his erudition,

even at an early age, as well as the influence his family and social milieu in general exerted on him. He also talked about his studies and his considerable work as writer and translator, which made him known as a great intellectual and literary figure of the European world of the time. He mentioned that Vikelas was a very active patriot and, that in 1894, he played a crucial role in the attempt to revive the Olympic Games during the International Congress organised in Paris by Baron Pierre de Coubertin.

Mr. Jacques MARCHAND (FRA), in his lecture: "Sports Journalists on the Threshold of the 21st Century: New Prospects and Possibilities for the Mass Media", offered a description of sports journalists in the 21st century. He referred to two characteristics: a sports journalist must "possess knowledge" and "be trained." He set out the demands the reading public poses on sports journalists, but he pointed out that sports journalists should not get carried away by what the public wants to hear or by the profit making or the selling of the spectacle sports offer. Nowadays, sports journalists must remain intact before the media storm that hits the domain of sport and retain their integrity and independence. Finally, he pointed out the need for a more professional attitude on the part of sports journalists, since it is them who will have to fight for a sports community other than today's faltering one.

Mr. Nikolai DOLGOPOLOV (RUS) greatly contributed to the success of the Seminar, thanks to his lecture entitled: "Obligations and Prospects of the Press towards the Harmonious Formation of the Moral Standards and Character of Young Athletes." First of all, he referred to the fact that, in our times, it is victory and not participation in sports events that takes precedence. He pointed out the phenomenon which is currently plaguing sports, i.e. the use of anabolics, and the attitude sports journalists should have toward it. He talked about the commercialisation of sport and the fact that sports journalists become the pawns of advertising agencies, getting money in return, thus harming the relationship between sports journalism and the powerful sports clubs. He also referred to the principle of fair play, the values related to the Olympic Ideal and the need these values to be adopted by young athletes.

Mr. David AIRMAN (I.O.C.) lectured on: "Olympic Marketing: Its Contribution to the Strengthening of the Olympic Movement and the Development of Sport Worldwide." At first, he referred to the recent economic scandals, in which members of the International Olympic Com-

mittee were found to be involved, and to the extent to which the question was blown up in the press. He talked in detail about the changes the International Olympic Committee promptly pushed through, after the negative comments had been made public, changes that concerned the management of its finances and everything the Committee has accomplished during the past 20 years in its effort to protect the Olympic Movement and the Olympic Games. He also referred to the Olympic Marketing, its growth, its historical role and the programmes it promotes. He talked about the dangers menacing the Olympic Movement, as well as about the measures the I.O.C. has taken in order to protect the interests of the Olympic Games in the most effective way.

To conclude, I would like to express the I.O.A. 's thanks to the H.O.C. and the I.O.C. for their unreserved support to the Academy's work. Thanks to that support, as proven by the minutes of the present Report, educationists and officials of the Olympic Movement are being trained in the I. O.A. 's premises in Ancient Olympia in the best possible way, thus always keeping the flame ofOlympism burning in our heart.

*Dr. Kostas Georgiadis
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**7th International Post Graduate
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**THE 7th INTERNATIONAL POSTGRADUATE
SEMINAR ON OLYMPIC STUDIES**

3/5 - 15/6/1999

AGONISTIC METAPHORS AND COMPARISONS BY THE ATTIC ORATORS - SOME EXAMPLES

by Therese AIGNER (AUT)

a) We all use metaphors, similes and comparisons in our colloquial discussions and in political speeches, tropes in the rhetorical language, to reinforce a point of view or illustrate actions. The use of technical expressions from the sport world to explain different phenomena of daily life including political, militaristic and religious world, is as old as European literature. Homer, for instance, speaks about the distance of a discus throw to mention a special distance between warriors or he gives an epithet to a fast runner (*podarkes Achilleus*). The same method of using agonistic terms can also be shown in the literature of Saint Paul in the New Testament. Saint Paul wants to say that life is like a contest (agon) and the prize of a good life is the athlon which means *that he will come to heaven*.

The most used Greek word for contest, *agon*, finally is used in almost all situations of Greek daily life: the war between the Greeks and the Persians was an agon, a trial for justice was an agon, a dialogue in a comedy was an agon and even the life of married partners could be an agon, as Euripides said.

In my opinion, it is necessary to stress the use of terminology of agonistics in different fields because the famous Attic orators also had the same method. They all wanted to be understood by the common people. The most important representatives of the group of Attic orators lived in the 5th and 4th Century B.C. The well known names in Greek history are: Lysias, Isocrates, Isaeus, Aeschines, and Demosthenes.

My project is to give a philological and historical interpretation of the usage of sport terminology in their speeches. In my paper I will concentrate on Isocrates Panegyrikos, but it is important to know more than 100 speeches were written. For example: Lysias wrote 9 speeches and he used agonistic metaphors particularly in the Olympic oration, in the speech against Andokides or in the speech for

the soldier. Aeschines wrote three speeches and in every one, you can find agonistic metaphors. Isocrates used these metaphors in his speeches Panathenaikos, Antidosis, Areopagiticus, Euagoras or Nicocles. Isocrates wrote more than 20 speeches. Finally the speeches of Demosthenes offer many metaphors, in his more than 60 speeches. The most important of which are the speech "on the crown", the so called "Philippic speeches", or the "Olyntiac speeches".

In *rhetoriké téchne* Aristotle shows us how and in which way an orator can sway the audience. Not only is the subject important, but so too is the style, which depends on the correct use of tropes and figures¹. It is necessary for the daily language to seem a little bit strange, because the people, as Aristotle stated in chapter two of the third book (1404b), admires the rare elements in a speech, however the speech should never omit a natural form and a clarity, which is obtained by the right use of metaphors². Aristotle regards even the simile, the proverb and the hyperbol as forms of metaphors. Some further information about metaphors is given in the Rhetoric's third book and in the Poetics (1447b)³. Aristotle says: "A metaphor is the application of a word that belongs to another thing: either from genus to species, species to genus, species to species, or by analogy" (Poetics 21).

But we can say that the use of metaphors is an omnipresent principle of our language in which two different ideas are connected. Our thinking is quite often metaphorical, because our mind always tries to connect abstract and theoretical thoughts with figurative thoughts⁴. Therefore, if the original sense of a word or a sentence is not sufficient to explain an idea, we often use a figurative explanation. The function of a metaphor becomes necessary, as Aristotle said, to explain the meaning⁵.

b) Before we discuss the agonistic metaphors and the similes of the Attic orators, it is necessary to have a look at the Sophists, who had a great influence on the intellectual elite of the 5th and 4th Century B.C.

It is a well known and often investigated fact, that the ancient Greeks lived in a world full of agonistic expressions in which the competitive spirit was very important. In almost all segments of public and private life, such as in philosophy, literature, theater, law, economy and also rhetoric, the agonistic principle, as called by J.

Burckhardt (Das Agonale), was present. Hesiod offers an example in his work "*Ergo, kai hemera*". He is quoting "good" and "bad" *Eris*⁶. Good *Eris* can be compared with a fair and honest *agon*, in which the sentence "to be always the best and better than the other one"⁷ is the pedagogical main principle. This *agon*, therefore, should be imitated by Hesiod's brother Perses.

In the 5th Century B.C., which is determined by the war against the Persians, by the influence of Pericles, who supported the democratic system, by the Peloponnesian war and finally by the "tyranny of the thirties", people began to reflect on the agonistic principle. The Sophists were the most significant thinkers and they criticized most of the established conventions. They primarily gave lectures and published political discourses based on a new "agonistic" spirit of rhetoric. The main principle of the Sophists was based, on the *Homo-Mensura* sentence of Protagoras, a kind of philosophical and anthropological relativism. One consequence of that philosophical concept was the concept that the absolute truth does not exist⁸, which was very useful in persuading someone of one of two antithetical statements. To make a choice or compromise between two antitheses in a persuasive fashion was a characteristic aspect of the Sophistic rhetorical theory. In this way, it was inevitable that the terminology of gymnastics and agonistics would also be used in the speeches of the Sophists. Like wrestlers in the *palaistra*, the Sophistic orators were opponents in a law court where they would refute the arguments, the *logoi*, of the other one⁹. This kind of intellectual wrestling was supported primarily by the metaphors of the agonistic terminology. Special examples for this rhetorical *agon sue* the so-called *dissoi logoi*, which demonstrate that there exists a *pro* and *contra*¹⁰ in each subject and that two antithetical statements can be made on each subject. There are some titles of Sophistic speeches and papers which show the connections to competitions, to an agonistic attitude: Protagoras, for example, called his treatise *kat-
aballontes (logoi)*, which is derived from the wrestling contest and means approximately *to knock down someone*. In these circumstances, it is used metaphorically for *defeat someone with words*. Similar titles are testified by Thrasymachus of Calchedon and Di-
agoras (85 B7). Two speeches of Gorgias, which are unfortunately

lost, entitled *Olympikos* and *Delphikos*, also demonstrate the great importance of festival meeting places.

The Sophistic style influenced the language and terminology of the Attic orators, especially because some of them lived at the same time as the Sophists.

693c) Isocrates (436-338)

Isocrates is not the first of the Attic orators, and, although he criticized the political discourses of the Sophists in his work "Against the Sophists", he was doubtless influenced by his Sophistic teachers like Protagoras and Gorgias.

One of Isocrates' speeches demonstrates in a special way the influence of sports and gymnastics on his own diction. Already the title of this speech, given by Isokrates himself, "*Panegyrikos*", reminds us of the great festivals, including sporting events. *Panegyris* means approximately "a solemn public meeting". The *Panegyrikos*, already in antiquity a very famous work of Isocrates, was probably published during the Olympic festival of 380 B.C. Here in Olympia Gorgias and Lysias also recited their speeches with the title "*Olympiakos*". We may assume that Isocrates himself, as usual, did not read his own speech in front of the Olympic audience; rather it is more likely that it was introduced in written form distributed at Olympia¹¹.

Isocrates used agonistic metaphors and comparisons directly at the beginning of his *Panegyricos*, showing a real union of subject and form.

Isocrates says (Pan. 1-3): *Many times have I wondered at those who first convoked the national assemblies (panegyreis) and established the athletic games (gymnikous agonas), amazed that they should have thought the prowess of men's bodies (somaton) to be deserving of so great bounties (megalon doron), while to those who had toiled (ponesasi) in private for the public good and trained (paraskeuasasin) their own minds (psychas) so as to be able to help also their fellow-men they apportioned no reward (oudemian timén) whatsoever, when, in all reason, they ought rather to have made provision for the latter; for if all the athletes (athleton) should acquire twice the strength which they now possess, the rest of the world would be no better off; but let a single man attain to wisdom (henos andros eu phronesantos), and all men will reap the benefit who are wilting*

*to share his insight. Yet I have not on this account lost heart nor chosen to abate my labours; on the contrary, believing that I shall have a sufficient reward (hikanon athlon) in the approbation (doxan) which my discourse will itself command, I have come before you to give my counsels on the war against the barbarians and on concord among ourselves*¹².

Isocrates begins his speech with a metaphoric fight between the athletes and orators or philosophers. The two opponents are, to say it briefly, the physical (*soma*) and the intellectual power (*psyche*), of which one is acquired by chance (*eutychia*) and the other only by effort (*ponos*). The difference between *soma* and *psyche* is intensified in the original text by the antithetic particles *tas men* and *tois de*. Isocrates clearly shows, who should be the real loser. In the original Greek text, the physical power is characterized only with a few words and Isocrates says that it is honoured with external goods (*dora*). Here the idea is implied that the physical power is a given fact, which must not be rewarded with extra bounties. Moreover, Isocrates does not mention athletes personally in the first sentence, but equates the human person with his body, excluding the intellectual side and reminding us of an often used prejudice, that sportsmen, especially bodybuilders, are not intelligent. On the other side, the intellectual people are characterized in a very positive sense and the part dealing with the intellectuals is much longer. The exhausting exercises of these men engaged in political affairs of the city state and who train their own minds, is shown by Isocrates use of a special language. He uses many long vowels - obviously the author tries to give an impression that this training is very hard - and two main clauses serving only to emphasize. In that case, it is necessary to accept here also the greek words *ponein* and *paraskeuazein* (in the English translation: toil and train) as agonistic terms¹³. These people should receive the real prize connected with honour (*time*). It is the question, if Isocrates is making a difference between the meaning of the greek word *doron* and *time* or if he is using both in the same meaning of *prize*¹⁴. I guess that Isocrates criticizes here the fact that the victorious athletes accept not only symbolic wreaths, which would be naturally an expression of an honourable attitude, but also cash, valuable bronze vessels or amphoras filled with olive oil. All these athletes who accept valuable prizes should not possess

timé and additional rewards (e.g.: free meals, solemn reception, building of a statue). *Time* therefore will be connected as Isocrates is meaning, with prowess and diligence. Both the athletes do not possess, because they receive their force by chance. Isocrates follows in his opinion by criticizing athletes, such as Tyrtaios, Xenophanes and Euripides (cf. Tyrt.fr.9; Xenoph.fr.2). Tyrtaios tells that agonistic virtue is only useful, if it has consequences for the warriors. Xenophanes shows an other aspect by showing a definite preference for intellectual virtue over athletic power. Finally, Euripides condemns in his *Autolykos*, the athletes in a similar way.

Let me come to an other passage in the Panegyrikos. In chapter two, Isocrates repeats the central idea (athletes do not contribute to society). In addition, he uses the expression "athletes" to reinforce his criticism. He changes his perspective when he is speaking now about the athletes and not about their bodies. He is criticizing a special type of athletes who are useless for the city state. Only if one is engaged in the political life and if he has a honest attitude, could be very useful for the polis. Following the first sentence, Isocrates contrasts now *athletés* with *anér phronesas* who exercises his brain (§1) and *rhomé* (strength) with *dianoia* (insight).

In the following paragraphic (3) Isocrates uses various agonistic metaphors. His speech seems to be a real agon address to all of the Greeks. His vision must be understandable for everybody because Hellenes from all over Greece were present in Olympia. Isocrates starts his contest like an athlete. For himself, the *doxa*¹⁵ (the *consensus omnium*, the opinion of all, but also the resulting fame) is a sufficient or adequate prize (*athlon*). The Greek word *hikanos* has two relevant meanings, as just said, an *adequate* and an *sufficient* one. In that case, I think it is better to use the word *adequate*. *Doxa* is a too important term as we can call it as a sufficient prize. And I do not believe that Isocrates is so modest that he would not win the best prize, the reputation of the whole Greek audience. It is the prize, in Isocrates opinion, which is due to him. He makes the statement: *the approbation which my discourse will itself command*.

If we analyze the Greek word-order, *megalon down oudemian timen - hikanon athlon - doxan*, we realize Isocrates uses the word *doxa* not only at the end of this sentence, but that he also wants to stress the importance of the *doxa*. *Doxa* is evidently the best term and

highest aim for Isocrates. In a metaphoric way, *doron* is equivalent to *athlon*. Both expressions refer to realistic concepts. *Time* is combined with *doxa* as a value judgement in an ethical sense. The other word order used by the author, is *soma-psyché-athletés-anér phronesas*, places *phronesis* at the end of the sentence. *Phronesis* is not only an intellectual concept but also an ethical one. A man who possesses *phronesis* is a *kaloskagathos* as Isocrates says (cf.: 12, 121; 133; 143;). All teachers of the Isocratean doctrine are *phronimoteroi* (15,226). *Phronesis* is moreover one of the most important virtues, evident by its appreciation by the Stoic philosophers and inclusion in the so called Cardinal virtues.

Finally, we have several metaphors in the above mentioned chapters.

a) Although Olympia is not specifically mentioned, the reader can infer, that Isocrates is speaking of the Olympic agones. He used the greek words *panegyris* and *gymnikos agon* to intensify this idea.

b) Isocrates appears as though he would really start a contest, however the performance of this speech resembles an intellectual *agon*.

c) The audience of this *agon* is a metaphorical one: the whole Greece. Isocrates addresses his speech to all Hellenes, who represent the greek city state all over the mediterranean sea. His special phrase: I come before you-pros *hemas autous*.

d) The author also alludes to the war against the barbarians, through reference to the real agon of the Greeks against the Persians.

e) The use of *soma* for athletes and *psyche* for intellectual persons is metaphorical.

f) Finally *time* and *doxa* are metaphorical expressions for *doron* and *athlon*.

Notably the agonistic principle is mentioned almost in all chapters of this speech. After his appeal for a joint hegemony of Athens and Sparta against the Persians, Isocrates begins his own *agon* with these words: / *am, in truth, not unaware that many of those who have claimed to be sophists have rushed upon this theme, but I hope to rise so far superior to them that it will seem as if no word had ever been spoken by my rivals upon this subject*,¹⁶

Although agonistic words are not used, this situation represents an *agon* between Isocrates and the Sophists who made speeches on

the same topic, the war of the united Greece against the Barbarians. It is therefore an *agon* in which the starting point is the same for all participants. Now Isocrates is determined to be the best, to be better than other orators, particularly Isocrates' rivals, the above mentioned Sophists, Gorgias and Lysias.¹⁷

In the paragraph 43f. following the beginning of the speech, Isocrates describes a situation, when festivals take place. Hostilities were dissolved (*tas echtras tas enestekyias dialysamenaus*), common prayers and sacrifices took place (*euchas kai thysias koinas*), existing friendships were renewed and new friendships established (*palaias xenias ananeosasthai kai kainas heteras poiesasthai*). Isocrates draws a picture of festivals in which the common Greek team spirit is stressed. Here, he mentions the special condition of the *ekecheiria* which was only effective prior to and following during the games.

In paragraph 45f., Isocrates begins to praise Athens as owner of the whole culture. In Athens, not only do *agons* of speed and power (*agonas me monon tachous kai rhomes - these are contests in footrace, pentathlon and heavy athletics*) take place, but as Isocrates indicates in the first paragraph, so too do intellectual *agons* (*kai logon kai gnomes kai ton allon érgon hapanton*) for which the Athenians provided the greatest prizes (*touton athla megista*). These intellectual *agons* are metaphorical competitions for example in science, philosophy, history or technology. Ancient sources indicate poets (e.g.: Simonides, Pindar), orators (e.g.: Isocrates, Lysias, Hippas; Gorgias), historians (e.g.: Herodot, Thucydides) or artists (e.g.: Phidias, Polykleitos, Myron, Zeuxis) were present at the Olympic Games. It can be assumed that intellectual people were present also at other festivals. These above mentioned greatest prizes are, as in the first paragraph, the *doxa* which can be awarded by the Athenians. Isocrates says: *for the judgements pronounced by us command such great approbation (doxa) that all mankind accept them gladly*. And he continues: *But apart from these considerations, while the assemblages at the other great festivals are brought together only at long intervals and are soon dispersed, our city throughout all time is a festival for those who visit her*.¹⁸ What is the deeper meaning of these chapters?

It is evident the Athenians represent all Greeks and their opinions are authoritative and therefore, a prize awarded by the Athenians is the greatest one. Isocrates showing the idea of the *adequate doxa*

(§3) could assume that if he is in Athens' opinion better than his other orators colleagues, he will be the best all over Greece.

Finally, Isocrates develops a metaphorical interpretation of the cultural life in Greece as a permanent festival that takes place in a unique and higher form than the usual, brief festivals. He emphasizes his point when he dissociated, in the first paragraph, festivals which included only physical competitions. He prefers the intellectual agons which are always open to the public in Athens. The Athenian culture is interpreted by Isocrates as a continuous agonistic festival.

Isocrates also offers a beautiful picture at the end of his speech. He, who challenged his predecessors, the Sophists, at the beginning, invites them to continue the intellectual contests and challenges other orators to come forth. Isocrates §188 says: *and those among you who make claims to eloquence (amphisbetountas) must stop composing orations on "deposits, or on the other trivial themes which now engage your efforts, and center your rivalry (hamillan) on this subject and study how you may surpass me (ameinon emou) in speaking on the same question /.../*.¹⁹ It is evident that if you were to organize an agon among orators, you would have the same topic for all species. Three Greek words illustrate the agonistic nature of this passage. The first is the word *amphisbeteo*, the primary meaning of which is "to fight one against the other", and is used to denote a "dispute", the dispute among the different orators. Moreover, Isocrates says following the first paragraph that serious orators should discuss a subject which is useful for the public. The "deposit theme" is commonplace, oratorically spoken, a *topos*. The second expression is *hamilla*, a word that does not exist in the Homeric poems but is derived from the root *hama* (together; the Latin word *similis* comes from the same root). Obviously, the orators wanted begin a contest in which all start from the same position and in which all participants have the same chance to win, because they are from nearly the same power. Finally, the third word is *ameinon*. Isocrates exudes a very self-confident and superior attitude here. He is convinced that his speech is an extraordinary one, a classic example for his educational program, and that it would be difficult to overrule him. Although athletic motifs are common in all Greek rhetorical literature, they are introduced in this speech very systematically to show an agon held for the public benefit.

Isocrates offers an interesting metaphor in the encomium of Euagoras, a former king of Cyprus. This speech not only praised Euagoras' life and achievements, but also invited Euagoras' son, Nicocles, to imitate his father. Isocrates uses an athletic motif at the end of the speech to illustrate why he always tried to force Nicocles to be educated in the right. He says (9,79): *Although I am aware of these things, none the less I am acting, and shall continue to act, in the same fashion as spectators (theatai) at the athletic games (gymnikois agosin); for they do not shout encouragement to the runners who have been distanced (apoleleimmenois) in the race, but to those who still strive (hamillomenois) for the victory.*²⁰

Homer (23,766f.) has already mentioned the encouraging shouts of the spectators for Aias, the leader of the footrace against Odysseus. Similar examples of spectators only interested in leaders have been given by Platon (Phaidon 61a), Dion Chyrsostomos (28,1), and by Ovid (met. 10,656ff.). Isocrates hopes one of his best and most famous pupils, Nicocles, will win the contest.²¹ Isocrates describes Nicocles as *the first and the only (protos kai monos) one of those who possesses royal power... who has undertaken to pursue the study of philosophy (philosophhein kai ponein)*. Nicocles is a fighter for the victory of the Isocratean ideal of education. It is the opinion of Isocrates that *philosophhein* and *ponein* are necessary conditions for exercising the brain (cf. Paneg. §1ff.). But, when Isocrates is speaking about a contest, he recognizes there must be other rivals among the princes. This passage may be an allusion of a philosophical dispute between Platon and Isocrates, because he uses almost the same metaphor as Platon. Isocrates clearly expresses in this passage that the people need a real example which can be imitated and not an example from Plato's idealistic world. It is important for monarchs to be philosophers, Isocrates says. Nicocles, therefore, should be the best among the other monarchs who just are occupied in philosophical questions.

The word *apoleipesthai* (drop back) is a terminus technicus and it is often used in foot races (cf.: Plut.symp.2,4; Polyb.44,5,8; Eustath. 1314). I believe the word *hamillasthai* (strive) is used by Isocrates deliberately. He stresses, as already mentioned, that all the competitors have the same chance to win illustrating Isocrates believes all monarchs have the chance to reach the summit of the ideal education, when they begin to study philosophy.

Another point of interest is the behaviour of the spectators. Isocrates says that they only cheer those who *still strive for the victory*, yet Polybios (27,9) relates that the spectators have generally the tendency to encourage those who appear to be defeated. Livius tries to express the same ideas in a similar way (42,63). The question therefore becomes whether or not there was a change of attitude among the spectators from Homer to Polybios time. Does the principle of the "*eimenai*" still exist in the lifetime of Polybios? Or was there an influence of the philosophical schools on the common people? Is it possible to show sympathy with the losers exists? There is no doubt that in the fourth century the spectators held the old idealistic attitude of *areté* so far as it is clear in Isocrates agonistic concept. The principle of *kalokagathia* concerning the function of monarch is predominant in Isocrates *paideia*.

In a speech addressed to Nicocles written about 370 B.C, Isocrates demonstrates again the principle of "*to be the best*". Isocrates would educate Nicocles to be a king with an *areté* useful for all his realm and gives advice to improve Nicocles mind. It is important to have an *enkyklios paideia*, to guide a nation, a general education, as Isocrates says (ad Nic.§10): *for it is evident that they will reign well or ill according to the manner in which they equip their own minds (paraskeuasosin cf.: Paneg.§lff.)*. In this sentence, the author implies that the reign is also dependent on the quality of the royal *psyche*, and it is therefore necessary to educate the *psyche*²². To reinforce his point of view, Isocrates compares the leaders of a nation with someone who exercises his body. Isocrates says (ad Nic.§11): *Therefore, no athlete (ton asketon) is so called upon to train (gymnazein) his body as is a king to train his soul; for not all the public festivals (panegyreis) in the world offer a prize (athlon) comparable to those for which you who are kings strive (agonizesthe) every day of your lives. This thought you must lay to heart, and see to it that in proportion as you are above the others in rank (timais) so shall you surpass (dioiseis) them in virtue (aretais)*.²³

Like in the Panegyricos §lff., Isocrates compares *soma* with *psyche* as he did in the speeches for Nicocles. He metaphorically confronts the people with the ruler. The crowd, which can be compared with *asketés* must not aspire to an intellectual-political and ethical education, but it is everybody's duty to take care of his body, like

an athlete, in order to do his daily work. In this context, Isocrates uses the word *asketés* and not *athletes* to confirm the interpretation of *asketés* as the people. He tries to express this idea only in this single passage. Normally *asketés* is someone who has an occupation. (Certainly it can be supposed that also the meaning "professional athlete" is implied.) Furthermore, the prizes awarded in a public festival, are inferior to those won in the daily agon held to improve the intellectual and ethical condition and in which the monarchs must take part. The prize for this agon is the *areté*, which confirms the efforts of the monarch. So Eucken says that the ruler must fight with the people for the *areté* and he must legitimate his supremacy by showing that he is the best of all²⁴. So, the *agon peri tes aretés* (agon for the virtue) is also an *agon psyches* (agon of the soul).

We can say: 1) The most important aim in the educational program is the ideal of *arete*. 2) *Arete* includes the so called Cardinal virtues *sophia* (wisdom), *andreia* (bravery), *dikaiosyne* (fairness) and *sophrosyne* (level-headedness). 3) *Arete* has an intellectual and ethical meaning for the monarch. 4) The *timai* are the preliminaries to become a king with *arete*.

In this agonistic metaphor, the ideal of a monarchy is determined: the king and not the institution "monarchy" is the most important aspect.

Conclusion: It is difficult to draw a general conclusion from only several text passages. 1) As I already said, a metaphor or a comparison taken from the agonistic world is a chance for the author to transfer a message to the common people. Agonistic terms are usual understood by everyone. 2) Isocrates takes only very few terms from the agonistic language. 3) Prima vista: Isocrates uses *agon*, *agonizesthai*, *hamillasthai*, *athletes* or *gymnazesthai* when he intends to discuss especially his educational principles of the *eu legein*, *eu prattein*, *eu phronein*. 4) We should not overlook that Isocrates is convinced the exercising of mind is more important than the exercising of the body.

References

1. cf.: Arist. rhet. III, 1403b.
2. cf.: Arist. rhet. III, 1405a.
3. cf.: G. Kennedy, The art of Persuasion, Princeton 1963, 104 - 109.
4. cf.: I.A. Richards, Die Metapher, in: Theorie der Metapher (hg. A. Haverkamp), Wege der Forschung Bd.390, Darmstadt 1983, 31-52.
5. cf.: P. Henle, Die Metapher, in: Theorie der Metapher, 80 - 105.
6. Hes. erg. 17-26.
7. Horn. II. 6, 208.
8. cf. A. Graeser, Die Philosophic der Antike 2. Geschichte der Philosophic Bd. 2, Munchen 1993, 21-24.
9. Already Aristophanes scornfully criticized the Sophists for their rhetorical technique of the *hetto logon kreitto poiein*. Aristot. nub. 112ff.
10. cf. A. Graeser, Die Philosophic, 64-70. cf. T. Gelzer, Der epirrhematische Agon bei Aristophanes, Hamburg 1960, 127-130.
11. cf. R.C. Jebb, The Attic orators from Antiphon to Isaeus, Bd.2, New York 1962 (NE), 150-166.
12. translated by G. Norlin.
13. in the term *paraskeuazein* is the meaning of *to train for the fight with words* implied such as it used also by Platon e.g. Tht. 183d4; Prot. 329b5; Phaid. 91b7; Gorg. 448dl.
14. Evangelos Alexiou equates the two terms, cf.: E. Alexiou, Ruhm und Ehre. Studien zu Begriffen, Werten und Motivierungen bei Isokrates: Bibliothek der klass. Altertumswissenschaften: Reihe 2, Bd. 93, Heidelberg 1995, 41f.
15. about *doxa* by Isokrates see A. Graeser, Geschichte der Philosophic, 83.
16. translated by G. Norlin
17. cf. Ch. Eucken, Isokrates. Seine Positionen in der Auseinandersetzung mit den zeitgenossischen Philosophen: Untersuchungen zur antiken Literatur und Geschichte (hgg. v. W. Buhler, P. Herrmann, O. Zwierlin), Bd. 19, Berlin, New York 1983, 143f.
18. translated by G. Norlin.
19. translated by G. Norlin.
20. transl. by L. van Hook.
21. It is really possible, that Nicocles may have been among the pupils of Isocrates. cf. XV, 30.
22. cf. W. Steidle, Redekunst und Bildung bei Isokrates, in: Hermes 80 (1952), 278ff. The image of the training of the *psyche* is also often used by Platon.
23. translated by G. Norlin
24. Ch. Eucken, Isokrates, 226.

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OLYMPIC EDUCATION IN GERMANY

by Manfred BOLD (*GER*)

The Olympic Movement from a Critical Point of View

In recent years, the Olympic Games have been very harshly criticized. The anniversary games of Atlanta were called "Coca-Cola Games". The English newspaper *The Independent* resumed: "Faster, higher, stronger, soapier".¹ Frequently the headlines are full of comments on the gigantism of the games. Television companies spend more and more time and money on live reports. Therefore, they want to decide when, where, and how the competitions are performed.² Astronomic amounts of money are gained with the merchandising of Olympic symbols and heroes so that financial success becomes the main goal of all efforts.

Since Ben Johnson, doping threatens the idea of equal chances for all athletes. Senile, corrupt officials kicked the ethical rules and destroyed the credibility of the IOC and the ideals of Olympic sport in general.

There has always been criticism. Willi Daume, former President of the NOC and an individual who was always struggling for the Olympic idea, thought that critics were fundamental to the integrity of the Games. According to Walther Tröger (President of the NOC) criticism is part of the core of Olympic Education.³

Are educational, ethical and philosophical questions still asked or have they been completely substituted for by economic pressure, marketing demands, and governmental interests?

Dramatic moments in the competitions are consumed like Hollywood movies and athletes present themselves in order to get maximum sponsorship. Ideas and ideals are being substituted by business interests.

Does the business count more than the Olympic ethic? Did the Olympic Games lose their worldwide educational legitimacy?

These questions appear in the current discussions concerning Olympic Games and the whole Olympic Movement.

The NOG Initiative for Germany on Olympic Education

During the 1988 Calgary Winter Games a program on Olympic Education was tested in a few elementary schools in Rheinland-Pfalz, a federal state of Germany. After reviewing the results, the NOC released a booklet with suggestions for an "Olympic Week in elementary schools" for the Seoul Olympic Summer Games.

On the basis of this program and the feedback received from the schools, the initiative "Mach' mit bei der Schülerolympiade" was started. Since 1992 the NOC provides a brochure with suggestions for every school subject in primary schools. In 1996 the activities were expanded to the 5th and 6th grades.

The contents of the brochure, that is provided for teachers include: a comment on sense and function of the brochure, information about how to use it, facts of the antique and modern Olympic Games, a presentation of the host city and the host country, a chapter about Olympic symbols and signs, and a chapter about the Paralympics.

In addition, for almost every subject, worksheets with tasks are delivered. They contain many illustrations, comments and texts about fair play or doping. Some examples are: a picture and letter quiz, an "Olympiaquiz", histograms, maps with questions and tasks, a puzzle with the Olympic Rings, the mascot of the games, coats of arms, the Olympic Truce, math problems and song texts, essays with questions, poems and prayers.

The appendix contains reports from schools with documentation of former Olympic Weeks, a newspaper report and some pictures with impressions of the activities performed.

Schools were asked to submit documentation of their activities. In 1998, prizes were given to the best schools.

The goals of this initiative are to accompany the Olympic Games pedagogically as an event with worldwide attention and to stress the educational aspects of the Olympic Movement so that the spirit of the Games do not stop with the television presentations. Moreover, Olympia supplies the means for a basic ethical education and instills social and moral impulses in juveniles.

Number of Participants in the "Schülerolympiade"

The following data should be used as background information for the next section. It shows the number of participating schools during

the last 4 Olympics, that gave feedback in a letter or a documentation of their activity. In 1996 the initiative was expanded to the 5th and 6th grades. With every year the number of distributed brochures was increased.

	Number of schools	Number of pupils
1992 Barcelona	39	4959
1994 Lillehammer	84	7675
1996 Atlanta	110 + ca. 40	16450
1998 Nagano ⁴	199	25509 + ca. 2500

Background and Intentions of Coubertin's Movement

Looking through Europe, Coubertin proposed that France was behind Great Britain and Germany in its development. He saw the reasons in the different education systems. As opposed to other countries, physical education did not have much space in the French curriculum⁵ and people thought it had no educational value. Schools and universities were fixed one-dimensionally on sciences and the mind.

Coubertin found the English school system very exemplary, especially the public school education in Rugby⁶ and Arnold's pedagogy.⁷

His intention was not to re-install the Olympic Games as the renaissance of a sport movement. He wanted to establish a new and universal education concept. He wanted to foster children's personalities through a mixture of individualism and public spirit: an education that concerns body and mind. To him sport is not only physical training but contributes also to ethical and spiritual development.

Coubertin regarded himself as a reformer. By means of a new orientation on Olympic values, he wanted to reform the sport system. Through the renewal of the school and the whole education system, he intended to use physical education for the ethical reform of business and politics, because he did not think they had the necessary reform potential.⁸

Coubertin was an eclectic. He picked up interesting aspects from everywhere and formed his own opinions. He was very aware of what

was going on in the world and through his worldwide correspondence he constituted his *Olympic* idea that includes more than just sports. With principles like personal improvement, equal opportunity, fair play and internationalism, he pursued ethical and pedagogical goals from the first minute on. The alliance with music, poetry and art was a further element that put Olympic Games on a higher niveau than international championships.

Coubertin was personally interested in Hellenism and placed much emphasis on the connection to the ancient Olympia because he wanted to generate empathy for his project by building a mental bridge to the ancient Greek idol. Since the educational concept of body and sport was very progressive for his time, his argument was based on the Olympic tradition, although it was established to answer the problems of the modern society.

External influences of politics and media, as well as the growing commercialization, accelerated the development of the Olympic Movement and brought worldwide acceptance. On the other hand, massive problems were created by the same influences and, up until today, they are almost uncontrollable and intensify the discussion about Olympia.

Finally the idea of Olympic Education is not a nebulous concept—it is laid out in the Olympic Charter. However, most of the elements are not formulated as pedagogic tasks and need interpretation.

The Principles of Olympic Education⁹

Coubertin never gave a complete definition of Olympic education. The following points were collected by Ommo Grupe¹⁰ as the pillars of the educational idea and as the main emphasis for school:

1. Union of body and spirit: Olympic education should concern the entire human being; the development of body, spirit and will. Therefore the concept is a refusal of specialization and is directed against rigid schemes of lessons and the predominance of the intellect.¹¹ To reduce fears and inhibitions, to gain security, to achieve self-confidence, and to act with responsibility and judiciousness are some qualities of the "Olympic personality".¹²

2. Strive for self-perfection: Perfection is the ideal that encourages the athlete to work as hard as he can. Training therefore is a constant striving for not only physical improvement but also a gen

eral self-improvement. This struggle for improvement, on whatever level, is the core of the Olympic motto "citius-altius-fortius", not the striving for records. The top performances in the Olympic Games should be the idol for every athlete.

3. Amateurism: With this rule, the English noblemen demarcated from the workers who were physically stronger. In Coubertin's sense, it is a promise for self-discipline. The renunciation of prize money should give sport in general a noble character.¹³ Athletes should be free from avarice and materialism. If this were the case, then the sport would be free from these characteristics as well. This rule is still applicable today and pedagogically important; especially where the influence of business and media has no limit and the athlete becomes a marketing object and loses his personal freedom.

4. Rule of Ethics: Today, we talk about fair play. It is the acknowledgment of rules in a social-ethical convention that makes competition in a civilized form possible. Power and aggressions are to be controlled in voluntary acknowledgment of fair play. Not only the athletes, but also the spectators are affected by a fair behavior. Moral behavior cannot be learned theoretically but must be applied in critical situations in which fair play is threatened. Moral and fair strategies must be lived and internalized. Fair play education is education for social competence; a part of peace education in the form of peaceful togetherness on the sport fields in international competitions, even on lower levels. This is the best school for daily life.

5. Peace: Coubertin was directly impressed by several wars and influenced by the peace activities of his time. Knowing and understanding other people should create acceptance. Sport should become a "peace-meeting" and have a peace carrying character. From the very beginning, Coubertin's intention was not limited to Olympic Games. His idea was an universal philosophy.

6. Müller added a sixth point to Olympic education: ***Advancement of emancipational developments in and through sport***¹⁴: "All games, all nations" means having equal rights for all disciplines, nations or sexes. Sport is a meeting regardless of social position, possession or profession. For education, that means enhancement of the pupil's responsibility in and throughout sport.¹⁵ This point builds the bridge between all the other aspects.

Criteria for Olympic Education in School

In actuality, Olympic education is only useful if current examples are used in the lessons. Coubertin's ideas have never been disproved nor have they been supplemented with other ideas. Thus, the basis is and will remain Coubertin. If this is not regarded as a truism, Olympic ideas could be faked or based on trends and outer appearances that are fashion but not Olympic culture. This does not mean that known problems or his critics should be left out. They are an integral part of improving the educational concept.

Some criteria for the inclusion of Olympic education programs in school can be derived from Coubertin's own description of Olympic education:

1. Having Olympic topics in different subjects is, in every case, information about the Olympic Movement but it need not necessarily be Olympic education.
2. Besides information and facts, Olympic education teaches the Olympic values; pupils must experience them.
3. The topics must be treated universally and harmoniously. Olympic education is a universal education concept and is directed toward the whole life. Olympic education need not necessarily deal with sports topics or Olympic Games.¹⁷
4. The religious-festive character of the games (e.g., Flags, Truce, Hymn, Olympic Flame) must be preserved in this character. It must not be abused in an ironic way. On the other hand, ceremonies need not be very authentic. Emphasis should be placed on a serious presentation that shows the Olympics as unique and extraordinary because children are easily influenced by such
18
festive ceremonies.
5. Olympic education should show the positive aspects of the Olympic Games since the usual media reports deliver less positive stories.
6. Everybody who embarks on Olympic education must be aware of the fact that sometimes the Olympic values are completely contradictory to the recent development of the games, sports in general, and society.
7. The Olympic idea as Coubertin's pedagogic vision must be preserved. New criteria that can be derived clearly must be added.

Coubertin's positions and the reality of the current Olympic year with its discussions must be compared.²⁰ The Olympic curriculum must clarify the specificity of Olympia in a modern way.²¹

8. Due to the various aspects of the Olympic Movement, every school subject can be included in an Olympic project. A universal approach with the combination of all subjects is desirable.
9. The topics can be treated in single subjects, in a project with combined lessons without boundaries, on excursions and school vacations. It is desirable that teachers work together.
10. The weeks before the Games are the best time for a project since there are frequent reports on television and in newspapers and children have a pre-didactic interest.
11. The 6-12 year old children are the most ambitious since they are extraordinarily active in sports and often members of teams and clubs. Older children can better deal with problems of the Olympic Movement since they are confronted with it in their television consumption.
12. Recently, morally neutral concepts are more and more evident in our schools. The result is egoism that aims toward personal success. Without values, the ethical basis is lost. Olympic education could deliver values²² in a popular way by means of a "back to basics" approach.²³
13. The emancipational character must be stressed. That means enlightening and thinking over the Olympic occurrences and problems as well as critiques of misdevelopment, abuses and derailments.²⁴ Moreover, general questions and problems of sports can be shown as an example (e.g., doping, etc.)²⁵
14. The activity should not be too big. Personal identity gets lost with a larger number of participants. Personal meetings and communication become more seldom. Community cannot be fostered easily and divisions appear.
15. Moral behavior cannot be learned in a theoretical way. Values can be experienced where they are at stake. The pressure of competition is such a situation. These situations must be created and adequate behavior must be practically taught.
16. Children must cooperate sincerely and in a friendly way (community). Acknowledgment of rules, opponents and judges (fair play) is the supposition for "Olympic behavior". Everyone has to

contribute all of his abilities to the project with his own decisions and responsibilities. A positive and peaceful atmosphere needs to be achieved according to the motto: "Participation is everything!"

17. The participation of parents is helpful and enhances the understanding of actuality in the sense of Olympic integration. Other schools or institutions can be involved, too.
18. The invitation of an active or former athlete is also very attractive for the children and the whole project gets a special touch; an extraordinary connection with Olympia.

The essence and core of the Olympic idea has to be stressed more precisely. Otherwise Olympism cannot weave in his educational dimension and is mistaken for his outward appearances. Thus not every form of sports is sufficient if we want to have Olympic sport.

The Projects in Germany

Almost every project had its peculiarities. In several documents, new activities appeared. The concepts were more or less similar; the contents were very different:

The concept

The schools used several forms of organization: project-days, project-weeks, school festivals with an Olympic motto or project in one subject over a few weeks. They had workshops instead of lessons; often working in only one subject and at other times they worked together integrating several subjects. The danger of a project that is longer than one week is that continuity and enthusiasm get lost. Due to excellent results, the Olympic project-week is thought to be the most appropriate form.

The Olympic sports days that were the final event of a project-week were much more impressive than exclusive sport or play festivals probably because of the good preparation through one week.

For a festival, schools opened their doors in order to cooperate with other institutions (e.g., other schools, clubs, etc.), to reach the parents and to improve the image of the school.

The content

Values must *be* shown in a way which children can follow. Coubertin's complex construction must be simplified due to the age group. Normally this is achieved by dealing with only single elements of Olympism, for example role playing.

The suggestions in the NOC brochure for addressing the Olympic values are sufficient, but after reviewing the school reports, it looks as though they have not been used very frequently.

Almost every school report shows an intensive treatment of the topic of Olympism. A main point proposed by Coubertin is that this is the "striving for perfection". According to Coubertin, the goal of Olympic education is reached if children not only talk about the principles, but also act according to them.

The sporting events

Every opening and final ceremony with music, dancing, the honor of winners and Olympic symbols like the flame and flag created an Olympic atmosphere and reached the children emotionally.²⁶ Projects with this festive element were much more impressive.

The competitions were forms of running, jumping and throwing. Creativity should have no limits in this sector. The only demand is the competitive organization. Sporting events just for entertainment are not Olympic education in Coubertin's sense.

The pentathlon in the NOC brochure was a suggestion of how disciplines could look.

The IOC Manual—Problems of an International Universal Concept

In my opinion we have two forms of Olympic education: a) Coubertin's form and b) information and teaching about Olympia (history, facts). The difference is that the second concept does not pursue the Olympic principles as the core of Olympic education. Moreover the entertaining work on Olympic topics through texts or drawings is sufficient in this point of view.

Ms. Deanna Binder from Canada told me this opinion is prevalent in Canada and the USA, as opposed to Germany where the basis is directly rooted in Coubertin.

The IOC wants to release a manual on Olympic education in primary schools universal for all countries. The comparison of a draft with the German brochure shows that the draft does not pursue Coubertin's Olympic education. In a large part of it, there is only information about the Olympic games and their tradition. Values and sporting events have less room. The draft includes a lot of information about the IOC and its hierarchy, but this is completely uninteresting for children and pedagogically useless. The Olympic idea is an educational idea. Thus, values must not be neglected.

An international concept needs to have free space so that teachers can stress topics according to their class and national specialties. Free choice in a universal concept - very difficult to realize because of large social, cultural and material differences of the participating countries.

Above all such a program should give the incentive to deal with Olympia: Raising interest and embarking on the Olympic idea through practical experience.

Olympic contents must be provided in an interesting way; that means with colors, pictures, drawings and other presentations. However, it must not be simply entertainment. Olympic education exactly rejects this consumerist attitude. Values instead of mere facts with physical activities are the solution.

Values and ethics of Olympism are valid throughout the world. This special attitude behind sports is what makes Olympic sports unique. Olympic education must emphasise that.

Despite all material, social and cultural boundaries, the moral essence of Olympism is the only universal approach for an international education program. In addition, the use of alternative materials like nuts, stones or grass tends to move in the right direction. Thus not only the outer appearance of Olympism should be discussed. Children must embark on the Olympic idea described as before.

Final Remarks

The world of sports is not the way we want it to be but that does not mean that it should remain as it is. We are all responsible for sports appearing the way we want them to be. The original Olympism provides a detailed picture of a pedagogically valuable physical education. Olympic education invites everyone to the strive for improve-

ment.²⁷ It is too easy to point out the problems of the Olympic Movement and to focus on the negative facts.

The Olympic idea is a great vision that is not disproved by single sinners. There is no other sport organization that includes values throughout sports in its charter.²⁸ Olympism is an educational task that is interesting and it becomes even more so because of the reports on television and in papers. The idea is not wrong because its values seem unreachable. Olympism delivers new challenges for everybody.²⁹

In Coubertin's time, people did not understand his ideas in their complete range. Since then, Olympic education does not receive the attention it deserves. The concept still delivers answers on personal, social and cultural questions. It is desirable that teachers, athletes and, above all, officials understand that the recent development is very accelerated and ethical fundamentals are needed.

As long as the commercial slogans sound like "You did not win silver, you lost gold", the decline of values cannot be stopped. The only chance of the Olympic Movement is to make the Games more vivid again, an international, peaceful meeting of people where fair play is dominant and the athletes are not being abused as marketing objects.³⁰

The IOC has to give a clear confession to the educational and ethical pretense of the Olympic Movement. A renaissance of values that the founder of the IOC, Coubertin, established in the Olympic Charter.

Olympic sports can give impulses that move pupils and schools. This sport idea is more than the so-called "1:0" journalism pretends.

At the end of his life (1934), Coubertin wrote an article in which he formulated his desire for the future: **"L'Olympisme a l'école. U faut l'encourager!"**³¹ The Olympic idea in school. We have to further it.

The conclusion: If somebody asked for a recipe to become "Olympic", Coubertin would say: The first condition is to be happy!!!³²

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OLYMPIC TOURISM

by Claudine BRETON (CAN)

Opening Ceremonies

Clyptis (1991) stated that in the past, tourism and sport were treated as two separate activities, but while sport events have always been an important factor in the global movement of people, only recently has it distinguished itself as an official member of the tourism industry. Now representing some of the most important mega events, sport events such as the Olympic Games have become renowned for their capability to attract national and international visitors.

Consequently, mega sporting events have become major tourist generating activities for the host regions with spectator sports being the main interest. In fact, the social importance and economic potential of spectators as visitors led the tourism industry to create mega sporting event to generate tourism in host cities. Without the presence of these visiting spectators creating a special ambience which gives the event a source of uniqueness and identity, the Olympics would not have the same global importance. In addition, the recent trends of affordable travel and the concept of global community are emphasizing the potential increase in the number of spectators to such events. Thus, it is unlikely that the Olympic Games will lose their tourism impact.

In this short essay, Olympic tourism is what will be mainly analysed. It will involve discussions on Mega events and the new role they bring to host cities. In addition a short glance of Olympic tourism economics will be given. These topics will enable the leading of conclusions for the concept of "Olympic Tourism".

1-1 Tourism of Ancient Games

Every four years for a thousand years, the grandeur of the Olympic festival attracted athletes and spectators from all over the Greek world. They all came to Olympia, the permanent setting for the

Games, in the early years coming in hundreds from neighbouring towns, and later in thousands by land and sea from countries as far as Italy, Spain and Africa (Swaddling, 1980). By the time the athletes, judges, trainers and officials arrived at Olympia, the grounds were already crowded with spectators who had travelled from far away. There were few facilities to house and feed the crowds, who at the time did not pay admission to the Games. Most camped in tents or simply slept under the stars. Modern visitors to the site often express surprise that the Games were held in such a remote area of Greece, but in antiquity the river Alpheios was navigable, and Olympia was easily accessible by sea and land routes for both its participants and spectators.

1-2 Tourism of Modern Games

Sport events tend to attract a sufficient proportion of people who travel long haul, stay more days, stay in costlier accommodation and spend more per day than the average tourist (Marzitelli, 1988) but Olympic tourist behavior is still a mystery to the industry. There has been little understanding why for instance only 54% of the projected tourists actually visited Tokyo during the 1964 Olympic Games, and in 1984 only 64% of the forecasted visitors came to Los Angeles. It is necessary to explore past modern Olympic Games tourist behavior to understand the present and potential markets. Unlike the first Olympic Games in Olympia where 311 athletes participated and spectators were counted in hundreds, the Games have grown and participants and visitors have become numerous. It is important at this point to mention that the participants are also considered members of the tourist population and moreover require greater attention than the normal spectators. For example, special venues such as the Olympic village are especially built for this group. Table # 1 below shows the attendance of past Summer Games.

Pyo, Cook and Howell (1988) reported that international visitors to the Olympic Games have been consistently overestimated. A very good example of reasons creating this lack of presence is when media publicity over Los Angeles Games kept away tourists who would normally travel to the city because they feared high prices, accommodation shortages, travel problems and possible crimes during the event. It is, as demonstrated by the above graph below, therefore

very difficult to evaluate the real and exact tourism impacts, nevertheless it is necessary to consider modern trends to enable more realistic forecasting.

Table # 1. Olympic tourists for the last nine Summer Olympics.

YEAR	CITY	EXPECTED	ACTUAL	COMPETITORS	NATIONS
1964	Tokyo	130.000	70.000	5140	93
1968	Mexico	200.000	not found	5531	112
1972	Munich	1.800.000	not found	7147	122
1976	Montreal	1.500.000	not found	6085	92
1980	Moscow	30.000 - 300.000	30.000	5353	81
1984	Los Angeles	625.000	400.000	7078	141
1988	Seoul	not found	not found	9421	159
1992	Barcelona	850,000	625.000	10563	172
1996	Atlanta	525,000	550.000	10800	197
2000*	Sydney	550,000-800,000	N/A at this time	<15,000	>150

* Estimates Source: Pvo, Cook and Howell, Tourism Management 1988 & Wimmer 1976.

1-3 Olympic Tourism Trends

Tourists, whether being an athlete or a spectator, have special needs compared to local residents. They require more information, as they are generally not familiar with the community, both when planning their trip and visiting. Leaving aside the athlete tourist group, spectators will probably need some assurance about being able to get admission to special events. They will need support, services, probably accommodation, restaurants and perhaps a shuttle service. They will also want information and suggestions on other things to see and do in the community. The task of the local Olympic organization is to provide all of these services to its visitors. In Appendix # 1 actions taken by each of the past Olympic Summer hosts since 1964 are listed. These pre, during and post event actions were adopted by each of the individual National Olympic Organisation to ensure visitors' satisfaction. For example, in 1964 Japanese custom officers were sent abroad to facilitate entry by tourists (teams and spectators) who came for their Games. In Montreal (1976), the crea-

tion of a special agency with the responsibility of finding accommodation for its Olympic Games visitors was implemented.

Pyo, Cook and Howell (1988) identified the factors that have encouraged and discouraged travel to the host cities of the past Olympic Games and these are listed in table 2. Beside these items, the Olympic tourists may be sensitive to language services, and may be discouraged by inefficiency and unavailability of information. Two basic kinds of spectator tourists visit Olympic Games host cities. One is the usual tourist, primarily interested in the host country and its culture and the other is the sport enthusiast, with specific interest in the Olympic event. Both categories are highly influenced in regards to the factors mentioned.

Table #2. Factors influencing attendance at the

ENCOURAGING FACTORS	DISCOURAGING FACTORS
Housing arrangements	Boycott of the Games
Simplified entry procedure	Tightened entry
Tax exemption	Unfavourable exchange rate
Block ticket sales	Suspect feasibility of the Games Confusion ticket distribution system Price gouging, Overcrowding Traffic congestion, parking problems Incomprehensible road signs, smog

from Pyo, Cook and Howell, Tourism Management 1988.

A good method for evaluating the origin of spectator tourists attending the Games is by looking at the poportion of tickets sold within the host country and the level of attendance from the host country's population. Table #3 exhibits these figures from recent Olympiads and hence gives a certain forecast for the international visitors. An important fact not mentioned so far and demonstrated in the table below, is that the money generated from national tourism must not become a small blur when compared to the enormous amount derived from international visitors. It is quite understantble that figures differ substancially since nationals might have saving opportunities such as the cost of accomodation when they visit

friends or relatives, but they still pay for basics such as transportation and tickets.

Table #3. National Ticket sales and % of host population atten-

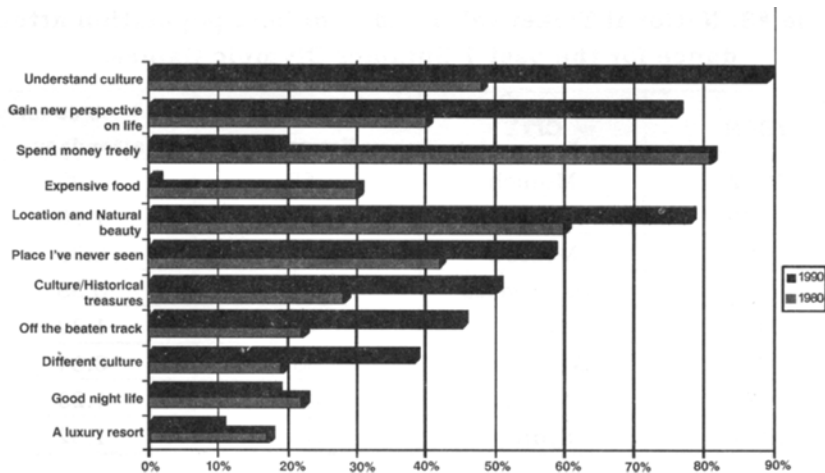
YEAR	CITY	% ticket sold to Nationals	% host country attendance
1972	Munich	68	0.99
1976	Montreal	42	1.70
1980	Moscow	55	0.35
1984	Los Angeles	69	0.38
1988	Seoul	84	1.32
1992	Barcelona	50	0.64
1996	Atlanta	62	1.23
2000*	Sydney	66	1.52

Source: Olympic Museum in Lausanne, Switzerland, 1997.

Back in Olympia these figures were not available since, as mentioned earlier, the "spectacle" of the Olympic Games was free of admission. Hence, the fees charged nowadays not only generate financial revenue but help in revealing trends such as statistics on host population attendance and therefore reveals international visitors proportion. In than gives the chance to write essays like this one, on Olympic Tourism!

Furthermore, a 1992 Lou Harris poll (in Tourism Canada, 1996) for Travel and Leisure magazine provided some fascinating insights into the variation between the 1990's and 1980's traveller trends. The results appear in table #4 and show how trends have effectively changed. For example the 1990 tourist puts more importance on understanding foreign culture than on having luxurious accommodation and has definitely less disposable money to spend. This is another important aspect that influences the planning of tourism when the hosting of a mega event such as the Olympic Games comes to a country. In the years 2000, new trends will evolve and the considerations of them will be of major importance. Sydney will lead the way!

Table #4. Variance between 1980's & 1990's tourism trends.



Source: Lou Harris poll in Tourism Canada, 1996 for Travel and Leisure magazine.

As shown in this paper so far, Olympic tourist volume is a hard element to predict since it has constantly varied. Numbers of tourists have been overestimated in the past and it is only recently that realistic estimates have been derived (Douglas, 1994). Similarly to the Games, tourist needs have evolved and entered a new area. Future host cities cannot neglect this important point if they wish to create a successful Olympic event. Having discussed past Olympic tourism, it is now crucial to understand and explore the factors influencing the success of a mega event such as the Olympic Games. Afterwards, the economic outcomes will be encountered in the analysis. With both, these quantitative Olympic analysis and qualitative discussion on mega event, conclusions will be reached that will be constructive to plan for future Olympic Tourism behavior.

2-1 Mega Event and Tourism

Most tourism authors (Burns, Hatch and Mules, 1986; Collins, 1992; Getz, 1988, 1991; Hall, 1989, 1992; Inskeep, 1991; Sparrow,

1988; Ritchie, 1984;) agree that the increased popularity of cities in hosting mega events is primarily because the events contain a number of advantageous attributes. In their separate studies, these authors classified the Olympic Games as *a* mega event. Table #5 reflects a combined assessment of positive and negative impacts resulting from the increase in the number of tourists in a city hosting the Games.

Looking more specifically at the tourism impacts, it is obvious that the Games nowadays require a certain amount of basic services to ensure travellers positive experience. Often this involves the construction of new infrastructures. During Olympia's era, the necessity of an easy access by its river was essential while today, highways are built and airports enlarged to enable the welcoming of the large amount of tourists coming for the mega Olympia event.

In addition to the tourism impacts, it is crucial that mega event organizers ensure that the selected sites have access to adequate visitor services. Since Olympia, where spectators had to camp outside and had no facilities, the Games have evolved to the point where - by a range of services are offered. For example services available include the following and many more:

- Lodging facilities
- Transportation
- Health-care facilities
- Parking
- Security
- Public services e.g.: police

2-2 New Roles coming with Mega Events

In the context of tourism generation to a destination, mega events can play a number of important roles such as; attractions, image-makers, they can also be viewed as part of the new wave of alternative tourism, which minimises negative impacts, contributes to sustainable development, and fosters better host-guest relations (Getz, 1991). Each of these will be briefly examined.

A) Attractions

A feature of the attraction is the spectator of events, rather than being mere detached observers, are regarded as an integral part of the sporting ritual, and actually contributes to the ambience, atmosphere and emotion of the event (Hall, 1992). No where else is it more true than the Olympic Games, "The spectacle par excellence"

Table #5. Impacts of Mega Events.

Impact	Positive	Negative
Economics	• Increased expenditures • New employment • Increase in labour supply • Increase in standard of living	➤ Price increase during event ➤ Real estate speculation ➤ Underused sports and associated facilities after event ➤ Failure to attract tourists ➤ Better alternative investments ➤ Inadequate estimation of costs of event or inadequate capital
Tourism/ Commercial	• Increased awareness of region as a travel/tourism destination • Increase Knowledge concerning the potential for investment and commercial activity in the region • Creations of new accommodation and tourist attractions • Increase accessibility	➤ Acquisition of poor reputation as a result of inadequate facilities or improper practices or inflated prices ➤ Negative reactions from existing enterprises due to the possibility of new competition for local manpower and government assistance
Physical	• New or improved facilities • Improvement in local infrastructures • Preservation of heritage	➤ Environmental damage, noise, litter, traffic accidents, overcrowding ➤ Destruction of heritage ➤ Architectural pollution
Socio-cultural	• Permanent increase in local interest and participation in activity associated with event strengthening of regional traditions and values	➤ Commercialization of personal or private activities ➤ Potential increase in crime ➤ Excessive drinking by visitors increased thefts/muggings ➤ Modification of event/ activity to accommodate tourism ➤ Change in the community, structure and social dislocation
Psychological	• Increased local / national pride and community spirit • Increase awareness of non-local perception	➤ Tendency to defensive attitudes regarding host region ➤ Likelihood misunderstanding leading to some host/visitor hostility ➤ Cultural shock
Political	• Propaganda of political values held by government and/or people • Development of skills among planners • Enhanced international recognition of region as resort or place to invest	➤ Exploitation of local people to satisfy ambitions of political elite ➤ Failure to cope ➤ Inability to achieve aim ➤ Distortion of nature of event to reflect current political values ➤ Increase in administrative costs ➤ Legitimation of ideology and sociocultural reality

adapted from Getz, 1977; Hall, 1989a; Ritchie, 1988; in Hall 1992.

(McAloon, in Hall, 1992). Unsurprisingly the Olympic Games are recognized as being the largest spectator event in the world in terms of domestic, national and international visitors. As mentioned earlier whether they are usual tourists or sport enthusiasts, they both contribute to the unique ambience.

B) Image

The image of a city hosting the Games is mainly affected by two factors; visitor experiences and media coverage. Both will have an influence on the future tourism generated (Post Games). As an example of how image is a strong element, a study conducted in Korea before the 1988 Games revealed that most citizens believed that the Olympics would increase the international awareness of Korea as a tourism destination. At the same time, with a change in the international awareness, the Olympics would modify the world image of Korea and promote a new international recognition that the country had recovered from the devastation of the Korean War. Results of the study are found in Appendix #2. The primary expectations from hosting the Olympics were an increase in international awareness of Korea as a tourism destination, modification of the distorted existing image and the strengthening of Korean cultural values through the projection of a distinct Korean image during the Seoul Olympics (Jeong Jafari & Gartner, 1990). The Games did change the image.

C) Alternative tourism

Mass tourism is probably seen as the biggest negative pressure on the host region when a mega-event takes place. Yet, modern Olympic Games can contribute to alternative tourism, which can indeed be seen as a measure to counteract the negative effects of mass tourism. As mentioned in the study by UNESCO 1977, a mega event can help to overcome some of the typical limitations of mass tourism. Likewise, COOB' 92 applied this concept when it set up an office to help some 4,500 visitors to find accommodation during the Games (Economist, 1991).

Carrying capacity in an area that is central to the idea of sustainable tourism, as it measures how much use an area can take before saturation or environmental harm occurs. It intervenes between the tourist and the resource. Thus, Olympic planning must

try to reach harmonization where respect between the visitor, the host and the environment, in terms of carrying capacity and culture is obtained. Culture is important in any society since it distinguishes a particular group from all the others. Hence for an event and the tourism it generates, it is essential to respect the local culture or else resentment may evolve from the hosts.

In 1982 Cooke argued that tourism's negative impacts, and resident tension can emerge whenever tourism develops. She was concerned with "the overreaching of psychological capacity limits which are characterized by the overuse of resources with the result that human behaviour is disrupted and satisfaction diminished" (Cooke, 1982). As a result of a study conducted in two Canadian cities in British Columbia, she formulated five guidelines, found in Appendix #3, for socially sensitive and appropriate tourism development which if observed, would ensure that psychological capacity limits would not be overreached and hence tourism visitor stress be reduced. At this point, looking back at table #5 and taking into account the categories of impacts such as psychological and sociocultural are relatively important since they reflect part of Cooke's analyst to conclude the guidelines.

The most significant conclusion arising from Cooke's study is that it is vital for a community to preserve its identity, lifestyle, needs and priorities when tourism development evolves. The most successful example of tourism occurs in communities in which there is a broadly based resident participation in planning, promoting, organizing events, financing and managing industry. Local control is essential to maintain the types of development perceived as appropriate to local people. Olympic success is no exception from these concepts, therefore, the cultural implication becomes a primordial element.

D) Sustainable development

The magnitude of development involved with staging a mega event such as the Olympic is immense for the host community. Structures for these events become permanently fixed in the public's mind as symbols for the host city and often remain to provide a point of reference for local residents and future visions. Beyond publicity, mega events such as the Olympics generally provide more concrete benefits.

An example of a catalyst from hosting the Olympic Games is given by Spain. Barcelona's post Olympic plan aimed to develop the city as a short-break tourist city and an international conference centre. The creation of over 5,500 new bedspaces, the upgrading of the airport to handle 12 million passengers a year, together with an investment in telecommunication and cultural facilities, ensured that the city had the potential to achieve success (Stevens, 1990). Since 1992, Barcelona is showing just how lucrative hosting the Olympic Games can be by hosting other events such as international congresses (Derrick in Conference & Incentive Travel, 1995).

Hosting the Games confers a host city and region at large an opportunity for unrepeatable experience of laying the foundations for future such as providing mor facilities and services to its visitors, and organized communal action.

Josep Miguel Abad, COOB '92.

Having touched upon some of the main roles involved for cities receiving the Games, it is essential for organizers to understand the basic meaning of each of them and more importantly implicate them in their planning process. It will, in one stance prevent negatives factors such as the one from Pyo, Cook and Howell stated in table #2 to happen and secondly minimize the occurrence of negative impacts showed in table #5.

Before reaching the final conclusions, it is important to quickly look upon the tourism economics generated by hosting the mega Olympic event. Although this topic alone could result in an essay itself, it is an element that needed to be considered to be able to give more concrete conclusions. Some recommendations are included directly in the latter section.

3-1 Tourism. Economics of the Olympics

Of course, the short-term objective of the tourism sector during the Olympic Games is to attract a large number of tourists to offset part of the financial burdens on the host country's taxpayers. The long-term goal should be to upgrade the popularity of the host city as a desirable tourist destination and remind the organizers that the Olympic Games should be recognized as an investment for the

future and an image-building event rather than a short-term profit generating opportunity.

Although, from the above it cannot be said that hosting the Olympics and economic success go hand in hand. As more cities obtain the facilities and experience to organize this mega event, planners need to be clear why a bid should be made. Global, national or regional image-building may be one purpose but the cost need to be counted, and the uncertainties considered. Thus, the tactics to minimize the costs and maximize the benefits of hosting the Games nowadays (most of them being directly linked to tourism) include:

- Extending the event in time (hence visitor stay and spend)
- Changing the season of the event to a favorable time for visitors (cannot be done for winter sports)
- Creating Pre and Post events related to the mega event
- Increasing the frequency of the event (done by separating Winter and Summer Games)
- Transforming the Games (by altering sports from one Game to another)
- Intensifying the event in TV coverage
- Reproducing the events for other targets (Olympic Games for disabled persons)
- Maximizing volunteer involvement (therefore reduce costs)
- Creating profitable legacies (Olympic coins & stamps)

These above recommendations should be considered by future host cities. They are in essence economic conclusions which would, if applied, enlarge the tourism impacts generated by the Games. The next section gives final conclusions to this essay and hopefully will have convinced every reader of the importance of Olympic tourism in the whole Olympic mega event.

Closing Ceremonies

Van der Lee and Williams (1989) suggested that the success of a mega event such as the Olympic Games depended on the fulfillment of various criteria. One of them is that it must demonstrate **on-going tourism benefits** which either arise after the event or demonstrate that the exposure is maximized during the temporary event, which is likely to generate future tourism. The Olympic Games fulfill

this criteria, and hence demonstrate a high ability in being a successful event.

Although it is important to keep in mind that many consequences, not always positive in nature, may arise from tourism if it is not well planned. These following conclusions should help future host cities in their pre, during and post tourism planning.

For the athlete group of tourists, the recommendation is simple. Most NOCs take too little time and effort to educate their traveling Olympic teams in international courtesy, whereas the host city's organizing committee must work hard to prepare its whole population on acceptable public conduct, inside and outside the many stadium. Therefore, an educational cultural program should be mandatory to every athlete visiting the host city. The growing tourism trend and cultural diversity invites not only the athletes but everyone to learn about host and guest differences. Since, as explained in the opening ceremonies (introduction), tourism is increasing, chances are that an increasing number of ethnic groups will attend future Olympic Games.

To influence all the other groups of tourists, a strong emphasis should be placed on the legacies of the Games- to generate tourism and strengthen the positive image. As mentioned earlier, Barcelona is a wonderful example of such a recommendation because following the Games it established itself as a congress destination generating strong tourism. But being even more representative of the power coming from Game legacies is the examined case of Korea done in this essay.

Furthermore, the Games should have pre, during and post impact events. What does it mean? To better explain this proposition are the two models of Sparrow, found in Appendix #4, assessing the impacts of mega event on tourism growth (pre, during and post event) in a host country. And as suggested by Cooke earlier, involving the community in these events is crucial to their success.

In model one, a short sharp impact scenario is showed by an increase in tourism over the life of the event then followed by a sharp return to normalcy. This model expresses the tourism impacts of Montreal's (1976) Olympics in terms of numbers of tourists. Unfortunately it cannot be said that financial normalcy was reached by Montreal after the Games, since it ended up being the worst case

financial scenario of the Olympiads history. This model does generate tourism although is not the one recommended because it does not maximize the potential. The application of the second one is a better choice.

The second model shows a mega event creating a new plateau for tourism growth and consequently establishing a higher level of tourism as a result of the event. Unlike Montreal and Los Angeles, Barcelona reflects this latter scenario as a community which does not lose the pre and post Olympic business. It has now developed an important convention market whereby when requested mini-Olympic events are organized to entertain the visitors. As a large city Barcelona certainly has the resources to promote itself and capitalize on the Olympic legacy.

Despite Sparrow's discussion, tourism scenarios derived from mega events are numerous and sometimes can be very complex, especially when dealing with the Olympics. When encountering all factors discussed in this essay a host city is well informed about the tourism planning involved with the organization of the mega Olympic event and should be able to be proactive on the important economic tourism opportunities.

In the beginning of this research the sentence; "Olympic Tourism is still a mystery to the industry" was marked in special character so that the emphasis in the lack of knowledge concerning the topic was expressed. It is still a mystery for you readers? Hopefully not since the goal of this short Olympic tourism analysis was to familiarize yourself with the terms and more importantly sensitize yourself to the enormous potential of this industry. What revolves around the Olympics is in nature MEGA but what revolves around Olympic tourism, if well planned, is MEGA pre, during and post positive outcomes!

Appendix 1

1964 Tokyo

To facilitate entry to Olympic tourist in their country, Japanese custom inspectors were sent abroad. First time the Olympics are diffused globally because of new satellite technology.

1968 Mexico

Mexico significantly expanded its tourism facilities for the Olympic Games and offered its tourist the first luxurious hotel in the country.

1972 Munich

The facilities were available to the public before and after the Games for free. Many tourists actually came to try some of their favorite sport on the Olympic ground.

1976 Montreal

Olympic tourist were expected to number 1.5 million although 85% of the tickets available were reserved for tourists originating from North America. Hence the service offered were influenced by North American standard more than anywhere else in history.

An association was created to help visitors find accommodation. Its task was to allocate hotel rooms.

1980 Moscow

Wanting to avoid low participation because of the Cold War boycotts, the country abolished certain Visa entry restrictions just for the time of the Games.

1984 Los Angeles

Many free gifts donated by sponsors including an airport package given to all visitors presenting a ticket for the Games. This package contained rebates to restaurants, hotels, parking space and maps...

1988 Seoul

Invited foreign visitors to participate in the opening & closing ceremonies to reestablish image. Gave free Korean cooking lesson in the streets.

1992 Barcelona

Allowed tourist to get Spanish lesson and organize pre Olympic tours for big groups. Wanting numerous nationalities to be present, international oversea visitors could get a free ticket on demand.

1996 Atlanta

Prior to the Games, Atlanta had over 340 hotels offering 57,000 bedrooms. The Games added an extra 8,000 bedspace.

2000 Sydney

The organizing committee has many intentions and one of them is to allow tourists in one VIP section where athletes who are finished competing will meet with visitors.

Appendix 2

Table 2.10. The perceived significance of the Seoul Olympics to Korean tourism.

Factor	Agree (%)	Neutral (%)	Disagree (%)	Mean Score
Increase in international awareness of Korea	100.00	0.0	0.0	4.9
Modification of Korea's image depicted by MASH	91.0	4.5	4.5	4.3
Opening up of new tourism markets	98.5	1.5	0.0	4.6
Decrease in the high dependency of Korean tourism industry on the Japanese market	67.1	20.9	12.0	3.9
Increase in Japanese visitor's length of stay	23.9	40.3	32.8	2.9
Potential growth in the female market	61.2	32.8	6.0	3.7

Scale ranges from 1= strongly disagree to 5 = strongly agree Source: Jeong, 1988, p. 181.

Appendix 3

Cooke's Guidelines for Socially Sensitive Tourism

The guidelines outlined below are offered as recommendations for tourism development in British Columbia that will respect the aspirations and priorities of residents. Studies of select communities have provided the basis for these guidelines; nevertheless, it is intended that they can be generally applied to the entire province and elsewhere.

In a sense, the guidelines may be viewed as constraints on tourism development. Yet, by accepting the necessity of respecting community carrying capacity, the recommendations represent a constructive approach to the issue of tourism, by attempting to mitigate perceived problems associated with the industry and to maximize benefits. Therefore each guideline is a method of maintaining or increasing the limits of local tolerance to tourist activities and of avoiding the pitfalls resulting from exceeding community carrying capacity.

Guideline 1

At the local level, tourism planning should be based on overall development goals and priorities identified by residents.

Guideline 2

The promotion of local attractions should be subject to resident endorsement.

Guideline 3

The involvement of native people in the tourism industry in British Columbia should proceed only where the band considers that the integrity of their traditions and lifestyle will be respected.

Guideline 4

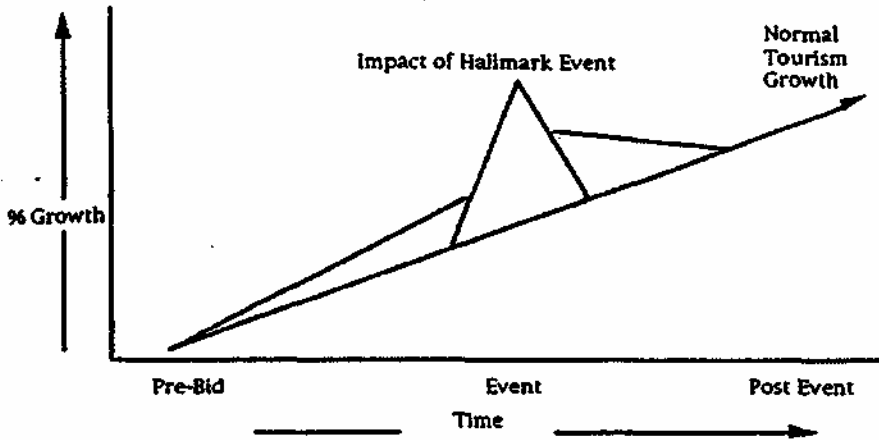
Opportunities should be provided to obtain broad-based community participation in tourist events-activities.

Guideline 5

Attempts to mitigate general growth problems identified in a given community should precede the introduction of tourism or any increase in existing levels of tourist activity.

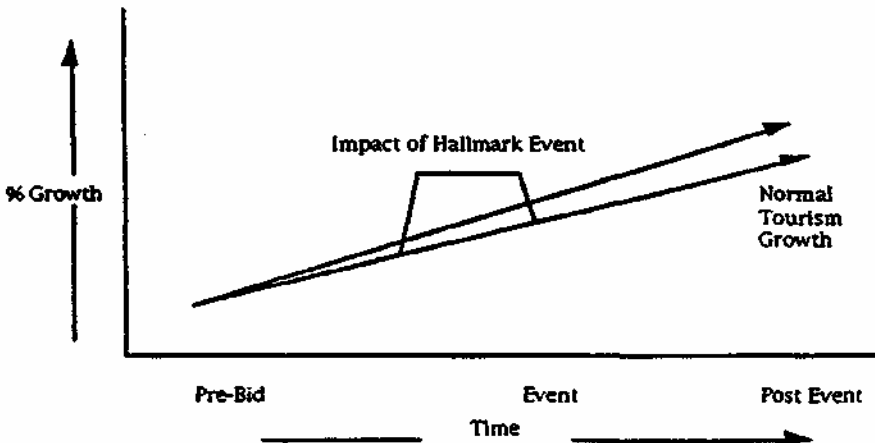
Appendix 4

Figure 1.2: Short sharp impact scenario.



Source: Sparrow, 1988.

Figure 1.3: New plateau for tourism growth scenario.



Source: Sparrow, 1988.

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SOCIAL EXCLUSION FROM HIGH PERFORMANCE SPORT: ARE ALL TALENTED YOUNG SPORTS PEOPLE BEING GIVEN AN EQUAL OPPORTUNITY OF REACHING THE OLYMPIC PODIUM?

by James R. BULLER (GBR)

1. Introduction

"it should be possible for everyone, in spite of very different beginnings, to have an equal chance to obtain the standards of high level international competitions even though, naturally, only a small fraction will reach the Olympic podium" (Lord Killanin, Honorary Life President of the IOC, in Kennett, 1997).

Lord Killanin's sentiment reflects the challenging task facing the Olympic Movement in modern times - balancing two seemingly incompatible objectives:

1. To ensure the Olympic Games obtain the best athletes in the world (*elite objective*).
2. To give opportunity to nations which have little chance of producing the best and which find it difficult sending a team to the Olympic Games at all to compete (*universality objective* which could be seen as an aspect of the world-wide sport for all movement).

The conflicting aims of elite performance, together with universal representation present a great challenge for the IOC, and are made increasingly difficult amidst the vast range of organizations operating within the 197 nations of the "Olympic family" each of which is unique. Kennett (1997), who presented a paper at the 5th International Postgraduate Conference, questioned how poverty can be overcome in the Olympic Movement, and concluded:

"The IOC faces the equivalent of a race where each competitor is starting from a different position on the track, in which the developed nations have a substantial, sometimes massive head start. The task of enabling the developing nations to start from the same position, and on an even footing with their more developed counterparts, is an unenviable one" (p. 11).

Although Kennett's analogy concerned the disparity between developed and developing nations, it is the belief of the author that it also describes disparities within the majority of such countries in terms of the social exclusion of "poorer" participants.

For decades now, sports agencies within the United Kingdom such as the British Olympic Association, the National Coaching Foundation and the Sports Councils of England (now Sport England), Scotland, Wales and Northern Ireland have attempted to deal with similar conflicting objectives nationally to those of the IOC internationally, in aiding talented sportsmen and women to develop and fulfill their true potential. Despite such efforts gaps in provision and lack of co-ordination are continuing problems, as are the inequities that result in social background being as much a factor in determining the chances of success as ability, aptitude and precocious talent (English Sports Council (ESC), 1998, p. v).

This paper aims to initially introduce the concept of social exclusion together with significant pieces of research undertaken to date focusing predominately on high performance sports people (Section 2); a case-study approach was adopted due to the enormity of the topic area, and Section 3 will therefore introduce a major county-wide initiative in the Eastern Midlands county of Nottinghamshire (a first-tier local authority with a long history of active support for sport) seeking to provide pathways for talented young sports people to progress to higher levels of participation. The methodology and techniques of analyzing the scheme will then briefly be described (Section 4); before the results are displayed from what is claimed to be one of the first substantive studies of outcomes and social needs analysis of such schemes in one area, where it was well organized, co-ordinated and more than minimally resourced (Sections 5 to 7).

2. Social exclusion and high performance sport: previous findings

It has been claimed that the UK is presently being "evened up", "made classless", and is reaching a situation where it can feel at ease with itself (Philo, 1995). But since 1979, just after the Thatcher government came into power, there has been a rise in the number of poor people in the UK, from 5 million in 1979 to 14 million in

1993/4 (Walker & Walker, 1997). *This is a growth unequalled in the western world.*

More recently the term *social exclusion* has been introduced into our vocabulary. This helps us to understand and analyze the range of factors involved in the concept of poverty. "*Social exclusion is a broader concept than poverty, encompassing not only low material means but the inability to participate effectively in economic, social, political and cultural life, and in some characterizations, alienation and distance from the mainstream society*" (Duffy, 1995, cited in Walker & Walker, 1997, p. 8).

Haywood et al, (1989) discussed how people's social background leads to constraint on their sporting activities. They explained that there are two different types of constraints affecting an individual's decision to participate or not, *intervening* or *antecedent* constraints. Intervening constraints are those of which the individual is aware. They will report these and they occur between wanting to participate and actual participation, for example, participation costs. Conversely, antecedent constraints are those that the individual is unaware of and which occur before the development of preference. This type of constraint is rooted in social phenomena of which people are not fully conscious. The central example exploring this is the work of Bourdieu on social class differences in sports participation (Haywood et al, 1989). It can be said that the likelihood of participating in sport is affected by social class background.

The factors that influence young people's leisure and sporting activity are widely acknowledged to be multi-faceted and complex in nature. Despite the evident need for a clearer understanding, leisure researchers have rarely tangled with youth theories. Empirical evidence concerning youth participation rates and trends is scarce; therefore any meaningful analysis remains a formidable task. White and Rowe (1996) believed:

"..research on young people's involvement in sport in the United Kingdom has been characterized by a fragmented and ad hoc approach" (in De Knop, Engstrom, Skirstad and Weiss (eds.), 1996, p. 119).

Very few major surveys or pieces of substantial research surrounding the issues of youth involvement in leisure activities generally (much less high performance sport) have been completed. Much of the previous research has focused upon samples which were

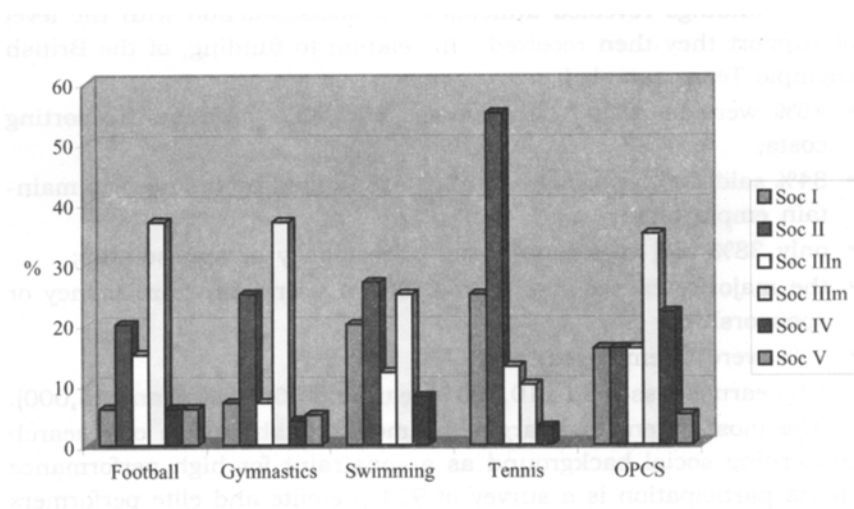
were either too small to be of statistical significance or unrepresentative of the youth population as a whole. Indeed, much research is constrained by both limitations, providing inconsistent and unreliable data of isolated snap-shots, culminating in largely shaky conclusions and large areas of uncertainty.

In recent years there have been three arguably notable exceptions in Britain that have focused on high performance sport and social constraint:

- *Training of Young Athletes Study: TOYA and Lifestyle* (Rowley, 1992)
- *BOA Athlete Report 1993* (Searle, 1993)
- *The Development of Sporting Talent 1997 (DOST)* (ESC 1998).

The TOYA and Lifestyles study described by Rowley (1992) examined the effects of social class on young elite athletes leisure patterns. Figure 1 illustrates the social class distribution of the families taking part in TOYA across the four sports studied (football, gymnastics, swimming and tennis). As can be seen, there were markedly more children from professional and managerial groups (I and II) and fewer children from the lower socio-economic groups IV and V (manual and unskilled workers) in all four sports than was representative of the population data (labeled OPCS).

Figure 1: Social Class Distribution in the TOYA and Sports Council Study.



- Rowley summarized (1992, p. 5) reasons for inequality in access as:
- i) Considerable financial support is required to enable children to participate in intensive training routines
 - ii) Occupational flexibility and greater car ownership of middle-class families allows parents more time to take their children to and from sports clubs, and
 - iii) Parents play a significant role in introducing children to sport for health and safety reasons. It is the middle classes who attach greater values to these attributes and see sport as contributing towards them.

The following year 1993, the BOA in 25 Ways to put the Great back into sporting Britain reviewed the situation of Olympic standard athletes by surveying a sample of these who competed at the 1992 Olympic Games. The results surprised many people, as Searle summarized:

"The results are startling. They dispel the popular belief that most sports stars are pampered en route to their medals. International success or Olympic glory are not a guarantee of financial reward. Britain, says the survey, expects its heroes and heroines to do their best but mainly at their own expense. It pays tribute to the sports organizations who are already helping but points to the kind of gaps which leave even gold medalists in debt or dependent on parental or spouse support" (Searle 1993, p. 5).

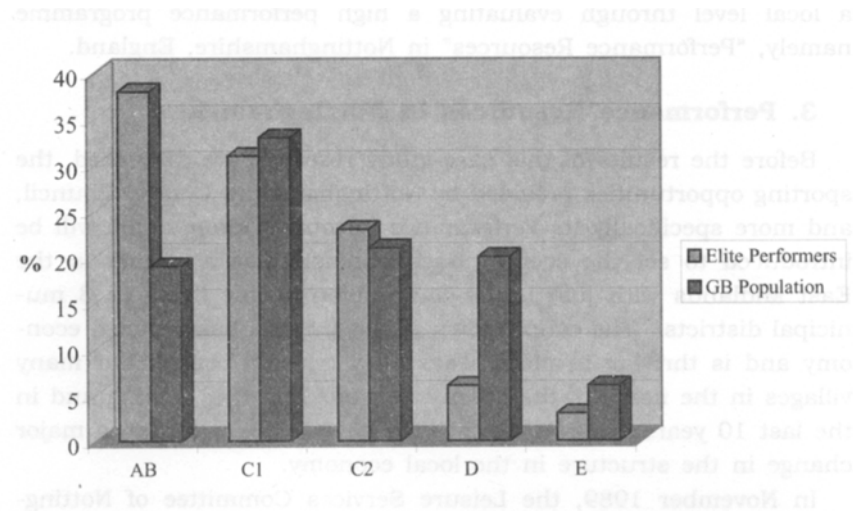
The findings revealed athletes deep dissatisfaction with the level of support they then received. In relation to funding, of the British Olympic Team sampled:

- 45% were in debt to an average of £5000 because of sporting costs;
- 84% said their sporting potential was limited by the need to maintain employment;
- only 38% had ever earned any prize money or sponsorship;
- the majority earned less than £1000 a year from prize money or sponsorship;
- 19% were unemployed; and
- 42% earned less than £10,000 a year (and 50% less than £15,000).

The most recent and, arguably, most valuable piece of research concerning social background as a constraint for high performance sports participation is a survey of 924 pre-elite and elite performers

in 14 sports commissioned by the ESC (1998), The Development of Sporting Talent, 1997 report.

Figure 2: Social Class of Elite Performers in the DOST Study.



The results showed 38% of elite performers in the 14 sports studied were from social groups AB (professional and managerial) or exactly twice that amongst the population (19%), while only 10% were from group DE (semi and unskilled) compared to a quarter of the population (Figure 2). Of the 14 sports, only Rugby League approached the distribution of the general population, and some had four fifths of their squads from privileged groups (e.g. swimming with 83%).

The English Sports Council concluded (p. 13) that the study demonstrated clearly:

"that the opportunity to realize sporting potential is significantly influenced by an individual's social background. So for example, a precociously talented youngster born in an affluent family with sport-loving parents, one of whom has (probably) achieved high levels of sporting success, and attending an independent/private school, has a first-class ticket to the sporting podium. His or her counterpart, equally talented but born in a less favored social circumstances has, at best a third class ticket and at worst no ticket at all. The chances of the former achieving high levels

success are very good while the chances of the latter are minimal. The differences in opportunity clearly affect the country's ability to compete and win in international competition."

This paper aims to identify whether this situation is mirrored at a local level through evaluating a high performance programme namely, "Performance Resources" in Nottinghamshire, England.

3. Performance Resources in Nottinghamshire

Before the results of this case-study research are discussed, the sporting opportunities provided by Nottinghamshire County Council, and more specifically its Performance Resources programme will be introduced to set the scene. Nottinghamshire is a county in the East Midlands with just under one million people living in 8 municipal districts. The county town of Nottingham has a mixed economy and is thriving in many ways as a regional centre, but many villages in the north of the county depended on coal mining and in the last 10 years virtually all the pits have closed, creating a major change in the structure in the local economy.

In November 1989, the Leisure Services Committee of Nottinghamshire County Council established the Nottinghamshire Sports Training Scheme (NSTS) with the assistance of a £200,000 grant from the East Midlands Regional Sports Council.

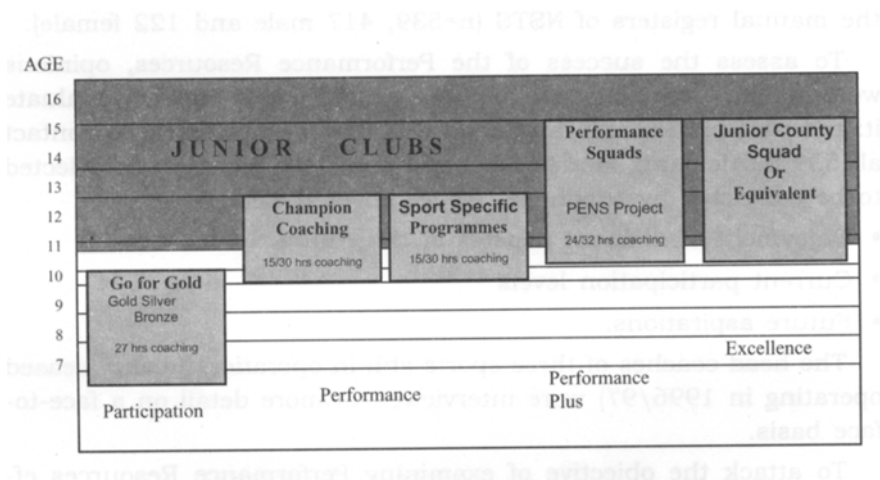
The original Scheme set three levels through which children could progress: **Taster** -> **Improver** -> **Advanced**. Selection for "taster" courses was undertaken on a strictly first-come-first-served basis, by application form and primarily referred by physical education teachers. Children could only progress to the "improver" and "advanced" courses by invitation from one of over 200 coaches involved in the scheme. These were organized by the county sport federations with support from local authorities especially in providing facilities. Prices were set but, only at a matter of pence per session in order to prevent cost being a barrier (for lowly paid and unemployed people).

In October 1991, the Performance and Excellence in Nottinghamshire Sport Scheme (PENS) was added, widening the portfolio of the Scheme. PENS allowed the progression of the children to be extended by encouraging entry into top level clubs as well as county, regional and, potentially, national squads (Nottinghamshire County

Council, 1993). The "New" NSTS is illustrated in Figure 3. It had five objectives, to:

- Effectively cover the levels of the Sports Development Continuum (SDC) throughout the County
- Provide a clear and accessible performance pathway for talented youngsters
- Increase the number of junior clubs
- Maximize the effectiveness of the coaches employed, and
- Complement work going on in schools (Nottinghamshire Leisure Services, 1993).

Figure 3: The New Nottinghamshire Sports Training Scheme.



Source: NCC, 1993.

In the period from 1994 to 1998 (prompted by national initiatives such as the National Junior Sports Programme (NJSP) and the establishment of the Youth Sport Trust), the Scheme has undergone further changes. A recent one that affects this study is that "PENS" performance squad work has now taken on a new role and name as "Performance Resources", in order to support the Governing Bodies and Schools Associations in providing additional services to their athletes. This presages the new Active Sports (English Sports Coun-

cil, 1998) and World Class Sports programmes where Local Education Authorities (LEAs), Local Authorities (Las) and clubs will be expected to co-operate through an agreed Sports Development plan at County level (Nottingham being one of five in the region).

The NSTS involves teams, facilities, coaches and clubs in all the districts of Nottinghamshire. As a result of its scale and coherent management, it set the pace for innovative youth sport development work throughout England.

4. Methodology and techniques of analysis

In order to evaluate a variety of aspects surrounding the Performance Resources scheme, a variety of research methods were utilized, with all past participants names and addresses being identified from the manual registers of NSTS (n=539, 417 male and 122 female).

To assess the success of the Performance Resources, opinions were sought from those in the best position to accurately evaluate it: the past participants and coaches. It was impractical to contact all 539 participants face to face, and so a 15% sample was selected to be contacted by telephone. Issues covered were:

- Enjoyment of different aspects of the course
- Current participation levels
- Future aspirations.

The head coaches of three sports still in operation (hockey ceased operating in 1996/97) were interviewed in more detail on a face-to-face basis.

To attack the objective of examining Performance Resources effectiveness in terms of social need outreach, the distribution of children registered was compared with the County Council's 1994 study of Social Need in Nottinghamshire. The document identified 210 areas in the county with varying levels of social need through using 15 indicators covering low income, family difficulties, poor housing, educational difficulties, lack of skills and employment. After removing repeat registrations and those children who did not live in the County, we were left with 319 participants' postcodes spread across those 210 areas. Each individual was then plotted onto a large scale map of the county to see, if as hypothesized, participating children largely came from areas of lower social need.

The breakdown of total participants, those telephone interviewed and those included in the social need analysis are summarized, by sport in Table 1.

Table 1. Breakdown of total, social need, and

	Total participants 1995-99	Applicable for Social Need Analysis	Participants telephone interviewed
Hockey	53*	36	-
Cricket	239**	102	40
Squash	137	64	21
Table-tennis	110	117	11
TOTAL	539	319	72

*stopped running in 1996/97. ** 1999 data not yet available.

There are obvious possible sources of bias in the data: exaggeration; the possibility of under-representing children in poor households with no telephone, and children involved in GCSE exams at the time of survey. Nevertheless, given the passage of time, the telephone interviews and the social need analysis has fairly robust and reliable data.

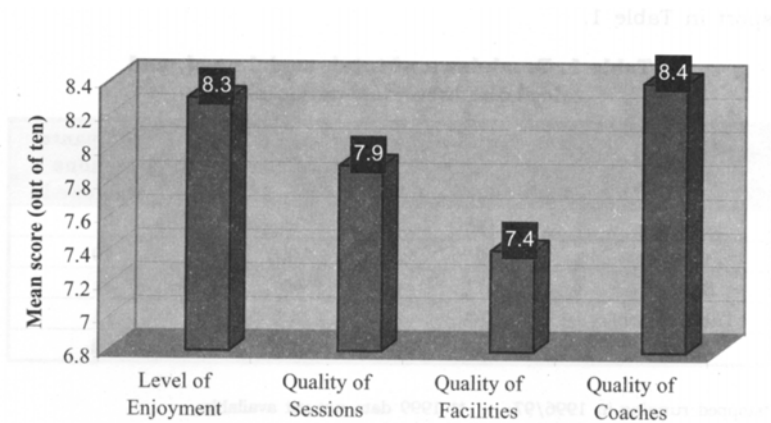
5. Performance Resources: the views of participants and coaches

This section aims to assess Nottinghamshire's Performance Squads through the eyes of the people best placed to evaluate the scheme, namely the participants and their coaches. 72 participants were interviewed, together with the head coach, for each of the three sports operating (cricket, squash and table-tennis). These issues will now be discussed.

5.1 The participants' views

Initially the participants were asked to rate their performance squad (on a score out of ten) on four different aspects, their enjoyment and the perceived quality of the sessions, facilities and coaches (see Figure 4).

Figure 4: Mean scores given to each aspect of the Notts Performance Resources Programme.



All aspects received high scores and overall, the children seem to find the Performance Squads an enjoyable and a beneficial experience, but what is felt of more importance is to establish whether the Squads were a success in terms of creating pathways for the young athletes.

The respondents were asked about the highest level of participation they had reached prior to attending the Performance Squad. The majority (66%) had entered the scheme on the back of Go for Gold or Champion Coaching illustrating that the pathways between the phases of NSTS seemed to be effective.

Arguably the most crucial question in terms of this project was to establish the level at which the respondents participated following the completion of their course; this was asked of the 52 respondents who completed the scheme before 1997. The results appear to be very encouraging, with 46% becoming involved in the County scene or higher, a 33% improvement on before they entered the Squads. (Figures 5a and 5b).

This indicates that Performance Squads do provide performance pathways for talented young athletes, and such results should encourage all those involved in the NSTS.

More disappointing however, is the fact that 16% of respondents no longer played their sport competitively, including 5% who had given up entirely. On closer analysis, however, the majority of these respondents gave up their sport due to school, work and social commitments resulting in a lack of time, which bears no reflection on the Scheme.

Figure 5a: Standard of participants prior to Performance Resources.

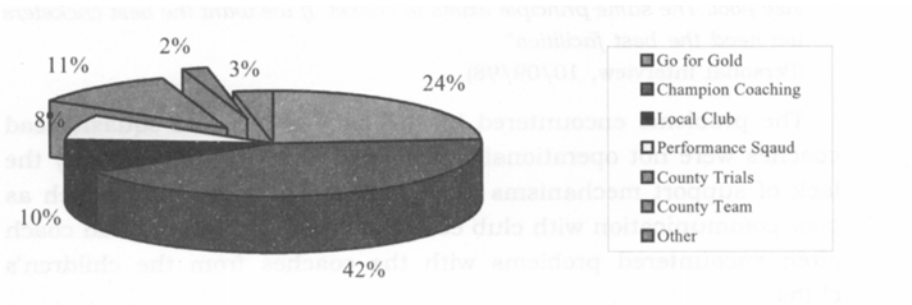
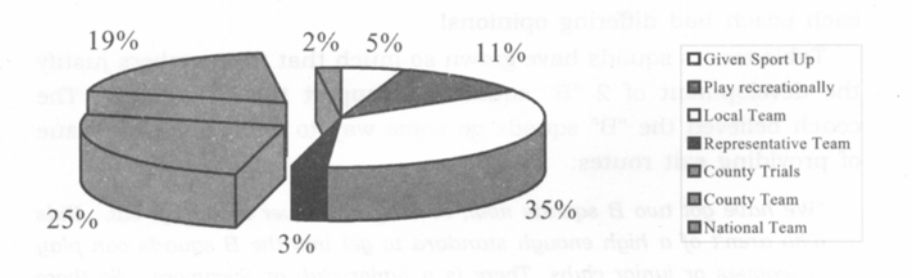


Figure 5b: Standard of participants completing Performance Resources.



5.2 The coaches' views

The head coach from each of the three sports was interviewed in some depth to establish the structure, aims, obstacles and successes that each felt Performance Resources have encountered.

The principal obstacle encountered by the head cricket coach was a lack of accessible and appropriate facilities (reflected by the lowest of the rankings by the participants in Figure 4). The coach believed that this issue needs to be resolved immediately if participants are to have a reasonable chance of progressing, as he stated:

"If you are to be an Olympic swimming champion, you need an Olympic size pool. The same principle exists in cricket. If we want the best cricketers we need the best facilities"

(Personal interview, 10/09/98).

The problems encountered by the table tennis and squash head coaches were not operational but were in fact created largely by the lack of support mechanisms surrounding the programmes, such as poor communication with club coaches. The table-tennis head coach often encountered problems with the coaches from the children's clubs:

"Some Junior club coaches think we are trying to poach their players and therefore go out of their way to cause problems"

(Personal interview, 06/09/98).

Recently, the NSTS has encouraged such coaches to become directly involved themselves, which has partly resolved this problem.

This ties in with the provision of exit routes, an issue on which each coach had differing opinions!

Table tennis squads have grown so much that the numbers justify the development of 2 "B" squads to support the "A" squad. The coach believed the "B" squads go some way to addressing the issue of providing exit routes:

"We have got two B squads now, so they are never really left out. Kids who aren't of a high enough standard to get into the B squads can play in leagues or junior clubs. There is a junior club at Sycamore. So there is always something for everyone"

(Personal interview, 11/09/98).

However, many children drop out when they move from junior to senior. The coaches tend to be proactive in countering this problem, but acknowledged that it is very difficult:

"We try to involve them, as coaches but there is a cut-off point. It is very difficult as I feel there should be something else after the juniors to integrate players more easily, however, again, it is down to a lack of time and resources"

(Personal interview, 11/09/98).

The cricket coach had a very contrasting view on how to deal with participants who did not progress to County Squad; he said that they might be invited back the following year, but:

"I don't want them older than 16. If they have not made it by then I'm not really bothered as the emphasis has to be on the 11-15 year olds"

(Personal interview, 10/09/98).

Although understandable, this opinion raises concern, because it tends to create cul-de-sacs for young people rather than pathways.

To summarize this section, the Performance Squads were well received by everyone involved. The results show that the pathways provided are appropriate and successful. However, the scheme has room for further improvement, as set out below.

6. Social Exclusion from Performance Resources?

A major premise of this paper was to establish whether Performance Resources in Nottinghamshire are reaching all young people in the County in terms of social support and need.

It is necessary first to make clear the definition of social need being used. As stated in the Nottinghamshire document, social need is a relative concept, depending partly upon the standard of living prevailing at a particular time and place:

"Social need is not the same as poverty, which is simply a lack of money. Rather it involves a range of different aspects of life, of which poverty is often a major part"

(NCC, 1994, p. 4).

For the purposes of this study the focus will be on the overall measure of social need, as assessed by the 15 indicators previously mentioned.

So far as the county as a whole is concerned, almost a third (30.1%) of the population of 994,000 (1991) lived in areas defined of some social need. Table 2 shows the categories of social need in which the 319 Performance Resources participants were resident compared to Nottinghamshire's population as a whole. Figure 6 provides definitive evidence that 20% more people who live with below average social need take part in Performance Resources than those with higher levels of social need. More markedly, only 8.3% of Performance Resources participants came from areas of moderate, serious or extreme social needs compared with the 29% of the overall. Thus, Performance Resources participants are not representative of the population as a whole.

The 8.3% (or 26 participants) in social need come from 25 different social need areas, leaving 50 areas of social need where there had been no participants since the introduction of the scheme in 1995. This is clearly a serious issue, especially given the aim of the NSTS to *"be organized to meet the needs of all participants at all level of ability"*.

Table 2. Residents and performance participants living in areas of social need in Nottinghamshire.

Level of social need	No. of PR participants living in the area	% of PR participants living in the area	% of Notts residents living in the area
Below Average	293	91.8	71.3
Moderate	13	4.1	11.1
Serious	12	3.8	10.2
Extreme	1	0.3	7.3
TOTAL	319	100	100

Using the "Social Need in Nottinghamshire" document and the 1991 census data for all 5-17 year olds, one can calculate a likelihood ratio of a child becoming involved with Performance Resources for each of the eight municipal districts. Although there are problems with the method used to calculate these figures, they provide a valuable profile of probability. The full results are shown in Table 3.

Figure 6: Distribution of population and Performance Resources participants in Nottinghamshire.

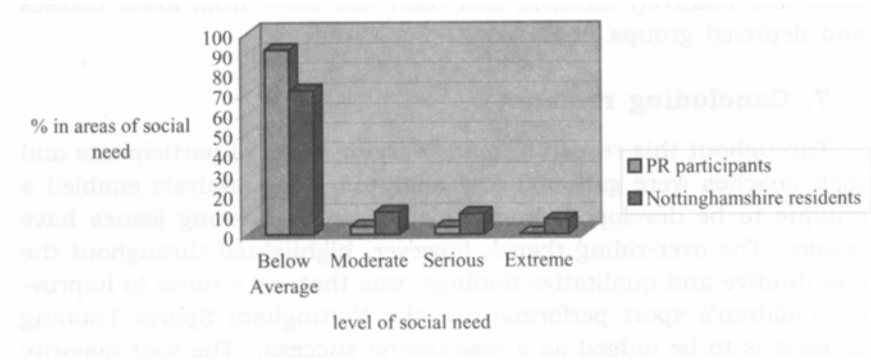


Table 3. The likelihood ratio of children in each district participating in Performance Resources.

Level of social need	Ashfield	Bassetlaw	Broxtowe	Gedling	Manshfield	Newark	Nottingham	Rushcliffe
Extreme	N/A	0	N/A	N/A	0	N/A	1 in 10,072	N/A
Serious	0	N/A	N/A	N/A	1 in 1,249	1 in 729	1 in 2,744	N/A
Moderate	1 in 409	0	N/A	0	1 in 644	0	1 in 578	N/A
Below Average	1 in 637	1 in 13,342	1 in 462	1 in 224	1 in 411	1 in 216	1 in 252	1 in 285

Table 3 reveals comprehensively that children living in areas of below average social need have a much higher chance of becoming a Performance Resources participant than a child from an area of some social need. This situation is true of every district. For example, a child aged 5-17 in the City of Nottingham had a 1 in 252 likelihood of being on the Performance Resources scheme if they lived in an area "below the average" social need, while the chance decreased to 1 in 578 if they lived in a "moderate area". This chance decreased further to 1 in 2,744 if they resided in an area of serious social need, and even to 1 in 10,772 if they lived in areas of "extreme" social need. Significantly, the 10 areas of least social need had 47 participants (15% of the total).

Using social need as a surrogate for socio-economic status, therefore, it can be concluded that the majority of participants are middle class and relatively affluent, and there are fewer from lower classes and deprived groups.

7. Concluding remarks

Throughout this research, many varying views of participants and their coaches were gathered and analyzed. The analysis enabled a critique to be developed, from which many interesting issues have arisen. The over-riding theme, however, highlighted throughout the quantitative and qualitative findings, was that, as a route to improving children's sport performances, the Nottingham Sports Training Scheme is to be judged as a resounding success. The vast majority of those involved fully supported the Scheme, respected its objectives, and viewed it as an asset to the county. However, despite such praise and the fact that the NSTS is the longest running, largest and arguably most successful scheme of its kind, those involved with providing the Performance Resources programmes cannot afford to become complacent; there is still room for improvement.

The three Performance Squads of cricket, table tennis and squash appear to be generally well received by the majority of participants, a testimony to the coaching staff. The enjoyment of the courses was matched by the successful achievement of the programmes' key objective. For example, following the ten-week courses, a third of participants went on to play at a higher level than prior to their course. Whether Performance Squads can claim all the credit for this is debatable, but the important issue is that pathways are in place through which Nottinghamshire's talented athletes can progress.

Taking a hyper-critical approach, there remains room for improvement in two main areas: the approach to athletes who are not of sufficient standard to progress further, and how to attract more children from Nottinghamshire's areas of social need, to improve the equality of opportunity.

• The unsuccessful participants

A key area of concern for the NSTS identified by both participants and coaches, was that on completion of the courses the less talented athletes were largely ignored, a contradiction of the NSTS's goals.

Efforts must be made by coaches with parents' help to ensure that all participants are encouraged to carry on participating at an appropriate level; leaving them feeling abandoned, neglected or failures is not a satisfactory outcome.

- **Opportunity for all?**

The finding of the social need of participants in Performance Resources make it clear that it does not cater equally for all sections of the community. Reasons for this are complex and contentious. It is understandable that children and parents in areas of social need will not put themselves forward, but one suspects that teachers are referring fewer children either because they do not know about the NSTS, regard it as inappropriate, or do not think their children are good enough or interested. This situation must be verified and rectified in future youth sport schemes. Targeting of children from areas of serious and extreme social need should be undertaken. Of course, such areas are likely to produce fewer qualified coaches, and so the governing bodies must train more coaches, or less satisfactorily, import them from more privileged areas.

Although this case-study approach creates only an isolated snapshot of what is a very complex issue, it is the authors' belief that the results illustrated are echoed throughout the western world. It has been shown that even at this local level high performance support programmes are facing the conflicting objectives of elitism and universality, mirroring by those facing the IOC on a global scale.

Young people brought up in areas of social need are not being provided with the adequate support required to perform at the highest level. As the Nottingham case-study shows the vast majority of Performance Resources participants are not from areas of social need. For the future this indicates that those youngsters with potential who will reach their pinnacle of sporting success in ten years time or so (potentially on the world stage) will show the same demographics as seen in the recent ESC study. It is schemes such as Performance Resources that needs to 'break the mould' if we are to give all children, regardless of their background, a sporting chance of reaching the Olympic podium in the next millennium.

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EXHIBITIONS-THREE-DIMENSIONAL NARRATIVES

by Amanda CREUTZER (SWE)

Museums and exhibitions

Museologists disagree as to when the first museum was opened. Was it the Louvre which opened to the public in the wake of the French revolution, the Palace of the Medicis in Florence or the Roman baths that should be given the honour? All of them can be considered as museums though with very different aims behind them. The international museum organization ICOM's definition of a museum is that it should be a non-profitmaking, permanent activity in the service of society with a professionally trained staff. The tasks of the museum are not clearly expressed in this definition. In Sweden, the task of museums is generally summarized in the words, Collect, Preserve, Exhibit and Bring to Life; activities that are largely the province of exhibitions.

Exhibitions have their own chapter in the history of museums. The various ways of displaying and communicating knowledge and experiences are influenced by contemporary views about knowledge, education and the ideas of the time. Exhibitions have had their given place in museums as a means of communicating, displaying the collections and presenting various special areas.

Sports museums and sports history

Sports history as a subject has but a brief tradition in Sweden for it is only in recent years that the subject has become established in the universities. Sports history and sports museums have not been accorded the status that they deserve and they often struggle with financial problems. The general attitude to them is: contemporary sport but not historical sport - as though sport was not part of our cultural history. One often finds in Sweden that the sports movement shows little interest in sport history, just as the world of museums shows little interest in sports museums.

Sports museums around the world work in very different ways. There are Halls of Fame, serious historical exhibitions, exhibitions devoted to local patriotism, prize collections, etc. Many of these function as professional museums but even more of them work on a voluntary, amateur basis. With some exceptions, sports museums in Sweden are generally collections of curiosities collected on a voluntary basis by elderly gentlemen. Often they lack the ability to communicate sports history in a wider context or to arouse the interest of those who are not already converts.

A museum can and should be an exciting and enjoyable experience that sets one's thoughts in motion. Thus it is important to consider which experiences and information one wishes the visitor to take home. A sports museum can participate in ongoing debates by daring to discuss both positive and negative aspects of the world of sports. The museum should reflect on and analyze the aims of its activities. Should a sports museum only collect, preserve and conserve like a private collection? One should also discuss what one displays and reflect on why. Naturally it is up to each individual museum to decide on its own road.

As yet, sports museums throughout the world have no international organization. But conferences for sports museums are arranged sporadically in different places as, for example, the international meetings of museum directors in Lausanne. These meetings have discussed common problems that are specially concerned with sports museums, for example the question of how one should relate to sports stars. Should one work with the glorification of sports idols in the form of a Hall of Fame? Is the main aim a memorial temple for sports gods or should the museum contain an analysis of sport from different perspectives?

At the 4th international meeting of museum directors the chairman of the International Olympic Committee, J.A. Samaranch, encouraged all countries to work towards their own Olympic museum. Samaranch stressed that the Olympic idea is a combination of art, sport and culture and an Olympic museum is a visualization of this.

The Swedish National Museum of Sports

Sweden does not have an Olympic museum but it does have a National Museum of Sports as well as several smaller sports muse-

ums. The Swedish National Museum of Sports opened its public activities at Globen in Stockholm on 15 October 1992. This is an historical museum that aims at portraying the development of sport and how it is influenced by and influences the world around. During the first five years some 30 exhibitions were produced, lecture series were held as well as book days, sports displays and press conferences. For example, the museum produced an exhibition on the Olympic summer and winter games, on Sweden's candidature for the 2004 games and on the Paralympics. In 1995 the Swedish National Museum of Sports was one of three museums nominated as Museum of the Year in Sweden.

The premises at Globen were not well suited to the museum's needs and in the autumn of 1997 the museum moved from Globen. Today the Swedish National Museum of Sports is in a new phase in which new guidelines are being drawn up for the activities and the question of premises is being discussed. We are working with a schools programme and we arrange guided tours round the Olympic stadium in Stockholm. The museum also reaches out to the public with its own web site www.svenskidrott.se/riksidrottsmuseet.

Working with sports history

The Swedish National Museum of Sports also supports voluntary societies and museums in the work of communicating and preserving sports history. This can take the form of consultation pertaining to older objects and their display as well as the joint production of smaller exhibitions. Collaboration gives opportunities for clubs to get professional help in presenting their history.

What about an exhibition?

Most museums choose today to work both with a permanent exhibition and with temporary exhibitions. A permanent or base exhibition is generally a permanent display presenting the museums subject area in general terms; for example, The History of the Swedish Sports Movement at the Swedish National Museum of Sports or an in-depth treatment of a specialized area. A permanent exhibition can provide an introduction to a subject and requiring only a few metres of floor space or it can provide a more advanced treatment and take up most of the premises.

The permanent display can seem important to the museum's activities but it seldom creates a sensation of novelty if visitors are confronted by the same objects in the same cases all the time. Many institutions complement their permanent displays with temporary exhibitions. There are many advantages with new, temporary exhibitions. One can make a more serious study of a specific subject and the sense of topicality can win notice from the press and public. But continually producing new exhibitions demands substantial financial and staff resources.

Every institution should discuss its way of working, whether one should have a permanent exhibition and/or temporary exhibitions, or whether there are other alternatives that better suit their own project. Perhaps one wishes to concentrate on lectures, guided tours of the city, dramatized lectures, theatrical performances, a film or a book.

Idea - point of departure

Building an exhibition takes time and demands resources. Prior to starting a new project or exhibition one should stop and consider certain fundamental questions. One should allow time to discuss and ventilate the following issues.

Aim. What does one want to show and why? Wanting to show "everything for everyone because it is important" is to be overly ambitious. Different projects have different aims and together they can complement each other. One aim may be to increase interest in sports history in the schools. Another project might be more concerned with the joy of recognition, of getting people concerned to remember.

Target group. Who is the exhibition for? Claiming that "everybody" is the target group is generally too large a claim and seldom entirely accurate. It would involve, for example, writing the texts in every possible language and at every level of understanding. The target group in a town might, for example, be high-school pupils.

How. How is one to fulfill one's aims and reach one's target group? Different techniques give different results. What does one want to achieve? If the aim is to increase knowledge of the vicinity, guided walks around the city or working with school pupils on a common project on the neighbourhood may be an alternative.

How much and when. Costing the project and producing a timetable are other important aspects to deal with at an early stage of the project. Exactly how much can the exhibition cost? What is the deadline? Is it possible to employ someone for the duration of the project? When is the exhibition to open? To say that the exhibition "can cost what it costs" or will "open when it is ready" is an impossible attitude. It is important to know what resources one has to work with, even if one works on one's own and there is only a very small amount of money in the budget. In that case it is even more important to find sponsors and voluntary helpers who can extend the budget.

Who. Deciding who does what is important for the committee. Who is responsible for borrowing objects in time? Who will ensure that the necessary tools are in place? Who might possibly collaborate or sponsor the project? Be clear so that nothing falls between two stools. There should be regular meetings at which decisions are followed up and various solutions are discussed as to who should do what before the next meeting.

If one works by oneself or with a small group of people one does not always discuss these matters carefully, believing that everyone intends to contribute the same amount of time and to achieve the same goal in the same way. But one can save time by collating the answers at an early stage. Different colleagues sometimes have different answers as to why the exhibition is being produced and what is important to show and how to display it. If people's basic assumptions are different this can cause confusion and can complicate the task. So: go through the matters of who, why, what, when, etc. together. One approach is for the group to write a description of the project that answers the questions above.

How does one begin?

Making an exhibition can involve so very much more than merely randomly placing selected objects in glass cases accompanied by extensive explanatory texts. A good exhibition creates interest, provides an experience and sets thoughts in motion. One can achieve this by analyzing and problematizing a topic. If, for example, one wants to describe a sport this can be done through the eyes of those who take part in it, through improvements in material and equip-

ment or, perhaps, through changes in a historical perspective. Equipment may have changed its appearance as fashions in materials and colours have changed. Consider a different perspective than merely presenting lists of names and dates. Perhaps one can make the subject more personal by describing a sports club's history from the point of view of a specific member family, for example. Do not forget background information or a brief introduction to the subject to help the visitor to understand. Visitors do not always have a passionate interest in your specific area. You need to respect this and to show them why the topic is interesting. Put the subject into a holistic perspective. Explain why this is important and why you have chosen to exhibit these particular items. Be clear and honest.

Background reading and exhibition synopsis

When one starts to work on an exhibition one can begin by producing a list of basic literature in order to find an interesting angle to the topic. Try to read widely; the vision one has at the start of a project seldom accords with the final version. Increased knowledge often alters one's focus and stimulates new ideas.

When one has read up on a subject a number of specific areas will undoubtedly begin to appear as particularly interesting. Concentrate on these and study them more thoroughly.

As an aid one can produce an exhibition synopsis. The exhibition synopsis is a clear statement of the contents of the exhibition, both as to facts and form. In the synopsis one can list the various parts of the exhibition as well as cost estimates, labour requirements, contacts, suggested reading, etc.

Designing an exhibition

When one has decided on what one wants to narrate, has got well into the research and is thinking about texts and borrowing objects, then it is high time to consider the design of the exhibition. The various parts of an exhibition can be divided up in various ways: texts, pictures and objects, the use of available space and effects. An exhibition can manage without several of these ingredients but, in many cases, it is advantageous to use them all.

Use of space: colour and design

Just as one discusses the ideas behind an exhibition one should also discuss the physical design. Initially one needs to know whether the exhibition is designed for one specific venue or is to tour. It is important to make good use of the venue with regard to floor space, ceiling height and whether space is needed for other purposes during the extent of the exhibition. When information about the premises has been collected it is useful to build a model of the exhibition space.

A model makes presenting ideas to others and trying out new proposals much simpler. Different types of models are practical in different circumstances. A working model can be simply and sketchily built but, like all models, it must be to scale. One can build monochrome models for dealing with the disposition of the space or colour them in order to gain an impression of the whole. If one wants to sell an idea or to attract sponsors one should produce a presentation model of better quality. One can also produce detailed models, of a corner or smaller part of the exhibition, for example. In order to be able to understand the proportions more readily one should include a human figure to scale.

The model allows one to try out different proposals. One can consider whether the visitor is to follow a specific route through the exhibition or is to be able to view the entire exhibition all the time. Should the room be divided with screens, hangings, models or larger objects? With the help of the set one can get the visitor to move as one wishes. One does not need to work only along the walls at an exhibition but can exploit the benefits of three-dimensionality, both in the room and with objects or modules.

One must think through the choice of colour and design for every exhibition. Should an exhibition on orienteering take its colours from the forest or the screens or from something completely different? Should an exhibition space on marathons be papered with result sheets and have the sound of runners in the background? How can the content of an exhibition be strengthened by the design? Do not be afraid of using the floor, ceiling, walls, showcases, podiums and screens. Two giant oars can form an entertaining portal to an exhibition on rowing and visitors to an exhibition about ice hockey can sit on giant pucks.

The design of an exhibition is naturally dependent on the venue. If one is using someone else's premises it is important to know whether one can knock nails into the walls, floor and ceiling. Do not forget to check on the rules and routines, for example how late at night one can continue working, storage space and security arrangements.

"Where does the exhibition start?" is one of the commonest questions at a museum. Do not let visitors wander round looking for the start or the finish. Make sure you have a clearly articulated entrance even if it is not necessary to follow a definite route inside the exhibition. Present the title of the exhibition, indicate its content and name the people behind the project. Do not forget to express thanks for sponsorship, assistance and loan of objects.

If the exhibition is held in a place that has to be used for other purposes the construction must be movable. If there are to be many groups of children among the visitors then the exhibition must be made safe for children just as it must be able to withstand wear and tear if there are activities that the visitors can try out. Consider how the exhibition will be used so that you choose the right materials and a suitable construction. Also pay attention to how the exhibition can be used. If one wants to guide school classes in a practical manner the exhibition must be able to absorb a group of thirty people without being too crowded.

One should try to be consistent when designing an exhibition. Perhaps the same colour or colours can be used throughout the exhibition or varied in such a manner as to indicate the various different thematic areas. If, for example, one paints the frames one can paint them all the same colour, or differently according to theme or vary them in a consistent manner. This makes the exhibition look more considered and professional.

An exhibition may consist of different parts. They may be typological or chronological, a cabinet of curiosities randomly mixing small and large, constructed environments, conceptual areas, stages with puppets, try-it-yourself elements, information room, videotek, slide show, etc.

Effects: light and sound

The right lighting and background sounds can make an exhibition seem much more alive. Cheap and simple expedients can enhance the visitor's experience.

How the exhibition is lighted is important. A generalized, even lighting of the whole room neither emphasizes nor hides. Using varied lighting one can emphasize certain parts but also hide empty spaces with muted lighting. The right lighting can help visitors to sort their experiences and can influence visitors in the right direction. Cheap and simple spotlights enable one to highlight parts of the exhibition at will.

An exhibition venue with natural lighting can be difficult to work with. The light changes by the hour and also varies seasonally. To control the lighting it is generally easier to cover the windows and rely entirely on spotlights.

If the premises are to be used regularly for exhibitions it may be a good investment to procure a spotlight system. If one cannot afford to cover the entire premises one can install a system in one part. For example, if one has an "Object of the Month" on a particular wall one will want to light it in a special way.

Spotlights can get very hot and it is important to be aware of the fire risk. Never install lamps in enclosed showcases unless they are designed for the purpose. Remember that lamps cause colours to fade and make most materials more fragile. If one has unique objects one should consult experts in the field to lessen the risk of damage.

Sound in the form of background noise, mood music or a narrative voice can often enhance the visitor's experience. Sound does not need to be expensive or complicated. A hidden tape machine or personal stereo with loudspeakers often works perfectly well. But it is important that the equipment works as intended. Machines that are not working at an exhibition are an indication of a lack of interest or nonchalance.

If one has filmed material it is nice to make a video corner. Make it inviting to sit in and not like a nest of folding chairs in the middle of a passage. Create an environment that makes visitors dare to make use of the facilities offered, for example starting up films in the videotek. A sign can encourage visitors to change films according to their own interests.

People and environments at an exhibition

Displaying people in exhibitions often arouses many different emotions. Some people want to avoid models of people in that they are never particularly realistic while others recommend the use of various sorts of puppet figures. Some people use life-size photographs of people while others let clothes suggest the bodies. Wire constructions or mirrors instead of faces are other solutions. Many people claim that it is easier to identify with an environment or a period if there is a period person to look at. Others maintain that it is more difficult to think clearly when a shop dummy is dressed in the costume. Shop dummies and other models of humans are also expensive.

Environments at exhibition should be entirely accurate, neither beautifying nor worsening the past. A recurring problem is that it is so difficult to recreate an old environment which, for example, needs scents and sounds. Building up a century-old environment gives rise to much discussion. Should it be made to look like it did at the time: newly constructed and neat, or as we experience it today with a century of patina? The newly woven rug glares at us since we are used to seeing a faded and worn version. Placing environments in exhibitions requires sensitivity and a real grasp of details.

Writing an exhibition text

There are many different types of texts: poetry, prose, reports, letters, exhibition texts, etc. Different texts for different contexts. A prize-winning work of reference would probably not be very satisfactory as an exhibition text. Writing good exhibition texts is a difficult art that demands a great deal of work. A detailed text, with all the facts correct, does not necessarily ensure that visitors learn anything or absorb the information. Research has even indicated that most visitors ignore the texts. So it is not enough merely to write a text with an interesting content but one has to persuade the visitor to read it. Everyone who has worked with exhibitions knows that there are no simple tricks. But there are certain basic rules that are useful.

Firstly: for whom is one writing? Knowledge of the target group for the exhibition, what the purpose of the exhibition is, etc. sets the tone of the text. If one is writing for children who are to recognize

themselves or to persuade adults to think about an issue? Is the exhibition a personal narrative in the first person or an explanatory text on a process? Does one want to serve the answers, the problems or perhaps theories about something? Even exhibitions for children may deal with complex subjects and abstract theories just as an exhibition about dolls may be aimed at adults.

The text must not speak past the visitor or be too difficult to be comprehensible. A text full of difficult words may discourage the visitor from reading; no one wants to feel stupid. Who asks about words that they do not understand in an exhibition text? Use simple, clear language avoiding complicated relative clauses and allusions. Writing an easily readable text does not mean that the visitors are simple or that the content lacks complexity. Simple language means that one uses an easily comprehensible but varied vocabulary to express a great deal.

Be careful about using the language correctly. Poor language means that fewer people will be interested in reading on. A poor package seldom sells a good product. The author should not subject people to texts that are poorly proofread. Always check the spelling and grammar using dictionaries or the spell check in your computer.

Writing is difficult so the texts need time. Discuss them and re-write them several times. What is badly expressed is, sadly, badly conceived so one should try to highlight the key words, the important things one wants to narrate. Not everything needs to be included in the text. Describe the main elements. Show the contexts that the visitor needs in order to be able to benefit from the exhibition material. In an exhibition on sports equipment one might describe the reasons for the choice of colours and materials in different sports. In connection with this one might highlight typical examples of equipment letting the visitor guess which sports they belong to. Either let visitors learn the answers in the exhibition or turn the questions into a competition with prizes.

One way of working with texts is to write the text at various levels of difficulty: A/B/C levels. The A level should have large-sized letters but not capitals. In a few lines the text should introduce the subject. While writing this text one can bear in mind: what does a visitor really need to know? An exhibition text at the A level is a pithy summary. The B level gives added information for interested visitors

though without explaining everything. Visitors are not normally able to absorb everything on a single occasion. The C level is suitable for somewhat longer texts such as anecdotes, personal narratives, fabulous tales, testimony, etc.

An exhibition text must provide the key to comprehension so that visitors understand the context or meaning. Providing suggested interpretations or honestly describing how one has arrived at one's conclusions is often appreciated. Visitors may consist both of novices and experts on the subject. Showing off one's own knowledge or merely describing what the visitors themselves can see is a less satisfactory approach. Texts on objects of the type: "The chicane's curvaceous motifs make taking the curves more difficult" or "An old ball" neither enlighten nor inspire.

An important concept in text-writing is that of phrasing the lines so that one changes line in accordance with the natural reading pauses. One needs to write rhythmically. Readers tire if sentences are too long or awkwardly structured. Try to explain complex events using simple words and straightforward syntax.

Layout for exhibition texts

If one has worked a lot on the content of a text one will be concerned with its appearance, its layout. One can play with colour and design but should avoid letting the content of the text be swamped.

In writing exhibition texts one should be very concerned with legibility and should choose a typeface that is easily read and an airy layout. There are two main groups of typefaces: Roman types and sanserifs. Roman types such as Baskerville, Berling, Garamond and Times are preferable for lengthy texts in that they are easier to read. Sanserifs such as Franklin Gothic, Gill Sans, Helvetica and Univers are more suitable for headings and posters.

The size of the letters should also be discussed. Be consistent, setting all the titles in the same size, for example.

The choice of paper is also important and it does not have to be white. But in choosing a coloured paper think carefully about legibility. People with poor sight find it difficult to read texts on a red background. Texts benefit from being mounted on card or framed; they last better and generally look neater.

Exhibition texts do not have to be printed on paper but can be put on glass or written directly onto the wall, etc. If one wants to write texts directly onto a wall one can project them from an overhead projector and then fill them in. One can also use adhesive letters like Systemtext directly on surfaces.

It is common to see photocopied newspaper articles pinned up at exhibitions in spite of the fact that this does not look good nor is it functional. If one thinks an article is interesting one can retype it. In this way one can increase legibility, emphasize what is interesting and make the exhibition more attractive. This does not apply, of course, if the article has value as historical testimony.

The exhibition's layout can provide a signum for the exhibition. Usually it is best to use the same graphic design in the press material, perhaps the same typeface or same colour scheme. Think about a design for the entire exhibition including such things as folders, advertisements and invitations.

Placing the texts

Having worked on the content and design of the texts one must not forget their placement. Visitors do not read with their waists or with their hairline so do not place texts at such heights. Choose a height that makes for easy reading. You can try them out on yourself.

Place texts so that visitors do not have to search for information. Visitors should not have to work at discovering texts or be irritated by a description of an object not being placed by the appropriate object. Ensure that visitors are not blinded by spotlights while reading texts.

Photographs

Using photographs in exhibitions is expensive in Sweden unless one owns the rights. Exhibitions normally fall under the same rules as other uses, namely that one has to pay to use the photograph. Added to this are the costs of reproducing photographs. Do not forget to credit the name of the photographer or agency.

Even if one has paid to use a photograph in an exhibition this does not give one the right to use the copy in another exhibition. One has bought the rights for a specific exhibition, not for all time.

One can protect photographs at an exhibition by framing them behind glass or Plexiglas or mounting them on card. Both photographs and texts last longer if they are mounted or framed. They can easily be mounted using card and an adhesive spray. One can also purchase cheap frames allowing one to change a picture or text as required.

The fewer the number of photographs shown, the more important each one seems. If the budget is very limited one can concentrate on a few photographs and highlight them. Prior to ordering photographs one must decide on how large they are and to pay attention to where they are to be placed in the exhibition. Perhaps one will want to keep to a limited number of standardized sizes.

Objects

Objects are another major subject in the world of exhibitions. Just as with texts one may want to show absolutely everything but sometimes the hard rule of "killing your darlings" applies. In other words you need to give priority to the most important objects. This is facilitated by having a clear grasp of what the exhibition aims to do and the target group it is concerned with. If one's aim is to show a sports club's numerous victories the right method may not be to show all the prizes but to concentrate on certain particular exploits. But one can also highlight the fact that there are so many prizes and let them cover a whole wall, to compensate for the lack of objects in the rest of the exhibition.

One can contrast the curiosity cabinets and the study rooms of older museums with their walls covered with art, etc. with today's art exhibitions. Today one does not show nearly as many objects yet the visitor sees more. Help visitors to sort their impressions in the new environment of the exhibition by pruning and showing limited numbers of objects at one time. This does not stop one from changing the objects continually and thus renewing the exhibition. But do not forget to alter the explanatory texts!

It is important to do what one has promised to do so do not be wildly overambitious. Perhaps one has a show case for "This Week's Object". Rather let it be this "month's" or even this "season's" object if you find it difficult to find time to change it. People consider it

unprofessional and nonchalant if "This Week's Object" is covered with a thick layer of dust!

An important matter of principle in the museum world is how one relates to originals as opposed to copies. Each institution needs to conduct its own internal discussion and to develop its own policy. Some people claim that one should only show original objects, others think that this is ridiculous and others vacillate between these views. My opinion is that it is a question of how one displays the object. I should be happy to use a copy as a prop in order to generate a sense of period but I should not allow a copy to be displayed in a prominent showcase, elevated and spotlighted. That would be cheating visitors, unless it was clearly evident that the object was a copy. And is it worth risking one's reputation for the sake of a copy? Preserving one's name and reputation should take priority and, in such a context, should be more important than using a theatrical trick to captivate the public.

Even at the most enlightened and professional museums there are objects whose function remains undiscovered. If one has an object that one knows nothing about one should be honest and say so. Perhaps one can let visitors guess and turn the matter into an exciting competition. Let the visitor be the expert.

Borrowing objects

Do not forget to check your insurance policies and the security of the objects. Make sure that you always have written agreements pertaining to loans, gifts and depositions. In the run-up to an opening the work becomes increasingly hectic and it readily happens that writing formal contracts is pushed to the bottom of the pile which is a serious mistake. Note where all the objects come from and see to it that they are insured and are kept securely at all times. Note also any damage to the objects, clarify the period of loan and the conditions, for example that all the objects that are borrowed may not necessarily be displayed. Make sure that you get written confirmation when the object is returned, for example by a signature on the loan contract.

A polite gesture that is generally appreciated is to thank those who have loaned material somewhere in the exhibition; for example

in conjunction with thanking sponsors. Do not forget to send an invitation to the opening to people who have loaned items.

Protecting objects

Objects often suffer from too much or too little humidity and from changes of temperature. Light causes things to fade and makes them more fragile. Insects and mould, pollution and physical damage are also threats. To avoid marking objects with dirt or grease one should always handle them wearing cotton gloves.

An object that is several hundred years old can be destroyed in minutes if it is improperly treated. It is self-evident that one should never use nails, tape or glue directly on an object if one has not decided to turn it into a disposable scenic prop.

The exhibition should be cleaned regularly just as with all other premises. Greasy finger marks on glass cases and earth on the floor from previous visitors does not make a good impression. This is also true of scruffy toilets or a dirty café. All these elements contribute to the visitor's appreciation of the exhibition experience regardless of how brilliant the exhibition may be. Cleaning the exhibition does not, however, mean scrubbing the objects! Touch the objects as little as possible but clean around them.

Do not forget to look after your exhibition. Market it. Organize events in connection with it. Repair anything that is broken. Clean it. Guide visitors around it. And, finally, document it for posterity.

THE FEMALE COACH

by Dr. Jodi P. COFFMAN (USA)

Introduction

Despite the tremendous strides that have been made for girls and women in the arena of sport, the battle is far from over. Women's sport advocates through most of this century have two main concerns that have guided their work: How to involve more young women in physical activity, and how, at the same time, to preserve the leadership of women (Cahn,1994,p.259).

Female sports participation

Female sports participation has been on the rise ever since the ancient Olympic Games. One of the most famous sportswomen of Greek antiquity was Artemis, goddess of the moon, commonly depicted with her bow in hand. Another was Atlanta, a huntress, wrestler, and runner. Despite their absence in the early Olympic Games, women did compete in their own athletic festival (the *heraia*) which was held one month prior to the Olympic Games, every four years. Female participation has continued to rise, even in modern times. According to Cahn (1994), the representation of female Olympic competitors increased from 10 percent to 20.6 percent between 1952 and 1976. Finally, Kluka (1992) believes that paths of opportunities for females to compete at the international level have never been more promising than in modern times.

Title IX, of the Educational Amendments of 1972, permanently altered the face of athletic culture and provided opportunities for millions of women and girls. As a result of Title IX, and the prohibition of discrimination against girls and women in federally funded education, increased participation and more equitable facilities are among the benefits. Women who were under 10 when Title IX passed, have higher sports participation rates than women who grew up before Title IX. For example, 55 percent of the "post-Title IX" generation participated in high school sports, compared to the 35 per-

cent "pre-Title IX" generation. The number of girls in high school interscholastic sports climbed from 300,000 in 1971 to more than 2 million in 1992 (Cahn, 1994).

The benefits of Title IX for women at the collegiate level include athletic scholarships, the opportunity for higher education, and even Olympic competition. The number of women competing in intercollegiate sport has increased from 16,000 in the early 1970s to more than 160,000 in the late 1980s. According to Cahn (1994), currently women make up 34 percent of intercollegiate athletes and receive approximately one-third of all athletic scholarships. In addition, schools that averaged 2.5 women's varsity teams before Title IX, now average more than 7. Finally, many female Olympic athletes credit Title IX for the opportunity to attend college through athletic scholarships and sports participation.

Decline in female leadership positions (e.g. coaching)

The increase in participation accompanied a decline in sports leadership positions for women. The female sports pioneer's fears had become a reality, an unintended bargain of sorts, trading control over sport for greater access to sporting opportunities and resources. After Title IX, a majority of schools merged their separate women's and men's athletic departments. In almost every case, men were named as department heads and appointed men to a majority of the administrative positions. In addition, as the status of women's sports began to rise and salary levels reached parity with those of men's programs, more and more men grew interested in coaching women's sports. In addition to salaries, opportunities for women in coaching, are a structural determinant of the male-dominated system of coaching. A study by Knoppers, Meyer, Ewing, and Forrest (1991) explored how access to positions, income, networking, and frequency of feedback from supervisors were gendered for male and female Division I coaches. The results indicated fewer opportunities for female coaches than for men. For example, a woman coaching basketball at the Division I level can make only horizontal moves to other women's basketball positions. However, a man who also coaches basketball at the same level can move to other basketball positions of both men's and women's teams. Therefore, male coaches have more opportunities to coach than their female counterparts.

Despite the fact that sports for girls and women have made great strides in the past 25 years, it is clear that equality still does not exist. The numbers of women in sporting leadership positions of coaching and administration are on the decline. According to Acosta and Carpenter (1988), in a national study of 4-year NCAA colleges and universities:

- Less than 1% of the coaches of men's teams are female
- Only 16% of women's programs are headed by a female administrator
- Women hold 29% of all administrative jobs in women's programs
- Thirty-two percent of women's programs do not have a female administrator (p.3).

The inequality of male and female coaches is most apparent in the number of female coaches today. In 1978, 58.2 percent of the coaches of women's college teams were women. While in 1988, the number declined to 48.3 percent, and in 1990, it was 47.3 percent (Acosta & Carpenter, 1990). In 1972, the year Title IX was enacted, women coached more than 90 percent of women's teams (Peter, 1994). Despite attempts to increase the number of women, such as workshops, job postings, and certification programs, the proportion of female coaches has declined.

True (1990) believed that without women to coach "female athletes will lose the opportunity to have a female role model in a leadership role in athletics" (p.48). Anita De Frantz, one of the few female members of the International Olympic Committee, stated in an article she wrote that the vitality of sport depends upon diversity of talent. While girls and women suffer the most from the exclusion of women from the ranks of the bodies that govern sport, all of sport is weaker for not having available to it the resources of all who care about sport (De Frantz, 1988, p.48). De Frantz is a role model to young women, and young African American women as well, as someone who is a true leader and believes that everyone's voice should be heard. Knoppers (1992) believes that if women, who are underrepresented in coaching already, continue to leave at the present rate, then coaching will remain a male-dominated sport. She goes on to say that "...if we want the social groups who are minimally represented in the coaching ranks to enter coaching and not exit through the revolving door, then we obviously have to change the dominant

definitions surrounding the occupation of coaching" (Knoppers, 1992, p. 224).

Community College Coaching

The community college system is one of the fastest growing segments in American education. Kanter and Lewis (1991) state that California's 106 community colleges alone educate over 1.4 million students annually. The rise and development of community colleges added a necessary extension to American education. Social forces in the early part of the twentieth century contributed to the rise of the community college. These included: (1) an increased need for skilled workers, (2) a push for social equality, and (3) rapid growth in the high school population. Upon completion of their secondary education, more and more students choose the community college setting. A majority of these working class students prefer the pragmatic to the theoretical and the informal to the formal. Cohen and Brawer (1996) contended that community colleges arose in the United States in the belief that "all individuals should have the opportunity to rise to their fullest potential" (p. 10).

The intercollegiate athletic program is an integral part of the overall two-year educational program. Along with this increase in the importance of athletics, brings a focus on the role of the coach. Community college coaching, in particular has characteristics that set it apart from other levels but also requires increased standards of effectiveness. Compared to 4-year institutions with major athletic programs, the pressure to win at the 2-year school is not as intense. This allows the community college athlete to concentrate on the many lifelong learning benefits traditionally associated with community college athletics. In addition to being full-time students, many community college athletes are working and/or single parents. Therefore, the need for discipline and time management is even more crucial. Student-athletes attend community college for a variety of reasons, including experience, economics, and academics. By competing for two years at a community college, student-athletes can: (1) improve their ability and gain the skills necessary for playing at the 4-year level, (2) save money and improve their academics to increase their chances and success rate in matriculating to a 4-year school, and (3) gain exposure to another coaching style to better

understand and choose the best opportunity for them to continue their athletic careers.

While athletes seem to benefit from the community college athletic environment, coaches must face a variety of obstacles. Pas tore and Judd (1993) contended that coaching burnout among community college coaches is higher due to the shorter period of time coaches have to work with athletes. Gender also plays a large part in the coaching domain, especially at the community college level. Women have become subordinates in the male-dominated occupation of coaching. The paradox that has accompanied Title IX is that as female participation in sports has risen, the number of female coaches has declined. A comparison of male and female coaches adds a dimension of understanding for a paradigm shift of females back into the male-dominated domain. Of the close to 550 community college head coaches of team sports in California, less than half are full-time. In addition, less than a third of those coaches are women. Male coaches and administrators have engendered themselves as the dominant group, placing women in a subordinate coaching role. As a direct result, female coaches may lack confidence in their skills necessary to succeed. Lincoln (1989) stated that:

"relations of power which produce subordination, and which assign some voices to silence and marginalization
...[Cause women to] have their feminist and egalitarian concerns relegated to the trivial because they themselves
do not control the forms of discourse in male dominated organizations"
(p. 176).

Males are the dominant in the field of coaching and need to listen to the voices of the subordinates (female coaches) in order to strengthen the occupation as a whole. In light of this need, Jean Baker Miller (1986) declared that "as subordinates move toward freer expression and action, they will expose the inequality and throw into question the basis for its existence" (p. 12). The female coach's struggle for voice and some control over the forms of discourse, forces the field of coaching to move forward and expand the opportunities for future coaches.

Strategies for Change

In keeping with the central tenant of the Olympic (and American) dream - the chance for any individual to rise above their circumstances and fulfill their destiny. This section compiles the work of the author and Kluka (1992) to integrating the work needed to achieve this dream.

Strategy 1

An international summit on women in sport leadership issues

Two women sport leaders from each country represented within the IOC, could attend a summit to discuss issues and plan strategies for implementation to advocate, recruit, and enhance opportunities for women in sport leadership positions within the international Olympic Movement.

Strategy 2

Grants for international research

Grant money made available through private corporations to provide financial support necessary to conduct research on female leaders, using primarily female investigators at the international level. Research such as that done by Coffman (1999) on the leadership practices and athlete satisfaction of American community college coaches can be extended internationally. International research teams, as well as individual efforts, need to be developed to further the mission of the international Olympic Movement.

Areas of potential research could be determined as a result of the international summit. Each Olympic committee, represented by the women leaders attending the summit, can then in turn solicit financial support to further female leadership efforts in their own country. Finally, these results can then be presented and discussed at the following international summit.

Strategy 3

A mentoring program

Women leaders can serve as personal examples of excellence for young women: (a) participating in sport, (b) coaching, and (c) pre-

paring for sport leadership positions. According to Parkhouse (1990) "our (female) role models must be committed to mentoring.. they must literally grab young women by the hand and be willing to share their schedules and expertise with them on a daily basis" (p.75). An internship program can be set up in which young women are paired with a mentor, in an area of similar interest, and possibly even get academic credit. The mentoring program is necessary in hopes of recruiting and enhancing opportunities for young women in positions of sport leadership.

Conclusion

The strategies for change presented are only a few ideas toward the balancing out of representation of female leaders with female sports participation. The success of such an effort relies upon the assistance of male coaches and leaders. For the ability to work toward a common goal, the education and participation of student-athletes, only serves to improve the occupation of coaching. As a greater number of young women develop athletic skills with fewer restrictions than ever before, women also need to have the ability to influence athletic institutions and chart the course for the future. Through educational programs, such as the International Olympic Academy and others, this future course is long but not out of reach.

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THE OLYMPIC VICTORY DIPLOMA

by Claudia ESSER (GER)

1. Introduction

Diploma [gr.-lat. *diploma*, plur. *diplomata*; greek, διπλόω **double**, lat. *duplico*]

The origin of the word *diploma* means "doubled" or "folded" (for example an diptychon) and devolped into the meaning "handwritten on folded paper".

In ancient Greece, the word *diploma* was used mainly to denote a document on papyrus or parchment for the purpose of protecting an official text.

During the Roman Empire, the word *diploma* was used to describe letters, testaments or award of Roman civil rights or orders by the emperor.

At present, the word *diploma* means mainly an award in connection with an examination for an academic degree.

2. The diploma as an Olympic award

2.1. The Classical Ancient Times

In antiquity, the Olympic awards were only of symbolical significance. Only victors were wreathed with an award of a twig of the olive-tree, usually cut with the golden knife by a twelve-year-old boy. At the Olympic Games in antiquity, however, national prestige was at stake and as the reputation of individual towns was at stake, the Olympic champion got the honour of the highest degree: the champion became pensioner for life and the community had to support him and his family.

2.2. The Modern Times

The well-known modern awards are the Olymic gold, silver and bronze medals. Few know that in addition to the medals, victory and participation diplomas are awarded to Olympic athletes. The

awards for excellent performances at the Olympic Games in modern times originated in the international exhibitions. More and more cultural and athletic meetings were included in the programs of these exhibitions. The pre-Olympic games at Athens in 1870, 1875, 1888 were fairs as well.

These "Olympics" were suggested by the Greek Evangelos ZAPPAS to expose greek products and present sporting games. Excellent performances were rewarded with medals at the international exhibitions, as well as at the pre-Olympic games. This was the pre-cursor to Olympic medals and diplomas being presented to the Olympic winners.

The opening and closing ceremony, which were of great significance to COUBERTIN, as well as the awards ceremony, are nowadays explicirly described in the Olympic Charter.

A systematic summary of the regulations of the Olympic Games was first published as an "Annuaire" by the IOC in 1908, yet this publication contains more information about the Olympic Movement than actual regulations and therefore, nothing was known of the awards and ceremonies. In 1921, this "Annuaire" was expanded to *Règlement Relatifs à la Célébration des Olympiades* and for the first time, deals with the awarding of prizes. But, the real history of the Olympic Rule Book started with the *Statuts du comité international olympique: Règlement et Protocole de la Célébration des Olympiades Modernes et des Jeux Olympiques Quadriennaux - Règles Générales Techniques applicables à la Célébration de la Ville Olympiade* published in 1924. In accordance with this protocol, the official recorded prizes of the Olympic Games were Olympic medals and diplomas. Each team and individual medal is accompanied by a diploma. Moreover, the Organizing Committee may, upon the suggestion of the International Federation, give a diploma of merit to a competitor whose performance was brilliant but not victorious.

In the course of Olympic history, the rules of the Olympic Charter changed several times. The rules for the distribution of diplomas changed at London in 1948 and was manifested in the Charter of 1949. From then on, competitors who placed forth, fifth and sixth also received a diploma but no medal, and as of 1982, the Olympic Charter stipulated victory diplomas would be awarded to athletes

who place among the top eight. This regulation is still valid today and is described in paragraph 70:

"2.1. For the individual events, the first prize shall be a silver gilt medal and a diploma, the second prize a silver medal and a diploma. ... Competitors who will have placed fourth, fifth, sixth, seventh and eighth shall also receive a diploma, but no medal. In the case of a tie for a first, second or third place, each competitor is entitled to a medal and a diploma.

2.3. The design of all medals and diplomas shall be submitted by the OCOG to the IOC Executive Board for prior written approval.

2.4. For team sports, and for team events in other sports, each member of the winning team having taken part in at least one match or competition during the Olympic Games is entitled to a silver medal and a diploma, each member of the second team to a silver medal and a diploma, and each member of the third team to a bronze medal and a diploma. The members of a team placed fourth, fifth, sixth, seventh and eighth shall receive a diploma.

2.5. All competitors, all team officials and other team personnel, the members of the IOC, and if they are present at the Olympic Games, the Presidents and Secretaries General of the IPS recognized by the IOC, and those of the NOCs as well as the judges, referees, timekeepers, inspectors, lines men, etc. at the Olympic Games officially appointed by the relevant IPS within the norms set by the IOC, shall receive a commemorative diploma and commemorative medal.

2.6 The medals and diplomas awarded on the occasion of the Olympic Winter Games must be different from those used for the Games of the Olympiad.

2.7. The commemorative diplomas and medals shall not be given to the members of a delegation which has withdrawn from the Olympic Games.

2.9. If an Olympic competitor is disqualified, his medal(s) and diploma(s) must be returned to the IOC."

3. What are these diplomas? What is their history?

The Olympic Committee attaches much significance to the choice of these awards.

For the first Olympic Games in Athens in 1896, the IOC commissioned noted artists to design the medal and diploma awards. In 1896, the best athlete was awarded a silver medal and a diploma.

The noted artist, who designed the diploma, chosen by the Olympic Games' Committee in 1896 was the greek painter and artist Nikolaos GYZIS, who studied and lived in Munich and whose work was immensely influential in modern Greek art.

GYZIS described his work in a letter dated 1896 as follows:

*"...The upper half of the Certificate depicts the ruins of the Parthenon over which the Greek flag is flying. Encircling the Parthenon is a torchlit procession of which only the tights and smoke can be discerned. Behind the ruins, a great Phoenix is presented rising up and dispersing the dense smoke. To the right of the picture in the foreground, the Winged Victory, restored to a beautiful and living statue and holding an olive branch, announces her message to the female figure of Greece, who is sitting opposite her...Between Greece and the Winged Victory, a relief depicts the Olympic Games."*¹

GYZIS saw the revival of the Olympic Games and of the Olympic Ideal in the world as an opportunity for the rebirth of Greece.

This work bears a lot of allegorical representations:

- Winged Victory called NIKE is the personification of victory. The goddess does not award the victory herself but is only the messenger of deities, primarily ZEUS and ATHENA. This is why she is depicted with wings.
- HELLAS, the female figure of Greece, personifies Greece with the glory of the past.
- Parthenon is the temple of ATHENA.
- The goddess ATHENA, daughter of ZEUS. She symbolizes wisdom and is patroness of virtue, arts, victory and the home. She often appears armed.
- The owl is the symbol of Athens.

Many of the subsequent diplomas included such allegories. However, the diplomas changed considerably after the second World War. With the help of some chosen examples, I would like to show how the victory diplomas have changed over the last 100 years.

• **London 1908**

This diploma was designed by Benard Partridge and represents a winged Victory between the figures of Hellas and Britannia.

(Bernard PARTRIDGE (1861-1945) was a painter, cartoonist and illustrator in London, and was on the staff of *Punch*, a noted magazine in England).

- **Stockholm 1912**

Professor Olle HJORTZBERG was requested to make a design for the Olympic Diplom in 1912. In the art nouveau style, this diploma represents the goddess Pallas Athena, with, in the background, the Stadion, in which a gymnastic display is being given. The goddess holds in her right hand a staff and in her uplifted left hand, the Greek symbol of victory, NIKE. Above, to the right, hangs a shield with the three crowns of Sweden with a drooping birch-tree at the back.

(Olle HJORTZBERG (1872-1959), a Swedish painter and illustrator, studied and lived in Stockholm where he was one of the important painters of churches).

- **Antwerpen 1920**

This diploma is the work of PRTVAT-LIVEMONT. It is a drawing in red chalk of the crowning of an athlete at the Olympic Games, against a panorama of the city of Antwerp and its stadium.

(PRIVAT-LFVEMONT (1852-1936) was an illustrator, primarily of posters, and drawing teacher at Schaerbeek/Brüssel).

- **Paris 1924**

This work represents again a winged Victory, and was the work of Bernard NAUDIN (1876-1946), a french painter, illustrator and designer.

- **Amsterdam 1928**

This Diplom, printed in .gold and black, represents the goddess NIKE in the typical Art Déco style.

(It was the work of Christian Johannes van der HOEF (*1875) a Dutch artist).

- **Los Angeles 1932**

This work of art is certainly one of the richest in meaning. Mr. Harry Muir KURTZWORTH (*1887), art curator of the Los Angeles Museum, designed the diploma.

The figure ATHENA, goddess of virtue, arts, victory and the home, represents the ideal of the Olympic Games. Columbia, the modern Athena, symbolizing the United States of America with the torch of the Olympiad in her hand, stands with an attitude of welcome to the youth of the world. The frieze at the top of the diploma represents various aspects of the Games as depicted in ancient Greek works of art. The border of olive represents the branch of sacred leaves taken from the tree, the highest award any man could receive in the ancient games.

The colour scheme and many of the details of the diploma were directly inspired by the classic art of the Greeks, through examples of vase paintings found dating back to the period of the beginning of the ancient Olympic Games.

In 1936, artist Ernst BÖHM (1890-1963) gave the diploma a new look. He refrained from ancient motifs and instead accented the Olympic city of Berlin. On white cardboard with a golden background, he depicted the Brandenburger Gate and the Olympic bell.

This kind of representation has been kept in a modified way. National Olympic Committees developed more and more of their own emblems and logos which are allowed to be connected with the five Olympic rings.

- **Helsinki 1952**

The Finnish artist Rolf CHRISTIANSEN, the winner of a competition, was the author of this diploma which represents Paavo Nurmi, one of the biggest long distance runners of history and the panorama of Helsinki with the stadion tower.

- **Mexico 1968**

This diploma was not the work of a single artist, but the work of a design department responsible for the visual profile of the 1968 Games. It represents the number "68" based on the geometric form of the Olympic rings. This number consists of single fields which contain the official sport pictograms, created to express the games in an internationally understood language.

For the first time, the Games got a unified look.

- **Munich 1972**

This diploma was the work of Otl AICHER, leader of the design department and responsible for the basic concept of all designs to be used in the Munich Olympics.

The diploma represents, a conspicuous features, the colours of the rainbow, like a colour ribbon, and the official emblem of the Munich Games: "*Wreath of rays in pastel colours*". The goal for the design concept was "identity through affinity".

Otl AICHER (1922-1991), a noted German designer, studied at the "Akademie der Bildenden Künste" in Munich. He was the co-founder of the "Hochschule für Gestaltung" in Ulm in 1949 and continued his association with that institution as a lecturer since 1955.

With the help of the Winter Games at Lillehammer in **1994**, I would like to show what a unified visual concept looks like. In my opinion, it was successful concept which illustrated how art, sport and nature could be linked.

The PR department, comprised of the following: the design unit, the Lillehammer Olympic Information Centre, the Public Relations Department and a staff working under the director of the department, had some general conceptual / artistic goals for the Games. These included:

- To give the Lillehammer Games a high quality, harmonious visual profile with an emphasis on Norway's distinctive features, traditions and national, character.
- To give Norwegians an understanding of the Olympics and the possibilities such an event represented to bring the nation together.

Based on these general goals, more specific goals and strategies were developed within each department.

Three themes were chosen for the visual identity of the Lillehammer Winter Games:

- Norway's distinctive features and national character
- The closeness between people (togetherness)
- The close link between people and nature

Some of the basic visual elements the design department developed were the Lillehammer emblem, the pictogram emblem (sports

pictograms *and* information pictograms), crystalline pattern and distinctive colours.

Lillehammer's official emblem consisted of stylised Northern lights, the five Olympic rings, crystalline snow flurry and the site name/event year "*Lillehammer 94*". The emblem had been developed on the basis of the original Northern Lights symbol and was inspired by a closeness to nature, sky and snow. The Northern Lights are a natural phenomenon which signifies Norway's location. The main colours in the emblem are cobalt blue and white.

The sports pictograms were inspired by several thousand-year-old Norwegian rock carvings. The oldest known portrayal of a skier is a rock carving at Rodoy Island in Alstahaug municipality in northern Norway.

Using a technique inspired by rock carving to present the sports events conforms with the main themes for the visual identity of the Games. It emphasizes the vision of humanity in the Olympic ideal and the proximity of the Norwegian people to their own historical roots and to nature and natural materials.

The crystal pattern is characteristic of the Norwegian nature and can be found in the physical structures of stone, snow and ice.

The main colours of the emblem Lillehammer '94 (cobalt blue and white) were also inspired by the close proximity of the Norwegian People to nature, the sky and snow. The colour palette consisted of 11 colours and various shades of grey.

• ATLANTA 1996

Because the Atlanta Games represented the 100th anniversary of the modern Olympic Games, the imagery of the diploma would have to observe this historical event properly. The diploma shows on paper like papyrus the emblem, the torch, and the five rings based on ancient *maeander*.

These examples show the significant change to the Olympic diplomas over the years. The first victory diplomas have little in common with the diplomas 100 years later, in neither their themes or their representations. At the beginning of this century, the artists used classical motifs and symbols for creating the diploma. Since 1936, the diplomas included more emblems and logos.

In 1896, the single painter GYZIS tried to accent the revival of the Olympic Games and of the Olympic Ideal in the world an opportunity for the rebirth of Greece. Today the design departments of Olympic Games, like the one responsible for the Lillehammer Games, want to give the Games a visual profile and unified look.

The Munich Games in 1972 set a high precedent for the development of a consistent visual identity. The Los Angeles Games in 1984 also did much to establish the concept of communicating the character of the Games through widespread and consistent use of distinctive colours, images and temporary structures. The tradition was continued at Seoul in 1988 and Barcelona in 1992. For the Creative Center of Atlanta 1996, it was important to create an attractive, inviting environment for spectators and television viewers worldwide. The design program included very important, specific items, such as victory diplomas.

There continues to be a common theme to all diplomas. The emphasis is typically on the host country, however the revival of the ancient games and their ideals is no longer important.

Moreover, the previously evident individuality of the artists has fallen victim to the business nature of more recent games.

It would be interesting to examine the quality of diplomas in relation to these changes.

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A PRACTICAL AND UPDATED APPROACH TO COUBERTIN'S CONCEPTION ON OLYMPIC EDUCATION FOR WORKERS

by Mauricio Gattâs BARA PILHO (BRA)

The transition from the 19th to 20th century was marked by radical transformations throughout the world in terms of economical, cultural, political and social perspectives. Among these changes, labor rights are often portrayed as a synthesis of that turn of centuries. So far, the impact of the worker's struggle for improved conditions have affected society as a whole. Even today, unaccountable betterment of work-site relations are still having repercussions, as exemplified by lack of on-site sport opportunities and more leisure time outside working hours.

In fact, these benefits were presupposed by union leaders and entrepreneurs when new labor relations emerged within the industrial systems which shaped the onset of the twentieth century. At that time, companies realized that sports and other recreational activities would be an important part of their social services, improving the physical and mental health of employees and improving relations between the company and their partners (Melchers, 1988).

Nevertheless, previous concerns for better work conditions, sport opportunities, health, leisure and education were also assumed by some social reformers of that period, significantly coined by Hobsbawn (1995) as the "age of extremes". Among them was Pierre de Coubertin, the father of the modern Olympic Games, who believed that Olympism (a philosophy of life based on sports) should stand as a catalyst among other social development of workers.

Moreover, since the beginning of the current century, sport has proven progressively to be a social phenomenon of high magnitude and complexity, with the power to influence individuals positively and negatively (Osness, 1991). Meeting the innovative conceptions from Coubertin, sport has influenced society as a whole, and has become an important part of social relations of the working class.

On account of these historical approaches, the purpose of this study is to review Coubertin's conceptions of employee sport in order to provide updated Olympic Education focussing on recent versions of physical activities at work-sites. In retrospect, at his time Coubertin envisaged sport for workers mainly by means of educational institutions, such as the *université ouvrière* (Coubertin, 1923), that is, "university for workers". Today, the fundamental approach to this field of activities is by leisure and health rationales. Regarding this concern, the present investigation aims at recovering the educational value content originally grounded in Olympism, facing practical experience as developed by today's high-profile work-site wellness and fitness programs.

Coubertin's conceptions of worker sports as a means for Olympic Education

According to Cholley (1996), for many institutions the end of the First World War pointed out the beginning of peaceful aspirations that could promote cooperation among nations. Distinctive examples of accomplishing this task were the International Labor Movement (ILM), with its public advocacy for the improvement of work conditions, and the International Olympic Committee (IOC), presided over by Pierre de Coubertin at the turn of the century who believed in sport as a way to promote world peace.

Albert Thomas (ILM president) and Coubertin shared similar positions about social justice. By beginning of the 1920s they started making contacts for the promotion of workers education based on the proposals of Olympism. However, the results of this relationship were unnoticed, if any, frustrating Coubertin's expectations (Cholley, 1996 & Muller, 1988).

Despite this unsuccessful outcome, new possibilities for cooperation were open in 1926 after the ILM recognized the importance of leisure practices in labor relations. In short, both social reformers finally agreed to give mass education their best efforts. Particularly for Coubertin, the association with ILM represented an important support to his life-long crusade in favor of sport practice as the right of every citizen in society. Nevertheless, Coubertin continued to face barriers for the inclusion of the Olympic ideals and events within working classes.

Reichel (*apud* Cholley, 1996), analyzed the French Olympic Committee during the 1920s and only found that with the growth of sport activities and the increase of their profiles in international perspectives, the Olympic Movement would exert its influence on the world's social peace. Symptomatically, when Coubertin withdrew from the IOC presidency in 1925, the project of worker's sport became a priority in his public declarations.

Although Coubertin's influence over working class leaders and institutions begun to be noticed, after he left the IOC, his project for workers was never again heard within the Olympic Movement which concentrated its major efforts on the Summer and Winter Games (Deveen, 1991: p.119). In 1927, Albert Thomas called upon a ILM study with experts about the relation of leisure with workers' lives, demonstrating a will to sport promotion. Then, in 1929, Coubertin was invited to lend his expertise to this study. Not many conclusions were made, but the discussion among experts in the topic were of great value. The messages of Olympism started to spread out in a new way and the Thomas-Coubertin relationship experienced a positive* radical change.

Yet in this same year, Coubertin's ideas about sport practices for all social classes and popular education gained power. In 1930, this project had more visibility, with Thomas also promoting leisure orientation to workers to help them to become emancipated, and to become modern and complete persons.

The "Sport for All" and worker sport

"Sport for All" was proposed clearly by Coubertin in 1919 with physical, social and educational objectives. The first of these references was the implementation of pedagogic strategies to influence the educational, social, moral and civic person's personality.

Coubertin began his struggle to provide sports for every citizen in the schools of France even before introducing the "Sport for All" idea but always mentioned that his goal was to achieve "Sport for All" in all social classes. In this historical year of 1919, Coubertin declared that he expected support mostly from the working classes, wishing that it could help him to achieve his goals "to open the doors of the temple of culture" for them through sports (Coubertin *apud* Deveen, 1991: p. 118). Notwithstanding, "Sport for All" was a

major endeavour to encourage the inclusion of sport in the lives of all workers. He considered this effort to be the "proletarian Olympism" (Deveen, 1991: p. 118).

Coubertin frequently mentioned the importance of the working class for Olympism as he assumed in the IOC 1923 annual session "anybody, whether worker or student, who works towards the integrity of sports is, equally, serving the Olympic Idea". More specifically he declared in that opportunity:

"The defense of the Olympic Idea will only be organized by means of loyal collaboration among the interested parties, some of which are more important than others in terms of practical value, i.e., on the one hand, the universities and, on the other hand, the workers" (Coubertin *apud* Deveen, 1991: p. 118-119).

Again, Coubertin expressed at the 1925 Olympic Congress that civilization did not depend on economical and political bases, but that society would have access to education, and sports being part of this process. Thus, the Olympic Movement should promote "Sport for All" (Chalip, 1991). Nevertheless, another institution, the International Workers Sport Committee (CSIT) has been busy since "Sport for All" was proposed in 1919. It followed Coubertin's idea of making sport more democratic, always considering many aspects such as human relations, social communication, recreation and health (Deveen, 1991: p.121-122).

The CSIT believes that one of the best way to promote "Sport for All" in large cities for improving health and citizens' physical aptitude should be by the expansion of "Sport for All" at work (Deveen, 1991: p. 123). This explicit and synthetic claim should stand as a milestone for Olympic historians, yet it is seldom quoted or even referenced.

How workers sports have been developed

At present, regular physical activity practices have achieved significant importance in every society for health, leisure and educational reasons. In this context, work-site physical activity programs have increased in recent years in many countries, motivating specific studies and scientific evaluations.

After World War II, the central objective of work-site physical activity programs was the development of human resources, mainly

workers' wellness and promotion of individual and group cohesion. This trend implied theoretically in combining mutual interests from employers and employees being advantageous for both (DaCosta, 1990).

Among work-site physical activity benefits, the following ones are emphasized as identified by recent researches: (DaCosta, 1990; Lovato, Green & Stainbrook, 1995; Pegado, 1990; Shephard, 1995):

- Improvement of work capability
- General well-being and mental improvement
- Depression and anxiety reduction
- Self-esteem and mood improvement
- Better emotional stress tolerance
- Greater work satisfaction
- Greater cooperation among workers
- Health improvement and promotion
- A greater social benefit and security
- Humanization of work environment
- Lower work accidents and absences
- A greater work productivity and quality
- Quality of life improvement.

In this regard, it is significant to point out a bottom line of these benefits usually designated by increased physical activities which they provide: aerobic, strength and flexibility exercise (DiNubile & Sherman, 1999: p.37).

Actually, the central focus of these activities is not sport but physical fitness and health. Today, the aim of most knowledge is to target the physical fitness of workers and of the whole population in order to reduce mortality and morbidity (DiNubile & Sherman, 1999: p.38).

This is especially true for reducing incidences of cardiovascular disease, cancer, diabetes and obesity, and improve individual functional capacity (Kaman and Blair, 1995).

In a company environment, health promotion through physical activities may be justified in a public health perspective, improving the population's quality of life (Lovato, Green & Stainbrook, 1995).

Workplace physical activity promotes both physical (functional capacities improvement) and psychological (better arousal level and stress management) factors. The importance of these factors goes

beyond work environment, becoming essential in house work and leisure time (Blair, 1995; Schaeffer *et al*, 1995).

Analyzing the employer's side, besides the ones mentioned above, physical activity reduces health costs and absenteeism, improves productivity and the company's image (Lovato, Green and Stainbrook, 1995). Thus, the education process based on sport practices, according to Coubertin's vision, is overlapped by pragmatism in dealing with managerial processes simultaneously with Olympic Studies.

Furthermore, if one analyses Coubertin's conceptions of workers sport as a way of Olympic Education, or "Sport for All" with the inclusion of workers sport, both face updated versions of sport practices at work, it becomes explicit that these concepts overlap and may even contradict each other. For instance, Muller (1988) declares that "leisure sports", in which present-day sports at work-site are included, do not correspond to "Sport for All" since the program's emphasis is on work counterbalance and recovery as well, and do not consider the social aspects of it.

Muller interpretations are based on Coubertin's citation (Muller, 1988: p. 190) as follows:

"...Sport is not a luxury pastime, an activity for the leisure few, nor merely a form of muscular compensation for brain work. For every man, woman and child, it offers an opportunity for self-improvement quite independent of profession or position in life. It is the natural apanage of all, equally, and to the same degree, and nothing can replace it. The ethnic point of view is not different. Sport is the apanage of all races".

A practical approach

For the purpose of empirically verifying worker's physical activity on work-site in addition to daily life concerns, a research was conducted on a typical Company's program.

The setting was a telecommunication company located in the city of Juiz de Fora, Brazil. Observations were made of a group of female workers who were scrutinized during a program proposed to reduce occupational and daily life stress. The purpose of the study was based on worker's needs and motivations, complementing past investigations that neglected social processes, education included.

This research was characterized as Ex Post Facto, because group selection (experimental and control) occurred after the experimental variable (physical activity) introduction in order to investigate stress

management (Lakatos & Markoni, 1986). The research sample was composed by thirty women operators who were divided equally in experimental and control groups. They had joined the program in September of 1997, five months before instrument application in February of 1998.

These workers were chosen because their labor function is characterized by high movement repetition, excessive tension (due to receiving many customers complaints) and static posture at work. Another point to be considered is task complexity, since operators need to listen, talk, type and look at a computer screen simultaneously.

All these characteristics mentioned propitiate higher psychophysiological stress, a phenomenon to be explored in the present study.

The research instruments were the following:

- Structured questionnaire to obtain general information from the population such as personal data, work time journey, transport used, physical activity habits, housework and work environment;
- Spilberger State- Anxiety Inventory applied during work journey and, afterwards, in the operators' house after all housework was done. This test has a point scale that varies from 20 (lowest anxiety) and 80 (Highest anxiety) and measures a person's anxiety in the application moment. Its applicability is related to the exercise effects over stress, according to Brown (1990).

In another approach, Landers (1994) clarifies that Distress (negative) has been referred to in the sport and exercise psychology like State-Anxiety. This justifies the test application in stress measurement.

The results showed that 77.6% of the population were sedentary, with 76.7% of respondents declaring that they were not involved in any physical exercises besides physical activity at work. Not surprisingly, 83.3% of female workers had another shift of work when returning to their homes, which increases the possibilities of stress exposures.

However, 76.7% of respondents identified new and positive relationships at the work-site due to the physical activity program, corroborating findings from Shephard (1995) in the USA as well as from DaCosta (1990) & Pegado (1990) in Brazil.

In turn, Table 1 shows the relationship between physical activity and state-anxiety comparing the experimental group (EG) with the control group (CG). This new approach to both groups suggests that

women who joined the physical *activity* program have a lower level of state - anxiety at work-site.

The same could not be observed at home, once the difference between EG = 31,5 and CG = 31,8 is very small, otherwise indicating non-statistically significant data.

Furthermore, in the main analysis, both group distributions are heterogeneous, with the CG being more dispersed with a coefficient of variation of 24.6 due to an outlier. The EG distribution is much more dense with a coefficient of variation equal to 19.6%. In short, the outlier makes the CG mean a non-characteristic one.

Table 1. State - Anxiety comparisons of TELEMIG

	Work-site*				At Home
	Mean (points)	SD	CV	Median Values	Mean (points)
Experimental Group (EG) (n = 15)	38,8	7,6	19,6%	36	31,5
Control Group (CG) (n = 15)	42	10,3	24,6%	39	31,8*

SD = Standard Deviation \ CV = Coefficient of Variation.

Applying the Student's t-test to Ho of mean equality, it was obtained $t_{calc} = 0,956$, inferior to $t_{tab} = 2,052$ (to a 95% confidence level, 5% significance, 27 degree of freedom). Therefore, there is no significant statistical difference between the means.

However, the 3.2 point difference in the Spilberger scale in the state-anxiety at work cannot be used statistically, according to Dishman (1994), who declares that a difference of 2 to 3 points is normal when considering physical activity as an experimental variable in stress management.

The Pearson test (Qui-square) was not used because of insufficient case numbers between classes. Also, for this reason, variance analysis was not applicable.

Henceforth, a careful appreciation on available data emphasized the following points:

- The analyzed variable values came from quantification of qualitative answers from questionnaires with all natural instrument imperfections. Thus, it is more advisable to use median values, a stronger measure than the mean and immune to outliers.
- The Student t-test is influenced by common variances between samples. This variance became very high due to an outlier in the CG.
- The difference between median values (EG= 36\ CG = 39,5) clearly indicates a significant statistical difference among samples of around 10%.

This last analysis indicates that the work-site physical activity program can positively influence occupational management and reduction of stress. Also, the results suggest that, although this kind of physical activity can reduce occupational stress, it did not show the same benefits outside work.

Further investigation is needed in order to discern the relative benefits of stress management.

Conclusion

In summary, fitness programs in work-sites meet more the practical dimensions of everyday life but do not fulfil the needs and aspirations of workers. In other words, to recover Coubertin's original educational values target to workers, is still valid and productive if Olympism could keep its basic claims.

In this way, Olympic Education for workers that has the "Sport for All" as a historical justification, must spread out and adjust it to values, not only emphasizing the so-called quality of life. To reach this particular group, it cannot be concentrated on only in schools, as has been done until today.

Therefore, there is a challenge for Olympic researchers and leaders from all over the world to restore the vitality of Coubertin's original conceptions and to update them in terms of cultural and scientific frameworks. After all, as DaCosta (1998: p. 198) claimed for a pluralistic Olympism, it seems that Olympic Education has its right referred to target groups not to institutions. Here lies the humanistic meaning of Olympism.

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INFORMATION CONCERNING THE OLYMPIC GAMES AS MENTIONED IN THE WORKS OF THUCYDIDES & HERODOTUS

by Alexandra GEORGOPOULOU (GRE)

The ancient Greeks considered bodily rigour and moral award as the supreme values of human life. Therefore the Olympic champions shared a pre-eminent position within their society and their apotheosis¹ reached the boundaries of worship.

The Olympic Games constitute a living testimony of the survival of the ancient Greek civilisation. Their importance is also shown by the references found in the texts of ancient Greek literature.

Two great authors, Thucydides and Herodotus, who have initiated us in the science of history, each of them employing different attitudes and guidelines, make references and give hints in regard to the Olympic Games and the location where they were performed. It seems to be rather natural for them to include in their account an institution that implies the existence of the Greek intellect and a universal ideal.

On one hand the first of the above, an objective and realist author of martial and political history, refers to this institution as linked to political events and matters of expediency. As the professor of the University of Patras, Andreas Panagopoulos reports in his essay *Olympic Games and Politics*, the Olympic Games is a classical example of combination of athletics and politics. In 428 B.C., during the Olympic Games, the Spartans proposed to the revolted town of Mytilini to send delegates appealing for Eliss support in their campaign against the Athenians [Book III]. Despite the ongoing war, the Athenians joined the Olympic games although the number of their participating athletes was reduced. [Book VI].

Later, in 420 B.C., when the Spartans violated the Olympic law on truce during the games and denied firmly to pay the relevant penalty, the Elians excluded them from participating in the games. This event evidences the immense influence of the Olympic Games

along with the relevant legislation enforced resulting in the fact that both areas became fatal enemies, and as far as the Elians were concerned this resulted in changing their political ideology.²

Once again, the institution of Olympics became the means, through diplomacy employed, in serving national interests.

Herodotus, on the other hand, a historian from the great stock of the first 'Logographoi'³, urged by his admiration for the ideals of vigour and bravery, reports various events with respect to the Olympic Games and their place of performance. Such mentions are found interspersed in his work and they are explained by the diversity and the fullness of his knowledge which he acquired through his travels. The reference made in Book I, Chap. 59, on Hippocrates - father of Pisistratus, the tyrant- with regard to the attendance of Olympic Games provides an indication of the sacredness and the validity of the sacrifices performed during the games.

The sacred fatlings of the sacrifice were boiled without water and fire and thus an explanation and advice were given in regard to foretelling the future. Religion is closely related to athleticism. This divine sign becomes more valid and believable as it coincides with the period when the games were performed and at the same time the institution of the Olympics is elevated. The same he stresses in his Book VIII, Chap. 134, when he somehow contrasts the fact that someone could receive divination from the sanctuary and oracle of Apollo as well as from Olympia (i.e. the sanctuary). Why doesn't he contrast the oracle of Apollo to another sanctuary in Greece? The comparison is obviously made in order to validate the divination.

Here, the name of Olympia is involved due to the reason that the area inspires sacredness and signifies splendour. The same idea emerges in his Book VII, Chap. 170. The story is the following: Mikythos, of Chiroi, from Rigio, having been expatriated because he forced his people to ally with the people of Taras in launching a campaign against the Cretans with the result many of his people from Rigio to be killed, came to Tegea in Arcadia and consecrated the two statue complexes to Olympia. With his deed the two spirits, the warlike and the pacifistic, are spontaneously contradistinguished. A bellicose man accepts the inherent value of the area inasmuch as it is linked to peaceful actions, noble competition and human collaboration.

Having adopted the ethos or mores of the area is like seeking expiation for his atrocious warlike deed as well as asking for the grace and the assistance of the patron gods of this place. The fact that this choice was not accidental is also shown in the Book IX, Chap. 81, where the spoils obtained from the battle against the Persians were consecrated to the gods of Delphi, Isthmus and Olympia. The Greeks knew how to recompense their patron gods for the assistance and grace offered to them with the most pacifistic and religious way. The statue of Zeus was made by means of the above spoils and was consecrated to Olympia. Zeus - the father of the gods - and Olympia - the birthplace of the Olympic Games. A combination of power and grandeur in a place linked to the Olympic ideal.

The idea of athleticism, being considered a supreme value in the life of the ancient world with the uttermost purpose being glory and the vindication of their honour as well as the defense of their country in contrast to the imperialistic zest of the then Persians, is stated in Book VIII, Chap. 26, where the Greeks celebrate the Olympia and watch nude⁴ games. To the question posed by Mardonius concerning the award conferred upon the winners he received the reply that it is a wreath made of olive tree branches and leaves- a symbol of peace, friendship and selflessness. Its value surpasses the common measures and weights and is therefore symbolic. The Olympic Games were the games of spirit and ideals without being their ulterior goal material or bodily substance.

The fact that the Greeks were raised by the value of the athletic ideal is demonstrated in Book IX, Chap. 31, when Tisamenus, of Elian origin, received a divination that he is going to win in some contest, which he associated with his win in the pentathlon contest of the Olympic Games. What else could a Greek have thought and especially one from Elis? The divination however implied five warlike operations. Those that properly understood the divination were the Lacedaemonians owing to the fact that they were by nature dedicated to warlike affairs. The developed concept of athleticism in the mind of an ancient inhabitant of Elis is explained by their undertaking of the organisation of the games. The people of Elis felt proud that they had undertook the responsibility of being the judges, the so called umpires or *Hellanodikes*.⁵ Therefore, in one of their trips to Egypt (Book II, Chap. 160) they do not hesitate to boast for the

significance of the games and the fair procedures adopted. The Greeks were competing to the Egyptians as the latter were considered very clever and wise people. The Greek's pride and their essential argument is identified with the Olympic Games and through this institution they thrust themselves forward. Furthermore, the reputation of this institution is an indirect proof of the pan-human concept underlying the Olympic idea.

Besides, this conciliatory discussion shows the great importance they ascribed to the organisational patterns so that the latter were not proved inadequate, rotten, unfair, untrustworthy and partial when the Egyptians replied after their inquiry that the participation of Elia athletes may result in the Umpires' prejudiced judgement in their favour and that they should organise the contests only for strangers.

Someone could possibly imagine how such a self-sufficient and proud people as the ancient Greeks asked the advice and the confirmation of a neighbouring people in order to secure the validity of the games. This is proved by historical evidence. The Elia do whatever possible in order to be fair in their judgement. Minimal incidents of corruption with respect to athletic competition took place in Olympia within the span of a thousand years (i.e. 780 B.C. - 217 A.D.)⁶ during which the games were performed. The etiquette of the Olympic Games organisation dictated a number of regulations. The ancient Olympian law prohibited the participation of barbarians in the games. As Herodotus mentions, those who were not Greeks as in the case of Alexander I (Book V, Chap. 22) had to prove their Greek origin and then participate in the competition of a track event. Here Olympism is identified with the Greek world. We observe that the Greeks were identified with the Olympic idea.

Another reference made in the same chapter with regard to the authenticity of origin of the Macedonian kings is verified by the fact that this was also the Umpires' resolution. This evidence shows how ponderous and esteemed was their judgement seeing that their position was salient and coveted. Their opinion was a guarantee in itself. In addition warlike operations were prohibited during the games although this principle was violated a number of times. Herodotus reports (see Book VII, Chap. 206 and Book VIII, Chap. 82) that the Spartans postponed warlike operations because they cele-

brated the Carneia and games were performed (480 B.C.) And when the feasts were over then they rushed for assisting the rest of the Greek towns that they were involved in a war campaign against the Persians.⁷ Their piety and awe were the reasons that dictated their obedience. The sacredness⁸ of the Olympic Games was more closely related to their values and than to their human fear.

A rigorous body goes together with a similar intellect. The quality of being good and kind stamps the ancient Greek spirit. Herodotus (Book V, Chap. 47) features Dorieus, the Olympic champion, as "being an Olympionicest and the most beautiful of all". He points out the win and its splendour that is being served by beauty. An Olympic champion was for the ancient Greeks a significant person of public acceptance and respect. He was perhaps a potential threat for gathering political power and supporters inasmuch as he was the adjuster of the public opinion due to the glory he had already acquired. In Book V, Chap. 71, we find a description of the Cylon, being an Olympic champion himself, and his supporters who wished to seize the Acropolis. The fact that his supporters were killed by the Alcmeonides and Cylon himself ran a risk for his life is also condemned by Thucydides who speaks of the "Cylonean sacrilege". Those who killed them were called unclean. On one hand Cylon performed an action being encouraged by his glory but on the other the murderers (*aftochires*) were condemned because they obliquely had committed a crime against the Olympic champion. In Book VI, Chap. 36, he reports Miltiades, son of Kypselos, a former Olympic champion, who when the Dolonghi (a Thracian tribe) begged him to escort them as a settler, many Athenians followed him in the expedition. Isn't this a token of influence that is derived from the power of the Olympic win or not ? Would had they followed any man who had they come across to?

In the same Book (Chap. 70) Demaratos is depicted as this person who honoured Sparta by shedding his light in the Panhellenic territory with his deeds as well as with his win at the Olympic Games and in particular at the **tethrippon** contest (i.e. a race with chariots). He is the only king of Sparta who accomplished such a feat. When the Spartans persecuted him, Darius, the Persian king, offered him refuge as he knew his reputation by virtue of his Olympic win. Thus his merit is validated in the course of history whereas following his

dethronement the succeeding kings repaid what they did with their inglorious end.⁹

He continues with Miltiades of Kimon (Chap. 103), an Olympic champion and 3 times winner in a chariot race. His tomb was erected outside the city entrance and the tomb of the horses with which he won was situated opposite to it. If this example does not show admiration for the rigour of these people then what could it be a better evidence?

In Chapters 125, 127 of the above Book certain aspects of the ancient Greeks' everyday life are illuminated as well as the way with which they are identified and evaluated upon the criterion of the athletic ideal. Even the marriage of Cleisthenes' (of Sikyon) daughter, a former Olympic champion¹⁰, is accomplished upon the judgement conferred on the winner of a track and wrestling event that would qualify the most excellent man of all just as it happens with the list of suitors in Homer's *Odyssey*.¹¹

Cleisthenes being socially vouchsafed had of course assumed authority also on the basis of his previous win and thus proclaimed such an announcement. This event undoubtedly shows his way of thinking as well as his set of values which conformed with the athletic standards, judging of course by his own example. The list of suitors includes Leoninides, the son of Pheidon, tyrant of the town of Argos, who expelled the Elian Umpires and he undertook himself the organisation of the Olympic Games. Herodotus reports this supercilious action. It is characterised as a profane and outrageous act perhaps. We see here that the political animosities (between Cleisthenes and Pheidon) are extended even in the athletic arena, at an ethical and collaboration level where such actions have no place. The study of the data pertaining to the life and action of the Olympic champions leads us to the conclusion that the Olympic champions were somehow gifted persons.¹² It seems like they shared a charisma which predestined their later progress. Moreover, as previously mentioned, the common element of the Olympic champions is that they are important men with a dynamic presence with respect to the historical developments and the political arena.¹³

These figures practised the Olympic ideal, which emanated from the agonistic predisposition of the ancient Greeks for the triumph against a "feat" without an ulterior purpose, rendering athleticism

and Olympism the supreme value that is epitomised in the phrase attributed to a Lacedaemonian addressing Diagoras, a former Olympic champion, when his kids raised him on their shoulders following their win and award in the Olympic Games:

καθανε, Διαγόρα, καθανε ουκ ες Ολυμπον αναβησει

(which means 'die Diagoras, die; you've reached the apex of your glory, what do you expect; you wont become a god').

Comments

1. The glory of the Olympic winners is great. The residents of the area of Elians offered a formal dinner in their honour and sang Victory hymns. The athlete's hometown prepared a great welcome and gave him lifelong honors such as religious positions, meals at the Prytaneum, presidency of the theatre. He has the duties of an exarch. Pindarus says <αγεμονευσαι>; Platon says that the fires of the victims of the goddess were lit by the torch of the winner. [Platon. Phaidros.231.E comments]. The winner was covered with flowers and fruits [Plutarchos. Symposium. Books.VIII. 4. 723 c]. Runners had the rights of adults [Platon, Nomoi, 625d] and the other children: "αποδρομοι δια το μηδεπω των κοινών δρόμων μετεχειν" .
2. In a change in foreign policy they became enemies of Sparta whereas in the beginning they were faithful allies. This change took place after internal support of the democratic party against the oligarchic party. Of course ELIANS had a democratic government before and this did not prevent them from forming alliance with oligarchic Sparta. See A. Panagopoulos "Εισέτι Φοίβος έχει καλυβην" Livani, Athens 1995.
3. Early historical writers Kadmos and Dionisos. Also Hekataios. Greek prose writers who lived in Ionia.
4. The habit of the ancient Greeks to exercise clothed was abolished but survived in several barbarian nations for some years later. [History and Logos, of Thucydides, J. De Romilly).
5. Greek judges. Pausanias writes about the number of them, for their rights and duties. After changes in their number ended up being ten up to the time of Pausanias and Philostratus [Paus. V 9,5 and VI 23, 24]. They had at their disposal **whip carriers** to punish the athletes [Μαστιγοφόροι]. Thucydides called them "ραβδούχους" [V, 50, 4].
6. See Philostratus, Gymnastic, 45. Of course Philostratus was accused of (Cobet) prejudice in favour of Elians because it did not remain inviolable (ασυλος) the Olympic "kotinos" and reports some events which justified him.
7. a) "Μετα δε, Καρνεια γαρ σφι ην εμποδων, εμελλον ορτασαντες και φύλακας λιποντες εν τη Σπαρτη... ην γαρ Ολυμπίας τουτοιαι... συμπεσυσα"; b) They hurried to the Isthmus for help after the festival of the Olympic Games. In Sparta whenever they celebrated the great celebration of Karnia there were customary limitations of not going on missions [whenever there was a fullmoon]. *Herodotus Historia*, Library ancient classic, Translation-Comments, Spiropoulos.
8. The four Great Games were the only ones to be mentioned as holy in Pindarus.

9. After the dethronement of Demaratos, Leotixidis took the power [the son of Menaros]. He had a son who died before become a King. He paid that he had done to Dimaratos. He was exiled from Sparta after it was discovered that he took bribes when he was leading his army against to Thessaly. M. I. Finley, *Economy and Society in Ancient Greece* . [Translation of A. Panagopoulos, Athens 1988, page 84].
10. The Olympic win of Kleisthenes can be dated at 572 B.C. [52th Olumpiad].
11. The constinuation of the tradition of pre-Homer, Homer and Hesiodus lists, especially the list of the suitors of Helen and Penelope.
12. See "Egomio" Isokrates for Evagoras.
13. The fact that Demaratos and Miltiades linked with "τεθριπποφορεῖν" indicates great weath. This fact and his winning of the Pahellenic games contributed to his name and political influence.

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COMMUNITY INVOLVEMENT AND THE OLYMPIC GAMES A REVIEW OF RELATED RESEARCH

by Peter A. HAXTON (AUS)

Introduction

There are arguably two major theories regarding the issue of community involvement versus democracy in the area of general planning. The first suggests that community involvement should be limited to the selection of representatives who then appoint professional and administrative staff to execute democratically derived decisions. Whereas a second, and arguably more contemporary theory, advocates that as modern (particularly western) society has become more culturally and technologically sophisticated, there has developed an increased desire for the simultaneous growth of participatory democracy and expertise in the decision-making process (Fagence 1977).

This apparent shift towards a desired *increase* in the level of involvement on behalf of the community has followed a similar course in the planning of mega-events, including the Olympic Games. The more traditional *political approach* to mega-event production typically allows little democratic community input apart from the initial election of political representatives (Roche 1994). This approach is often exemplified by the adoption of what Veal refers to as *hallmark decision-making*, where the decision to proceed with a project is made *first*, with attempts to justify it made at a later date (1994:68).

More recently, the *planning approach* to mega-event production has emerged as an alternative, striving to mix both technical rationality and participatory democracy in the overall planning process (Getz 1991; Jafari 1990; Murphy 1985). However, due to its very nature, and the politically charged atmosphere surrounding the organisation of many mega-events, the *planning approach* is arguably more difficult to implement and as a result, is less frequently adopted, or adopted in name only. However, examples of its successful implementation do exist, such as Toronto's Bid for the 1996

Summer Olympic Games (which will be discussed in greater detail in this paper).

In light of, or perhaps despite, the difficulties associated with adopting a participatory approach, it is noteworthy that community involvement as an issue in the planning of mega-events has continued to gain attention. Why is this the case? In addition to the *general trend* towards increased involvement in planning outlined above, several factors have seemingly contributed to create this situation.

For example, it may be argued that the perceived desire for increased involvement has emerged in direct response to growing community concern over both the potential benefits/impacts of hosting events of this type and the apparent willingness of many event planners to adopt *hallmark decision-making* practises. Potential host communities appear to be questioning whether in fact the purported benefits are realistic and whether they outweigh the potential negative impacts. This is particularly the case for events requiring a very large capital outlay (eg. Olympic Games), which inevitably leads to a diversion of funds from other areas (eg. welfare). Consequently, it is not surprising that increased involvement in the planning of those mega-events utilising established facilities (eg. Wimbledon) does not appear to have developed as such a contentious issue.

The remainder of the paper discusses briefly those factors contributing to the emergence of community involvement as an issue in the planning/hosting of recent Olympic Games, providing examples of related research. In addition, those studies focusing primarily on the issue of community involvement in either bidding for or hosting an Olympic Games are examined in greater detail. Individual studies are categorised according to the Olympic Games/bid to which they pertain. Finally, the body of research as a whole is summarised with limitations addressed.

Community Involvement and the Olympic Games

In the case of the Olympic Games, apart from encouraging economic, trade and tourism development, much of the publicised rationale for hosting these largest of events is based upon the potential benefits they offer to the host community. Examples include the long-term benefits of event facilities and infrastructure, fostering community development and cultural traditions, greater participation

in Olympic sports, and increased employment and local business opportunities. In contrast, potential negative impacts include high construction costs for facilities and related infrastructure (frequently carrying long-term debts), temporary crowding problems, general price and rental increases, environmental concerns and general inconvenience to the host community. Examples from the relatively limited body of research concerning such impacts (excluding economic impacts) are outlined in Table 1.

Table 1. Olympic Impact Studies.

Games/bid	Studies	Issues Covered
Montreal, 1976	Robin (1988)	Benefits to sport and culture
Calgary, 1988	Ritchie and Aitken (1984, 1985) Ritchie and Lyons (1987, 1990) Hiller (1989, 1990) Haxton (1993) Mount and Leroux (1994)	Various Various Urban impact/Community involvement Community impacts/perceptions Business impact
Seoul, 1988	Kang (1988) Jeong <i>et al.</i> (1990)	Urban impact Various
Albertville, 1992	May (1995)	Environment
Lillehammer, 1994	McIntyre (1995)	Various
Toronto bid (for 1996)	Lenskyj (1992, 1994*, 1996*) Kidd (1992)	Community involvement Community involvement
Atlanta, 1996	French and Disher (1997)	Various
Sydney, 2000	Darcy and Veal (1994) Booth and Tatz (1994) Lenskyj (1994*, 1996*) Hall (1995, 1996)	Various Various Community involvement Urban imaging

* same studies.

In addition, it may argued that the Olympic Games are more than just a sporting event and, apart from the potential impacts outlined

above, they have the ability to influence international opinion and may be used in a similar political fashion to Centennial and Bicentennial celebrations (eg. USA and Australia) in the past. An argument that is particularly difficult to debate when one considers that the estimated television audience for the Barcelona Olympics was 3500 million people (Verdaguer 1995:198). Spillman (1997:136), in a study titled *Nation and Commemoration: Creating national identities in the USA and Australia*, states that, through these celebrations, "Americans and Australians answered for themselves the questions of where they stood in the world and what they shared as they expressed their national identities". The focus of the world's attention for two weeks, the Olympic Games provide an ideal opportunity for host countries to similarly project a desirable international image, allowing host cities to position themselves against other major cities of the world, and galvanising the nation as a whole (Walle 1996:118). Indeed Kang (1988:29), commenting on the impacts of the Seoul Olympics, proposes that hosting an event of this nature, in essence, challenges the host society to reveal its inner self, reflect on its condition and express its aspirations for the future.

Therefore, with the rising cost and uncertainty surrounding both promoted benefits and possible costs, it is perhaps not surprising that groups within host communities have begun to query the wisdom of undertaking such a risky assignment, or at the very least have begun to show a form of *public ownership*. Ownership expressed as a *desire* to ensure that the image portrayed to the world is one with which they are comfortable and even more importantly to ensure that a *white elephant* is not the only legacy left after hosting an Olympic Games.

As community involvement (of any consequence) in the planning for individual Olympic Games is only a relatively recent phenomenon, it is to be expected that research in this area and particularly that available in English, is somewhat limited (see Table 1). Indeed, the majority of available research focuses on community involvement in Toronto's *bid* for the 1996 Olympics and not the lead up to an *actual* Olympics as such. While it is possible that community involvement has been an issue for past Olympics, it would appear that no independent researcher/s have shown sufficient interest at the time to record and analyse events concerning involvement specifically. Offi-

cial reports of individual Olympics (commissioned by NOCs) tend to concentrate on the *event* stage of the hosting process rather than those leading up to the Games themselves. There is no incentive for official bodies to commission a record of any difficulties associated with the planning of the Games. Thus the emergence of any research in this area has been somewhat fortuitous.

Related Research

Calgary 1988 Winter Olympics

In an article titled *the Urban Transformation of a Landmark Event: The 1988 Calgary Winter Olympics*, Hiller (1990) adopts a qualitative approach in examining the sociological dynamics of the Calgary Olympics as an urban experience, including the effects of urban resident involvement on community acceptance of a mega-event (landmark event).

Hiller argues that, in the past, the urban impacts of mega-events have been evaluated from four different perspectives. First, the facilities and support services provided for the events can be viewed as a legacy to the city for future use. Second, mega-events can be assessed in terms of their economic costs and benefits. Third, events can be evaluated for their contribution to increased tourist activity both during and after the event. Fourth, an impact that can be both economic and sociopolitical in nature pertains to the desire of civic boosters to use the event as a tool of economic development and as a means to enhance the global image of a city for further economic growth (1990:119).

However, he argues that in general, the human dimension is ignored in each of these perspectives by neglecting the reaction of urban residents themselves and how they interact with the event. Hiller provides several common criticisms that prompt the need to assess resident's reactions and highlights the threat of increased taxes to pay for the event as perhaps most noteworthy. In addition, mega-events may be controversial if residents perceive them as elitist events that will be enjoyed only by those few who can afford or who have an interest in the event. A third criticism relates to the destruction or disturbance of existing communities when capital projects are built or when residents are displaced as a consequence of

redevelopment. While a fourth focuses on negative impacts such as increased housing costs, noise and traffic, and generally changing the style and standard of living.

Hiller argues that criticism such as these strike at the heart of why mega-events are seldom embraced as windows of opportunity without opposition (1990:120). In fact he suggests that most of the positive reasons for hosting such events have little tangible, direct benefits for the average urban citizen and as such the key to understanding the success or failure of mega-events may lie in the perceptions of residents. He suggests that by focusing on the sociological dynamics of the event as an urban experience, rather than the economic implications, an insight into what contributes to the success or failure of individual events, in the eyes of urban residents, may be gained.

In discussing the concept of *elitism versus populism*, Hiller highlights that the focus on the reaction of urban residents is particularly significant given the roles of elites in initiating the hosting of a mega-event. Suggesting that these events reflect the dominant ideology of the informal elite coalition that generates community support and approves of the message that the event conveys. He proposes that the traditional *political economic* approach to event production is a "top-down perspective that marks the majority of urban residents as passive recipients of the ideas of elite interests". An approach he suggests has traditionally been considered necessary because, while events of this type undeniably support the interests of the elite and are initiated outside normal democratic processes, residents must eventually be persuaded and convinced that they will participate in the benefits of the event- either directly or indirectly. However, Hiller argues that in place of this top-down approach, a more balance dynamic sociological model is preferable. One in which the importance of elite interests is recognised, while the reaction and interaction of urban residents are also incorporated (1990:122).

Hiller makes reference to a study undertaken by Ritchie and Lyons (1987)¹ in which the high level of resident satisfaction with the overall Calgary Olympic experience is highlighted (95% stated they were satisfied). Rather than explaining this result in purely economic and organisational terms, Hillers thesis is that "the Calgary Olympics was successful from the perspective of urban residents because the

event was transformed from an elitist athletic event to an urban festival" (1990:123). Furthermore, *he* proposes that, the resultant transformation was partly planned by the Olympic Organising Committee (OCO) and corporate sponsors and partly spontaneous, which effectively made the Olympics a significant urban experience for residents and guests alike.

He dedicates the remainder of the study to highlighting those different forms of citizen participation evident during the hosting process (both pre and post-bid) as people interacted with the Olympics and created as he describes it, a "special atmosphere". He suggests that the Calgary Olympics was transformed from an elitist athletic event into an urban celebration with the factors most influential in facilitating this transformation including *a focus on the downtown core*, with one of the most significant legacies of the Calgary Olympics being the construction of a permanent Olympic *Plaza* on land desired by developers for a shopping mall. The importance of this site to residents, even in the post-event period was reinforced in a separate study undertaken by Haxton (1993)², in which over 95 per cent of respondents maintained that the Olympic Plaza was of either great or moderate benefit to the host community. In addition, *a celebratory atmosphere, the negation of elitism, the breakdown of anonymity, high formal participation* (more than 20,000 people were involved directly in the Olympics or Olympic-related events in some way) and *the media as provocateur of urban self-reflection* were all discussed with sociological arguments and anecdotal examples of each factor provided.

In conclusion, Hiller argues that the Calgary experience is instructive because it demonstrates how various forms of citizen participation can not only create acceptance for mega-events but also transform them into something with which urban residents feel comfortable and in which they can become involved. A point once again supported by Haxton's (1993:48) study, in which levels of satisfaction with the Olympic experience were significantly higher for those re-

1. Part of the Olympulse Monitor- a series of periodic surveys designed to provide an understanding of the nature and extent of the various impacts associated with the 1988 Calgary Winter Olympics.
2. A Post-Event Evaluation of the Social Impacts and Community Perceptions of Mega-Events: A Case Study of the Calgary Winter Olympics. Community Involvement and the Olympic Games - A Review of Related Research.

spondents who felt they had contributed to the success of the Games in some way.

Hiller provides a comprehensive examination of citizen participation, from a sociological standpoint, and its ability to influence or transform an individual mega-event from an elitist event into an urban festival and as such helps to fill a void in the existing literature. The study provides sound arguments supported by an extensive body of literature/research (mostly qualitative) and appropriate anecdotal examples. In addition, areas requiring further examination in the future are outlined. One criticism or question that does arise relates to Hiller's specific focus on the urban community. It is fair to assume that the majority of impacts over the period of the Games and after the event would focus on the City of Calgary and its residents. However, the fact that events were spread over such a wide geographical area and that Calgary acted/acts as a hub for rural residents and inhabitants of satellite towns, would ensure that people other than the urban population would also derive benefits from the increased involvement. It may have been more appropriate to discuss the benefits of the transformation in terms of a defined host community.

Torontos Bid for the 1996 Olympics

At the First International Symposium for Olympic Research, held at the Centre for Olympic Studies in Ontario, Canada, two researchers, Bruce Kidd (1992) and Helen Lenskyj (1992) presented papers focusing on community involvement and its influence on Toronto's bid for the 1996 Olympics. This is considerably greater attention than the subject is normally afforded, particularly considering that the bid in question was unsuccessful. Both studies provide a practical example of the successful application of the *planning* approach to mega-event production. In addition, Lenskyj (1994, 1996) has produced two further studies concerning community involvement in both the Toronto and Sydney Olympic bids, and these will be discussed under the heading of the Sydney 2000 Olympics later in this paper.

Kidd's (1992) study entitled *The Toronto Olympic Commitment: Towards a social contract for the Olympic Games* is a qualitative assessment of the nature and outcomes of the public debate surround-

ing the Toronto bid. A process that, he argues, significantly changed the character of the bid, transforming what began as the "handmaiden of finance capital into a project of social *democracy*" (1992:68).

At the outset, Kidd notes that mega-events like the Olympic Games require a considerable investment of human, financial and physical resources from the communities that stage them. As such, he suggests that staging a public festival of this scale can be a "highly charge political exercise, requiring the most consummate skills of negotiation and consensus building from those in leadership" (1992:67). He cites as examples the problems faced by organisers in the lead up to both the Montreal Olympics and Edmonton Commonwealth Games. However, he suggests that organisers of the Toronto bid perhaps underestimated the power of public debate and as such, after concentrating on winning overseas support (IOC), were "thrust into a time-consuming, often bitter public consultation process, fuelled by mounting media criticism" (1992:65). A process which many people involved in the bid are convinced cost Toronto the Games.

Before discussing in greater detail the Toronto Olympic Commitment and the subsequent role of public participation in the bid process, Kidd briefly outlines the chiefly private sector origins of Toronto's bid for Games, and the emergence of both the Olympic Task Force (OTF) and the Bread not Circuses (BNC) coalition in 1988. He suggests that the OTF, composed of Council department heads and chaired by the commissioner of Parks and Recreation and the BNC coalition, consisting of a group of inner-city social housing activists, church groups and labour organisations, were created primarily as a result of the downturn in the economic climate. Whilst the OTF assumed the role of reviewing the Toronto Ontario Olympic Councils (TOOC) plans in behind the scenes meetings and lengthy reports, BNC took to the streets to shift the focus of the city's politics away from mega-projects and unchecked development to the challenge of poverty and homelessness. Kidd argues that by the spring of 1989, the bid that had once been a closed question had suddenly become a raging debate (1992:71).

The idea of the Toronto Olympic Commitment and referred to as a "social contract for the Games", Kidd suggests, grew out of two distinct currents. First the social democratic belief that private in-

initiative should serve public purpose, and second, that it could be accomplished as easily by regulation as social ownership (Kidd 1992:72). The Olympic Commitment identified a number of requirements that the Toronto Olympics would be expected to achieve. These included that all Olympic housing be *affordable* by provincial standards, that no resident be displaced because of visitors to the Games, that facility renovation and construction be designed to improve affordable recreation and that subsidised tickets be available for low-income families.

Kidd proposes that the bid was subsequently amended based upon the requirements of the Olympic Commitment and offered for public scrutiny via a social impact assessment and a series of public meetings. Indeed, in the three months leading up to the final decision to submit an official bid to the IOC, fifteen public meetings were held throughout the city, while representatives of special populations and community groups were invited to workshops to contribute to the social impact assessment. In addition, he makes brief mention of intervener funding, which was made available, upon application to non-profit interest groups to investigate the probable impacts of the Games upon their constituents (a topic that is discussed in greater detail in Lenskyj's article to follow). However, only after obtaining firm financial guarantees from the senior levels of government, and an agreement on the abandoned downtown railway lands designated for the Olympics Village, was the final bid contract for the IOC signed.

In closing, Kidd argues that, while some have suggested that public debate harmed Toronto's chances of winning the Games, in reality the social impact assessment and associated public discussion actually won a measure of support for Toronto. Indeed, he indicates a belief that, if the Games had been awarded to Toronto, valuable lead-time would have been gained and a broad public consensus concerning what needed to be achieved would already be in place (Kidd 1992:76). With regard to cities bidding for the Games in the future, Kidd suggests that the IOC should require each candidate city to conduct a social impact assessment and extensive public consultation before submitting a bid. To do otherwise, he suggests, is to risk the very legitimacy of the Olympic projects humanitarian

mission. In other words, he believes IOC must ensure that a Games bid represents more than the elites of a city.

Lenskyj's (1992) study is entitled *More Than Games: Community Involvement in Toronto's Bid for the 1996 Summer Olympics*. This paper reported the findings of a study concerning the nature of community involvement in Toronto's bid to host the 1996 Games. Lenskyj's qualitative analysis is based upon documents obtained from the Toronto Olympic Task Force, reports from seven funded intervenor groups (Canadian Folk Arts Council, Citizens for a Safe Environment, Federation of Metro Tenants Associations, Metropolitan Toronto Waterfront Coalition, Supportive Housing Coalition of Metropolitan Toronto, Women Plan Toronto and People United for Self-Help) and material from other community groups.

Lenskyj contends that events surrounding the bid by the City of Toronto to host the 1996 Summer Olympics reveal diverse and often conflicting views concerning the nature of community involvement in planning for the event (1992:78). Lenskyj's review of the documentation outlined above focuses on several key issues. Firstly, the historical role of community involvement in the debate of political issues concerning the City of Toronto is provided with examples of successful grassroots action dating back several decades. Given this history of community involvement, she suggests that it is not surprising that many community groups placed the Olympics on their political agendas after the City of Toronto announced plans to bid for the 1996 Summer Games.

Secondly, the separate roles of the IOC and Toronto Ontario Olympic Committee (TOOC) are discussed and Lenskyj notes that little if any provision for community involvement is allowed for in the Olympic Charter, with the possible exception of volunteer participation in both the sporting and cultural festivals. However, it is suggested that volunteer participation does not necessarily equate to a meaningful level of community involvement in planning and the decision-making process (Lenskyj 1992:79).

An indirect route through which Toronto residents *could* participate in the process was via their elected representatives in the City Council, as any recommendations made by TOOC had to be approved by the Council before they were implemented. Lenskyj points out, however, that although TOOC initially purported to be in favour of

public participation, stating in a letter to Council that "working together with all segments of our diverse society can only enhance the quality of life for all residents of this unique city", their dedication to the process appeared to diminish over time. Indeed, in subsequent correspondence, TOOC ensured the Council that, whilst monies had been set aside to ensure that the citizens of the region were kept informed by means of a brochure..., more in-depth public participation was not considered necessary at that time (Lenskyj 1992:80).

Lenskyj briefly outlines the formal public participation requirements of the Toronto Olympic Commitment, a social contract adopted by the Toronto City Council, highlighting those objectives that needed to be met before the bid could proceed. Key points associated with public participation in the Olympic Commitment included the following (Lenskyj 1992:81):

- a series of evening public meetings;
- descriptive information (multilingual);
- community meetings in neighbourhoods where venues were proposed;
- a commitment to achieve a representative organising committee;
- intervener funding; and a full social impact study focusing on ethnocultural groups, people with disabilities, the homeless, young people, the sporting community, the native community, people of fixed incomes, and the business community.

The intervener funding mentioned above, relates specifically to moneys provided by developers or event organisers to community/welfare groups, essentially affording them the opportunity to produce, often expensive, arguments or reports outlining particular concerns related to any proposed development. Funding was to be provided to properly established not-for-profit organisations who were able to demonstrate the intent to serve clearly identifiable and recognisable community needs (Lenskyj 1992:82). Groups successful in obtaining intervener funding included Citizens for a Safe Environment, Federation of Metro Tenants Associations, Supportive Housing Coalition of Metropolitan Toronto, Women Plan Toronto and People United for Self-Help.

Lenskyj notes that no intervener report gave unqualified support to the bid- a finding that many would not regard as surprising considering that one of the major aims of intervener funding was to

allow groups to raise concerns. In addition, she highlights that many community groups experienced difficulties producing an adequate proposal in the ten days provided and indeed many groups receiving no funds at all, perhaps a wasted opportunity considering that \$30 000 of the \$100 000 intervener fund was not allocated. However, of those groups that did receive funding most subsequent reports expressed concerns about neglected issues (eg. gender equity in the Olympics) and negative social impacts on, for example, already disadvantaged groups such as the homeless and those living in poverty. In addition, Lenskyj notes that those residents not affiliated with any group repeatedly expressed their substantive concerns about the social impact of the Games, as well as their dissatisfaction with the public participation process (1992:83).

Although the role and impact of community/welfare groups has not been well documented in the past, Lenskyj argues that the Toronto experience offers an example of the great potential they have to influence the bidding process for an event such as the Olympic Games. For example, Bread Not Circuses (BNC), a group of inner-city social housing activists, church groups and labour organisations were able to shift the focus of the city's politics away from mega-projects and unchecked development to the challenge of poverty and homelessness. Despite media hostility and some public resistance to any critique of the Olympics, BNG did much to raise Toronto residents awareness of the potential problems associated with hosting the Olympics (Lenskyj 1992:86)

In conclusion, both of the studies examined above (Kidd 1992; Lenskyj 1992) provide practical and contemporary examples of the move towards greater involvement through increased participation in the planning of individual Olympic Games in Western society. In addition they demonstrate in a practical fashion that the Olympics are increasingly being viewed in the context of a complex set of social issues, rather than simply a sporting event. It may be argued, however, that the similar nature of the studies resulted in certain areas being unnecessarily duplicated. This may have unintentionally restricted the depth or scope of research that could have possibly been undertaken on this interesting case study. In fact this particular situation provides an example where increased communication between researchers would have been mutually beneficial.

Atlanta 1996 Olympics

In an article titled *Atlanta and the Olympics: A one-year retrospective*, French and Disher (1997) adopt a qualitative approach in examining the post-event impacts of the Atlanta Games. They suggest that the experiences of Atlanta offer important lessons for other cities considering Olympic bids, or similar large-scale events, particularly if the main aim is to encourage redevelopment. The article sets out to highlight the different types of purposes that a city can reasonably expect to achieve in association with a large-scale event, and in particular the types of redevelopment goals that are more difficult to accomplish.

French and Disher suggest that in recent years the Olympics have taken over from World Fairs and Expositions as the event considered most able to spur promotion and development. They suggest four major types of benefits associated with the staging of large-scale events such as the Olympics, namely short-term economic stimulus, a legacy of sports facilities, a highly visible marketing opportunity and significant urban redevelopment. As an example they refer to the US\$8.1 billion of investment in infrastructure and housing that significantly revitalised Barcelona's Mediterranean seafront after the 1992 Games. However, no references for this figure or the resultant benefits are provided.

At the outset they provide a description of the City of Atlanta and surrounding regions, highlighting the fact that a large proportion of City residents were of lower-income and predominantly African American heritage. In addition they point out the strong role that the business community has played in guiding the development of the city over the past fifty years and more recently in its (financial) support of the 1996 Games. They argue that Atlanta's contemporary leaders saw the Olympics as an opportunity to attain national and international recognition and to achieve their goal of becoming the "*next great international city*".

Before discussing in greater detail the neighbourhood redevelopment implications associated with the Atlanta Games, the study briefly outlines those steps taken by the City Council and organisers during the process of winning the right to host the Games and preparing the city's sporting facilities (existing and new) and infrastructure. It points out that, while the Games were seemingly privately

funded, significant public funds *were* required to prepare the city (eg. repairing the city's infrastructure) and host the Games, however, there was no direct public funding of Olympic facilities or operating expenses.

French and Disher argue that the assurance of private funding for all Olympic development was "important in generating and maintaining public support for the Games" (1997:381). As such, early in the planning process, a "no new taxes" policy was instituted by Olympic organisers, promising that the Atlanta Olympics would not require any taxpayer subsidies. However, whilst the host community may have derived some comfort or confidence from this policy, the lack of public funds inevitably meant that public involvement in planning for the Olympics was limited. An example being that the opportunity cost of the investment in sports facilities (valued at over US\$400 million) was never publicly debated. However, the argument is put forward that the Games did provide the city with sufficient incentive to initiate repairs on an aging infrastructure "beset with problems resulting from decades of deferred maintenance".

They propose that the most difficult task facing the city was that of using the Olympics as a catalyst for the redevelopment of some of the city's poorest neighbourhoods. To undertake redevelopment projects and urban design improvements, the city and business community formed the Corporation for Olympic Development in Atlanta (CODA), a public non-profit corporation. The inclusion of local business people on the board of CODA, provided what appeared to be one of the very few opportunities for members of the community to become involved in the planning for the Games.

CODA's mission was to spread the benefits of the Olympics to poor neighbourhoods and create a physical legacy of urban design improvements. After conducting a detailed survey of housing conditions in the area, redevelopment plans for five neighbourhoods had been completed and adopted by council, however, there was little funding available to implement the plans.

French and Disher argue that due primarily to the high visibility and close proximity to Olympic precincts, redevelopment was particularly successful in two of the five neighbourhoods. They suggest that one of the major obstacles to CODA successfully implementing its redevelopment plans included its separation from the city's plan-

ning and housing departments. This situation often necessitated that CODA plan from scratch and as a result often missed the short-lived window of opportunity; "once the Games ended, the short-term motivation for decisive action largely evaporated". In addition, the argument is put forward that CODA also found it difficult to obtain funding for the large-scale redevelopment efforts originally envisioned due to high crime, poor schools and a history of failed attempts at urban renewal in the targeted areas. In contrast however, CODA had greater success with urban design projects (trees, street furniture etc.) "designed to enhance the image of the city for Olympic visitors and improve pedestrian access from rail transit stations to Olympic venues".

In conclusion, it is argued that, while the 1996 Olympics were very successful in creating short-term economic stimulus, a legacy of sports facilities and marketing for tourism and business relocation, there was minimal redevelopment in low-income areas. French and Disher state that initial expectations of how the Olympics would benefit the city, and particularly its low-income residents, may have been too high (1997:379). They also suggest that a reliance on private funding and a fragmented organisational structure were key factors that limited Atlanta's ability to use the Olympics as a vehicle for redevelopment. Finally, they argue that when planners and elected officials contemplate bidding for the Olympics it must be remembered that such events are not a panacea for the range of problems confronting a city.

Whilst providing a generally detailed and well balanced account of the logistical problems surrounding neighbourhood redevelopment associated with events such as the Olympics, several issues from the perspective of the communities involved were not touched upon. For example, there was no mention of any studies (or the lack of) being undertaken to determine what improvements existing residents might have considered beneficial. Nonetheless, the study does offer event organisers a basic overview of this complex situation and researchers, further opportunities for study. For example, would the levels of support for the Games have been affected if the community had been aware beforehand that the levels of redevelopment would have been so much lower than anticipated/promoted?

Based upon these findings it may be suggested that the benefits to the host community in Atlanta, particularly with regard to neighbourhood redevelopment, were inextricably linked to those developments considered most important to the successful staging of the Olympics. As such it may be argued that CODA's actions, intentional or otherwise, rather than providing an example of successfully incorporating members of the host community into the planning process, provided an example of *stifling community opposition by promoting potential benefits*.

Sydney 2000 Olympics

At the Second International Symposium for Olympic Research, held at the Centre for Olympic Studies in Ontario, Canada in 1994, Lenskyj presented a paper entitled *Buying and Selling the Olympic Games: Citizen Participation in the Sydney and Toronto Bids*. This study continued her qualitative analysis of community involvement and as she describes it, the subsequent *manufacture of consent*, by reviewing media coverage of the Sydney 2000 bid and comparing issues to those experienced in Toronto (1994:70). This analysis was re-emphasised and expanded upon somewhat in the 1996 article entitled *When Winners are Losers: Toronto and Sydney Bids for the Summer Olympics* and will be examined in greater detail at this point.

Lenskyj's 1996 paper focuses specifically on the role of the corporate sector and the media in attempts to manufacture public consent and individual and group accommodation and resistance to such attempts. With the central theme of the analysis being the explicit politicisation of sport by both critics and supporters of the Olympic bid, Lenskyj assumes the basic principles of participatory democracy in drawing conclusions. She contends from the outset that the two bid campaigns illustrate winning and losing strategies for organising consent, with the losers (Toronto) paradoxically being the winners when judged by the criterion of participatory democratic decision making (1996:392).

After explaining the methodology adopted in undertaking the study, Lenskyj discusses the history of community activism in both Toronto and Sydney. She points out that while Sydney has a history of successful community-based movements involving a variety of special interest groups, the city lacks some of Toronto's formal struc-

tures within municipal government that facilitate community involvement on issues such as public education and neighbourhood renewal (1992:393). Booth and Tatz (1994:10), in a separate analysis of Sydney's bid and the potential opportunities resulting from hosting the Games, put forward a somewhat different argument. They suggest that organised criticism of Sydney's bid was primarily limited due to either a general scepticism of Sydney's chances based on past experience or the deceptive promise of a Games-led economic recovery, which engendered hope in the community.

Lenskyj suggests that in order to understand the specific mechanics of the bid process, it is first necessary to provide some background information on the IOC guidelines to candidate cities. For example, she highlights the Olympic Charter requirement that the IOC have supreme authority and jurisdiction over every person or organisation that plays any part whatsoever in the Olympic movement. Indeed, all contracts affecting the Games must be approved by the IOC (Lenskyj 1996:394). In addition, Lenskyj notes that, the IOC requires guarantees that no political meeting or demonstration will take place in the stadium or on any other sports ground or in or near the Olympic Village(s) during the Games (1996:395). She contends that the pressure to suppress public protest may in fact contribute to its escalation, as citizens protest the suspension of their right to public assembly and freedom of speech. However, no examples of such occurrences are provided.

At this point in the article Lenskyj discusses the Toronto and Sydney bid processes in greater detail. More specifically issues including decision-making processes and structures, media and public relations, and accommodation and resistance. As the great majority of information concerning the Toronto bid has already been covered in detail previously in this paper (Kidd 1992; Lenskyj 1992), the remainder of this review will focus on the Sydney bid process.

To begin Lenskyj notes that unlike TOOC, which was formally accountable to the Toronto City Council, the Sydney 2000 Olympic Bid Limited was an independent, incorporated company that was not representative of, or accountable to, the community. Indeed, while several elected officials, from all levels of government, were among its members, the company was not accountable to an elected body, unlike in Toronto (Lenskyj 1996:401). She suggests that while

the Sydney bid demonstrated substantial concern for the natural environment, it largely neglected the human environment. As an example Lenskyj cites Darcy and Veal's (1994) article, entitled *The Sydney 2000 Olympic Games: The story so far*, when suggesting that a *social impact report*, providing a framework and guidelines, was produced (although not published until after the decision), even though no *social impact study* was actually conducted.

With regard to the economic impacts, Lenskyj suggests that although supporters took comfort from the fact that about 70 per cent of facilities were already in place, the omission of these infrastructure items from the Olympic budget cast doubt on the accuracy of any official figures (1996:402). However, it may be suggested that Lenskyj draws a long bow in claiming that there was a hidden agenda behind major public works programs, planned well before the bid process began, including the third runway at the international airport, the Parramatta River ferry service and particularly the Sydney Harbour Tunnel. This argument, based solely upon the fact that the bid process has its informal beginnings many years before it is formally constituted, is fanciful at best.

In discussing the role of the media and public relations in Sydney's bid for the 2000 Games, Lenskyj argues that the Sydney 2000 Bid Company mounted a costly and high profile advertising campaign (1996:403). She states that in 1993, the year of the IOC decision, the Sydney 2000 logo "adorned every available surface, from chocolate bar wrappers to the entire length of Sydney Transit buses", while current and former government officials (and their spouses) had high media profiles throughout the Sydney bid (Lenskyj 1996:403-404).

Lenskyj notes that during the bid process the relative lack of local critics aroused some suspicion concerning the independence of the media, suggesting that a freelance journalist later claimed several newspapers had rejected critical articles. It has been suggested that the favourable treatment by the local print media may have resulted from "a genuine desire on all sides not to jeopardise the bid by providing competing cities with critical ammunition" (Darcy and Veal 1994 cited in Lenskyj 1996:405). However, Lenskyj argues that it is more likely that local media campaigns, in both Toronto and Sydney, were used primarily to strengthen support from citizens who would ultimately carry the financial burden of any Games deficit.

Lenskyj follows on to state that there was "little need for state intervention in the *manufacture of consent*, as the value of international sporting competitions was accepted as *common sense* in most sectors of Australian society"- a statement, which is both obvious and contrary to her general thesis (1996:406). However, she does highlight Aboriginals as one of the few groups to mount organised opposition to the Sydney bid, threatening to co-ordinate a boycott of the Games to force the federal government to rewrite the land rights legislation. The mainstream media, she suggests, "responded with outrage to this stunt that threatened *Australian' dream*" (Lenskyj 1996:407).

In conclusion, Lenskyj argues that events surrounding the Toronto and Sydney bids cast doubt on the validity of the bid process itself. She states that there "appears to be *dramatic differences* between IOC perceptions of community involvement and those of grass-roots groups, especially at a time when Australia's and Canada's indigenous populations are fighting for land rights and self-determination, and unemployment and poverty are rampant" (Lenskyj 1996:408). In purely pragmatic terms, she argues that both campaigns provide examples of winning and losing strategies for organising consent around the issue of hosting the Olympic Games and that paradoxically, the losers (Toronto) are in fact the winners when judged by the criterion of democratic decision making (Lenskyj 1996:407).

In a similar vein to her 1994 article, Lenskyj's present study provides a practical and contemporary example of, in this instance, the possible *obstacles* to increased community involvement in the planning for an Olympic Games. However, whilst providing a valuable contribution to the still relatively limited body of research concerning community involvement and the Olympics, it might be suggested that at times Lenskyj's objectivity appears questionable, often resulting in conclusions being based on personal opinion rather than established facts.

Summary

Whilst the body of research examined in this paper is by no means comprehensive of that undertaken in the area of the community involvement in the Olympic Games, it does, however, represent a collection of several major studies concerning this topic area. These

studies provide examples of the ability that successful community involvement has to influence the various stages in the Olympic hosting process, whilst providing examples of both missed opportunities and what may be considered non-involvement.

More significantly, however, this selection of articles emphasises the need for further empirical research into firstly, the potential long-term benefits and costs associated with the Olympics. Without accurate information concerning the likely benefits and costs it is difficult if not impossible for either organisers or the host community to weigh one against the other in an attempt to determine their levels of support for the concept of hosting such an event. Secondly, studies such as those undertaken by Lenskyj (1992, 1994, 1996), Kidd (1992) and Hiller (1990), offer preliminary insights into the role and ability of community involvement (primarily community/welfare groups) to influence the *bid* and *event* stages of the Olympic hosting process. However, the host community's role in the remaining stages of the hosting process and particularly community perceptions regarding involvement remain essentially unexplored.

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CHEATING AND SPORTS RULES

by Leo HSU (*TPE*)

1. Introduction

'Cheating' is an important issue in sport ethics. Unfortunately, over the past several years, it has received scant philosophical attention¹. According to Roberts (1996), there are three possible explanations for the scant attention cheating has been receiving in the philosophical literature:

1. Cheating has been hijacked by drug issues² ;
2. Consensus has been achieved on the important issues; and
3. Cheating is now extinct since certain actions have associated penalties (Roberts, 1996: 72).

These three possible explanations are simply wrong because first, cheating in sport does not merely cover drugs taking issues. While the volume of drug-related literature, both philosophic and popular, has been widely discussed over the past few years, there are still varieties of cheating in sport³. For example, by using new technology (e.g. change racket's shape and weight, etc.) or using non-qualified players, athletes and teams in order to improve their advantages or possibilities of winning in a game without being permitted by the rules or consent by opponents and referees etc.

Secondly, 'consensus has been achieved on the important issues' does not mean all the cheating problems are solved. Drugs, new technology and other cheating issues are still worth being investigated and debated.

Thirdly, cheating still exists in sport⁴ and it is independent of penalties. With or without penalties, a cunning athlete still can find a way to cheat if s/he wants. Thus, with all the considerations above, it is still important to study cheating in sport.

While many are against the practice of cheating⁵, some still argue that cheating is inseparable from sports activities⁶. The very basic assumption about cheating in sport is that 'cheating involves breaking the rules of the game'. Our moral intuition and rule formalistic

account of cheating is: 'Cheating is wrong because to cheat is to break the rules of the game' or to cheat is no longer playing the game'. In this paper, I want to argue that this intuition is right on one count and wrong on the other. I will defend the following, that although cheating is morally wrong, it cannot be defined as breaking the rules. I will argue that breaking rules is neither sufficient nor necessary for cheating. Hence, rule formalism also will be denied.

Prior to argument, most of us agree that the following examples are not instances of cheating.

1. Breaking rules is not sufficient for cheating:
If I break the rules of a game in order to save someone's life, then my action is not constituted as an instance of cheating.
2. Breaking rules is not necessary for cheating:
Although the rules of bridge do not specify that players shouldn't spy on their opponents' cards by looking at the reflection in their glasses, doing so would no doubt constitute cheating.

In order to clarify the concept of cheating, I will study the following issues. We associate the following with cheating: lying, deception and dishonesty. It is not clear how these terms are related and I will clarify the relationship between them first. Then I will ask whether cheating and deception are morally acceptable in sport, looking in particular at the distinction between 'strategic deception' (SD) and 'definitional deception' (DD). Finally, I will focus on the relationship between cheating and rule breaking in sport.

2. Confusion of Cheating and other Dishonest Behaviour

It seems that there are slightly different meanings between cheating and other dishonest behaviour. Let us look at cheating first. A general definition of cheating is:

Cheat (v):

1. To behave in a dishonest way in order to win or to get an advantage, especially in a competition, game, or examination.
2. To trick Or Deceive Someone Who Trusts You (Longman Dictionary of Contemporary English, 1995: 215).

Clearly, 'dishonest' and 'deceive' are related to cheating. They can be associated with lying. To lie is normally said to deliberately tell someone something that is not true. Although it is only related to speech, lying has been used as an analogy with cheating in sport⁷.

Lying does not only involve telling an untruth'. Otherwise, we can not compare lying with cheating. As Leaman says:

The distinction is made clearer if we compare cheating with lying. We may tell someone an untruth without at the same time lying, because we may not intend to present the audience with a proposition which we know not to be true (Leaman, 1988: 278).

Lying and cheating can only be compared because lying is not only intending to tell an untruth but also trying to deceive someone. Even a 'white lie' contains a liar's intention to deceive someone in order to gain the advantage. So, if lying involves a person deliberately telling an untruth by deceiving someone in order to gain the advantage, then cheating does not essentially consist of breaking the rules of a game but rather trying to deceive someone in order to win or gain the advantage.

It is clear that lying involves one's Intention to deceive someone'. In fact, lying can be seen as a kind of deception because deception also involves "making someone believe something that is not true in order to get what you want".

Deception has a broader meaning than lying. It does not only include speech; rather it concerns general actions. This can be adopted in the sports context. Yet, deception is not a common term that we always use in sports or games whereas cheating is.

Strictly speaking, when talking about games or sports contests, cheating has a more specific meaning than deception does. The goal of a cheater is to 'win' and to 'get an advantage' by using 'a dishonest way' in a game or competition whereas the goal of a deceiver is to 'make someone believe something that is untrue'. In our daily dialogue (in English), we sometimes do not distinguish these two terms clearly, that is not only in the English language but also in Chinese that there is no specific word referring to cheating and deception⁸. In fact, we often confuse these two terms. And because we do, we infer that both cheating and deceiving are morally wrong. But if we carefully survey them in the sports context, there are more sophisticated distinctions. Let us move on to some arguments concerning deception and cheating in sport.

3. Deception and Cheating in Sports Context

Pearson (1988) states that there are "strategic deceptions" (SD) as well as "definitional deceptions" (DD). His main thesis argues that deception in athletics is not a simple, unitary event. For him, SD is acceptable in sport whereas DD is unethical or unsportsmanlike. What he means by SD is that:

Strategic deception occurs when an athlete deceives his opponent into thinking he will move to the right when he actually intends to move left-that he will bunt the baseball when he intends to hit a line drive-that he will drive the tennis ball when he actually intends to lob it (Pearson, 1988: 263).

And DD is:

Definitional deception occurs when one has contracted to participate in one sort of activity, and then deliberately engages in another sort of activity (Pearson, 1988: 264).

In Pearson's paper, he does not mention 'cheating' in sport at all. So, if we accept Pearson's claim of SD and DD, then what is cheating in sport? There are two possible answers. First, cheating is independent of deception. In other words, it has its own unique meaning independently of deception. Secondly, as said earlier, deception has a broader meaning than cheating. So a possible answer to the question what cheating in sport might be that cheating overlaps to a certain extent with deception in sport. Is either of these answers justified?

As to the first answer, consider the following: cheating in sport is always related to deception because they share the same element, that is, 'trying to deceive someone' in a game. Therefore, the first answer is wrong. With regards to the second one, my answer is yes. Why? Because if we blend the pure definition of cheating with sports context, then when someone cheats in a sports contest, s/he must 'act deliberately making his/her opponent(s) or referee(s) or relevant agents believe something (such as his/her action or movement) that is not true' (deception), which means in a dishonest way, in order to win or get advantage in a game. If this assumption is true, then deception is one of the necessary elements of cheating in sport.

It is now clear that cheating involves intention and deception. Accordingly, we might formulate our first definition.

- **Cheating in sports consist of: a player intending to deceive opponent(s) or referee(s) or relevant agents in a dishonest way in order to win or get an advantage(s) in the game.**

Yet, this definition is not enough for us to deal with the following problems:

1. we are still not clear about the connection between cheating and Pearson's argument regarding strategic deception and definitional deception;
2. we are not sure whether cheating in sport is also related to the rules of a game;
3. we are not sure whether cheating is morally acceptable.

These three questions are all interrelated and this paper is not only to clarify the meanings of deception and cheating in sport but also to see if they are morally acceptable, so we need to survey more arguments.

4. Strategic Deception in Sport is Morally Acceptable

Prima facie strategic deception (SD) in sport is different from cheating and should be separated from cheating. As I mentioned before, cheating in sport involves a player's intent to deceive opponents or referees in order to win or gain advantage in the game. The only definitional difference between SD and cheating is that the definition of the former includes no reference to dishonesty, and is therefore morally acceptable. We can unpack Pearson's claim as follows.

1. SD is part of the structure of the game-does not violate the rules of the game.
2. SD does not interfere with the purpose of the game-test skill.
3. SD is for everybody and for the good of everyone alike in the game. It can apply to all athletes, coaches, contest officials, and athletic trainers. (Especially in ball games (contact sports) or team sports such as baseball, basketball, soccer, tennis and water polo, etc.)

In order to go any further, we need to clarify what morally unacceptable behavior in sport is. According to Pearson (1988), '*If an act is designed by a willing participant in an activity to deliberately interfere with the purpose of that activity, then that act can be properly labeled unethical (p.263)*'. In this definition, two more concepts must be clarified.

1. The purpose of the game.
2. The structure of the game.

The purpose of games or athletics, according to Pearson, 'is to test the skill of one individual, or group of individuals, in order to determine who is more skillful in a particular, well-defined activity (p. 263)'. And a particular game is 'no more (in terms of its careful definition) than its rules (p. 263)', that is, a game is identified, structured, or defined, as being just that game by the rules which govern it.

One might first question this: 'Is sport's purpose only to test the skill of players?' Obviously, this definition is too narrow to defend, since a player in a sports contest does not only test his skill but also other abilities such as strength, endurance, speed, strategy and so on. Skill involves the specific knowledge and techniques of doing a particular sport and it is different from strength, endurance and speed. For example, a swimming coach knows how to swim and swim fast (skill) but he might not have the same level of strength, endurance and speed as his swimmers do.

Fraleigh (1984) offers a broader definition in this matter. For him, the purpose of a game or of any sport contest is this:

The purpose of the sport contest is to provide equitable opportunity for mutual contesting of the relative abilities of the participants to move mass in space and time within the confines prescribed by an agreed-upon set of rules (p.41).

According to Fraleigh, the purpose of sport does not only include skill testing but also 'mutual contesting of the relative abilities of the participants' and obeying the agreed-upon set of rules. This definition is broader than Pearson's and it has moral implication as well. The moral aspect is established in terms of equality of all participants in any sports contest-to compete in a fair way determined by the same position of all athletes who agree (implicitly or explicitly) to obey the same rules of the game. Thus, rules are accepted by everyone and apply to everyone alike.

Fraleigh's definition of the sports contest tell us what he means by "relative abilities". Again, on this point, he has much more to say than Pearson who only mentions that a game is structured by its rules. Fraleigh (1984) says:

A sport contest is a voluntary, agreed upon, human event in which one or more human participants opposes at least one human other to seek the mutual appraisal of the relative abilities of all participants to move mass in space and time by utilizing bodily moves which exhibit developed motor skill, physiological and psychological endurance and socially approved tactics and strategy (p.41).

In order to draw a more objective notion of unethical behavior in sport, it is useful to merge Pearson and Fraleigh's definitions. Rules constitute a sport, and the purpose of a sport is for all athletes to obey the same rules given an equal position to test their skill, strength, endurance, strategy and so on. Therefore if an act is designed by a willing participant in a sports activity which:

1. deliberately interferes with the rules of the game (self-interested intended ends) or her/his act;
2. does not have an equal opportunity for mutual contesting of the relative abilities or her/his act;
3. is not agreed and accepted by all relevant agents in the game; then that act can properly be labeled unethical.

It is difficult to see how acts of strategic deception could be called unethical. This sort of deception is not only at the heart of the motor skill factor in athletic events but it is also socially approved tactics and strategy. It is based on the equal position of athletes who all agree with the rules of the game and therefore, can not be morally blameworthy. Strategic deception does not interfere with the purpose of sport. Therefore, it is morally acceptable and should be separated from definitional deception and cheating. But then, is cheating morally acceptable? We must first clarify and distinguish the meaning between definitional deception and cheating in sport, cheating and rules breaking, then we might get the answer in this matter.

5. Definitional Deception is not a Necessary Condition of Cheating in Sport

Definitional deception (DD) can be deemed a major but not a necessary element of cheating. Since Pearson defines DD in a very general way, we can not easily tell whether it is morally acceptable or not. Nevertheless, he condemns DD as unethical and unsportsmanlike. The main reason he offers relates to 'breaking the rules of a game'. Someone who commits an act that is not in com-

pliance with the rules is said to have committed a foul, and there are two kinds of foul:

1. Undeliberate fouls: fouls that are committed accidentally.
2. Deliberate fouls: fouls that are committed deliberately.

A deliberate foul is what he refers to as "definitional deception":

I have argued earlier that *a* particular game is defined by its rules...a player who deliberately breaks the rules of that game is deliberately no longer playing that game. He may be playing "smutball," for instance, but he is not playing football. This is a case of deliberate definitional deception (Pearson, 1988: 264).

Now, if we compare his argument of DD and other arguments about cheating, we may find some similarities. Let us first take McIntosh's definition of cheating as an example. Peter McIntosh claims that:

Cheating...needs be no more than breaking the rules with the intention of not being found out...Cheating, however, implies an intention to beat the system even although the penalty, if the offender is found out, may still be acceptable (1979: 100-101)

McIntosh definition is already more detailed than Pearson's, as he mentions the intention of not being caught. McIntosh goes on to argue that:

This definition (cheating), however, is too simple. It is not always the written or even the unwritten rule that is broken; tacit assumptions which one contestant knows that the other contestant acts upon may be rejected in order to gain an advantage...A more satisfactory definition is that of Lueschen (1979: 182-3)

What he means is that although there are written rules, more importantly, there should be contestants' consent in sport. As Lueschen (1976) says:

Cheating in sport is the act through which the manifestly or latently agreed upon conditions for winning such a contest are changed in favor of one side. As a result, the principle of equality of chance beyond differences of skill and strategy is violated (p. 67).

While Lueschen's definition of cheating was criticized by Lehman (1988: 277) because it lacks the consideration of intention, it does however consider the importance of 'consent of athletes' as moral criteria.

Consent here has a broad interpretation and it should include the written (explicit) rules and unwritten (implicit) rules of the game. And it should be applied to all the relevant agents in a sports contest. By that I mean the implicit rules are the spirit of the rules, which is based on the purpose of the game-to compete and to win in a fair way. As Fraleigh (1984) argues:

For the good sports contest, comprehending the letter and the spirit of constitutive rules is meant for everybody and for the good of everyone alike because it helps assure that all are facing the same test and, thus, are contesting (p. 71).

The letter of a rule is what the rule states explicitly, or its legal sports substance (p. 70).

The spirit of a sports rule is not what the rule states, explicitly; rather, it is the reason why the rules makers made that particular rule a constitutive rule (p. 70).

Although Pearson's DD includes "breaking rules with intention", he does not mention 'breaking the spirit of the rules'⁹ or 'deceiving someone' which is the very necessarily condition of cheating. Therefore, it is not sufficient for us to judge whether DD is cheating. In fact, 'breaking rules with intention' might not be seen as cheating. Also, cheating can be achieved without breaking the rules of the game. Regarding these two assumptions, I need to explain further the relationship between cheating and rule breaking.

6. Cheating and Rule Breaking in Sport

In addition to the following definition of cheating in sport, i.e., 'breaking rules of the game with intention to deceive someone' in order to win or gain advantage, we need to take on board the following possibilities.

1. 'Breaking rules of the game with intention' might not be seen as cheating.
2. Cheating can be achieved without 'breaking the rules of the game'.

With regard to the first possibility, many researchers have made the following mistakes. They think cheating in sport is simply 'breaking rules or breaking rules with intention'. Therefore, they claim that one can not win if one does not compete and one can not compete

(or play) if one does not obey the rules of the game. This is the "logical incompatibility" argument or so-called "rule formalism"¹⁰. In order to prove the first possibility, we need to refute the "logical incompatibility" objection.

First, the "logical incompatibility" argument has a major weakness which is the main reason why the proponents of the ethos of the game¹¹ can criticize this argument. This weakness is the lack of accuracy in their definition of cheating in sport. For example, as Lehman (1988) says,

The thesis that "cheating" in a game is logically incompatible with winning that game may sound initially plausible...but I am going to argue that it is false (p. 283).

Why is Lehman so confident about criticizing this thesis? It is related to how one perceives the 'real' meaning of cheating. Is it only concerned with "breaking the rules of the game" or "breaking the rules of the game with 'intention'"? Most proponents of logical incompatibility' adopt these two options.

If we adopt the former definition, it is not sufficient for us to judge this argument because breaking the rules of the game can be:

1. with intention or deliberately
2. by accident or unknowingly

If we adopt the latter, then a cheater still might be able to win the game without being detected (or caught) and this is exactly what a cheater wants. So, these two arguments are not sufficient for us to define cheating in sport. That is why Lehman can easily criticize the logical incompatibility' argument.

What I am going to say is that cheating in sport does not only often involve an athlete who 'breaks rules' or 'breaks rules with intention', but more importantly, it involves an athlete's intent to break the consent (including written or/and unwritten rules) of the game by deceiving relevant agents (such as opponents, referees) in order to win or gain advantage. This consent contains not only the written part-official rules of the game, but also rules' spirit.

Generally speaking, 'breaking rules or breaking rules with intention' although it is an important condition of cheating is not a necessary one. A cheater might break the rules of the game deliberately without having cheated at all. For example, someone may intend to break the rules of the game because he wants to protect someone

else from injury. There are some exceptions to the definition of cheating as the deliberate breaking of the rules of the game. Although cases of this kind are very rare, nevertheless we still have to consider them. Let me draw an example.

Swimming Marathon Race

Suppose there is a Marathon swimming race held in the sea and the rules of this game say that 'you can not swim back while you are competing'. On the day of this competition, while you are swimming towards the final destination, you see a swimmer who has got cramp and is drowning behind you. You are a good swimmer and have completed lifeguard training courses (so you ought to help because you are able to). Then, you decide to swim back to rescue this person. So, in order to save his life:

1. You will break the rules of the Swimming Marathon Race intentionally (swim back deliberately).
2. You were not cheating, because you were not trying to deceive anyone such as other swimmers or referees.
3. At that moment, you were not playing the game. (More importantly, you were saving a person's life!)
4. Can you continue the game after rescuing this person? It depends on what the rules say. Although rules of a game normally do not take into account rare situations of this kind, we still have to consider them.

In this case, we can tell that cheating is not necessarily related to 'breaking rules with intention'. 'Breaking rules with intention' can only be a partial condition of cheating in sport unless it is combined with 'Intent to deceive'. It is the 'intent to deceive' those such as opponents or referees which constitute the necessary condition for cheating.

The second point in my refutation of the logical incompatibility' objection is expressed by Lehman.

Of course someone can stipulate a sense in which it is impossible for a cheater to "really" win, but the nontrivial question is whether this conclusion is implicit in the ordinary meanings of the words (Lehman, 1988:283).

He illustrates the above with an example in American sports society-"spitball":

...many baseball fans believe that Atlanta Braves' pitcher Gaylord Perry throws a spitball. Throwing a spitball is a violation of the rules of baseball. Suppose these fans are right about Perry. Does anyone seriously want to say that no baseball game is ever played when Perry pitches? Should Perry be ineligible for the Hall of Fame on the grounds that he has never won a game, let alone competed, in baseball? Yet this seems to follow if we accept the unqualified thesis that cheating and competing are incompatible (Lehman, 1988: 283).

Of course, a cheater might compete and win but only can s/he do so by deceiving opponents or referees or relevant agents successfully. So, we should clarify the following points.

1. Because in the internationally recognized baseball game rules prescribe that 'spitball' is not allowed, therefore what Perry plays is a different kind of baseball game. Perhaps, it can be called the 'spitball-baseball game in the U.S.'.
2. Tans' should not be the only judges of whether spitball is morally allowed in the official baseball game. We should also look at: a. opponents' reaction; b. referees' judgement; c. other relevant agents' opinions (such as rule makers).
3. Spitball can be seen as the product of the ethos of a baseball game in American society. Social values of American culture might affect the American baseball game. If everyone consents (or most not only peers or the fans) to the 'spitball' in that particular society, then spitball might be considered and therefore allowed in that particular society. Hence no cheating happens in this matter.

The third point of my refutation appeals to the inaccuracy of Suits' (1967, 1978, 1990) definition of cheating (breaking the rules of the game) and Lehman's response to that definition. Lehman writes,

...Suits' argument, after all, is just that one cannot play a game without following the rules of that game...But the failure of something to conform to an established definition or set of rules is not abolished by the absence of an intention to nonconformity on the part of its creator. If I draw a four-sided figure with sides of unequal lengths, then I have failed to draw a square, even if I intended to make the sides equal. Thus, it seems that

even unintentional violations of the rules of a game should lead us to say that no game (and hence no victory) has occurred, if the usual argument for the logical incompatibility thesis is correct (Lehman, 1988: 284).

Of course, the game normally can still be played if someone unintentionally violates the rules of the game because unintentional violation of the rules of the game can be:

1. accidental (even for professional players)
2. due to ignorance of the rules of the game (by amateur players for example)

The rules of a game are the core of that game. They are important because they constitute how a game is to be played. But this does not entail that once someone breaks them that game can not go on. Referees normally have to judge players' intentional and unintentional acts according to each particular rule and to see how serious the rule breaking is. In this sense, penalty plays an important role that decides whether the game can go on or not. Breaking the rules of the game normally invoke penalty. Penalty can range from light to severe¹² (see figure 1):

Light Penalty $\longrightarrow$ Severe Penalty (disqualified)

Player: [can still play the game] [can no longer play the game]

E.g. Ben Johnson

Figure 1: From Light Penalty to Severe Penalty

So, Suits' argument could be modified as:

- **One cannot play a game without following the rules of that game all the time and the degrees of penalty should be considered as well.**

Lehman (1988) perceives 'breaking rules of the game' as cheating so that he can easily attack the arguments in favor of it. He simply uses this point to expand his argument. He believes the following: 'an act that is not in compliance with rules in athletics is an unethical act (p. 286)', but he fails to recognize that cheating does not just involve 'breaking the rules of the game'. That is why he can always stress that, in certain contexts, breaking the rules that "define" a game will not entail that one is not playing that game. We need to add the element of 'intending to deceive' opponents, referees or other relevant agents.

In regard to the second possibility, i.e., 'Cheating can be achieved without breaking the rules of the game'. A cheater in sport might still win or gain the advantage without breaking the rules of the game. S/he can just play 'poorly' without breaking the rules of the game. This is an important point which has been ignored by many researchers (even including Fraleigh (1984) definition of cheating¹³), that an athlete might still cheat without breaking any written rules (letter) of the game.

A real example happened some years ago in Taiwan Area Games.

Water Polo Match

I was a player in the Taipei City' water polo team in Taiwan. Our major opponent-'Taipei County' team was less likely than our team to win in the championship. Their county government offered the team a large amount of cash prizes only if they won the championship title. On the one evening before the final championship match, they persuaded our captain to ask us to lose the final match so that they could get the championship title. If we did so, they would give each of us a certain amount of money. All we had to do was simply play 'poorly' and lose the game without breaking rules (written) of water polo. In this case, if we agreed with their suggestion and did play poorly and lose the game, our acts still could have been deemed as cheating as well as even without breaking the official rules of water polo, because:

1. We would deliberately break the spirit of rules of a game-not to compete and to win in a fair way;
2. We would not compete based on equal opportunity for mutual contesting of the relative abilities;
3. Our acts would not be agreed and accepted by all relevant agents in the game-because we would deceive referees and spectators (if there were any).

It is not only Fraleigh (1984) who fails to see that an athlete might cheat without breaking any written rules (letter) of the game but also Rosenberg with his notion of "incontest cheating". Rosenberg (1995) says,

Incontest cheating, therefore, not only refers to violations of rules but also to stepping outside the ethos of sport as a social practice, where

unexpected sport-specific skills linked to the internal goods of sport are deemed unacceptable by those in the sport community.

Rosenberg makes two good points about 'incontest cheating' but he is only correct in his second point, which refers to 'ethos of sport as a social practice'. This can explain why play a 'poor attitude in sport' is unacceptable in a particular game like water polo.

According to Rosenberg, there is also 'noncontest' cheating which normally can happen before or post contest. And he criticizes that Feezell fails to distinguish incontest and noncontest cheating since Feezell (1988) only suggests that cheating involves conduct which violates the constitutive rules of sport, that is, cheating can only happen during the incontest. This reasoning, from Rosenberg's (1995) critique, is:

...incorrectly supports his [Feezell] inclusion of playing illegal participants as an example of constitutive-rule-violating cheating because eligibility rules have nothing to do with making games possible. Eligibility regulations refer specifically to who can play, not how the sport is played (p. 8).

According to Rosenberg's criterion of cheating, we might say that Ben Johnson's case¹⁴ is a kind of 'noncontest' cheating since he took the un-permitted drugs before the competition. While Rosenberg recognizes that 'breaking rules is not sufficient for cheating because expected conduct creates no distinct advantage and is part of the latent agreement the sport community accepts (p.9)', he is only half correct in his argument. Our previous discussion has showed that 'breaking rules' is not only an 'insufficient' condition for cheating but also it is not a 'necessary' condition for cheating.

The criterion of judgement for cheating lies in the spirit of the rules in a particular sport and its context. In this sense, we can easily understand why golf, according to Feezell, is less tolerant and more strict than baseball because the former developed historically as a sport of honour.

Following the previous two approved possibilities, i.e.

1. 'Breaking rules of the game with intention' might not be seen as cheating.
2. Cheating can be achieved without 'breaking the rules of the game'.

Cheating can be constituted by a player who deliberately:

1. breaks the written rules of the game with intention to deceive opponents, referees or relevant agents in order to win or gain advantage;
2. breaks no written rule of the game but behaves with intention to deceive opponents, referees or other relevant agents in order to win or gain advantage.

But, for whom is the advantage in question? Would it be the advantage not for cheater him/herself? Again, Rosenberg (1995) in this point makes the subtle observation that a cheater 'may just as easily cheat so that others gain some type of advantage' (p. 5). He even uses an example to prove his claim but still he misses the essential feature of cheating in sport.

Teammates in sport sometimes have the opportunity to do this...Thus, cheating on behalf of others so the advantage shifts to and favors them is a genuine possibility in games and sport (Rosenberg, 1995: 5).

The point here is that even a cheater successfully gains an unfair advantage for others, nevertheless he/she also, at the same time, fulfills his/her wish which is a kind of 'benefit', an 'interest' or an 'advantage' to the cheater him/herself.

Therefore, in spite of what Rosenberg says, the cheater always seeks the advantage for him/herself, directly or indirectly by seeking the advantage of others. We now can formulate a complete conception of cheating.

For an athlete,

Cheating in sport involves: a participant's intent to break rule's spirit (including the explicit rules but not necessarily) of a sport by deceiving opponents or referees or relevant agents in order to win or get the advantage.

Cheating in sport is not necessarily to break the official written rules of the game. Nevertheless, to cheat in sport is to break the consent or trust among the relevant agents in sport. Moral psychologist Johnston (1991) in his empirical investigation of cheating in students' behavior agrees with this point:

Cheating breaks trust; it is a dishonest act, which, like lying, makes it difficult for one individual, in this case me, to continue to believe in another (Johnston, 1991: 287).

Cheating, for athletes, has a precise position regarded as an unethical and unsportsmanlike act because cheating always violates

the ludic spirit, treats the process of playing as mere instrument in the pursuit to win or get the advantage and reflects one's competitor as both enemy and object.

7. Conclusion

I have argued that cheating is not an easy term to define. Strategic deception in sport is a morally acceptable act and it should be separated from cheating whereas definitional deception is not a necessary condition of cheating. Cheating which contains 'intention to deceive' should be condemned as morally wrong. Cheating in sport is not necessarily related to breaking the official written rules of the sport deliberately. In fact, breaking rules of the game is neither sufficient nor necessary for cheating. Hence, 'rules formalism' or the logical incompatibility' argument is false. Although 'breaking written rules of a game' is often related to cheating in sport, we should focus more on the spirit of the sports rules.

Notes

1. As Roberts (1996) says, 'Although there have been several books in sport philosophy published in the past 5 years (Hyland, 1990; Kretchmar, 1994; Morgan, 1994; Simon, 1991; Wertz, 1991, in the main, scant attention has been paid to cheating (P- 73)'.
2. It is quite common nowadays to see the drug-taking issue as the instance of cheating. For example, field athletics rules point that:
The use of drugs by athletes represents a gross violation of the basic ethics of the sport. It is condemned out of hand on two counts:
 - It is cheating, and contravenes all principles of fair competition, a concept which represents the core ethos of the sport.
 - It represents a social evil by being dangerous to health (some drugs are addictive) (Knowing the Game: Field Athletics, 1995: 47)'.
3. The possibilities of the varieties of cheating can be found in Wertz's (1981) paper entitled *The Varieties of Cheating*'.
 - 4. While I am writing this paper, I am also a competitive water polo player and my personal experience tells me that cheating has been always occurred in water polo. There is a variety of instances concerning cheating which can not be easily detected by the referees under the surface of the water such as pulling an opponent's swim suit down, dragging his/her legs while swimming or kicking any part of his/her body.
 - 5. Those are Suits (1973), Delattre (1988), Feezell (1988), Johnston (1991), Rosenberg (1995), and Arnold (1997), etc.
 - 6. Those are Leaman (1988) and Lehman (1988), etc. Leaman (1988) mentions that cheating is acceptable because the fact that people may cheat is part of the

structure of sport and is taken into consideration in the rules of sport, so that cheating in a sport can be built into audience and player perceptions of the game (p. 280)'. Lehman (1988) also suspects that 'no argument that makes deliberate violation of rules a sufficient condition for unsportsmanlike conduct is likely to apply to many of the sports we know (p. 287).'

7. Suits (1978) says 'Cheaters at games are precisely like liars in everyday life (p. 46)'. Same as Leaman (1988) who thinks that cheating can be compared with lying. He says, It is a commonplace of the literature that cheating in sport is rather like lying in our everyday affairs, and falls under the same moral reproach (p.279)'.
8. In Chinese language, as far as I know, there are 'Chi-Pien' and Wu-Bi' which are related to cheating in English. But it is not clear to distinguish which one is similar to cheating and which one is related to deception. In fact, Chinese people always use the former one (Chi-Pien) in their daily dialogue.
9. The concept of the spirit of the rules' is at present under-developed, but it will form the topic of the chapter 4 of my Ph.D. thesis. At present, I assume that the spirit of the rules' is the reason why rules makers made that particular rule of the game. The essential consideration is fair play.
10. Pearson's (1988) "Definitional Deception" can be seen as "Rule Formalism" or "Logical Incompatibility" argument.
11. The concept of the ethos of the game' is at present under-developed, but it will form the topic of the chapters 2 of my Ph.D. thesis.
12. For example, in basketball the penalty for a player who commits a technical foul is addressed: 'Each offence will be charged as a foul against the offender and two free throws awarded to the opponents. The captain shall designate the thrower. For infringements that are persistent or flagrant a player shall be disqualified (Know the Game: Basketball, 1995:15)'.
13. As Fraleigh (1984) says in his book: *Right action in Sport*: '...if we understand cheating to be deliberate violation of the rules to gain advantage while avoiding a penalty so that the opponents are not now facing the same test (p. 72)'. This definition is not complete in my argument.
14. Ben Johnson was a Canadian 100 meter track athlete in 1988 Olympic Games. He took the performance-enhancing drugs (steroid) which are not permitted by IOC before the competition.

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TOPICAL PROBLEMS OF THEORY AND PRACTICE IN OLYMPIC EDUCATION OF CHILDREN AND YOUTH

by Evgeny A. LUBYSHEV (*RUS*)

Introduction

The main purpose of Olympic education is to acquaint youth with Olympic values and ideals. Gaining of that purpose takes an important place in educational and instructing systems. Olympic educational and instructing programs for schoolchildren, students, and other kinds of youth are realizing in many countries now. The managing committee of the worldwide campaign "Olympic ideals educational promotion" has been organized under patronage of the President of I.O.C. at 1994.

Olympic ideals are oriented to humanistic, spiritual and other values for all mankind. It's very important for Russia to acquaint new generation with Olympic ideals, because there's no strong social ideology any more and much majority of young people overfilled with excessive pragmatism, nihilism and apathy to spiritual values [8].

Professor Vladislav Stolyarov (RSAPE, Moscow) began his researches in the field of Olympic education at 1980. Main results of conducted scientific researches are presented at his works and at his followers' dissertations and scientific publications [8, 9]. Other researchers also started their work in this field recently [4, 5, 9]. Published works contain the scientific substantiation of the necessity of Olympic ideals utilizing in processes of schoolchildren and youth education, special questions of Olympic education organizing for different groups of schoolchildren and youth. The "Your Olympic Textbook", approved by RF Ministry of Education has been published at 1996 (second edition - 1998). Special program of Olympic education for 8 class (15 years old) schoolchildren has been also designed by author's group.

However, there are a lot of complex, disputable, unsolved problems in the theory and practice of Olympic education. This papers are dedicated to analysis of these problems.

The system of Olympic education

Main disadvantage of a current theory and practice of Olympic education state in its eclectic character. As a rule, some aspects, blocks, components, have been used for it without mutual connections. Uncoordinated actions, steps, measures are undertaking in purposes of acquainting young generation with Olympic ideals and values. The necessity of that activity's as a system has already ripen today. Let's characterize main blocks of it briefly.

First of all, it's possible to define three closely connected, but independent components of Olympic education: a) knowledge system, b) motivations and attitudes system, c) personal capacities and skills system.

So, the Olympic education should develop according these basic trends. It should support children's positive attitude and interests to sport, to a need in systematic sport skills training and high results achievement, and to assimilate a knowledge which promotes high results achievement. Above mentioned kinds of pedagogical activity in limits of Olympic education named "educational system for champions". It takes an important place in national team coaches activity, national Olympic committees work and so on.

But the whole Olympic education is much wider than the "educational system for champions". It should have (after Pierre de Coubertin plan) brightly expressed humanistic orientations based on the humane values and ideals.

That's why the main purpose of Olympic education is to change a person with the help of means which are stipulate by nature of Olympic movement and its close connection with sport. Thus, an Olympic educational system should act as "sport-humanistic" education, upbringing and instructing.

Pedagogical activities in the limits of Olympic movement should not form any sport connected knowledge, interests, skills, but those of them, which help a young man to evaluate and to hold carefully the humanistic potential of physical activity and sport. All other kinds of knowledge and skills could be out of Olympic education

subject. They could even be opposite to it (for example, knowledge, interests and skills connected with violence and aggressiveness in sport, doping using and so on).

Now I will try to characterize the purposes of the Olympic education as a pedagogical activity in limits of Olympic Movement, on the base of this approach.

Educational plan of this pedagogical activities assumes development and improving of following kinds of knowledge:

1) Information about the Olympic Movement and Olympic Games, their history and purposes, main Olympic ideals and values (Fair Play principles, harmonically developed Olympic athlete and so on).

2) Information about means and methods of sports training which can help to provide high results achievement.

3) Information about humanistic and cultural potential of sport, its part in healthy lifestyle building, its wide opportunities for positive influence on moral, aesthetic, communicative and ecological culture of a person.

4) Information about common humanistic ideas, ideals, and values, connected with personality and interpersonal relationships.

There are two kinds of wrong extremes in practical realization and interpretation of informational part of Olympic education.

One of them consists in the extremely wide interpretation of above mentioned problems (when the information about sport and sport training, questions of physical education, problems of strengthening and preservation of human health confused each other). This interpretation of an Olympic education loose its specifics, begin to coincide with problems of physical education and sport's training technology.

The other wrong extreme consists in too narrow interpretation of an Olympic education problems (when the main educational problems reduce to forming the information about an Olympic Games and Olympic Movement, Olympic ideals and values).

To reduce the problems and purposes of an Olympic education just to the knowledge accumulating is also mistaken. Undoubtedly, informational and explanational work take an important place in Olympic educational system. But it's most important to create strong stimuli which not only inducing youth to acknowledge main Olympic

values, but making young people oriented to these stimuli in their real behavior.

In that field (from the motivational point of view) a following group of mutually connected problems could be solved in Olympic educational system:

- to create and support a common sports interests, personal motivation to systematic sport training, aspiration for high results achievements;

- to recognize sport as a part of person's physical culture, as an element of healthy lifestyle, and as moral, cultural, aesthetic sphere, where the humanistic relationships among people, careful attitude to the nature are united;

- to form the personal need in systematic sport training for harmonic and versatile self-development, for improvement of one's physical and spiritual (intellectual, moral, aesthetic) capacities but not for making money, neither for gaining a fame and so on;

- to create the interests in Olympic movement, in propagation of Olympic ideas, in promoting Olympic movement development;

- to form personal wishes to be engaged in Olympic movement, to take part in Olympic events and compete in it according to Fair Play principles;

- to make orientation to the versatile (not only in sport skills training) development of an Olympic athlete which could meet the Coubertin's motto: "Raised spirit in a trained body!";

On the base of published works analysis and real practice in field of youth's Olympic education we may conclude, that most of these problems are off sight often.

Besides, another important part of youth's Olympic education is creating and developing humane oriented skills, such as:

- to use sport and other means healthy lifestyle building for the personal physical culture forming;

- to build the sport training with no health injury;

- to achieve a high results in sport;

- to hold on a versatile self-development;

- to compete according to the Fair Play principles;

- to see an aesthetic side of sport;

- to communicate correctly with other sportsmen, coaches, judges, reporters, spectators and so on;

- to hold on a high ecological culture;
- to explain and propagate an Olympic ideas.

A complex development of these skills is the weakest link in current Olympic educational system.

Not only athletes, coaches, sport specialists, but schoolteachers and educational workers should be involved in construction of new Olympic educational system. Famous sportsmen and Olympic Games participants, well known scientists, writers, journalists and artists can play an important role in this educational process.

However, it's mistaken to recognize youth as just an object of adult's activities. An effective educational system will arise youth's creative activity in Olympic ideals realization (for example in Olympic clubs organizing).

Notional apparatus (Definitions set)

Many different notions are usually in use for an Olympic pedagogical activities characterizing. One part of authors recognizes it as "Olympic education", another - as "Olympic upbringing", third - as "Olympic instruction". Sometimes authors are using all these notions. And different authors give various interpretation for each one.

There are many questions arising about it: is it important to distinguish these notions, or is it possible to use only one of them? What each notion should contain? And so on.

It's important to choose a correct methodology for the answers seeking and do not merge the *substantial* and *terminological* aspects of the notion's definition.

Main ideas of the *substantial* aspect state in precise accounting of whole phenomenon's variety and clear differing of each one. In field of an Olympic pedagogical system it's essential to define three closely connected, but different (independent) components of it. First of them assumes a knowledge system developing, second assumes motives and interests system and third - skills and acquired habits.

As to terminological aspect of the problem (which, unfortunately, taking a main researcher's attention while having a minor significance) we can conclude that it's possible to use "*the Olympic education*" or "*the Olympic upbringing*" with addition "*in the broad sense*" for characterizing the Olympic educational system as a whole.

But for the components of the system designation it's correct to use *"the Olympic education"* for educational component, *"the Olympic upbringing"* for upbringing one and *"the Olympic instruction"* for the instructional component. In all cases due to add *"in the narrow sense"*.

The given approach to Olympic education phenomenon precisely accounts:

a/ methodological requirements to differ substantial and terminological aspects of notions;

b/ distinguished personal subsystems (informational, motivational and operational) accepted in philosophical, sociological and pedagogical literature.

c/ general conception (philosophy) of an Olympism and Olympic Movement.

This approach permits to avoid many mistakes in introducing and exacting of "Olympic education" and "Olympic upbringing" notions, such as reducing whole contents of pedagogical activities on the base of Olympic movement just to explain and propagate the Olympic ideas, to argue about terms and so on.

Forms and methods of the Olympic education

In practice of Olympic education a wide spectrum of forms and methods of work are using at the present time. The work for explaining and propagation of Olympic ideas during the studying process in schools, universities and other educational institutions are taking the central place among them. Such work is performing on instructional disciplines which connected with sport and physical education.

Many researchers and pedagogical workers emphasize the necessity of increasing this informational work share at schools, colleges and other educational institutions curriculum. The new forms of informational work such as "The Olympic Lessons", "The Olympic Hour" are becoming more popular nowadays.

Different educational materials, such as movies, video, multimedia are available for the Olympic ideas explanation and propagation work in many countries [1, 2, 5]. These cognitive materials' design started in Russia also [8, 9].

Many researches recommended to organize the Olympic informational work not only during physical education's curricula, but on the base of other social educational subjects also. For example, Olympic programs for literature and history lessons in secondary school designed in Y.P. Seagull dissertation (1989) under professor V.I. Stolyarov's supervision.

It's well known that the additional measures outside of schedule are also efficient. Practically many different forms of such measures are used: establishing of the Olympic Day in school, Olympic symbols making, video films and slides demonstrating, photos and drawings competitions, short dramatic plays, wall-papers issuing, Olympic museum establishing, Olympic lectures, seminars and discussions organizing, famous sportsmen and coaches meeting and so on.

Unfortunately, elucidative approach is taking the most place in real practice of Olympic education today. From the one hand, all purposes of the Olympic education are reduced to Olympic knowledge forming only. From the other hand, "the Olympic lessons" and "the Olympic hours" alone can't really popularize the Olympic ideals and values among next generation.

Real sport events are organized for Olympic propagation during several last years. All Olympic rituals and ceremonies are holding on them: Olympic flag arising, Olympic Vowing, Olympic Fire ignition ceremony and so on. "The Minor Olympiads", "The Olympic Mile" and other forms of sport competitions for youth are regularly conducted in many countries. Sometimes they are appropriating an international status. For example, "The International Schoolchildren Games" conducting since 1968, "The European Youth Olympic Days" since 1991. "The World Youth Games" held in Moscow at 1998.

Discussion

For a long time the Olympism and the Olympic sport were identified with medals winning, records setting and with the training to that event only in a mass consciousness as well as among specialists. The Olympic victories of athletes, the entertainment Olympic Games conducted to the increase of sport's popularity from one hand and stimulated a youth's sports bringing up to sports results achievement, to the victory at any price, from the other hand.

But the elite sport increased its role on the system of world culture in the end of the 20-th century. That fact strengthened positions of the Olympic sport in all Russian society as a whole and among youth as a part. The social prestige and popularity of athletes are sometimes higher today, than the same of artists, scientists, writers and so on. The distinguished athletes become idols. At the same time the transformation of Olympic Games in the industry of shows and entertainments does a great harm to the development of the Olympic education. It conduces to the deformation of its principles and the Olympic idea itself. It is clear that the recent history of Olympism is far enough from the peace-creative traditions of the ancient Olympic Games and from Pierre de Coubertin's romanticism and amateurship. The new sociocultural reality demands the new rules of the game. Nevertheless, the contemporary crisis situation in the Olympic movement can become the beginning of its recover, if we shall form the Olympic culture of a man, the Olympic consciousness of people. The only formed mentality of the modern socium is able to get rid of a commercialization, professionalization, doping, dishonest refereeing and other faults of the Olympic Movement.

Phenomenon of the Olympic culture can be characterized as a total combination of knowledges, values, skills, behavior patterns and norms corresponding with the ideology of the Olympic Charter and the Olympic philosophy, which help to form the humanistic style of life for a socium and for a personality.

The formation of the Olympic mentality in the contemporary socium needs the latest pedagogical technologies and the innovational approaches to the processes of socialization development. Olympic mentality of the society is formed under the influence of the Olympic culture actualizing by a man, a social group and a society [3]. The motivation to the sports practice's active assimilation to the mastering of motor and sports skill's is the obligatory condition to form the Olympic culture of children and youth. The body of such like-minded persons is able to form the Olympic culture of a social group. The Olympic mentality of the society is the result of its Olympic culture' formation.

The traditional physical education and the popular sports activities can not settle this problem. It is necessary to elaborate the new theoretical approaches allowing to transform the technologies of

sports and physical cultural means' applied using to take the cultural fundamentals of the sports activities, to multiply the humanistic elements of socialization. The building of a new educational system basing on the philosophy of Olympism creates the prerequisites for a person's bringing up in the unity of his (her) physical, mental and spiritual sources.

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OLYMPISM, WORLD PEACE AND THE THIRD MILLENNIUM

by Paulo José CARVALHO MARCOLINO (POR)

The conflicts, wars and disputes between peoples are registered facts in the long and spectacular history of humankind. War is in the human genesis. It was precisely with the problems between peoples that appeared in the Péloponnèse, in 776 B.C., the Olympic Games, intending to be a clear manifestation of Peace and a feast full of cordiality and fraternity between peoples, established, a perfect period of Peace. It was a long, long time ago that the Olympic Games began, taking place in Olympia next to Elis, near Mount Kronion, right in Arcadia. Celebrated in honour of Zeus, god of the twelve mythological gods of Olympus, they were mainly religious manifestations to "*calm down the gods*". Olympia was much more than a simple town. It was a real Sanctuary, where the Olympic Games took place every four years between the crops and the vintages (Melo de Carvalho & Constantino, 1986). From here, it derived a doctrine whose fundamental objectives are the integrated education of an individual, exalting the beauty of the body, its strength and health, as well as its perfection, entirely rooted in the Hellenic culture and education of Ancient Greece.

Olympism has its roots in Greek civilization, which, besides being one of the most praiseworthy civilizations in the history of humankind, allows us, still nowadays, to understand the amazing evolution of societies since time immemorial. It was a fantastic civilization that eternalized the development of physical and intellectual capacities in all the phases of life. It was characterized by a richness of an unmeasurable spirit, immortalized in all domains, from medicine to philosophy and mathematics among others. The study of the Hellenic civilization allows us still to interpret the development of knowledge about several thematic areas that originated in Greece. Above all, the Greeks developed a true knowledge of man and his understanding as a complete being, that should be cultivated in its physi-

cal and mental dimensions. The cultural horizons of this people are still extremely relevant. They defended an educational multidimensionality of total devotion to physical activities that had a religious character and that characterized itself by the cult of cooperation, friendship, recognition for the other, honesty, loyalty and equality. As Diem once said (1966), the Olympic Games story and the physical practices of Ancient Greece teach us how to know humankind.

According to traditional literature, the decline of the Games took place, gradually, mainly due to the invasion of monetary prizes and corruption. In 393 a.c., the Emperor Theodosius I decided to abolish the Games. The reason to do that was the belief that they were clear manifestations of paganism (Melo de Carvalho & Constantino, 1986). But who knows if Theodosius I didn't abolish the Games due to the unmeasured dimensions that they started to have, resulting from the subversive interferences that were devastating them?

These sports events from 2500 years ago (that, in the beginning, had a profoundly religious character, and that in that time, regarded a collective imaginary) have seen its modern reconstruction being celebrated in 1896 by the French pedagogue Baron Pierre de Coubertin. In the Modern Era, the Olympic Games have risen from the ashes and they gave origin to the Olympic philosophy based on competitive and generous humanism through effort, struggle and dedication, becoming famous afterwards with the designation of Olympic Spirit. From the beliefs of some we quickly passed to the conviction of many others, giving rise to the Olympic Movement that has by aim the consolidation of the social, pedagogical and moral principles contained in sports. The Olympic ideals aim at the preservation of the balance between mind and body, aiming at the formation of a better world, much more sincere and humanised, contributing to the peace, progress and respect for the other, without distinguishing races, colour, cult or social origin (Machado, 1991).

As a reflex of our society, Olympism also has had its hindrances, the result of the intrusion of political and economical interests, sometimes in an alarming exaltation of an exasperated nationalism. The spirit of peace was replaced by violence and corruption. Olympic champions were not worried about the means they used to reach their aims, they were no longer satisfied with the Olive-branch and they started to have new motivations resulting from the political and

economical interests. The sporting struggle that claimed for a peaceful confrontation represents now, in the world competitions, real confrontations between nations, and the search for the greatest reward (the victory) presents itself as a symbol of status among the worlds greatest powers.

History says that Pierre de Coubertin surrounded himself with bourgeois people with the intent of diminishing the possibilities of the Games falling into market temptations. But, by the light of critical Sociology, we realize that the history of the bourgeois society is the history of the struggle between classes. There are even some that claim (Brohn, 1978) that the breach in the sports consensus is a result of the ideological crisis of the bourgeois world.

Olympic Games and Olympism things that, for Coubertin, should offer confrontations of fair opportunities, of love, peace, freedom, beauty and aesthetics were an instrument of manipulation in some periods in history. Clear examples of this are the Games of 1936 in Berlin that ended up being an exhibition of political propaganda; or the choir of protest of sixty countries supported by the USA as a repudiation for the invasion of former USSR in Afghanistan and for the American non-provision of the promised means and technologies for the realisation of the Games as a way of psychological coercion.

The economical agents connected to the great world powers saw in the Olympic Games and in sports champions a very important source of its own ascendancy, provoking a breach of classical Olympism - the Giantism. Economical factors are, perhaps, the greatest problems with which Olympism has to deal nowadays. The Olympic Games took upon themselves a predictable giantism. The question is to know how far this model is manageable, in an increasing frame of organisational giantism, aggravated by the increase of pressure of the modalities and by the entering of new national Olympic committees, resulting from new geopolitical configurations.

Many are defending the argument that the Olympic Movement should assure its own financial autonomy. TV's broadcasting is the major profits pole of the Games. In Rome '60 they gave profits of about 667 thousand dollars; in Barcelona '92, about 401 million dollars; in Atlanta, 456 million dollars and for Sydney, it is expected 745 million dollars. The model was built for another reality, not this one, but we should also ask ourselves to what extent is sport able

to maintain its identity and autonomy, without resigning to market logics and financial interests. This model was created to afford a confrontation between athletes. It became afterwards a confrontation between nations, with politically relevant results, nationally and internationally. Since the 60's it has been recognised that it would be necessary to turn to publicity or to promotional counterparts to maintain the costs of the exponential progress of the new model. But the question raised is not new; in 1896, in Athens, at the first Olympiad of the Modern Era, a Greek benefactor, Georges Avéroff, assured the financing of the rebuilding of the stadium where the games should happen.

Nevertheless, the great turning-point happened in 1936 during the realization of the Berlin Games, with the beginning of the live television broadcasts. Pierre de Coubertin, himself, said: *We don't work, my friends and me, to turn the Olympic Games into a piece of museum or cinema, nor for the commercial or political interests to rule it; where it is written that I demand athletes to go down to the Olympic stadium, in total amateurism, I am the first to recognize that it is absolutely impossible* (quoted by Constantino, 1996). Samaranch, president of IOC, has been trying to implement a new model, supported by important multinationals (TOP programme).

In fact, with the new cultural disposition of our society, sports and the Olympic Games have become the greatest world publicity market. The truth is that questions such as the depreciation of the Games spirit, of changing the sports "*ethos*", all this is wrapped in a main question: the Game's giantism, something that if it is going to persist, carries a volume of organizational expenses that demands the recourse to significant public and private financing (sponsors) (Heinemann, 1991; Pound, 1991; Santos, 1993; Constantino, 1990, 1996). We cannot forget that some cities which organized the Games suffered bankruptcy, due to all the necessary investments.

We have to be realistic: economy is the base of sports development, which, in turn, contributes equally to the economical development. The Olympic Movement needs money not only to organise, but also to be able to make its projects of Olympic Solidarity.

Coubertin heard, for many times, people saying that each Olympiad was going to be the last one. But the fact is that the Olympic

Games persisted during one of the most distressing centuries of the History of Humankind.

We cannot ignore that marketing and economy have a very important role to play. But we cannot be so naive to the extent of not recognizing the potentialities of the market laws of imposing changes on sports structures and on its values (Bento, 1993).

For almost three centuries, an assemblage of international cooperation principals have developed, with the purpose of promoting Peace all over the world. After World War II, and the creation of the United Nations, considerable improvements have been reached. In practically all domains, from the assuring of the international peace to the promotion of democracy and human rights and to the assuring of a global cooperation towards development, all nations, working together and with the help of United Nations, have been fixing a global agenda.

The general acceptance that peace and development, in its wide meaning, complement each other and that they are not rivals, has contributed to the improvement of peace-keeping conditions in the whole world. The relation is reciprocal. In the same way that peace cannot exist without development, also development does not succeed without a peaceful and stable environment. It remains, in fact, a very strong complicity between peace and cooperation and development.

The Cold War reached its ending. A moment of hope of growing change and expectations was felt in the tormented world society. Every efforts were made in terms of preventive diplomacy, restoration and peace-keeping, exalting the word human relations in prejudice of the inhuman and disgraceful measurement of strength at the cost of bellicose potential.

Two fundamental questions arose: Peace enforcement and Peace consolidation, having on its basis a social and economical development.

But we are still passing trough a transition period. The end of the cold war represents a quick and very important movement as if we were speaking of tectonic plaques whose adaptation effects we are still feeling. We are living a world transition era marked by singularly contradictory tendencies. In Europe, just like in the rest of the world, the success to solve union and security problems is in

people's attitude, and it does not depend so much on looking at the differences that eventually can separate us from others, but, fundamentally, on looking at what can, in fact, bring us closely together.

We are facing a new era that offers big promises of peace and development, although we must navigate through the minefield carefully. However, changes are still evident. One of these changes as to do with the fact that many of the present conflicts take action more frequently inside the states than outside. A clear example of that is the cohesion of states threatened by brutal and bloody ethnic, religious, social and cultural conflicts that work against social peace, as the example of the recent massacre in the former Yugoslavia.

With the end of the cold war, the obstacles that prevented the appearance of conflicts in the former USSR disappeared and the result was already written: an outburst of ethnic and religious wars inside the recently independent states. As always, humankind is the main victim and, frequently, the main target.

It is urgent that there be an implementation of instruments to promote the peace. Preventive diplomacy, peace restoration, peace-keeping and consolidation and peace-enforcement are the instrumental choices that arose. All these instruments can be used by national and regional organisations and institutions, as well as by individual initiative. It is undoubtedly better to solve conflicts with preventive diplomacy than through important political and military operations (Boutros-Ghali, 1995).

In fact, all this has its gradient of unexpectedness, for there is no world organisation that can impose preventive diplomacy if member states do not want to. Peace is created, implemented, defended, but above all, desired. The *"Olympic truce"* itself only happens if the parts in conflict want it to be like that. It is imperative the creation in the International community of a new mentality and values in which the rule would be acceptance, a *"sine qua non"* condition for the realisation of the Olympic Games. The acceptance, by all the parts involved, really is one of the basic principles of peace-keeping.

In the last years, an ideological barrier, that during previous decades, supported suspicions and hostilities, collapsed. Despite the aggravation of the questions that separate states from North and South, the improvement in the relations between East and West offers new possibilities of keeping away all the threatens to world

security. Ending the bipolar period, with the end of the Cold War, it was implemented a synergy between international organisms, due to the fact of existing a wide range of factors that demand multiple answers, proving to be necessary a stronger action.

A dynamic geopolitical metamorphosis devastated the world, characterised by drastic social changes, tension and European realignment. Technological progresses, ideological gravitation and the sharing of values are making the global village real (Wilcox, 1994).

Just as it happens in the Olympic Games, there are also institutions, such as NATO, that have to deal with the necessity of solving the demands of this widening. All this due not only to the countries interest in taking part in the Atlantic Alliance, but also to the emergence of new nations resulting from the new geopolitical conjuncture, that culminated with the outburst of 15 new countries in Europe alone. The new democracies of the East are in a "*waiting-room*" to take part in NATO and in the International Olympic committee.

NATO's widening is due to the fact that there is a need for strong institutions to serve as tranquillity bastions in such uncertain times. It is for this reason, despite its paradoxical character, that the institutions created during the Cold War are still exalted, even when ancient philosophies, like those of the of the Olympic Games, still remain so pragmatic for rendering service to the contemporaneous humankind.

Some changes occurred in the world with great promptness. Technological progress has transformed nature and extended life expectancy all over the world. A Communications Revolution unified the planet, giving place to common conscience and aspirations and increasing solidarity opposite to injustice. Nevertheless, progress also carries new risks for stability. Poverty, hunger, illness, misery, oppression and despair still exist, and sometimes so near us!

That's why those activities of these organisations to consolidate Peace should take into account some aspects that go beyond military threats. Organisations such as United Nations, OSCE, NATO, among others, had and have a very important role, although, since 1945, after the creation of the United Nations, more than 100 conflicts have broken out and more than 20 million human beings have died. One of the necessary requirements to solve actual problems is respect for human rights, especially a particular consideration for the

rights of ethnic, religious, social and linguistic minorities (Lapchick, 1995). To be really efficient, restoration and peace-keeping operations should define and create structures to consolidate and form among people a feeling of trust and tranquillity.

Peace consolidation may have the form of cooperative projects by two or more countries, in the initiation of mutual benefits that can not only contribute to the economical and social development but also to increase confidence - a fundamental element for peace - eliminating barriers between nations, facilitating and promoting trips and cultural interchanges and even putting into practice mutually helpful projects concentrated on youth and education.

It is here that, in my point of view, the Olympic Games and all the Olympic Movement have the legitimacy to represent "*weapons*" for making the peace, as a way of preventing conflicts and avoiding its revival, offering situations where everyone may feel secure, something that the sixteen days of the Games Glory is able to do, even only during this period, avoiding the death of children and juveniles. In short, the destruction of part of humankind.

"The Olympic Ideal constitutes an example for humankind that may and can convince those who fight in other domains of living in an environment of peace, love and understanding" (Justiniano, 1988).

Since Antiquity, the Games were able to unite all the Hellenic world, in a peaceful environment, celebrated on the peace treaty registered on the disk of "*Ifitos*".

It is urgent to make Olympism the philosophy of our modern societies. We need to heal this global village with Olympism, facing it as the religion of our time, exalting, in this codified struggle of sports competitors, a big instrument of human interactions and a real socialisation process.

Olympism has, in fact, much more to give than just medals and a fine spectacle.

The Olympic Movement is now stronger than ever and ready to perform its role in the peace-keeping of the world a contribution that has been its major difficulty, like it is said on John Lucas book "*Future of the Olympic Games*" (Lucas, 1992).

The Olympic Movement can, as nothing else can, lessen the differences between North/South and East/West, uniting peoples of different races, colour, social origin, ethnic and religion, in a envi-

ronment of *acceptance* and mutual respect, promoting interchanges at different levels, offering a fusion of cultures and being, at the same time, an educational moral and cultural tool, as well as a peaceful and persuasive "mission" to do good, establishing itself as a real diplomatic "weapon" for peace.

The Olympic Games, through sports, are the biggest Peace summit that the world has, with the singularity that its realisations are held in different places all over the world, being, consequently, the biggest itinerant peace stage and the biggest cultural library alive.

A clear example of what sports performances can make at the highest level is what happened on the 22nd of February of the last year in Teheran: universal language of sport united Iranians and North-Americans in a wrestling competition. In a gigantic sports complex, twelve thousand spectators clamoured for their fellow-countrymen but also for the visitors. Jones, a wrestler from Arizona (USA), dressed with a costume where we could see the American flag, decided to start running with the Iranian flag. Another wrestler from the USA, Douglas, embraced effusively his victorious opponent and carried along with him a picture of Ayatollah Ali Khamenei into the medals delivery ceremony and said: "*Iranians wanted me to carry the picture and I accomplished their wish*". Here sports diplomacy bore fruit!

Also in 1996, the Security Council of United Nations declared the end, or at least the temporary cease-fire, of all the existing conflicts in honour of the Olympic Games of Atlanta. The same causes were held in respect for the *Olympic truce* during the realisation of Winter Olympics in Nagano, Japan, in the present year, something that made possible a time out in the latent conflict between USA and Iraq.

Honesty, justice, friendship and fraternity that the Olympic Movement tries to pass on, with the help from the world mass media and with the integration, all over the world, of Olympism as a teaching subject at our schools (Anthony, 1992; Filaretos, 1992), will help to impose an imperative change of culture and ideology, that are, today, one of the biggest handicaps of our global societies.

In reality, there is no better place to spread the Olympic philosophy than school. Not only because it has much more human philosophy, eternalizing the abandonment of the 2nd vague models (Pires,

1993), but also because changes at those ages are, certainly, much more consistent, besides school being the place where the future athletes are, as well as the directors and spectators of tomorrow.

The Olympic Games, at its best, can make peace or, at least, contribute to it.

The World has been postponing the recognition of the artistic, cultural, educational and diplomatic potential of the Olympic Games and the Olympic Movement, as well as all its influence in the peace-keeping process. This movement has been carrying all this potential for many years, as if it was carrying a legacy.

The social and political changes and the end of the bipolar system also had immediate repercussions in the Olympic Movement. Also the IOC and the Olympic Movement had the necessity to adjust themselves. So, it wasn't, surely, strange all the initiatives of Samaranch at the level of the relations between IOC and the United Nations, UNESCO, among others, not only to bound clearly the intervention levels of each one, but also to affirm clearly that Olympism and the Olympic Movement do not work in terms of confrontation but in terms of good-will, sincere cooperation and friendly collaboration, a fundamental condition for the success of the world peace institutions.

If we invest millions in armed conflicts, why can't we invest in Peace ? Just the mobilisation of troops and its maintenance expenses in the Persian Gulf costs more money to the USA than the money that Portugal has for a whole year in its global state budget.

Evidently, this can be labelled "*philosophical reflection*", but don't Marxist and Socialist theories have the same label too? And that wasn't an obstacle for trying to implement them...

Speaking of the future is something that we are already used to do. But that future is going to be, inevitably, dominated by technology (Carneiro, 1993). Sport will have, undoubtedly, a role to play, and we hope this to be at the service of humankind in its wholeness, at the construction of a new image and new cultural values.

The changes at different levels, either scientific, technical, demographic, political or cultural, that occurred all over the world in the last decades, gave to the phenomenon of sports a new shape, that cannot be understood neglecting economical and political factors, invariably connected to it.

Sports are part of the life of thousands of people all over the world. Even those less interested cannot lay aside from the big sports manifestation as the Olympic Games (McPherson, 1989). The Olympic Games are, really, a phenomenon of great social significance.

Due to its origin, placed in a mythic and religious universe, its evolution through the times, always connected to important moments in life, society and human existence, and due to its functioning, carrying along symbolic and dramatic elements, continually connected to the ritualism of the feast, the Olympic Games are, in effect, a complete human and social phenomenon. They are a cultural window to the world, an extraordinary cultural vehicle for people all over the world. But they also function as a mirror of our planet, of our Societies (Costa, 1997). Olympic Games are still the sheet-anchor of humankind, they still tell us about heroes, gods, life and death, condemnation and redemption, immortality and paradise. The growing passion for the Olympic Games may well be a cry from humankind for the cult of Man and freedom (Feio, 1978).

So, it is essential to cultivate the liaison between Olympism and education, otherwise we are risking ourselves to pay a heavy invoice with this galloping progress we see today. We cannot fall asleep. It is imperious, now, to fight more than ever because changes are enormous, models are draining away, being necessary to find solutions that can be adapted to this new social reality. The future is in our hands. Man is possessed by the desire to interpret life starting from what is deeper in himself and that instigates him to go beyond his capacities (Groethuysen, 1988). We must seize this prowess!

In life there aren't many certainties. Perhaps there is only one. But there is something we can be sure of: Olympism has only one way to follow. And that is to go on, ignoring the pervasive interests of some, recognizing and supporting the Olympic Ideals and the ethical concepts that *"conferred to the sports practices its formative out-pouring"* (Vicente de Moura, 1993).

It's urgent that all sports agents make a rupture with the present concept of sports competition. It's urgent to realize that the unmeasured competition, the victory at all costs, is taking fans and practitioners out of sport. It's necessary to change our speech, to encourage intrinsically the children, for only when this happens we will have less premature abandonments from sports practice. It's necessary to

offer them welfare in sports practice. After all, for whom is sports? Is it not for the athletes?! And we do not desire the end of high competition (Lima, 1993), but instead demanding authenticity to it and that it should play its social role accordingly. We cannot also ignore that high income sports that we have has a specific temporary dimension (Doucet, 1991). It belongs to the culture of our century.

Coubertin (1973) wrote: *"The Olympic Games should be celebrated with a rythm of an astronomical strictness, because they constitute the quadrennial feast of human spring, and honour the successive arrival of new human generations...The human spring is not in the child... The human spring expresses itself in the young adult ... The Olympic Games should be celebrated in its honour; and the rythm of the Games maintained and organized, because from this young adult depends the near future and the harmonious chain of the past with the future"*.

The balance in the future is everything for the Olympic Movement. Commercialization yes, but mediated by a philanthropic movement, emphasizing, above all, the human quality. It seems that nothing in life is eternal. Certainly, also the Olympic Games are not. The preservation of the Olympic Movement will have necessarily to be based on the philosophy of virtue and wisdom, not only by athletes but, especially, by those who are leaders that, above all, should encourage the search for the Olympic gold in an honest and genuine way (Lucas, 1992). Olympic Games at its best can help the appearance of a new culture and a new humankind.

As everything in life, perhaps the Olympic Games may be needing a reform (Meyer, 1964). A structural reform that could keep accordingly with the time evolution, which has been an Utopia due to the excessively conservative character of some of the elements of the I.O.C.

The Olympic Games have the power to unite nations. In an Olympiad, the world is a single nation, although carrying along different identities (MacAloon, 1991). And this is not just speaking about a reflexion on the future of the Olympic Movement but also about the future of humankind.

Olympism can help at the creation of a joined movement of a solidarity practice and in the development of models for peaceful relations, of active tolerance and peace. These were the aims of

Coubertin, still without materialization. Perhaps this will be the greatest challenge of Olympism in the next millennium.

The Modern Olympic Games were born with the industrial capitalist society, over the triple principle of income, effectiveness, and progress. Being like this, the image of the record could not disappear, the cult of the body giving way to the cult of the record, throwing the human body into a fantastic race for an unprecedented prowess. The sport of today is clearly distinguished from the ancient sport, in which the cult of the body was natural, of a religious inspiration, conditioned by a metaphysics of ending. Today, the human body is an image of an income machine, subdued to the progress theory (Costa, 1993). The cult of the body (Cunha e Silva, 1997) is presented to us today as much more identified.

We live in the era of the despise for our body, of its violation, of its own discredit. The memorable times of the Greek civilization are long gone. We need to restore the cult of the body, giving it a new significance again.

It's necessary to encourage people to do sports based in the philosophy of the search for the human excellence, for the prestige and the honour (Loy, 1991). As Bento (1995) says: *"there is nothing more real than a successful performance raised on honest competition"*.

The media have today a fundamental role in the development of public opinion and its beliefs, as well as in the transformation of the athlete in a symbol of collective identification (Suaud, 1991). That's why the media should have the precise conscience of its own potential and use it as a strong way of education and spreading the Olympic ideas.

There are some who argue that Olympic Games are not a new religion (Weiss, 1991), but only a *"cultus publicus"* that aim at the continual reform of educational systems and the promotion of the individual. According to this perspective, the Olympic Movement is a kind of artificial religion.

The Olympic Movement has an important role to play on those who are the aim of social concerns of the next millennium, namely emphasizing the plural practice according to the principles of equality and legality, denouncing racial favouritism (Glassford, 1991) and building a new social concept of woman in all its fullness. It shall also have a word to say on what is another deep question: the pro-

motion of a humanist sport, through the transmission of concepts of sports ethic on this programmes of education and formation (Pavlic, 1991). And it should do this continually, teaching some and reminding others.

The egocentric ways of morality (Gebauer, 1991), that can be easily observed at contemporary sports of elite, can contribute positive and negatively to the construction of cultural values.

A new era has started with the end of Cold War. This new era has contributed to a great economical globalization (Naisbitt, 1991). The next decade and the next millennium will assist total globalization. The countdown has already started. Time doesn't stop and the yesterday's future is already today's past. Destiny, that's us who make it. Its in our hands.

Concerns at all levels have to be taken into account. Environmental aspects are an example of that. It's necessary to consider the third dimension (Lima-Belo, 1998) of Olympism - *the Environment*.

Olympism, the Olympic Ideal, the Olympic Movement, the Olympic Games, all have a relevant place in the history of humankind as time goes on. The Citius, Altius, Fortius of the father of the Olympic Games of the Modern Era, Baron Pierre de Coubertin, with greater or lesser difficulty, has gone through the changing years of the XXth century, knocking down boundaries, uniting countries and continents in a circle of feast, joy, cordiality, fraternity, achieving even the statute of "*School of Virtues*" as the greatest sports manifestation in this planet we all inhabit.

It's necessary to keep on fighting for this philosophy. It's necessary that we all work arduously. In this new millennium, it is not so much what Olympism can do for you, but what you can do for Olympism, for this true philosophy of life, that shows us that we can live in a better world of ideas, thinkings and philosophies that should be led by honest, frank and fraternal principles. Above all, what is imperative is to understand others, to tolerate their differences and to know, above all, how to look for our similarities and not for the differences that, eventually, can separate us. These are the principles that lead the Olympic Movement, making of it a unique movement, authentic and human.

The Olympic Games probably will end! Actually nothing lasts forever. But I hope that some day, if that happens, this Movement will reborn again by the hands of one man or one woman! This may be a dream. But isn't life made of dreams and hopes?

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THE IDEAL OF HARMONY IN ANCIENT GREECE

by Irena MARTÍNKOVA (CZE)

1. Greek attitude to harmony

The ancient Greeks were people living in city states (polis) spread across the Mediterranean part of Europe, Asia and Africa. Though the individual city states differed, the Greek identity consisted of a common language, civilisation and religion. Two main streams existed within Greece: city states connected with Athens and those connected with Sparta. As most of the preserved evidence comes from these two major city states, I will refer mainly to them as representative of these two streams.

Ancient Sparta and Athens differed from each other in their approach to education. While in ancient Sparta young men and women were educated mainly with respect towards their body, the Athenians strived to live fully and to develop the human being into its full beauty. We can see an important tendency towards harmony in their thinking.

The fundamental idea of the Greek word harmony (harmonia) seems to be a structure of two or more parts, which results in a structure overcoming a mere sum of the parts. (1) Being harmonious means to balance the powers involved in a whole, let the whole be an individual, a city state or the universe. Every single part of the whole is not important by itself only but for its participation in the whole. By balancing its parts, the whole gets a new quality - harmony.

This tendency towards harmony can be seen on every level of life of Athenians. We can speak about harmony on the level of the universe - which is pictured in Greek myths as the sacred marriage of the goddess Gaia and Uranos (the Earth and the Heaven) (2), as well as on the level of a single individual - harmony is reached when the two dimensions of a human being are balanced. The expression of this unity is shown by the ideal of education "Kalokagathia" harmony between the mind and body.

2. Mythos and its relation to "Kalokagathia"

Kalokagathia has its roots in mythos. Mythos means identification with the whole of the universe and the aim of Kalokagathia is to create the harmonious whole on the level of a single individual.

Mythos is non-rational - it precedes logos. It is life which bears sense and explanation in itself. It springs out of the beginnings (archai) of the primary principles which are eternal and from which everything is created. (3) These "archai" show people what to do and how to do it, show them their limitations. In mythos, people live in harmony with the nature, and as the nature is harmonious and as it flows through them, they become involved in its harmonious life, in the harmonious life of the whole universe. It is not only the nature outside of them, but the nature inside as well. Mythic people open themselves to both and listen to them.

The term "mythos" means "a word", "a story", "the truth" - it is something that happened in the far away past as well as something that is happening now. It makes visible the human pre-experience, and it shows the presumptions of the human existence. (4) One makes it visible by giving his experience a form, among which for example artistic creation, dance, music, myths, speech belong. These forms are symbols of the truth to be transferred. They are important for a human being for he can understand the truth due to them. But it is not a human being who constructs the truth, he only transfers it to the perceivable world. By opening himself to the truth, he allows "something" to transfer the truth through him and lets it become perceivable in the form of symbols. In Greek, this "something" is called Muses, who mediate the creation of forms. It must be so because the truth cannot be fabricated by a human being. It is only shown to him and he can admit it by opening himself to it and transfer it to others by giving it a perceivable form. In this conception of the truth, the truth is not what we refer to as the truth today - this might be called correctness. Truth is something unexplainable, unutterable. We can only come close to it through symbols - through perceivable forms.

Mythic life is not extinct. It is characteristic for pre-modern world, for people living in nature. There are mythical features in our present lives, but they are hidden in our subconsciousness. And as a modern man believes mainly in things that can be proved and measured,

that must be objective, mythos does not exist for him because mythos means identification within self. One cannot distance mythos from himself as an object and thus scrutinize it. The identification of mythos means poor subjectivity. Mythos that is objectively judged turns out to be a silly story and single myths often contradict one another for there is no logic among them.

3. "Kalokagathia" in Ancient Greece

In mythos, there is no need to ask because all questions are answered before they are pronounced. Everything is given in advance, demonstrating a certainty. When a man begins to ask questions, in logos, he loses this certainty and falls into doubt. He finds out that there is nothing certain.

Ancient Greeks did not experience the mythical unity where one fully identified with the whole. In Athens in the 5th century BC, a free space where everything could be questioned aroused. In this space, a man stood in distance to the object he was pondering. There was no universal truth given to him that he should accept, rather partial "truths" or correct answers prevailed. The space where the questioning took place was the "agora" - which was the opposite of the Akropolis - the center of religious life. Logos stood in opposition to mythos, profane stood in the opposition to the sacred. (5) This duality was not only within the polis but within a human being as well. And as human beings tend to be harmonious, they have to look for harmony between the parts which are fallen apart.

4. The term of the ideal "Kalokagathia"

Tendency towards harmony can be seen in various aspects of the lives of the citizens of Athens. We can also find the tendency towards harmony in the education of the people. The ideal of education is, in their thinking, depicted in the term of Kalokagathia - in a human being harmony consists of reaching balance between his two dimensions - body and mind - the transcendental and the animal dimensions.

Education in Athens did not divide the mind from the body, instead people were educated towards harmony. There were two kinds of education that helped to develop a human being - "music" and "gymnastics". Both, "music" and "gymnastics" were taught at

the same place (gymnasion) and belonged unseparatedly to each other. They were both necessary for a human being to become harmonious. "Music" meant learning not only to music, but also to appreciate the works of famous poets, to play musical instruments and to acquire general knowledge, and "gymnastics" meant exercising in order to have a strong and healthy body, to learn noble manners, to develop physical abilities and to achieve good taste. "Gymnastics" also meant enhancement of intellectual abilities, while "musical" education was similarly necessary for enhancement of physical abilities. (6) Thus, in this conception of education, it was not that "music" would educate the mind and "gymnastics" the body and that these two parts would create a human being, as is generally thought. The educational practice of Athenians worked in the way that Plato suggests in his dialogue *Republics* - both "musics" and "gymnastics" are needed for the education of one human being, not of his single parts. In the words of Plato himself:

"For these two, then, it seems there are two arts which I would say some god gave to mankind, music and gymnastics for the service of the high-spirited principle and the love of knowledge in them - not for the soul and the body, except incidentally, but for the harmonious adjustment of these two principles by the proper degree of tension and relaxation of each."

"Yes, so it appears," he (Adeimantos) said.

"Then he who best blends gymnastics with music and applies them most suitably to the soul is the man whom we should most rightly pronounce to be the most perfect and harmonious musician, far rather than the one who brings the strings into unison with one another." (7)

Plato uses the Greek word "thymos" (high-spirited principle) for the animal dimension and "filosofia" (love for knowledge) for the transcendental dimension of a human being. "Music" and "gymnastic" help these two principles to find harmony. So both, "music" as well as "gymnastics" can be looked at as taking care of the whole of the human being, helping to harmonize it. For what is important is not any of the single parts of a human being, but the balance between them. It must be so because a human being is always a whole, not two parts summed together.

The consequence of this conception is that if one excludes physical activity from his life, it will not be only his body, that is improv-

erished, but also his mind. Likewise, if the care of one's mind is overlooked, it will not be only the mind, that is impoverished, but the body as well. In other words, the whole human being is impoverished for there is no possibility for harmony to arise in him, instead the whole of a human being is reduced to a mere part.

5. The way to approach the ideal

There is no universal prescription on how to come close to the ideal of Kalokagathia, how to reach one's harmony. Every human being is different, so everyone needs a different way to accomplish it. Perhaps this is the reason there are no principles prescribed for accomplishing Kalokagathia in ancient literature.

The ideal of Kalokagathia does not show us any hero standing in front of us whom we should resemble. Its central theme is a movement, a never-ending care for harmonizing both dimensions of an individual - transcendental and animal. Dichotomy of these two basic dimensions and the tension between them only shows us the point at which harmony is to be found. It shows us the point at which a whole human being arises and which tries to prevent escape to either extreme - an escape to the mind - which in fact means a wish for death, as Plato says in his dialogue Phaidon (8), or an escape to materialism, which considers everything to be a mere material object.

"Kalokagathia" means harmony of the body and mind, but these two words - the body and the mind - are only our constructs, which help us to understand a man more deeply. On the other hand they can mislead us to dualistic approaches to him, for in the end, a human being is always a whole, a unity, containing the two dimensions. And while scrutinizing and dividing him, we should keep in our mind his unity.

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LIFE SKILLS DEVELOPMENT IN HIGH-LEVEL SPORT

by Patricia MILLER (CAN)

Much has been said in recent months about the conduct and behavior of those close to the Olympic Movement. The mood has ranged from overwhelming support of the modern Olympics and its members to shock, disbelief and even disdain of what some have criticized as an entity and ethic gone awry. The future of the Olympic Games and efforts toward accountability and reform have been at the forefront of this controversy. To a lesser extent, recent events have drawn attention to the philosophy, the values, the mission of the Olympic Movement and its respective national organizations.

Values such as hope, unity, friendship, fair play and integrity were still spoken of with reverence and respect. It seems the theory, at least, of such ideals were affirmed. In fact, Richard Pound attested that these ideals have endured more than 3000 years and predicted they would persist long into the future.

The Olympic Charter recognizes several fundamental ideals in addition to those listed above, including balancing the body, will and mind; promoting a lifestyle based on the joy of effort and the educational value of good example; and building a peaceful and better world by educating youth through sport free of discrimination.

It is important to consider the mission and core values of the Canadian Olympic Association (COA) which include:

Excellence: the belief in the right of all people to pursue their personal levels of excellence.

Fun: the belief in sport being fun.

Fairness: the belief in fairness on and off the field of play, as characterized by equality, integrity and trust.

Respect: the belief in free and open communication and respect for the views, roles and contributions of all.

Human Development: the belief that the short and long term physical, social, mental and spiritual well-being of all should be enhanced through appropriate behaviour and practices, including the belief that the visual and performing arts complement sport in the development of that well-being.

Leadership: the belief that those who participate in sport have a responsibility to teach and apply the values of the Olympic Movement, involving others in the Olympic experience and inspiring and empowering them to reach their potential.

Peace: the belief in sport as a vehicle to promote understanding and harmony within and among nations.

Examination of the mission and core values of the COA reveals a strong commitment to holistic development of athletes evident in such language as human development, leadership, empowerment and well-being. This commitment places a strong emphasis on the immediate and long term benefits of participation in athletics, which encompasses not only physical but social, mental and spiritual growth and development. The acquisition of long term and transferable skills by sport participants within the broader context of developmental challenges has been referred to in the sport literature as "life skills" development.

Researchers and practitioners at all levels of sport and physical activity have become more interested in the life skills development of sport and physical activity enthusiasts. Research has extended beyond questions of physical and motor expertise to emotional and values development, interpersonal and leadership development (Pascarella & Smart, 1991; Ryan, 1989) and intellectual achievement through sport (Melnick, Sabo & Vanfossen, 1992a, 1992b). Likewise, sport practitioners working in applied settings have implemented changes and introduced new programs designed to improve athletic excellence alongside personal, intellectual and social expertise (Carr & Baumnaa, 1993; Denson, 1993).

Although the Olympic Charter and more specifically the COA clearly endorses a commitment of life skills development through sport, evidence suggests we must pursue this goal more aggressively. The sport literature indicates that athletes strongly committed to high-level sport struggle with age appropriate developmental tasks and encounter difficulty acquiring valuable life skills.

Physical Health

The physical supremacy of high-level, especially Olympic athletes seems absolute. University student-athletes spend from 30 (Adler & Adler, 1985; Bedker Meyer, 1990) to 60 hours per week (Eitzen & Purdy, 1986) in sport-related activities. Olympic athletes spend similar, if not more, time engaged in physical pursuits, particularly given the quadrennial and annual nature of their training and competition.

There is, however, a growing body of literature suggesting the sport culture normalizes pain and glorifies playing while injured, and that the often excessive training and competition characteristic of high-level sport may be detrimental to athletes' immediate and long-term health (Blinde, 1989; Brewer, Van Raalte & Under, 1993; Leonard, 1986; Nixon, 1992, 1993, 1994a, 1994b, 1996; Parham, 1993; Walk, 1997; Young & White, 1995; Young, White & McTeer, 1994). We have seen several examples of injured and barely recovered Olympic and World class athletes compete in their respective events, including Silken Laumann, Elvis Stoyko and Kerri Strug. More disturbing than their personal disregard for their long-term health, is the homage with which the media and sport communities handle such behaviour. Accolades are showered on these athletes and epithets of hero, champion and role model dominate media reports and official reactions, seemingly unaware of the impact on young athletes and on a growing culture that disregards pain, injury and long term health of athletes.

The glorification of training through pain and competing while injured raises questions about the prevalence of an ideal which places winning over immediate and long-term physical health. Findings within Canadian and American high-level sport suggest this ideal is espoused by coaches, athletes, athletic trainers and other sport figures, and is, alarmingly, quite ingrained in the North American sport culture.

Young, White and McTeer (1994) examined the constructs of pain and injury among 16 former and current high level, Canadian, male athletes, all of whom had experienced & serious sport-related injury and long term health outcomes. Physical risk was central to male athletes' sport experiences, many of whom expressed frequently choosing and being encouraged to compete while injured. Athletes used diverse strategies to cope with pain and injury including de-

nying, disregarding and depersonalizing pain. Young and White (1995) later examined the sport-related danger and injury experiences of elite female athletes from Western Canada. Many of the disassociative strategies found among male athletes were used by female athletes. The female athletes were equally willing to expose themselves to risk and pain, and were as unlikely to resist pressure to compete while injured.

Similar trends were revealed within American intercollegiate athletic settings. Parham (1993) reported that 50% of surveyed Division I athletes had sustained an injury as a result of participation in intercollegiate athletics. Further, many experienced distress due to pressure from coaches to return to practice and competition before physically ready. Blinde (1989), who conducted an investigation of exploitation among female student-athletes from various sports and competitive levels, found coaches were more interested in having athletes return to competition than safeguarding their long-term health.

Leonard (1986) examined physical exploitation among 505 NCAA Division I, II and III male basketball players from 35 universities across the United States. Respondents were asked to rate the degree to which they felt pressured by coaches and peers to return to training or competition before they had fully recovered from their injuries. Slightly more than one tenth of respondents felt pressured to return before completely healed, although Division I athletes reported more pressure than their Division II or III counterparts, 25%, 15% and 12%, respectively, suggesting physical exploitation and abuse may increase with competitive level.

Nixon (1992, 1993, 1994a, 1994b, 1996) offers the most prolific work in this area. In 1991, Nixon conducted a content analysis of major sports magazine articles and discovered recurrent themes of risk, pain and injury. Nixon described a culture of sport that glorified playing "through" injuries, normalized pain and risk of injury, and heavily pressured athletes to return to competition before completely recovered. Nixon (1993) subsequently demonstrated that this culture of pain and injury permeated college and university athletics.

Nixon also examined the prevalence of this culture within athletes' social support networks (Nixon, 1994a). First, the researcher established that as many as 93% of athletes continued to play while

injured. More specifically, Nixon found 49%, 41% and 17% of athletes felt pressure from coaches, teammates, and athletic trainers respectively to play while hurt, and 55%, 51% and 37% of respondents were not discouraged from playing while hurt from coaches, teammates, and athletic trainers respectively. Athletes generally reported their coaches were concerned about their welfare, but at the same time, found coaches endorsed a sport ethic which extolled immediate competitive goals and relegated risk, pain and injury.

Coaches expressed significant agreement with images of sacrifice, risk taking, injury and playing hurt in competitive sport Nixon (1994b), leading the researcher to conclude coaches demonstrated ambivalence towards pain and injury and expected athletes to risk their short and long term physical health.

Nixon (1996) acknowledged injury free sport was unrealistic, but asserted coaches, athletic trainers and administrators should restrict conditions which give rise to excessive risks of chronic pain, injury and permanent disability.

This research suggests that the benefits of strenuous and prolonged physical training and competition may be outweighed by deference and disregard of pain and injury, leading to diminished long-term health of athletes. Even more alarming is the pervasiveness of this culture of pain and injury among those entrusted with the care of athletes, namely coaches and athletic therapists.

Overall, it seems the most basic life skill stemming from participation in sport and physical activity, the acquisition of a healthy, active lifestyle, may be less intrinsic than originally thought, especially for athletes strongly committed to high level sport. Although efforts are being made to redress some of these concerns through research and programming, the problems seem well ingrained in the sport culture and extremely resistant to change.

Social Development

Most sport participants have unique opportunities to develop social competence through interaction with teammates, competitors, coaches and support staff during pre and regular season activities, in addition to their typical social activities with classmates and peers. In fact, Melnick, Vanfossen and Sabo (1988) found female high school students who participated in athletics enjoyed greater popu-

larity among their peers. Kerr (1996) similarly reported high school student-athletes learned valuable interpersonal skills through sport participation including cooperation, communication and leadership. Similar trends have been noted at the university level (Pascarella & Smart, 1991; Ryan, 1989). Female undergraduate students participating in varsity and intramural athletics reported feeling closer to others, and demonstrated greater cooperation and friendliness with others in comparison to non-participants (Kukla & Pargman, 1976).

There is evidence however, that athletes overly committed to their athletic role and athletic identity have poor social development, marked by social interaction restricted to sport contexts and unsatisfactory relationships outside athletics (Blinde, 1989; Goldberg, 1991; Goldberg & Chandler, 1995; Sowa & Gressard, 1983).

The social experiences of student-athletes sharply contrasted those of their non-athlete peers beginning first with basic environmental distinctions (Parham, 1993). Student-athletes were often socially isolated by designated student-athlete housing, training, competition and travel schedules, inferior academic capabilities, and sometimes even physical size and race Parham (1993).

Conditions such as these often resulted in limited opportunity to interact with non-athlete peers and to nurture mature interpersonal relationships outside the sport context (Blinde, 1989; Goldberg, 1991; Stone & Strange, 1989). The social relationships of high-level athletes are almost exclusively with other athletes and are often restricted to team functions such as traveling, team meals and team study halls (Goldberg, 1991). Stone and Strange (1989) compared the quality of academic, recreational and social experiences of freshman intercollegiate athletes and non-athletes using the College Student Experiences Questionnaire. Athletes were less likely to be involved with clubs, organizations and committees on campus and male athletes, in particular, were less likely to go out with other students or seek their help. Blinde (1989) found female student-athletes, notably those in post-Title IX programs and programs akin to men's sport, were inclined to sacrifice their social life and friendships, and perceived sport participation as inhibiting their social development.

Student-athletes opportunities to develop mature, intimate relationships was likewise hampered by their singular focus on sport.

Sowa and Gressard (1983) used the developing Mature Interpersonal Relationships scale of the Student Developmental Task Inventory to investigate the interpersonal relationships of student-athletes. Analysis of variance revealed significant differences between the athletes and non-athletes scores on the Mature Relationships with Peers subscale with athletes reporting greater difficulty in developing adult relationships.

The social health of athletes, while nurtured in recreational or scholastic sport environments (Kerr, 1996; Melnick, Vanfossen & Sabo, 1988) seems to be threatened when a singular commitment to sport is present, leading to the lack of exploration of social activities and relationships outside the sport arena.

Mental Health

Both the Olympic charter and COA clearly identify mental health as an important consequence of participation in sport. Mental health can be conceived as mental toughness for competition to a much broader conceptualization of general psychological health. Mental health can be extended to mental or intellectual competency, which includes pragmatic constructs such as educational and career development.

Educational Development

Research on the educational development of high-level athletes has focused primarily on the academic performance of college and university student-athletes, defined typically by university GPA and university graduation rates in literal or perceived comparison to non-athlete peers.

Research to-date within Canadian and American intercollegiate settings suggests many student-athletes struggle academically, often giving greater priority to their athletic than their educational pursuits (Adler & Adler, 1985; Danylchuk, 1995; Eitzen & Purdy, 1986; Kiger & Lorentzen, 1987; Knapp & Raney, 1988; Kohl, Leonard, Rau & Taylor, 1990; Martens, 1985).

Martens (1985) contrasted the academic performance of 91 male and 121 female intercollegiate athletes from various sports between 1970 and 1980 with non-athletes matched on gender, high school GPA and program of study. Athletes generally took longer to graduate

and reported high school, annual and overall university GPAs significantly lower than non-athlete peers. Martens concluded athletes were at a slight academic disadvantage when compared to non-athlete students.

Danlychuk (1995) recently substantiated Martens' (1985) earlier findings. Danylchuk compared the academic performance of male and female athletes from a large athletic program at a Canadian university across type of sport, and athletes and non-athletes across faculties. Male and female athletes consistently achieved grades significantly lower than non-athlete peers over a two-year period.

Studies have shown that student-athletes are often less well-prepared for the academic demands of university, which may account for their poor academic performance at university. This explanation may not adequately account for the academic discord consistently experienced by student-athletes, especially those in major athletic programs. Adler and Adler (1985) suggested the academic and athletic experiences of student-athletes both prior to and while attending university are implicated in their educational failure. Adler and Adler examined the academic achievements of a major college basketball program representative of "big time" athletics in American intercollegiate sport during a four-year participant observation. Most student-athletes had been optimistic about obtaining a degree when they first entered college, contradictory to popular opinion that student-athletes, especially those in football, basketball and baseball, use college athletics as a stepping stone to professional sport and enter university with little intention of obtaining a degree. Unfortunately, their athletic, social and classroom experiences induced diminished interest in academic success and culminated, for many, in academic failure and non-completion. Fatigue from training and competition schedules, limited study time, isolation from the general student population, differential treatment from faculty, and pressures from coaches and alumni created a pattern of dissociation from academic concerns that ended in academic failure.

Although these studies did not identify the percentage of students or student-athletes competing at the Olympic level, it is likely athletes concurrently pursuing a university education and Olympic dreams experience similar educational discord.

Career Development

There are two primary concerns related to career development among high-level athletes. The first addresses the degree to which potential elite athletes aspire to professional sport careers and fail to adequately pursue educational and developmental skills necessary for career fulfillment. The second investigates the preparation of proven elite athletes for transition from sport to alternative careers upon athletic retirement, voluntary or otherwise.

Empirical literature has reported athletes at various levels of competition have less mature career plans than non-athlete peers. Sowa and Gressard (1983) examined scores of male and female university student-athletes and non-athlete peers on the Developing Purpose Scale of the Student Developmental Task Inventory and found athletes reported less well-defined career plans.

Student-athletes entertain unrealistic plans of securing professional contracts at the expense of their education. Kennedy and Dimick (1987) examined the career maturity and professional sports expectations of 122 Division I men's football and basketball players against a comparison group of students randomly selected from six undergraduate classes during the 1984-1985 academic year. The researchers expected 3 of the 122 respondents to select "professional sports" as their career objective based on existing statistics that 2% of university athletes signed contracts with professional football or basketball teams. However, almost half of the sample, 48% expected to enter professional sports. The findings illustrated athletes developed highly unrealistic careers expectations and failed to explore more pragmatic career plans. Parham (1993) similarly criticized that far too many student-athletes form unrealistic expectations of making it to the professional ranks, and in so doing, neglect course selection and degree attainment, and fail to explore alternative career avenues.

Career development for accomplished athletes shifts from attention on unrealistic sport career expectations to ensuring athletes have marketable skills and career opportunities following retirement from athletic competition. Danish, Petitpas and Hale (1991) have identified several roadblocks athletes face during the transition out of athletics, the most significant of which is the ability to transfer skills acquired through sport to other domains. There are several reasons athletes struggle with this task including failure to recognize

the value of skills learned through sport to other settings, difficulty identifying both physical and psychological skills gained through prolonged involvement in high-level sport and limited knowledge of the process of skill acquisition. Danish and his colleagues also noted athletes often lack confidence in their ability to transfer skills to novel settings and may be deterred by initial problems with skill transference. The predominance of the athlete identity to ones overall sense of self and its influence on ones willingness to pursue activities outside athletics and level of confidence in non-sport settings may further deter the successful transfer of skills to occupational milieus. Research findings, although slightly disparate, generally suggest student-athletes in North American enjoy less academic success in comparison to their non-athlete peers (Adler & Adler, 1985; Danylchuk, 1995; Eitzen & Purdy, 1986; Kiger & Lorentzen, 1987; Knapp & Raney, 1988; Kohl, Leonard, Rau & Taylor, 1990; Martens, 1985). Combined with poorly defined career objectives and difficulty with transition from sport to occupational pursuits, these findings suggest athletes competing in high-level sport may have delayed mental health.

A National Life Skills Program

The Canadian sport community has taken some steps to promote the life skills development of high-level athletes. A network of multi-sport development and service centers (National Sport Centers-NSC) has been introduced across Canada through support from Sport Canada, the COA and the Coaching Association of Canada, as well as respective provincial and regional funding partners. Centers have been established in Calgary, Montreal, Winnipeg, Toronto, Vancouver and Atlantic Canada.

The mandate of the NSCs is to enhance the training environment of current and potential high performance athletes and coaches competing on international levels through personal, educational and career counseling, sport medicine and sport science support, and coaching education.

Services are offered to athletes who have received recognition (ie: carding) from their Provincial Sport Organization and to high-performance training groups identified by National or Provincial Sport Organizations. The NSCs provide some services directly from their location, while others are offered through a network of qualified serv-

ice providers who have met strict requirements including professional licensure and extensive experience with athlete and coach development within their area of expertise. Eligible athletes must register with the Athletes Services Manager of the NSC in their area and must complete an initial intake interview to identify needs and areas of concern. Alternatively, training groups must submit an application for partnership with the NSC in their area that includes a detailed description of the training group, itemized training and competition plans and a statement of their financial commitment and expectations.

The NSCs provide a range of services within the domain of personal, educational and career counseling. Basic life skills management training includes coordinating relocation and securing a new residence, financial planning and budgeting, and public speaking. Personal counseling is available to athletes in need, especially those who are injured or in crisis, through referral to a qualified counselor in the athlete's geographic area. NSCs address career development through workshops or individual sessions on interest assessment, resume writing and preparing for professional interviews. The NSC-Toronto, for example, collaborates with a professional career counseling service, Warren Sheppell, to assist athletes with career development including preparing for the transition from sport to professional occupations. Athletes interested in securing sponsorships can receive assistance with preparing a sport profile, learn about sponsorship regulations and contracts, and peruse, even check-out sponsorship guides and reference materials.

Educational counseling incorporates academic and administrative support for athletes engaged in high school, college and university courses. The primary service in this area is assisting athletes with registration and provision of supporting documents such as transcripts and application forms.

The NSCs coordinate a range of sport medicine and sport science services from qualified specialists in athletic and massage therapy, physiotherapy, rehabilitation therapy, exercise physiology, biomechanics, nutrition and orthopedic medicine. The NSC-Toronto, for example, has hired a sport psychologist on a part-time basis to deliver individual and group mental skills training and consultation.

To date, the NSCs have been well received in the sport community and are reaching growing numbers of athletes and coaches. The NSC-Toronto currently has 33 registered athletes and anticipates serving in excess of 250 athletes over the next year.

Conclusion

The COA will continue to expand the network of NSCs and services provided to promising and proven athletes and coaches. While the NSCs have reported initial successes, their impact on life skills development can not be reported without extensive evaluation, user feedback and a willingness to adapt and respond accordingly.

A similar national program has recently been introduced in the intercollegiate athletic environment in the United States. The C.H.A.M.P.S/Life Skills Program coordinates the efforts of athletic departments and counselling centers to deliver a range of services outlined in a detailed resource package of workshop and seminar curriculum around five basic mandates including academic, athletics, personal development, service to the community, and career development. The program was introduced in 100 colleges and universities in 1993 by the NCAA for a two-year probationary phase, after which it was implemented in over 200 more colleges and universities (Carr & Bauman, 1993). Since, efforts have been made to evaluate the delivery, use and impact of services from the perspectives of athletic and counseling departments, athletes and coaches, which have led to valuable revisions and adaptations within the program.

The COA may wish to investigate the means of evaluations used by other organizations to review a national, comprehensive program designed to augment the short and long-term physical and personal benefits of high-level sport participation.

The NSCs hold considerable promise in addressing the holistic needs of high performance athletes and coaches. If appropriately designed evaluation and well-grounded improvements are in the agenda, they may become a driving force in realizing the ideals of the COA. However, without continuous assessment and response to user needs, the program will be in danger of alienating those it is designed to reach and becoming a vacuous political endeavor.

The sport community may wish to witness evidence of the effectiveness of the NSCs before heralding their contribution to the realization of the ideals and mission of both the COA and the Olympic Movement.

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OLYMPISM AND DEVELOPING COUNTRIES: A CASE FOR POST INDEPENDENT ZIMBABWE

by Elaya MUSANGEYA (ZIM)

1. Developing countries

Developing countries are nations that are being made to catch up with countries that have taken giant strides forward in industry, commerce, education, science and technology. Developing countries are largely poor, agricultural, young, socialist in terms of the means of production and have central planning and political ideology (Riordan J 1986). Sport in developing countries is increasingly becoming serious business. It is to a large extent state controlled and aimed utilitarianly and ideologically at:

- * Hygiene
- * Health
- * Defence
- * Patriotism
- * Integration
- * International recognition
- * Cultural identity
- * Nation building
- * Social policies for dealing with unemployment, deviant behaviour, gender, racism, etc

The problems Developing countries face in terms of sport relate to:

- * expensive and elite oriented sport
- * manipulation of sport for political, business and personal corrupt purposes
- * foreign beliefs, values and practices
- * bad role models through media

2. Olympism defined

Olympism as given by the International Olympic Committee (1989) "is a state of mind, a philosophy even encompassing a particular concept of modern sport, according to which sport can, through the extension of its practice, play a part in the development of the individual, and of human mind in general ----- and to strengthen understanding and friendship among peoples".

The second basic principle of the Olympic Charter defines Olympism as "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 the good example and respect for universal fundamental ethical principles".

According to the United States Olympic Committees sports series (1996) Olympism is a concept that promotes the personal development of all people by stressing and valuing the concepts of:

- self-discipline
- courage
- perseverance
- self-direction
- self-esteem; and
- personal fitness.

Olympism is viewed as nurturing these qualities through life long participation in physical activities and sports. These qualities are essential in life.

- Olympism which applies to all levels of sport participation fosters:
- sportsmanship and fair play
- respect for one's opponents
- cooperation and team work
- friendly competition; and
- international understanding, peace, friendship and goodwill.

All this provides for wholesome human interaction for the benefit of the individual, nations and the whole world. The philosophy also relates to the behaviour of:

- athletes
- coaches
- officials and trainers

- sport administrators
- teachers, lecturers and administrators of educational institutions
- spectators and the general public
- the media.

The philosophy is not discriminatory on the basis of race, ability, gender, geographical location and socio-economic background.

In the view of the author Olympism in the modern world has had a paradigm shift. There is now a serious gap between idealism and reality. Olympism is now about:

- **politics**- power; who controls? who decides? who gives? Regionalism in the Olympic Movement and International Federations is now self evident. Developing countries have a raw deal in the politics of sport and the Olympics. Their representation in the Olympic Movement and I.O.C. is limited. Sport can be used as a political tool. Examples of this are the exclusion of racist South Africa and Rhodesia from the Olympics and the Olympic boycotts. Sport projects national image and prestige e.g. the Kenyan and Ethiopian athletes and the Minister of sport, Idriss of Chad who in 1964 achieved 2m 4.51cms in high jump. Huberman (1986) in "The Olympic Crisis" discusses to a large extent the politics and moral decay of modern Olympics.
- **economics**- making money, and the differences between the have and the have not. Developing countries haven't got the capacity to host the Olympics and make more money. Spectator sport is excellent entertainment, professional sport is usually financially rewarding and even more profitable investment in sport manufacturing, retailing and promotions. Cheating and use of drugs for monetary rewards and personal prestige now afflicts the Olympic Movement. The natural resource, athletes, which developing countries have is being exploited at the expense of the individual and the country he/she is from. Simson and Jennings (1992) in "The Lords of the Rings" give examples of power, money and drugs in modern Olympics.
- **religion**- Olympism is fast becoming a religion; a moral yardstick for what is good and what is bad
- **cultural imperialism**- the dominant culture was and is of the developed countries and Olympism is used to spread the activities, beliefs and values of the western or developed world.

Negative attitudes and stereotypes have been created about the developing world in terms of their backwardness and lack of capacity for international sport events. Attitudes are a problem and unless the attitudes towards developing countries change then we have a serious problem about Olympism.

The Olympic Charter is elitist, class-oriented and discriminatory against poor societies. The social image the author has of the I.O.G. and the Olympic Movement is one of hegemony. From the time of the ancient Olympic Games to the present, sport and the Olympic Movement have been governed, controlled and influenced by the dominant European, capitalist, elite class/society. The content, meaning, control, organisation and ideology of sport and the Olympic Movement is predominantly European elite and perpetuates such an elite. The bidding process to host the Olympic Games, the unequal representation in and the voting system of the I.O.G. ensure the perpetuation of the dominant class and power blocks in the Olympic Movement. The Olympic values and principles, though not alien to non-European societies, are not universal in terms of their meaning and application. This world has a diversity of political, economic and cultural contexts.

3. Olympism in Zimbabwe

Zimbabwe, formerly Colonial Rhodesia, gained its independence on the 18th of April 1980. Prior to independence the colonial legacy of inequalities based on race marginalised the blacks, who form the majority of the population, in the political, economic and cultural areas. The areas of physical education, sport and culture were heavily characterised by the ills of injustice, racial discrimination and prejudice. During the colonial period sport was:

- + not valued by a majority of blacks;
- + controlled by the whites;
- + elitist;
- + based on western activities, values and beliefs.

Zimbabwe (Rhodesia) only competed in the Olympics in 1964. It was not invited in 1968 and excluded in 1972. At the Munich Games Rhodesia could only compete if it fielded black athletes, competed under the name, Southern Rhodesia, carried the Union Jack and sang God Save the Queen. Because of sanctions during the colonial

period, apartheid South Africa become colonial Zimbabwe's partner in sports and with that Zimbabweans had no opportunities for regional, continental and international sport.

The penurious circumstances in high density suburbs in urban and rural areas in Zimbabwe, where the majority of the black people live, and the punitive socio-economic conditions under which blacks play or do not play their sport are relics of the rapacious impact racial colonial Zimbabwe had on the development of sport in Zimbabwe.

Suffice to say that sport is a socially constructed valued cultural form which is anchored in a historical, political, economic and cultural context that has, in the main, created a huge gap between Africa and the western world.

The Olympic Committee that existed during the colonial period was not national and only represented the minority population. With the advent of Independence an appointed National Olympic Committee was put in place in order to ensure racial balance and some form of democracy to break the white monoculture in sport. The appointed National Olympic Committee existed for 18 years (until 1998) when it was felt by Government that sport was now democratised and therefore democratic elections for office bearers of the National Olympic Committee needed to be done.

The National Olympic Committee prepares the national team for participation in the Olympic Games and promotes the Olympic Movement and its principles at national level.

Olympism as a concept is new or unknown by a majority of people at policy, strategic, tactical, operational and community levels in Zimbabwe. The National Olympic Committee has tended to concentrate on selecting and preparing the national team for the Olympic Games and other international events such as the Commonwealth Games and the All Africa Games. Olympism therefore may be a concept understood by members of the Olympic Committee.

The Olympic Movement and Olympism according to the experiences of the writer are, in the context of Zimbabwe, synonymous with competition and winning medals and prizes at the prestigious Olympic Games.

Politics

The political focus is on gaining national pride, improving the image of the nation and nation building through sport. Disturbing factors are that the representation of the developing world in the I.O.C and International Federations is limited and that the Olympic Games have never been hosted in Africa. Therefore over the years sport and the Olympic Games have been viewed as belonging to the developed world thereby strengthening the need for developing countries to focus on winning and prove that they are the champions.

In Zimbabwe, however, concentration has not only been on preparations for the national team to participate and win more medals at Olympic Games, but on democratising sport structures and removing any forms of discrimination or prejudice in the composition of the Olympic Committee and the selection of and preparations for the national team.

Economics

Despite the political need to democratise sport, sport in Zimbabwe suffers from the economic hardships the country is facing. A sound economy, is the basis for sport development, competition and achievement. One cannot enjoy life when one has no shelter, food and clothes and money. There is need for a certain level of economic development and empowerment to provide the means for sport. In a situation of poverty it is difficult to promote the philosophy of Olympism as that philosophy in the modern world can only become meaningful in a stable political economy. The corporate sector is more interested in making mileage through sport. The corporate sector is engaged in sports marketing and not marketing sport.

Commercialisation of sport is destroying the values and principles of sport. Athletes from developing countries now require rewards not only as incentives but as a source of survival. Some athletes would actually shun Olympic, Commonwealth and All Africa Games and go for the more lucrative events organised by International Federations. Athletes in developing countries migrate to other lands in order to earn a living through sport. The role models in sport do not express the philosophy of Olympism as amateurism has been replaced by the eligible athlete and professionalism

Human Resources

The other problematic area is of human resources for sport. The quality of sports policy and programmes depends on leadership. Managerial and leadership factors affect a sport system. Weak, incompetent and corrupt leadership affects sport development. In Zimbabwe however the problems are of the many untrained volunteers and part-time leaders who hardly have time to deal with the main and varied issues pertaining to sport and the Olympic Movement. The result of this is that if there are no programmes coming from donors, the I.O.C., International Federations etc. the local organisations have very little innovative and creative programmes to promote sport. They are not proactive but reactive.

There hasn't been a deliberate effort by the non-government organisations and Government, to include Olympic education in the curriculum of schools and tertiary institutions. That has been so not only because of lack of co-ordination but lack of awareness of the need to promote Olympic education in the education system. Sport Education is at its infancy and physical education is not as yet considered an important subject by schools although policy makes the subject compulsory.

Information Technology and the Media

Information documentation and dissemination on Olympism is very limited if not non-existent. That is further compounded by lack of permanent offices for the N.O.C, lack of an Olympic Academy and limited access to information technology such as e-mail and the Internet. The media is also destroying the fundamental values and principles of Olympism. The media tend to propagate sensational news about sport at the expense of fundamental principles and values of sport.

In the context of Zimbabwe Olympism is therefore a concept for the sport elite and beyond the reach of a majority of the people.

Paragraph 6 of the Fundamental Principles of the Olympic Charter specifies that, "the aim of the Olympic Movement is to contribute to the building of a peaceful and better world, by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit". The Olympic spirit requires "mutual understanding within a spirit of friendship, solidarity and fair play". In

reality these principles are hardly practiced within the Olympic Movement itself due to politics, unbalanced economic development, commercialisation and cultural imperialism.

Aldous Huxley cited in Powell (1994) says "Like every other instrument that the [human being] has invented, sport can be used for good or for evil purposes. Used well it can teach endurance and courage, a sense of fair play, and a respect for rules, coordinated effort and the subordination of personal interests to those of the group. Used badly, it can encourage personal insanity and group vanity, greedy desire for victory and hatred for rivals, an intolerant esprit de corps and contempt for people who are beyond a certain arbitrarily selected pale".

The question to ask is then, who is a true Olympian? The answer is the self who strives to achieve what is possible within the capacity of the self.

4. What can be done to promote and uphold Olympism in ZIMBABWE

Several strategies can be employed to bring out awareness of Olympism to the sporting fraternity in Zimbabwe at all levels of participation. Some of the key strategies include:

- a) offering Olympic education in the curriculum of schools and tertiary institutions;
- b) ensuring an autonomous National Olympic Committee which is well resourced;
- c) introducing programmes of HIV & AIDS awareness and Poverty Alleviation through sport
- d) promoting Sport For All;
- e) improving information technology and the dissemination of Olympic information to all people;
- f) the media propagating the principles and values of the Olympic Movement;
- g) corporate partners in the Olympic Movement should be aware of the values and principles of Olympism and they should be convinced of the need not to over- commercialise the Olympic Games;

- h) National Olympic Committees must be assisted in the production of materials that do not only raise awareness but educate the people about Olympism;
- i) seminars or workshops at country and regional levels need to be organised. Currently such activities are not readily available in the developing world. There is need therefore for national and regional Olympic Academies;
- j) organisation of National Games and the inclusion of traditional Games and dance from the developing world in the Olympic Games in the true Olympic spirit.

Among these strategies and others not listed the author believes that the issues of Olympic education within the broad framework of the curriculum in schools and tertiary institutions is a priority in promoting Olympism or the Olympic Movement in developing countries.

From a top to bottom view Olympic Education is the creation of the International Olympic Committee. It therefore becomes the life blood of the Olympic Movement. It should be seen as increasing awareness and understanding of sport, Olympism and the Olympic Movement. Two definitions of Olympic Education can be given. It can be seen as the teaching of knowledge, values and principles of the Olympic Movement/Olympic Games. This view presupposes that the values and principles are the basis of the rules of the Olympic Games and are therefore universal in the sense that they have to be followed by all countries in the Olympic Movement. Such a definition makes Olympic Education more relevant to the Olympic Games athletes, their clubs, associations, N.O.Cs and the I.O.C. In this narrow view of Olympic Education universal materials can be produced for all athletes and nations worldwide. This would be easy to globalise the Olympic Movement. Olympic Education therefore becomes an instrument to perpetuate the Olympic Movement.

An alternative view is that Olympic Education is a vehicle to promote those values and principles often associated with the Olympic Movement and are ordinarily considered worthwhile within each society. Such a view makes Olympic Education relevant and applicable both in and out of the school system. Olympic Education then becomes an across the curriculum approach, as an integrated unit or applied to specific subject areas, to teaching values and principles

of life. However Olympic Education needs to be relevant to the needs of developing countries. The education programmes must be relevant to political, economic and cultural contexts of the individual country. This does not mean, however, that new programmes need to be created but perhaps developing countries can adopt, adapt and develop the experiences or programmes from elsewhere.

Olympic Education can be offered through Sport For All or as part of Olympic Day activities and other sport events. Olympic Education at higher levels could include lectures, courses, seminars, research projects, museums and publications.

The Olympic Education offered should be both ideological and practical. Ideological in terms of promoting the ideals of fair play, unity of body and mind, universal peace, respect for the environment, awareness of individual cultural traditions and so forth. Practical in terms of an analysis of the history and development of the Olympic Movement and the Games, training of human resources and creating vocational opportunities.

Within Olympic Education academies are necessary. Developing countries desperately need Olympic Academies for the following reasons:

- a) to create national centres to not only preserve and disseminate the Olympic Sport but to access education about the Olympic Movement, and train people who become proponents of Olympism in the country;
- b) to create a liberal forum for the exchange of ideas relating to the concept of Olympism and the Olympic Movement.

The national Olympic academy would seek to attain new knowledge and also spread Olympism within the country and the SADC region. The young people who are critical for the survival of Olympism would be initiated into Olympism and given opportunities for creative thinking and generating ideas or concepts.

The media have a critical role in complementing the efforts of Olympic Education.

5. Conclusion

In conclusion the implores developed countries, the I.O.C. and the I.O.A to positively assist countries like Zimbabwe in establishing Olympic Education and national Olympic academies. Olympic Edu-

cation should be the most important function of the Olympic Movement in developing countries. Such assistance could be made available and accessible through the Olympic Solidarity programme or by including sport in official development assistance programmes for developing countries.

6. Recommendation

The I.O.G. through its sub-committee on education with the I.O.A. as coordinator should provide a framework for Olympic Education as a guide to its members to design materials relevant to their individual contexts. The I.O.G./I.O.A could commission experts from all corners of the world to design the framework or could organise a workshop devoted solely for the production of the Olympic Education framework. It is not educationally, academically and professionally sound, possible and necessary for a group of selected people to design universal materials on the Olympic Movement. They can only design a generic framework for Olympic Education.

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SOLUTION OF "P.R. OF CHINA AND TAIWAN" ISSUE IN THE MODERN OLYMPIC HISTORY. THE FINAL PHASE/1971-1984

by Dong-Guang PEI (*CHN*)

Preface

Though China entered international sports affairs and initiated a relationship with the IOC as early as May 1915, it did not actually participate in the Olympic Games until 1932. After a long civil war between communists and nationalists (KMT), which intensified after the end of World War II, the People's Republic of China (PRC) came into being on 1 October 1949. The defeated KMT government evacuated to Taiwan. Thus, from this time in history, "Taiwan and PRC" gave rise to a series of troubling incidents in international and IOC affairs. For instance, the PRC withdrew from the IOC and from all international sports federations in 1958 due to a series of controversies stemming from the issue of "Taiwan and PRC". The PRC decision taken in 1958 prompted its absence from the Olympic Movement for a period of 25 years. However, world events and the phenomenon of "Ping Pong Diplomacy" in 1971 ushered in the beginning of a new era of detente and problem solution. Eventually, the issue of "PRC and Taiwan" in confrontation with the IOC was settled in 1981, resulting in the PRC and Taiwan competing together for the first time in 1984 at the Game of the 23rd Olympiad in Los Angeles.

Since 1949, founding of People's Republic of China (PRC), PRC experienced a series of political movements initiated by Mao. By 1970 the PRC was exhausted. The economy had collapsed. Mao seemed to realize that China needed its economy to recover. On this fundamental point, getting rid of China's long isolation from the international community came to his consideration.

Mao and the United States

As it is well known, the world entered a state of cold war after the end of World War II. The two conflicting ideological strongholds

were the Soviet Union as the leader of the socialist countries and the United States as the leader of the capitalist countries. The relationship between the PRC and the United States was viewed from the start on the basis of class struggle, that is between the proletariat and bourgeoisie. Particularly during the Cultural Revolution, American Imperialism was seen as the foremost enemy of the Chinese.

One may thus be surprised that Mao started with the United States rather than the Soviet Union to correct China's internal conditions at that time. One might have thought that Mao would join with the Soviet Union because the PRC and the former Soviet Union were both socialist countries. A brief analysis is in order here.

China and the Soviet Union had been in state of hostility since a breaking of relationships between the two in 1958. Actually, the animosity of both sides toward each other had festered for a long time which can be traced to the time of the Tsars. The two large continental countries share a frontier of some 4,000 miles in a vast area extending from the frozen tundras of Siberia to the stark of central Asia. Dividing sovereignty in huge areas without regard to race or language produced problems. The people straddling the border areas generally spoke the same native tongues, different from either Russian or Chinese.

This magnified the insecurity and potential hostility of both regimes. Borders have changed back and forth throughout history due to the ambition and power of the contending parties. Much of Central Asia was appropriated by the Tsars in the nineteenth century, and was now governed by the new ruler in the Kremlin, one who rejected the entire legacy of his predecessors except their geographical conquests. This alone dictated Chinese and Russian reciprocal paranoia. The superimposition of ideological conflict and personal jealousies turned inherent rivalry into obsession¹.

Mao saw no possibility of compromise with the Soviet Union that at the same time would not be debilitating. To Zhou En Lai, the Chinese Prime Minister, China's conflict with the Soviet Union was both indelible and beyond capacity to be managed without conflict. A conclusion of the confrontation could be resolved only by the willing subordination of one to the other, which was impossible, or the military victory of one over the other². The conflict between the Soviet Union and China transcended communist ideology.

Another reason that China accelerated its move toward the United States may have been the number of Soviet divisions stationed on the Chinese border, which accelerated from 21 in 1969, to 33 in 1971, to 45 in 1973³. In Fact, on the basis of the points made above, Washington seemed realistically closer to Beijing than Moscow.

The Origin and Meaning of Ping - Pong Diplomacy

Improvements in United States-Chinese relations continue at an ever-increasing pace. One of the most fruitful starting points is the area of sports. There is little doubt, as the table tennis episodes of early 1971 have shown, that there is much understanding and trust that can develop through international sports activity⁴.

The re-emergence of the PRC to the international sporting world began in 1971 with the appearance of the Chinese table tennis team at the world championships in Japan. At these championships the Chinese invited the American delegation to a series of exhibition matches in China. In 1972 President Nixon of the United States visited China, the way having been prepared by "ping-pong diplomacy" - an "officially blessed" visit by an American ping-pong team.

The story can be traced to 7:30 on the evening of July 15, 1971. President Nixon spoke to the nation from a television studio in Burbank, California, producing one of the diplomatic surprises of the century.

As reported by Nixon in his memoirs:

Premier Chou En Lai and Dr. Henry Kissinger held talks in Beijing from July 9 to 11, 1971. Knowing of president Nixon's expressed desire to visit the People's Republic of China, Premier Chou En-lai, on behalf of the Government of the People's Republic of China, has extended an invitation to President Nixon to visit China at an appropriate date before May 1972. President Nixon has accepted the invitation with pleasure.

The meeting between the leaders of China and the United States is to seek the normalization of relation between the two countries and also to exchange views on questions of concern to the two sides⁵.

Actually, the issue of normalization of relations between China and the USA was raised in Nixon's inaugural address. The first serious public step in the China initiative had been take in February 1970 when Nixon sent his first Foreign Policy Report to Congress. The section on China began: "The Chinese are a great and vital

people who should not remain isolated from the international community"⁶. In the following year, both PRC and the USA carried out a series of diplomatic efforts to address Nixon's statement. There followed several indirect overtures, such as the "Yahya channel the "Romanian channel" and the American writer Edgar Snow's personal connection with Mao Tse Tung⁷. Finally, Ping-Pong Diplomacy marked the climax of a series of diplomatic efforts. As cited by Nixon:

On April 6, 1971, a breakthrough occurred in a totally unexpected way: we received word from the American Embassy in Tokyo that an American table tennis team competing in the world championships in Japan had been invited to visit the PRC in order to play several exhibition matches. I was as surprised as I was pleased by this news. I had never expected that the China initiative would come to fruition in the form of a Ping-Pong team. We immediately approved the acceptance of the invitation .

The USA ping-pong team's visit to China triggered shock and curiosity across the country. Many residents of Beijing queued throughout the night waiting for the ticket booth to open on the day of the matches. They not only wanted to see the ping-pong performance, but also they wanted to see what an American really looked like, because very few westerners had visited China in the previous 20 years. The only image that young Chinese had of America was from government sources, usually not a flattering portrayal. Most everything in China during those years was controlled, including dressing, eating, hair style, etc. Therefore, the long hair of Kenn, a member of America's ping pong team, became a hot topic of Chinese chit chat. Zhou En Lai, the Former Prime Minister, commented graciously but humorously on Keen's long hair. "Keeping long hair indicates a kind of understanding of life. Exploring life is young people's characteristic. Genuine Knowledge comes from practice."⁹

The now famous "Ping-Pong Diplomacy" and subsequent move towards normalization of relations between the two countries signalled new thinking by Chinese leaders. One can also say that this was a turning point in the PRC's history, after being isolated for nearly twenty years. "Ping-pong Diplomacy" set the stage for further negotiations between the PRC and the United States and initiated a carefully calculated, step-by-step rapprochement, a rapprochement which had ramifications for sporting matters. In 1971 the United Nations recognized the PRC and expelled Taiwan. This facilitated the

reexamination of the PRC by the sporting world. Since normalization of relations with America, China began to emerge out of its isolation. The following years also witnessed China's rise in terms of diplomatic relationships. It established diplomatic ties with most of the countries in the world. China's cultural exchanges with western countries were also strengthened.

The PRC's return to the Olympic Family

The PRC began its return to the IOC in 1971 by resuming participation in the Asian Games. During this time, several members of the IOC, including Reggie Alexander of Kenya and Giulio Onesti of Italy, visited Beijing and made contact with China's sport leaders. Such visits, in fact, were going on behind Brundage's back because some members felt that the President's views were those of the United States, which at the time did not recognise mainland China¹⁰. In September at the 71st IOC Session in Luxemborg, Reggie Alexander raised the question of PRC membership and received the response that the IOC was ready to welcome all NOCs whose statutes conformed to IOC rules¹¹. On 1 August 1972, the PRC received a message from Willi Daume, resident of the Munich Games Organizing Committee, inviting China to send an observer delegation to the Olympic Festival. Sonz Zhong, Secretary-General of the All China Sports Federation (ACSF), replied on 22 August, thanking Daume for his invitation but noting that because of the continued presence of the Republic of China Olympic Committee (ROCOC Taiwan) in the IOC, no PRC observer would attend¹². Early in 1973 the Japanese Olympic Committee, in line with the Japanese government's recent opening of diplomatic relations with the PRC, began writing to various international federations and National Olympic Committee calling for China's reinstatement in the IOC. The Japanese committee sought the expulsion of Taiwan¹³ and wanted the cooperation of the federations and national committees in bringing this about¹⁴. In March 1973, the West German, Willi Daume, Vic-President of the IOC, went to Beijing to discuss the possibility of China's rejoining the Olympic Movement¹⁵. He was told the PRC would wait sixty-five years, if necessary, before entering the Olympic Games, as long as Taiwan continued to be recognized by the IOC and international

federations¹⁶. But in actuality, the PRC's return to the Olympic Family was under way at the time.

The renewed interest in China for matters Olympic, were enhanced by a more favourable political world climate toward the PRC. At the time, the PRC was a member of only two federations, table tennis and ice hockey. Only the latter was an Olympic sport. In order to become eligible for recognition by the IOC and participate in the Olympic Games, the PRC had to acquire membership in at least five recognized federations whose sports were on the Olympic program. As well, it had to establish, of course, a National Olympic Committee. For this requirement, the PRC's strategy was to approach those federations that did not include Taiwan as a member. Eventually, just prior to the 9th Olympic Congress in October 1973, the Asian Games Federation voted to admit the PRC to the Teheran Asian Games and to expel Taiwan¹⁷. The motion had been proposed by Iran and Japan and was passed after a "protest walkout" by Malaysia, Indonesia, Taiwan, and Thailand¹⁸. At the IOC Congress in Varna in October 1973, one of the main topics of discussion dealt with the inclusion of the PRC in the Olympic Games and its return to the international sporting world. The Zambian delegate spoke out in favour of including China in the IOC. The Japanese delegate reiterated the Zambian's support: "It is a shame that a country with one-fourth of the world's population is excluded from the world¹⁹". The Taiwan delegate responded sharply, calling the speech "purely political" and "un-Olympian"²⁰. But, the matter was far from settled, as can be seen by the IOC's reaction to the decision taken by the Asian Games Federation:

In order to have IOC-patronage OCO had to invite all NOCs in their area. It was also an IOC-rule stating that a nation without NOCs could not be invited. Evidently the PRC was going to be invited, but not the Republic of China (Taiwan)²¹.

The Munich Session of 1972 was particularly noteworthy in the history for both China-IOC relations and for the Olympic Movement in general. Following 20 years of service as president, Avery Brundage was succeeded by the Irishman Michael Morris, Lord Killanin²². At the 2nd African Games in Lagos Nigeria, in January 1974, the new IOC president met with representatives of the PRC. However, no substantial progress accrued from the discussion²³. Lord Killanin

attended the Asian Games at Teheran in 1974 and invited the PRC to attend an Olympic seminar which was scheduled to be held at the time of the Teheran Games²⁴. The question of the PRC's IOC membership, however, did not gain prominence until April 9, 1975. At the IOC Session in Lausanne, the PRC made a formal application for recognition as "the sole sports organization representing the whole of China". At the same time the PRC set a condition that Taiwan should be excluded²⁵. Those IOC members supporting the PRC's stance were from Algeria, Iran, Romania, Tanzania, Senegal, Albania, the DPR of Korea, Pakistan, Japan, Kuwait and Congo. Support from the Asian Games Federation was also forthcoming²⁶. By April 1975 the PRC already had secured membership in the required number of interantional federations²⁷. At the IOC Executive Committee meeting in Rome in May 1975, representatives from nine nations: Iran, Albania, Iraq, Marrocco, Ethiopia, Somalia, Zambia, Yugoslavia and Japan, spoke in favour of admitting China and, concurrently, expelling Taiwan²⁸. Later, a formal request was presented to the IOC by the Iranian NOC which cited the fact that the PRC had been recognized by the Asian Games Federation (AGF) in November 1973 and had participated in the international symposium held under the auspices of the IOC's Olympic Solidarity Committee. A statement issued to the press by the Iranian representative reviewed the history of the PRC-IOC dispute and concluded:

...it is now time for this moulded and illogical situation to be clarified, and for the IOC to recognize that the All-China Sports Federation (Chinese Olympic Committee) is the official representative of China, as was decided at the 49th session of the IOC in Athens²⁹.

The IOC member from Taiwan, Henry Hsu, in regard to the PRC application, was in favour of admitting China provided that it met the provisions of the Olympic Rules. On the question of the PRC demand that Taiwan be expelled, Hsu reminded his fellow IOC members of several points:

(1) That never before had an applicant set prior conditions for acceptance by the IOC; (2) that the PRC did not control sport in Taiwan; (3) that the IOC had granted recognition to other divided states (Germany and Korea), and (4) that only when an NOC had broken the rules could it be expelled³⁰.

In ealry May 1975, the PRC issued a statement:

... any attempt to resolve the conflict by changing the name of the ROC (Taiwan) committee, or keeping Taiwan in the IOC as separate state, or by inviting the PRC and yet not expelling Taiwan, would be unacceptable interference in the internal affairs of the Chinese people³¹ .

There was considerable discussion at the IOC's General Session in late May 1975. Finally the decision was made as follows: An IOC-delegation headed by the President should visit China. In the absence of sufficient information there would be no vote taken during the Session³² .

In the same month, at the IOC's meeting with the Olympic family's NOCs, forty-two delegates spoke. Twenty-five favoured dual membership; seventeen wanted Taiwan to be expelled³³ .

On 1 November 1975, the Iranian NOC intensified its campaign. They pointed out that "No vote was ever held on the acceptance of a NOC in Taiwan during the early years after the founding of the PRC³⁴". In July 1951 it was merely announced that the one committee recognized by IOC was located in Taiwan. President Killanin, did not visit the PRC until 1977. A solution to the "Two Chinas Issue" was stalled once again.

The 1976 Olympics were awarded to Montreal in May 1970. In October 1970, five months later, Canada officially recognized the PRC. The PRC desired admittance to the 1976 Olympic Games. As well, they argued for Taiwan's expulsion. By its diplomatic decision, Canada was left with the dilemma of supporting their "new" one China policy in the face of IOC rules and regulations which states that "free entry must be accorded to teams from all National Olympic Committee recognized by the International Olympic Committee³⁵". The PRC was not a recognized IOC member and, further, an IOC seat was held by Taiwan. Canada was faced with the contradiction between IOC rules and regulations and its new foreign policy approach that recognized one China (PRC). What is more, in support of Montreal's bid the Canadian Government had signed a letter on 28 November 1969 guaranteeing entrance to all parties representing NOCs and IFs recognised by the IOC" pursuant to normal regulations³⁶". The conflict between the PRC and Taiwan started all over again. On 23 May 1975, in response to a question as to whether or not the government would support the participation of both Chinas at the 1976 Summer Games, Canadian officials stated that "these

decisions have to be made by the International Olympic Committee. We are the host for the games but we do not decide who participates³⁷". Beijing had formally requested that the Canadian Government bar unconditionally the entry of the Taiwanese delegation. Canada refused to do this³⁸, on the condition that Taiwan compete in the Olympics without reference to the word "China", a condition that applied to Taiwan's participation in the 1960 Games in Rome³⁹. At the time, Taiwan participated as the representative of Taiwan and not as the representative of the Republic of China⁴⁰. That situation included not using "the flag", anthem, or any symbol of the "Republic of China" or use team designation that includes the word China⁴¹".

Because we (Canada) recognize the PRC and we are not under this guise proposing to import into our foreign policy a two-China policy .

The Canadian Government had not revealed its position until the end of May 1976. In a reply to the Canadian stance, the IOC issued a statement in Lausanne:

The Canadian position is in direct conflict with fundamental Olympic principles and that Montreal would never have been awarded the Games... if Canada had not given assurances that athletes from all National Olympic Committees recognized by the IOC would be allowed to attend⁴³.

Nothing was done until 9 July, however, just eight days before the opening ceremonies, when several Taiwanese Olympic team members were refused permission to board an Allegheny Airline flight from Detroit to Montreal because they lacked visas⁴⁴. Meanwhile, Zhu Zheng Hung arrived in Montreal with members of the PRC Olympic delegation⁴⁵. Negotiations began between the IOC and Canada. Canada proclaimed its one-China policy. The IOC insisted that the PRC was not a member of the IOC, that Taiwan was a member, and that under the agreement given by Canada Taiwan should be allowed entry as the Republic of China⁴⁶. In a further effort to resolve the situation, the IOC, on 11 July 1976, "proposed that Taiwanese athletes compete under the Olympic flag rather than the name Republic of China". They were also to walk behind an empty national name sign. Taiwan rejected the IOC Proposal⁴⁷.

Cancelling the Games was discussed within the IOC Executive Committee. As well, removing the name "Olympic Games" from the competitions was posed. Finally a secret vote was taken. By 57 votes and 9 abstentions it was decided that the games should take place as scheduled⁴⁸. Some countries reacted strongly to the Canadian decision. Philip Krumm, president of the United States Olympic Committee, reportedly with the support of president Ford, threatened an American withdrawal if Taiwan was not permitted to take part⁴⁹. Such a withdrawal, of course, would have invalidated the IOC's lucrative U.S. television contract⁵⁰. On 13 July Prime Minister Trudeau and Lord Killanin met for the first time since the Taiwan issue became public. Trudeau repeated his stand that Taiwanese athletes are welcomed in Canada as long as they do not claim to represent China⁵¹. Then, on 15 July 1976, Trudeau proposed that the Taiwan flag and anthem be used, but not as representing the Republic of China and further, that no mention of China be made. This was approved by the IOC by 58 to 2 vote, with 6 abstentions⁵². In recognition of this offer the United States Olympic Committee dropped its threat to withdraw from the games⁵³. The IOC amended its regulations to change the name of the Republic of China Olympic Committee to the Olympic Committee of Taiwan for the two-week duration of the Games⁵⁴. This was a breakthrough, and Killanin believed that Taiwan would accept the compromise. However, both Taiwan and the Ambassador to Canada from the PRC, strongly rejected the compromise⁵⁵. Instead, the day before the Olympics were to begin they made a counterproposal under which Taiwanese athletes would compete in the name of the Taiwan-Republic of China Olympic Committee. This proposal was rejected by the Canadian government⁵⁶. Yet another farce came to an end. The Games of the Twenty First Olympiad opened on 17 July 1976, without a Chinese athlete. Actually, the Canadian government's policy towards Taiwan adopted in 1970, had disallowed Taiwan attendance at the World Cycling Championships of 1974 and the pre-Olympic boxing tournament, both held in Montreal⁵⁷.

The Taiwan team packed its bags and went home the day on 19 July⁵⁸. Ten days later the PRC delegation, headed by Zhao Zheg Hung, returned to Beijing⁵⁹. In hindsight, it is hard to believe that the PRC, beset by a series of political disasters, had the ability to

organize a team to participate in the Olympic Games in 1976. Indeed, there were no indications that the PRC was actually going to take part in the Montreal Olympic Games. Domestic news and propaganda in China was silent on the issue. Very few Chinese even knew that the Olympics were being held in Canada⁶⁰. In fact, 1976 was a critical and terrible year in Chinese Communist history. The serious internal power struggle and succession crisis within the Chinese Communist Party obliterated most other issue, including Olympic matters. Early in 1976, the Chinese Prime Minister, Zhou En-Lai, died. His death became an opportunity for massive demonstrations against the remaining power of the Cultural Revolution group. As far as the PRC's domestic situation was concerned, not much attention was paid to international affairs. The PRC was in no position to organize a team to compete in the Montreal Olympic Games even if the problem of "two Chinas" had been solved successfully.

The following is a brief outline of China's cataclysmic, internal events of 1976:

8 Jan Zhou En-Lai dies, former Chinese Prime Minister.

5 April the Tienanmen Square incident breaks out in Beijing. The Cultural Revolutionary Group violently suppresses demonstrators who support Deng Xiao-Ping and oppose the Gang of Four.

7 April Deng Xiao-Ping was dismissed from all party and government post for second time.

6 July Chu Teh dies.

28 July the Tangshan (Hopei earthquake results in more than 700,000 casualties).

9 Sept Mao Tse-Tung dies, and the succession crisis reaches its climax.

6 Oct the Gang of Four are arrested in a coup initiated by Hua Kuo-Feng, Deng Xiao-Ping, and Yeh Chein-Ying. The Great Proletarian Cultural Revolution officially ends⁶¹.

The Olympics Eventually Transcend Politics - the Solutions of the "Two Chinas Issue"

Deng Xiao-Ping came to power in 1978, marking the end of Mao's rule in China. Even though Mao's ideology lingered in its impact, Deng Xiao-Ping adopted a series of reformatory policies in China

which countered Mao's fundamental doctrine of "class struggle". Under Deng's guidance and his vision of building a socialist country with Chinese features, the PRC began to shift its attention towards constructing a country more in tune with modern global trends. The understanding of Deng's reformatory strategy is reflected in his noted expression: "Don't fret about whether a cat is black or white; as long as it can catch rats, it is a good cat"⁶². In other words, to Deng the issue of capitalism or socialism was not important, as long as either works. Since then, extreme idealism has gradually been replaced by realism.

Under the spirit of reform and an expanding open-door policy, Western culture, high technology and even sports commodification that came with the Olympic Movement attracted the attention of the Chinese people. It started to influence their way of life. But more importantly, and drastically different from before, a spirit of freedom, equality and competition began to be pursued.

During the early period of Deng's reform, Olympic matters once again became a subject of interest in tune with China's new outlook. The Chinese were intent on showing the world that they were as healthy and fit as anybody else.

The "two Chinas" problem that lasted for nearly 40 years eventually was solved in 1981. Chinese people divided by a narrow strip of the Chinese Sea for 30 years initiated communication with each other in the form of sports. The emergence, development and solution of the "two Chinas" issue is a typical example of sports combined with politics in the Olympic history.

In 1977 the IOC was determined to settle the Chinese question before it could pose a threat to the successful staging of the Moscow Games. Killanin went to Beijing on 12 September 1977, accompanied by Masaji Kiyokawa, the IOC Member from Japan, and the late Harry Banks, technical Director of the IOC. In Beijing they met with members of the All-China Sports Federation and Wang Weng, Minister in charge of the Physical Culture and Sport Commission⁶³. No substantial progress was made regarding China's readmission to the Olympic family⁶⁴. The times were not quite receptive to reconciliation. Killanin said of his five days official visit to China:

I had an extremely friendly talk with Chinese officials, including sports Minister Wang Meng and Lu Chin-Tung, a leader of the All-China Sports

Federation. The PRC maintains "there is only one China, not two Chinas, nor one China and one Taiwan." There is no solution seen immediately, but we can say the door is open, we need some methods to work out a solution .

However, Killanin visited Taiwan a year later, accompanied by Louis Girandou N' Diaye, IOC Vice-Président from the Ivory Coast⁶⁶. Hence, Killanin suggested a resolution which aimed at reinstating "the Chinese Olympic Committee and to maintain recognition of the Olympic Committee whose headquarters are located in Taipei⁶⁷". Killanin was careful to avoid using the word "Chinese" in reference to Taipei. It was well known that Beijing would not endorse a return to membership as long as Taipei used the Nationalist flag and anthem in Olympic ceremonies, an act which purported to indicate sovereignty over the mainland. In its Montevideo session in 1979, the IOC also suggested that the PRC representatives and Taiwan representatives meet in Lausanne to carry on a discussion presided over by Killanin. However, the meetings did not come about due to Taiwan's rejection of the idea⁶⁸.

Juan Antonio Samaranch, who succeeded Killanin in 1980⁶⁹, made his first major appearance in the saga in 1978 when he reported at Athens on his own recent visit to the PRC and said that the IOC must do everything in its power to allow the PRC to be recognised. As a first step, he recommended that the NOC of the Republic of China (Taiwan) be asked to change its name⁷⁰. Obviously the situation for the PRC was different from what it had been in the 1950's. The Marquess of Exeter, Lord David Burghley, who had been President of the International Amateur Athlete Federation (IAAF) from 1946 to 1976, and was well versed in the China question, agreed that only mainland China should be called "China". Further, he pointed out that there were precedents for dependent territories having their own NOCs, such as the Virgin Islands and Puerto Rico, each of which are linked to the United States government. There was also another example in Olympic history that could be applied. Frantisek Kroutil of Czechoslovakia referred to the opposition of both Austria and Hungary in 1912 to Bohemian participation in the Games, which had been solved by the Bohemian team marching at a distance behind the Austrian team, and with its own flag⁷¹.

At Montevideo some signs of compromise began to appear. The PRC took the first crucial step point toward compromise. In April 1979, in a plenary session of the IOC, He Zheng Liang, a representative of the PRC, stated:

According to the Olympic Charter, only one Chinese Olympic Committee should be recognized. In consideration of the athlete in Taiwan having an opportunity to compete in the Olympic Games, the sports constitution in Taiwan could function as a local organization of China and still remain in the Olympic Movement in the name of the Chinese Taipei Olympic Committee. However, its anthem, flag and constitutions should be changed correspondingly⁷².

This was the first time that the PRC has shown a willingness to allow Taiwan's NOC to include the word "China" in its title. Even though, the Taiwan spokesman had proposed the view in 1970 that two Chinese sports organizations would be acceptable, the PRC had refused to accept it at that time⁷³. The Montevideo vote on the recommendation passed by 36 to 30. The Chinese Olympic Committee (PRC), located in Beijing, became an IOC family member. Recognition of the Chinese Olympic Committee (Taiwan) located in Taipei also became established fact⁷⁴. The extract having heard the reports of the IOC Commission of Investigation regarding the two areas of China, the 81st Session of the IOC meeting in Montevideo received the delegations from Beijing and Taipei with the aim of enabling all Chinese youth to participate in the Olympic Games.

As a result of the above, and in an Olympic spirit, the IOC decided:

1. To readmit the Chinese Olympic Committee (Beijing); 2. to maintain recognition of the Olympic Committee whose headquarters are located in Taipei. All matters pertaining to name, anthem and flag will be subject to studies and agreements which will have to be completed as soon as possible.

The IOC Executive Board was authorised by the General Session to solve the problems associated with names, anthems, flags and constitution⁷⁵.

Finally, the entire matter was settled in the Nagoya meeting of the Executive Board in October 1979. Following the Executive Board's meeting, a postal vote of the entire IOC membership was taken on a resolution that the PRC's NOC be recognised as the

Chinese Olympic Committee, with its own distinctive flag and anthem. The emblem and statutes had been approved. Taiwan's NOC was to be known as the Chinese Taipei Olympic Committee, with a different anthem, flag and emblem from those used in the past. They were to be approved by the Executive Board by 1 January 1980 and its statutes submitted by the same date. Thus, both bodies were to be permitted to describe themselves as Chinese. The ballot paper was sent to all 89 members. Eighty one responses were received, 62 in favour, 17 against, and 2 were disqualified⁷⁶. However, what followed was not as easy as was expected. As a result of the postal vote on the China question, the Chinese Taipei Olympic Committee telexed all IOC members warning them that if a resolution was passed it would institute proceedings against the IOC. After the vote the writ was duly served on the IOC and Taiwan's IOC member, Henry Hsu, joined the case and issued a similar personal writ⁷⁷. Later Hsu withdrew his law-suit, but the Taipei delegation, in correspondence with the IOC president, announced that they would not take part in the Opening Ceremony at the winter Games in Lake Placid in 1980⁷⁸. As a result of the law-suit of the Taipei flag-bearer in Lake Placid, the city of Lake Placid asked the IOC to pay the legal cost of USD 24.000 - which was rejected⁷⁹. Finally, at the IOC session in Los Angeles in 1981, Hsu proposed an agreement to put an end to the pending law-suit. An agreement between the IOC and the Chinese Taipei NOC was accepted as amended and the name of NOC would be in English only⁸⁰. At the IOC session of Lausanne in April 1981, the President of the IOC officially informed of the agreement reached with the Chinese Taipei Olympic Committee on 23 March 1981 following the proposal of the Los Angeles meeting⁸¹. The farce of the "Two Chinas Issue" which had lasted for almost half a century was ended in 1981.

Notes

1. Henry Kissinger, *Years of Upheaval*, Boston: Little, Brown and Company, 1982, p. 48.
2. *Ibid.*, p. 46
3. *Ibid.*
4. Jonathan Kolatch, *Sports Politics and Ideology in China*, New York: Jonathan David Publishers, 1972, p. xi in preface.

5. Richard Nixon, *The Memoirs of Richard Nixon*, New York: Grosset and Dunlap Press, 1992, p. 544.
6. *Ibid.*, p. 545.
7. *Ibid.*, p. 546.
8. *Ibid.*, p. 548.
9. *The Chinese TV Séries: Chinese Olympic Light*, China Centre Television, September 1993.
10. *Lrd Killanin, My Olympic Years*, London: Martin Seeker and Warburg, Limited. 1983, p. 111.
11. *Olympic Review*, No. 49, October 1971, p. 551.
12. "China will not send Observer Delegation to Olympics", *Beijing Review*, No. 35, 1 September 1972, p. 23.
13. As a country lacking industrial and agricultural raw material, Japan is dependent on sources abroad. Therefore, it must develop foreign commerce. Such considerations require Japan to seek economic expansion. The PRC's diplomatic relations with Japan led to a huge increase in political and economic contacts, and offered new possibilities for PRC pressure on the Taiwan. On the establishment of relations both sides had agreed to the speedy conclusion of formal government agreements on economic and trade exchange. Trade between the PRC and Japan increased almost two-fold from \$ 1.1 billion in 1972 to \$2.015 billion in 1973. It was the first time that PRC-Japan trade exceeded Japan's trade with Taiwan. Chinese imports of Japanese manufactured goods and plants were among the major factors which led to rapid increase in trade between the two countries.
14. *The Times* (London), 13 February 1973.
15. *The New York Times*, 22 March 1973.
16. *The Times* (London), 3 April 1973.
17. Lord Killanin, *op. cit.*, p. 113.
18. Richard Espy, *The Politics of the Olympic Games*, Berkeley: University of California Press, 1979, p. 149.
19. *Ibid.*
20. *Ibid.*, p. 150.
21. IOC Executive Committee Minutes, 99th Session, 29 September - 2 October 1973, Varna.
22. IOC General Session Minutes, 72nd Session, 21 August - 5 September, 1972, Munich.
23. As cited by Richard Baka in "China on the International Sports Scene: A Historical Perspective", unpublished paper, University of Western Ontario, April 1974, p. 34.
24. Lord Killanin, *op. cit.*
25. An 11-Nation Joint proposal, cited in "China's Legitimate Rights in the International Olympic Committee must be restored", *All-China Sports Federation*: Beijing, n.d.ca. May 1976, by mimeographed paper, and IOC General Session Minutes, 75th Session, 21-23 May 1975, Lausanne.
26. *New China News Agency (NCNA)* (Yaounde), 1 April 1975.
27. IOC Executive Committee Minutes, Varna, 1973, *op. cit.*
28. *NCNA* (Beijing), 20 May 1975.
29. *NCNA* (Geneva), 21 May 1975.

30. Brian B. Pendleton, "The People's Republic of China and the Olympic Movement: A Question of Recognition" Unpublished doctoral dissertation, The University of Alberta, 1978, p. 115.
31. "China's Legitimate Right", pp. 7-8. NCNA (Beijing), 3 June 1975.
32. IOC Executive Committee Minutes, 105th Session, 19-23 May 1975, Lausanne.
33. Espy, op. cit., p. 151.
34. Pendleton, op. cit., p. 117.
35. Debates of the House of Commons, Ottawa: Queen's Printer, 5 July 1969, p. 15005.
36. IOC Executive Committee Minutes, 108th Session, 10-31 July 1976, Montreal.
37. Debates of the House of Commons, op. cit., 23 April 1975, p. 5109.
38. Espy, op. cit., p. 152.
39. Debates of the House of Commons, Ottawa: Queen's Printer, 5 July 1976, p. 15006 and Espy, op. cit., p. 152.
40. Ibid.
41. Correspondence from Mitchell Sharp to the President of the International Olympic Committee (28 May 1976), p. 1. as cited by Cheryl Ann Brown in "An Examination of the Relation between Sport Policy and Canadian Foreign Policy with Specific Reference to the People's of China and the 1976 Olympic Issue", unpublished master's dissertation, Faculty of Graduate Studies, The University of Western Ontario, 1979, p. 59.
42. Debates of the House of Commons, op. cit., 6 July 1976, p. 15064, Bracket mine.
43. J. Saywell (ed.), "The Olympic Games", Canadian Annual Review of Politics and Public Affairs for 1976, Toronto: University of Toronto Press, 1977, p. 331.
44. IOC Executive Committee Minutes, 108th Session, 10-31 July 1976, Montreal.
45. Pendleton, op. cit., p. 127.
46. Frank Deford, "More Dark Clouds Over Montreal, Sports Illustrated, 19 July 1976, p. 33.
47. IOC Executive Committee Minutes, Montreal, op. cit.
48. IOC General Session Minutes, 77th Session, 13-19 July 1976, Montreal.
49. Montreal Star, 16 July 1976.
50. Christopher R. Hill, Olympic Politics, Manchester: Manchester University Press, 1992, p. 46.
51. Vancouver Sun, 13 July 1976.
52. IOC General Session Minutes, Montreal, op. cit. and Saywell, op. cit., p. 332.
53. Saywell, op. cit., p. 331.
54. Vancouver Sun, 16 July 1976.
55. Ibid.
56. Saywell, op. cit., p. 331.
57. Hill, op. cit., p. 47.
58. Free China Weekly, 25 July 1976.
59. Pendleton, op. cit., p. 132.
60. The author's own experience.
61. Edwin, Pak-wahleung, Historical Dictionary of Revolutionary China 1839-1976, New York: Greenwood Press, Westport, Connecticut: 1992, p. 519.
62. Deng's famous statement of the "Black and White Cat" was criticized fiercely during the Chinese Cultural Revolution from 1966 to 1978. Deng was declared a person filled with capitalist ideology.

63. Killanin, op. cit., p. 113.
64. "Lord Killanin... Five Years of Presidency... and China", Olympic Review, No. 119. September 1977, pp. 536-539.
65. Ibid., p. 539.
66. Ibid, and Killanin, op. cit., p. 113.
67. Killanin, op. cit., p. 114.
68. The Sports News, 11 March 1979.
69. The election took place at the 82nd IOC General Session in Moscow on 16 July 1980. The following 5 candidates were announced: Lance Cross, Marc Hodier, James Worrall, Willi Daum, Juan - Antonio Samaranch. 77 Ballots were issued, making 39 the overall majority. Samaranch was elected President on the first round. In his speech of thanks, the new president promised to try to solve the great difficulties the Olympic movement was experiencing... "to the best of my ability".
70. IOC General Session Minutes, 79th Session, 17-20 May 1978, Athens.
71. Espy, op. cit., pp. 152-3.
72. Olympic Movement, op. cit., p. 292.
73. Pendleton, op. cit., p. 141.
74. IOC General Session Minutes, 81st Session, 5-7 April 1979, Montevideo.
75. Ibid.
76. Hill, op. cit., p. 49.
77. IOC Executive Committee Minutes, 121st Session, 8-15 February 1980, Lake Placid.
78. Ibid.
79. IOC Executive Committee Minutes, 125th Session, 30-31 October 1980, Lausanne.
80. IOC Executive Committee Minutes, 126th Session, 23-24 February 1981, Los Angeles.
81. IOC Executive Committee Minutes, 127th Session, 9 April 1981, Lausanne.

OLYMPIC MOVEMENT IN THAILAND

by Dr. Sakchai PITAKWONG (*THA*)

1. Introduction

Thailand recognizes the results of the Olympic Movement as the cooperation of internal and international sport development for human better lives. Utilization of sport as means of personal efficiency development because sporting and exercising are the means to develop physical, mental principles which reflect to the society. In future, the role of sport will be more concerned to individual and society existing and also national reputation. The quotation from our Great Sport King Rama IX, "Sport is the most significant to individual and nation lives with correct conducting, with efficiency and capability, of which will gain reputation to oneself and the country, if conducted with politeness will also gain the same reputation and national unity" (1981).

Sport in Thailand has been promoted and developed by public and private sectors long time ago. The Physical Education Department was established in 1993 for the promotion of sport and physical education to pupil and youth in school, while the Sport Authority of Thailand (SAT) was established in 1964 for coordination and promotion of sport among people and youth all over the country. Government also has a policy for local and central government agencies to promote sport and exercise for their own personnel.

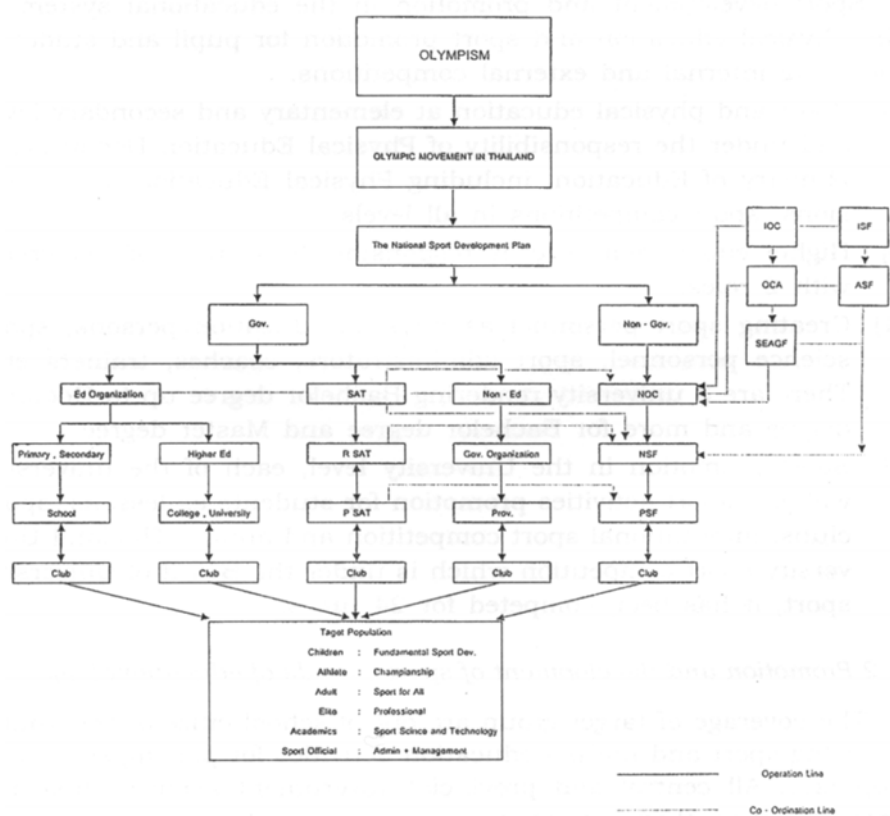
For the Non-Government Organization (NGO) the National Olympic Committee of Thailand (NOCT) was found on June 20, 1948 and affiliated to International Olympic Committee (IOC) on May 15, 1950 to promote Olympic Movement and sport nationally and internationally. Besides the NOCT, 45 National Sport Federations (NSFs) and 76 Provincial Sport Federations (PSF) are the NGO concern to sport as the same purposes.

National Sport Development Plan is the master plan to indicate policy, direction and boundary of sport development and promotion for sport organizations including government organizations eg. Physical Education Department, SAT etc. and NGO. This Master Plan

consists of 6 development as the development for fundamental sport, the development for mass sport, the development for excellence sport, the development for professional sport, the development for sport science and sport technology and the development for sport administration. At present we are using the second National Sport Development Plan coverage 1997-2001.

The improvement of Thailand sports development is indicated by the number of medals gained in SEA GAMES, ASIAN GAMES and Olympic Games. At the regional level, Thailand has a potentiality and is recognized by all members in the asian world to host the Asiad for 4 times in 1966, 1970, 1978 and 1998 and 5 times for SEA GAMES in 1959, 1967, 1975, 1985 and 1995, also we have a bidding plan for Summer Olympic XXIX in 2008.

The Structure of Olympic Movement in Thailand



2. Thailand Sport Development Master Plan

In the above mentioned Sport Development Plan, we utilize these plans as the guidelines and boundaries to each of the sectors for their detailed projects and activities. The objectives of the Plan are, to promote sport and exercises to children, youths and citizen - the development of potentiality of these groups of people includes physical, mental, intellectual development by means of 6 detailed development plans.

3. Development and Promotion of Sport in Thailand

The concerned organizations of the above headline can be emphasised by two groups of organization

1.1 Government sport organizations

Sport development and promotion in the educational system is the physical education and sport promotion for pupil and students including internal and external competitions.

- a) Sport and physical education at elementary and secondary level and under the responsibility of Physical Education Department, Ministry of Education, including Physical Education (P.E.) Sessions, sport competitions in all levels.
- b) Higher educational level is responsible by Bureau of University with 2 roles.
 - (1) Creating sport personnel as physical education persons, sport science personnel, sport administrators, coaches, trainers etc. There are 3 university rendering Bachelor degree up to Doctoral degree and more for Bachelor degree and Master degree.
 - (2) Sport promotion in the University level, each of the university will give sport activities promotion for students as lessons, sport clubs, international sport competition and annual Thailand University sport competition which is under the Board of University sport, it has been competed for 24 times.

1.2 Promotion and development of sport outside of educational system.

The coverage of target group are out-of-school citizens and youth by using sport and physical education activities for playing sport and exercises. All central and provincial government agencies take responsibility on these activities:

- Ministry of Health promotes sport and exercises activities for mass on all areas.
- Ministry of Interior promotes the rural sport youths.
- Armed forces sport Board takes responsibility on military sport internally and internationally.

1.3 Sport Authority of Thailand (SAT)

This Government organization is established on September 12, 1964 with the roles of sport promotion, sport coordination, planning, assisting, supervising and controlling of sport management nationally and internationally, also including sport grounds surveying, construction and maintenance management and all sport concerned authorized under the SAT Royal Degree.

According to the roles and Sport Master plan, SAT runs on the activities through

- (1) Regional level (RSAT), SAT regional offices are the centers of region for sport promotion and development, each of the center consists of sport training center, sport dormitory and modern sport venues for sport activities, run by public and private sectors nationally and internationally. There are 4 regional offices, central region at Suphanburi province, northern region at Chiangmai province, northeastern region at Nakhon Ratsima province and southern region at Songkhla province.
- (2) Provincial level, (PSAT) there are 76 offices all over the country as the coordinating centers with the provincial sport committee, provincial sport federation, sport club and other sport organization in the provinces.

SAT also provides subsidies for the administration of the NSFs, allocating budget for National Youth Games and National Games every year.

2. Non - Government Organizations (NGO)

- 1) National Olympic Committee of Thailand (NOCT) founded on June 20, 1948 and affiliation approved by International Olympic Committee (IOC) on May 15, 1950 with the roles of dynamic movement, development of sport personnel, representation national delegate to Olympic Games, Continental Games, Regional Games or other Games sanction by ICO.

- (1) Olympic Games, NOCT joined 11 Olympic Games with 1 gold medal, 2 silvers and 3 bronzes from boxing (table 1)

Table 1. Olympic Games 1952-1996 participation of Thai contingent.

No.	YEAR	Host		Sports	Medal
		City	Country		
15	1952	Helsinki	Finland	Athletics	
16	1956	Melbourne	Australia	Athletics, Basketball, Football and Yachting	
17	1960	Rome	Italy	Athletics, Boxing, Shooting and Yachting	
18	1964	Tokyo	Japan	Athletics, Boxing, Cycling, Weightlifting, Judo, Swimming, Shooting and Yachting	
19	1968	Mexico City	Mexico	Boxing, Cycling, Football, Shooting and Yachting	
20	1972	Munich	West Germany	Athletics, Boxing, Cycling, Weightlifting, Judo, Shooting and Yachting	
21	1976	Montreal	Canada	Athletics, Boxing, Cycling, Fencing, Judo, Shooting, Swimming, Weightlifting and Yachting	1 bronze medal from boxing
23	1984	Los Angeles	U.S.A.	Archery, Athletics, Boxing and Yachting	1 silver medal from boxing
24	1988	Seoul	Korea	Athletics, Boxing, Shooting and Yachting	1 silver medal from boxing
25	1992	Barcelona	Spain	Athletics, Badminton, Boxing, Judo, Shooting, Swimming, Tennis, Weightlifting and Yachting	1 bronze medal from boxing
26	1996	Atlanta	U.S.A.	Athletics, Badminton, Boxing, judo, Shotting, Swimming, Tennis, Weightlifting, Windsurfing	1 Gold medal, 1 Bronze medal from Boxing

- (2) Asian Games, Thai contingents have participated to all Asian Games since 1951 till 1998 and hosted 4 times: Asian Games

V 1996, Asian Games VI 1970, Asian Games VIII 1978, Asian Games XIII 1998. Number of Thai contingents participation has been shown on Table 2.

Table 2. Number of Thai contingents participation in Asian Games 1950-1988.

Asian Game		Host		Medal			Ranging
No.	Date	City	Country	Gold	Silver	Bronze	No.
1	4-11 March 1950	Delhi	India	-	-	-	-
2	1-9 May 1954	Manila	Philippines	-	-	-	-
3	24 May 1 June 1958	Tokyo	Japan	-	1	3	4
4	24 Aug - 4 Sep 1962	Jakarta	Indonesia	2	5	5	7
5	9-20 Dec 1966	Bangkok	Thailand	12	12	11	3
6	9-20 Dec 1970	Bangkok	Thailand	9	17	13	3
7	1-3 Sept 1974	Tehran	Iran	4	2	8	8
8	9-20 Dec 1978	Bangkok	Thailand	11	12	19	5
9	19 Nov - 4 Dec, 1982	Delhi	India	1	5	4	12
10	20 Sept - 5 Oct, 1986	Seoul	Korea	3	10	13	7
11	22 Sept - 7 Oct, 1990	Beijing	China	2	7	8	9
12	2-16 Oct, 1994	Hiroshima	Japan	3	9	14	12
13	6-20 Dec, 1998	Bangkok	Thailand	24	36	40	4

(3) SEA GAMES

The same as Asian Games, Thai contingents have participated since 1959 to 1997 totally 19 times and hosted 5 times at Table 3.

Table 3. Participations and Medals in SEA GAMES of Thai contingents.

No.	YEAR	Host		Medal			Ranging No.
		City	Country	Gold	Silver	Bronze	
1	1959	Bangkok	Thailand	35	26	15	1
2	1961	Yangon	Myanmar	21	18	22	2
3	1963	Kuala Lumpur	Malaysia	38	33	35	1
4	1967	Bangkok	Thailand	77	48	40	1
5	1969	Yangon	Myanmar	32	35	45	2

6	1970	Kuala Lumpur	Malaysia	44	27	38	1
7	1973	Singapore	Singapore	47	24	28	1
8	1975	Bangkok	Thailand	80	45	39	1
9	1977	Kuala Lumpur	Malaysia	37	35	33	2
10	1979	Jakarta	Indonesia	50	46	29	2
11	1981	Manila	Philippines	62	45	41	2
12	1983	Singapore	Singapore	49	40	38	3
13	1985	Bangkok	Thailand	93	65	59	1
14	1987	Jakarta	Indonesia	63	58	67	2
15	1989	Kuala Lumpur	Malaysia	62	63	66	3
16	1991	Manila	Philippines	72	80	71	3
17	1993	Singapore	Singapore	63	70	63	2
18	1995	Chiangmai	Thailand	157	98	91	1
19	1997	Jakarta	Indonesia	83	97	77	2

2) National Sport Associations (NSAs).

There are 45 registered National Sport Associations affiliated to ASF and ISF. The members of these NSA are PSA (Provincial Sports Associations) and Sports Clubs nation-wide. NSAs have roles of sports promotion, organizing the competitions, controlled and approved by law of ASF and ISF.

These NSAs are under of SAT Royal Decree and subsidized by SAT, utilizing Sports Master Plan as guideline of operation. 23 NSAs of 43 are accepted by NOCT.

Table 4. List of registered NSAs and accepted by NOCT.

No.	Sports	Abbreviation	National Sports Association	Accepted by NOC
1	ARCHERY	NAAT	National Archery Association of Thailand	✓
2	ATHLETICS	AAAT	Amateur Athletic Association of Thailand	✓
3	BADMINTON	BAT	The Badminton Association of Thailand	✓
4	BASEBALL	ABAT	The Amateur Baseball Association of Thailand	
5	BASKETBALL	BAT	Basketball Association of Thailand	✓

6	BILLIARDS & SNOOKER	TBAT	The Billiards Association of Thailand	
7	BRIDGE	CBLT	Contact Bridge Heage of Thailand	
8	BOWLING	TTBC	Thai Tenpin Bowling Congress	✓
9	BOXING	ABAT	The Amateur Boxing Association of Thailand	✓
10	CANOEING/ROWING	RCAT	The Rowing & Canoeint Association of Thailand	
11	CYCLING	TCA	Thai Cycling Association	✓
12	EQUESTRIAN	TEF	Thailan Equestrian Federation	
13	FENCING	AFAT	Amateur Fencing Association of Thailand	✓
14	FOOTBALL	FAT	The Football Association of Thailand	✓
15	GOLF	TGA	Thailand Golf Association	
16	GYMNASTICS	GAT	The Gymnastic Association of Thailand	✓
17	HANDBALL	HAT	Handball Association of Thailand	
18	HOCKEY	THA	Thailand Hockey Association	✓
19	ICE SKATING	TISA	Thailand Ice Skating Association	✓
20	JUDO	JAT	Judo Association of Thailand	
21	KABADDI	TAKA	Thai Amateur Kabaddi Association	
22	KARATEDO	TKF	Thai Karatedo Federation of Thailand	
23	MAUY THAI	AMAT	Amateur Muay Thai Association of Thailand	
24	PETANQUE	PFT	Petanque Federation of Thailand	

25	PHYSICAL TRAINING	APTAT	The Amateur Physical Training Association of Thailand	
26	PENEAK SILAT	PSAT	Peneak Silat Association of Thailand	
27	RACING BOAT	TRCA	Thai Amateur Racing Boat Association	
28	RUGBY FOOTBALL	TRU	Thai Rugby Union	✓
29	SEPAK TAKRAW	TAT	The Takraw Association of Thailand	✓
30	SHOOTING	NSSAT	The National Shooting Sport Federation	✓
31	SKEET & TRAP	STAT	Skeet & Trap Shooting Association of Thailand	✓
32	SOFTBALL	ASA-THAILAND	Amateur Softball Association of Thailand	
33	SOFT TENNIS	STAT	Soft Tennis Association of Thailand	
34	SQUASH	TSRA	The Thailand Squash Rackets of Thailand	
35	SWIMMING	TASA	Thai Amateur Swimming Association	✓
36	TABLE TENNIS	TTAT	The Table Tennis Association of Thailand	✓
37	TAEKWONDO	TPT	The Taekwondo Association of Thailand	
38	TENNIS	LTAT	The Lawn Tennis Association of Thailand	✓
39	THAI SPORTS	TSA	Thai Sport Association	
40	VOLLEYBALL	AVAT	Amateur Volleyball Association of Thailand	✓
41	WEIGHTLIFTING	TAWA	Thai Amateur Weightlifting Association	✓
42	WRESTLING	TAWA	Thai Amateur Wrestling Association	✓
43	WUSHU	WFT	Wushu Federation of Thailand	

44	YACHTING	YRAT	Yachting Racing Association of Thailand	✓
45	WINDSURFING	WATH	Windsurfing Association of Thailand	

3) Provincial Sports Associations (PSAs)

The sport organizing bodies in provincial level operate under the policy of Provincial Sports Committee to promote and develop sport, subsidized by SAT and affiliated to NSAs. Sports Clubs are members of PSAs, at present all of the provinces have PSAs.

4) Sports Clubs

The fundamental sports bodies of each sport, settled by the same interesting group. Sports clubs are member of related sport with PSAs and NSAs. These sports clubs can be conformed by schools, universities, communities, inside or outside of educational systems, the roles are supporting sports bodies all levels by providing athletes, coaches, trainers and sports personnel.

4. International Sport Bodies

4.1 International Olympic Committee (IOC)

Thailand is a member of the IOC with relevant coordination of Olympism, participating in Summer Olympic Games, meanwhile were supported by Olympic Solidarity for athletes training, established Thailand Olympic Academy on March 20, 1991. Dr. Nat Indrapana is IOC member for Thailand.

4.2 Olympic Council of Asia (OCA)

Thailand is also a member of OCA, which has been granted to host Asian Games for 4 times. Thai sport persons are honored to be the executive committee as follows:

4.2.1. Executive board

- Maj. Genl Charouck Arirachakaran - Vice President.
- Mr. Santiparb Tejavaniya - Treasure

4.2.2 Standing Committee

- Dr. Roongtham Ladpik Rules Committee member
- Mr. Satiparb Tejavaniya Secretary of Finance & Committee.
- Mr. Pisit Ngamparnich Information & Statistics Committee member
- Dr. Sakchey Tapsuwan Sport Committee Member

- Mr. Vijit Getekaew Athletes Committee member 4.3

South East Asian Game Federation (SEAGF)

SEAGF is the sub-regional level for South East Asia sport promotion among a member: Brunei Darussalam, Cambodia, D.P.R., Lao, Malaysia, Myanmar, Indonesia, Singapore, Thailand and Vietnam. The SEA GAMES occur every two years. Thailand has hosted for 5 times.

5. ASF, ISF

All of 45 NSAs are affiliated to ASFs and ISFs to govern sport according to the rules of those SFs. Some of the committee members of NSAs are in the SFs as members shown in Table 5.

Table 5. Number of NSAs members in SFs.

Sports	Representative			
	ASF		ISF	
	Member	No. of Rep	Member	No. of Rep
1. Archery	AAF	1	FITA	-
2. Athletics	AAAA	1	IAAF	-
3. Badminton	ABC	2	IBF	1
4. Basketball	ABC	3	FIBA	-
5. Billiard & Snooker	IBSF	1	WEBS	1
6. Boxing	FAAB	1	AIBA	1
7. Cycling	ACC	5	UCI	-
8. Equestrian	AEF	2	FEI	-
9. Football	AFC	4	FIFA	1
10. Hockey	AHF	1	FIH	-
11. Judo	JUA	1	IJF	-
12. Petanque	-	-	-	1
13. Rugby Football	ARFO	4	IRFB	6
14. Sepak Takraw	ASTAF	6	RATAF	6
15. Shooting	ASC	1	UIT	-
16. Softball	ASA-ASIA	1	ISF	-
17. Swimming	AASF	1	FINA	-
18. Volleyball	AVC	2	FIVB	-1
19. Weightlifting	AWF	5	IWF	-
Total	19	43	7	12

5. National Sport Competitions

Sport Competitions in Thailand at national level are organized by

Games	Organize
1. The National Student Games	Physical Education Department
2. The University Games	University Sport Committee Board
3. The PE College Games	Physical Education Department
4. The National Youth Game	SAT
5. The National Games	SAT
6. Thailand Champion Ship	NSA
7. Thai Army Games	Ministry of Defence
8. State Office Games	SAT
9. Provincial Games	PSA

6. Target groups of sport development and promotion in Thailand

Olympic Movement in Thailand along with Sport Master Plan (1997-2001) intend to promote the better quality of lives of citizen through public and private sector concerning with sport. The target groups of population are

1. Children and youths, gaining sport knowledge through the development plan for fundamental sport. They will know basic skill of playing and watching sport, within educational system. Ministry of Education and Bureau of University will handle and the outside educational system run by Ministry of Interior and SAT.
2. General citizen, the development of sport passes through the development plan for mass sport as better health is the target. Ministry of Health and SAT handle this plan.
3. Elite sportmen, developed to the top cream through the development plan for elite sport at all levels. SAT, NOCT, NSAs and PSAs handle this target group.
4. Professional Athletes, top calibrate of elite sportmen and women will be larged to professional Athletes through the development plan for professional sport by SAT and NSAs.
5. Sport technical, the development of sport science and technology will be done according to the plan directions by Bureau of University and SAT.

6. Sport personal, sport administrators, coaches, referees will be developed and promoted under the development plan for sport administration by NOCT, NSAs, PSAs and SAT.

7. Conclusion

Olympism and the Olympic Movement in Thailand along with the National Sport Development Plan as the Master Plan, sport activities in Thailand flow along side by side with public and private sectors concerning sport under the same umbrella. Chain of flow crisis-crossing have made Thai people try to support each other for the improvement of quality of lives and better healthy people. This happening proved by hosting the Asian Games XIII successfully.

Further step of Olympic Movement in Thailand even under this economic crisis, we believe that the circumstances of good cooperation between national and international sport organizations will achieve the objectives of Olympism. The Movement under scopes and directions of Sport Master Plan will fertile fruitfully to children, youths and citizens with good physical and mental health, living peacefully with fraternity in society by means of Olympism and Olympic Movement. We hope that Thailand can pave the path to host Summer Olympic Games.

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Legends

IOC:	International Olympic Committee.
OCA:	Olympic Council of Asia.
NOC	National Olympic Committee.
ISF:	International Sports Federation.
ASF:	Asian Sports Federation.
NSF:	National Sports Federation.
PSA:	Provincial Sports Association.
SAT:	Sports Authority of Thailand.
R.SAT:	Regional Level SAT.
PSAT:	Provincial SAT.
Club:	Sports Club.

THE ECONOMIC IMPACT OF THE SEOUL OLYMPIC GAMES

by Do Young PYUN (KOR)

1. Introduction

When Seoul was selected in 1981 as the venue for the 24th Summer Olympic Games, Korean were jubilant and full of national pride. There were a few, however, who were concerned. A typical concern was that the enormous expense for the Games would be ultimately borne by the Korean people and thus would put a heavy burden on the national economy. In fact, at the beginning of the 1980s when Seoul was chosen as the site for the 1988 Olympic Games, the balance of payments deficit was a serious problem for the Korean economy along with its ever growing foreign debt.

The Seoul Olympics, prepared with mixed feeling of great expectations and concerns, turned out to be the most successful Olympics ever, even from an economic standpoint.

This paper discusses the impact of the Seoul Olympics on the Korean economy. The effects will be analyzed in three parts: assessment of costs and benefits of projects directly related with the Seoul Olympics, direct impact on the national economy and industrial sectors, and indirect and non-pecuniary impact on long-term economic development.

2. Assessment of Olympics-Related Projects

A. Olympic-Related Project

A cost/benefit analysis of the Olympic projects can be carried out differently depending on the nature and size of the project. Estimating the size and scope of the Olympics-related projects depends on the nature of such projects and the method of classification. Olympic projects are defined to include those activities related to the preparations for and staging of the Games, and also include those activities related to the utilization of structures and facilities thereafter. In

this study, projects related to the Seoul Olympics are classified into three categories. The first category is projects specifically for game operations essential for hosting the games. The second is direct-investment projects essential for the games but which can also be utilized after their completion. Both of these types of projects are required to host the games, and can be considered games-related expenditures in a narrow sense. The third category is indirect-investment projects in social infrastructure not directly related to the Games but which nevertheless create a favorable environment for their success. All three categories can be considered games-related projects in a broad sense.

1) Operation Costs

Projects related to game operations are by nature current expenses necessary for the preparation, maintenance, and operation of the games. These projects consist of the opening and closing ceremonies, game operations, maintenance of Olympic and press villages, and management of various events. Also included are investments in cultural events and public relations aimed at enhancing the image of the host country. In addition, installation of communications facilities and the procurement and maintenance of personnel and equipment required for the Games are also included.

Investments were made in the construction of electronic boards at competition sites, equipment for measuring and recording games, cable T.V. broadcasting sections at competition sites, indoor public announcement equipment and other projects. In addition, work necessary for quarantine inspection, health check-ups for athletes and officials, doping and sex tests, and publication of public information material both at home and abroad are included in this category. Projects to make the Olympic emblems and to sell T.V. rights and admission tickets are also included.

2) Direct-Investment Projects

Direct-investment projects for facilities directly required for hosting and operating the Olympic Games included construction of competition sites and the modification and maintenance of training sites. Investments were also made in projects related to cultural and public information such as the establishment of the International Broad-

casting Center and sculptures built to publicize the Olympic Games. Thus, most direct investments were for the construction of indispensable facilities that could be used after the Olympic Games.

During the Olympic Games, 112 facilities including 34 competition sites, 72 training sites, and 6 games-related sites were required. For all 72 training sites, existing facilities were used, such as school gymnasiums, stadiums, and public physical education facilities. As for the 34 competition sites, 21 were existing facilities renovated for the Olympic Games, 4 were indoor gymnasiums of Seoul National and Hanyang Universities, and two had been planned regardless of the Olympic Games. There were 9 competition sites newly built for the Olympic Games including 6 in Olympic Park (cycling, gymnastics, fencing, weightlifting, swimming, and tennis), the Han River Regatta Course, Seoul Equestrian Park and Pusan Yachting Regatta.

To support communications at the competition sites, investments were also made in the installation of electronic exchange facilities, computer terminals and lines, and mobile communications facilities.

3) Indirect-Investment Projects

Indirect investment projects are those not directly required for hosting the Olympic Games, but completed ahead of schedule so that the facilities could be used during the Games. Most indirect investment projects were social infrastructure investments including the expansion of Kimpo International Airport and the maintenance and improvement of the Olympic torch-passing roads and public lavatories.

Investment in broadcasting and communications support required the procurement of advanced technology. While preparing for the Olympic, considerable technology was accumulated creating an opportunity to advance the domestic electronics industry. In particular, WINS(Wide Information Network System Service), which was developed by a domestic technological team, proved a great success and showcased domestic technology to the world. In total, 110 sites, including 27 competition sites all over the country, the main stadium, Olympic villages, the Press Center, airports, related government offices and 34 hotels were linked by WINS.

B. Financing Revenues and Fund Management

1) Olympic Projects and Raising Necessary Funds

In principle, funds necessary for operating the Olympic Games were borne by the Olympic Organizing Committee. Operating funds for sports organizations were supported by the government. Funds necessary for repairing existing facilities were borne by the owner of each facility. The Olympic Organizing Committee, however, supported any additional needs of the Olympic Games.

Funds for direct-investment projects were divided among the government, the Olympic Organizing Committee, and the private sector. Funds for creating a festive Olympic environment were mostly borne by the government and, in part, supported by the Organizing Committee of the World Contemporary Arts Festival. Part of the funds for environmental, public health, transportation, and tourism projects was financed by the private sector.

2) Funds Supplied by the Olympic Organizing Committee

A breakdown of the funds raised by the Olympic Organizing Committee is the key to an economic assessment of the Games. A sum of 841 billion won was raised by the SLOOC, which covered game-operation expenses. The figure accounts for 75.9% of the funds for projects directly related to the Games, which totaled 1,108.4 billion won.

The scope and breakdown of the Olympic Organizing Committee funds have historically varied from country to country. For example, for the Tokyo Olympics, the ratio of Olympic Committee revenues was low compared with the that of other countries. Major income sources were from sales of admission tickets, commemorative stamps, and advertisements. Unlike other Olympic games, at the Tokyo Games, funds were raised through professional sports competitions. In the Montreal Olympics, 55% of the total expenses were financed through a lottery, while sales of Olympic coins, stamps, and medals were other major income sources. In contrast, at the L.A. Olympics, the private sector took the initiative to run the Games and developed various income resources, including the expansion of the official sponsorship system for sports products, donations from sports-related industries, and record-high fees for TV broadcasting

rights. At the Seoul Olympics, profits were made mostly from the sale of TV broadcasting rights and Olympic coins, stamps, and medals.

Table 1. Revenues and Expenditure from SLOOC.

(Unit: 100 million won)

Revenues		Expenditure	
Television Rights	2,118	Game Operation	299
Coins	1,208	Facilities	1,870
Lottery	1,174	Techniques	415
Sponsorship	819	Medical Care	31
Apartments	1,315	Transportation	69
Admission Tickets	209	Olympic Village	377
Donations	565	Advertisements	263
Advertisements	282	Protocol	74
Rent from the Olympic Vil.	116	Culture Activities	16
Stamps	25	Int'l Cooperation	82
Olympic Sculpture	90	Rights	450
Government	371	Operations	827
Interest	48	Planning, Security	536
		Mailing	181
Total	8,410	Total	5,890

Source: SLOOC

C. Evaluation of The Economic Impact of the Olympic Games

The economics evaluation of hosting the Olympic Games can vary according to the standards adopted. Hosting Olympics brings both tangible and intangible results. Thus there is a limit to evaluating such effects by using only quantitative methods. The basic criterion used to evaluate the economic effects is a comparison of the income and expenditures of the Olympic Organizing Committee, as the expenditures funnelled through the Olympic Organizing Committee were basically operating costs essential for the Games, The SLOOC's total income was 841 billion won, while total expenditure were 589 billion won, a difference of 252 billion won. This figure, however, includes various contributions amounting to 201.8 billion won from the Olympic village construction, the general public, and the gov-

ernment, which are not proceeds from the Olympic projects. Thus profits from the Olympic projects amounted to around 50 billion won.

Futhermore, personnel required for the Olympic Games were supplied by governmental organizations and various corporations which considerably reduced personnel expenses. Such savings are difficult to determine accurately but were estimated at 18.8 billion won for the period from 1981 to 1988.

Another criterion used in evaluating the economic impact of the Olympic Games is the scope of those projects invested specifically for the Games. Seoul has become a metropolis of over 10 million people with a developed social infrastructure including good transportation facilities and accommodations as well as basic facilities necessary to hold various athletic events. Compared to the Tokyo Olympics which required heavy investment in social infrastructure, the Seoul Games required less investment in this area.

The nature of the Game-related projects is also an important factor when evaluating the effects of the Olympics. Most projects involved the construction of competition sites and social infrastructure facilities to support the Olympic Games. Such investments also should have been made to improve facilities for the public in accordance with economic development. Typical examples of such investments are the expansion of Kimpo International Airport, the Olympic Freeway, communications networks, and the equipping of public lavatories with flush toilets. Apartments to house athletes, journalists and other game-operating personnel during the Olympics were constructed for use as residential units after the Games. Such housing projects helped ease the housing shortage in the Seoul area.

Whether or to what extent, Olympic facilities would remain idle after the Games is another major factor in assessing the economic benefit of Olympic projects. The Seoul Games should not have a serious problem in this respect, since it was taken into consideration in the first comprehensive plan for the Olympics in 1982. Hosting the Games without a deficit have been a major consideration since the initial planning for the Olympics. Existing facilities were used for most competitions, and out of a total 112 competition sites, only 13 were newly built. Of these 13, the Seoul National University Gymnasium, and Saemaul Gymnasium have been planned independent

of the Olympics. The facilities' use after the Games was a major consideration when constructing new facilities in preparation for the Games. Accommodation facilities for athletes, journalists, and operating personnel were built by private constructors, and became residential units after the Games, thus alleviating housing problems. The annex to the Trade Center was converted to a Press Center while the International Broadcast Center was constructed by the Korea Broadcasting System.

The games ended without placing any financial burden on the public and earned a great deal of foreign currency. Furthermore, most of the Olympic projects were necessary investments for the public welfare regardless of the Olympics. Considering these factors, the Seoul Olympics can be safely evaluated as a surplus-generating events.

3. Impact of the Olympics on the National Economy

The investment in projects related the Olympics will generate additional demand not only in the sector concerned but also in related industries, boosting production and thereby creating new income and employment. Above all, the events are expected to promote growth in related industries especially in the field of tourism. This section will discuss the macroeconomic impact of the Olympics.

A. Impact of Investment in Olympics-Related Projects

1) Impact on the Products, Income, and Employment

Investments in Olympic projects generated income and employment not only in directly related industries but also in other supporting industries. During the period from 1982 to 1988, the production resulting from Olympic projects amounted to 1,846.2 billion won. That figure accounts for 0.4% of the GNP over the same period. Furthermore, from 1982 to 1988, 336 thousand new jobs were created. Similarly, in production and income generation, the impact on employment of Olympics-related projects became visible starting in 1983. During the period from 1982 to 1988, employment in Olympics-related projects accounted for 0.3% of total employment. In 1987 alone, Olympic projects employed 0.5% of the nation's total employed.

2) Impact of Investments in Olympics Projects by Industry

The impact and effects of Olympic projects on production, income, and employment generation are considerably different by industry. As for production generation, the social infrastructure sector benefited most with a 38.0% increase, of which the construction sector accounted for 32.4%. Close behind was the manufacturing with 20.8%. As for employment effect, however, the service sector showed the highest gain with 46.9%, followed by the construction sector with 26.8%. Employment creation remained at only 15.9%.

3) Improvement in International Balance of Payment

In 1988, Korea enjoyed a trade surplus of US\$ 14.2 billion. The growing trade surplus has had a variety of negative effects including increased trade frictions with industrial powers, pressure for market liberalization and inflationary pressures resulting from increase in money supply. As a result, the Olympic Games' contribution to the Korea economy in terms of its effect on the balance of payments has been an important area of assessment.

From 1982 to 1988, total foreign currency revenue earned through the SLOOC amounted to US\$ 690 million, with expenditures of US\$ 88 million, bringing the SLOO's net foreign currency revenue to US\$ 521 million. Additional revenue from the tourism sector reached US\$ 140 million in 1988. A total of US\$ 227 million was spent by Olympics-related businesses on imports necessary for the success of the Games.

The SLOOC minimized its spending of foreign currency mainly from TV broadcasting rights, resulting in an estimated improvement in the balance of payments of US\$ 434 million.

B. Development of Olympics-Related Industries

In addition to the direct results of investments in Olympics-related projects, the Games brought about remarkable growth in the tourist industry, encouraged technological developments in electronics, telecommunications and sporting goods, and improved Korea's credibility in international markets. The Olympic Games' impact on major industries is summarized as follows:

1) Tourist Industry

Demand for tourism has increased as people's living standards have risen and their views on tourism have changed. The tourism industry has grown remarkably as a result of the construction of tourist hotels, the expansion of tourist facilities, and increased overseas advertisements in preparation for the Seoul Games. Support for the tourist industry, which is highly value-added and has a tremendous impact on employment, is needed now more than ever, as it has potential for growth.

The Seoul Olympics not only boosted the number of tourists but also provided an opportunity to impress the global population with Korea's cultural heritage. The Seoul Olympic Games greatly contributed to the long-term development of the Korean tourist industry.

The Olympic Games were a turning points in the development of Korea's development of Korea's tourist industry. The Olympic Games's success established Korea as a safe and pleasant tourists destination, dispelling earlier fears and impressing the entire world with Korea's cultural heritage.

The Games also provided an opportunity to build several world class tourists hotels as well as international travel agencies. In the case of top class hotels, newly built or added rooms constitute 41.9% of the total rooms available in Seoul. As most of the new hotel projects depended on a temporary rise in demand during the Olympic Games, there was concern about oversupply after the Games. But such concern turned out to be needless as the number of foreign tourists actually increased due to the Games' success.

2) Craftworks Industry

The Korean craftworks industry originated and developed as a regional specially with products manufactured near areas where raw materials are readily available. As a result, the industry has been operated more liked a home handicraft operation run by craftsmen rather than a form of enterprise. The craftworks industry has helped greatly in drawing attention to the nation, reflecting Korea's natural surroundings and cultural heritage.

The craftworks industry has aided the development of regional economies since it uses local materials. It can be fostered as a strategic industry in given regions because as a labor-intensive industry,

it creates many jobs. Korea's craftworks industry showed only modest growth until a few years ago, as the domestic market was small and mass-production was difficult. The Seoul Olympics, however, marked a turning point for this industry. In order to use the craftworks industry to create Olympic merchandise and produce high quality souvenirs, the government in 1985 selected 50 items as special objects and designated manufacturers of those items as eligible for promotional funds and technological guidance. Also, the government worked on the preservation of each region's traditional craftworks, connecting craftworks-producing areas to major tourist areas, conducting joint businesses involving craftworks and tourism, establishing complexes and joint utilization of facilities, and improving quality and productivity.

As a result, craftworks businesses which used to follow a growth path similar to the rest of the manufacturing sector, recorded remarkable growth in 1986 when the Asian Games were held. In addition, exports of craftworks showed outstanding growth due to the 1986 Asian Games and the 1988 Seoul Olympics. In 1988, craftworks exports grew 30%, increasing by US\$ 536 million over the previous year.

3) Sports and Leisure Industry

The sports and leisure industry in Korea started to grow in the 1970s along with rapid economic growth, the increase in sport-leisure population, and the introduction of the concept of vacations. One population, and the introduction of the concept of vacation. One characteristic of the sports and leisure industry is that trademarks play a much greater role in consumers' purchasing decisions than in any other industry. As demand diversifies automation of production lines is difficult since they rely heavily on manual work since labor intensive methods are typically utilized. To improve the quality of domestic sporting goods for the 1986 Asian Games and the Seoul Olympics, the government subsidized 26 items, providing funds and technological guidance to some top firms. In addition, the government encouraged the move towards co-ops among sporting goods manufacturers in order to bring about joint utilization of facilities and reduction in costs through joint purchases of raw materials. To improve quality and boost exports, enterprises participated in over-

seas exhibitions for product marketing and the improvement of their own trademarks. Under these circumstances, the Seoul Olympics provided an excellent opportunity to improve the image of their brands and the quality of their products.

4) Electronics Industry

The electronics industry is very suitable for a country like Korea which has few natural resources. The industry is technology-intensive, highly value-added and employs few resources and little energy. The electronics industry also has a wide variety of applications for almost all kinds of industries with limitless potential for new demand through innovations.

Korea's electronics industry achieved rapid growth by focusing on labor-intensive sectors until the end of the 1970s. In the 1980s however, the industry entered a restructuring period in order to meet the demand for computers, semi-conductors, VCRs and telecommunications equipment. However, the Korean electronics industry still needs to increase investment in basic technology, product design technology, high-class technical manpower, and R&D investment in order to catch up with the electronics industries of advanced countries.

5) Other Industries

The Seoul Olympics also contributed to the development of the automobile, food and services industries. In the case of the automobile industry in particular, the Seoul Olympics provided an opportunity to demonstrate the high performance of Korean cars, improving their image all over the world. Every Korean company used the Olympic Games as an opportunity to improve its corporate image and expand its volume of exports through export consultations and factory tours for foreign businessmen visiting Seoul for the Olympics.

C. Impact of the Olympics on the National Economy

Many people expressed concern about over expansion and a possible recession after the Olympics since heavy investment would be made within a limited time period. After the Tokyo Games, Japan experienced a temporary recession despite improvements in the balance of payments as a result of increased exports after the Games.

Japan's growth rate of GNP drastically slowed to 5.1% in 1965 from 13.2% the previous year. Despite such concern, since the completion of the Games, the Korean economy has enjoyed sustained growth, recording a 12% growth rate in 1988. Furthermore, exports have increased despite the appreciation of the won, slight increases in commodity prices and trade conflicts with advanced countries. The balance of payments surplus reached US\$ 14.2 billion in 1988.

For the Seoul Games, investments had been made over a period of 7 years from 1982 to 1988, and represented only 1.6% of total investment nationwide during that period. By 1986, 59.1% of the Games-related projects had already been completed. Furthermore, a considerable part of the investment in transitory projects such as facilities required to operate the Games were minor investments while those to develop services infrastructure were investments that Korea would ultimately have made regardless of the Olympics.

It had been estimated that Olympics-related construction would constitute a major part of the nation's construction business. Such projects, however, did not influence the construction industry substantially considering the total scope the nation's construction activities. Based on value-added accounted for only 1.4% of the nation's construction business during the period from 1982 to 1988. This was mainly a result of investments that had been made before 1982. Furthermore, most investments were made in social infrastructure.

D. Impact of the Games on the Environment and Regional Development

In preparation for the Olympic Games, Korean increased investments in social infrastructure projects in the Seoul metropolitan area to improve the general living environment and give a fresh look to the city. With completion of the Han River Development Project, Han River and new riverside parks provided new recreation and rest areas. Squalid houses and roads were reconstructed and outdoor advertisement signs rearranged, giving the city a neater look. The transportation system was also improved through the reorganization of operations and the expansion of Kimpo International Airport and the construction of parking facilities in the city.

The Seoul Olympics provided a good opportunity to meet Korea's increasing needs for recreation and sports facilities through the Han

River Project and other sports projects. In addition, they provided the opportunity to improve the quality of the service sectors by raising standards for restaurants and public health facilities.

The concentration of investments in Seoul exacerbated the existing imbalances between Seoul and other areas, creating a feeling among local residents that they were being neglected. In addition, the roads reconstructed for the Olympic torch passing were not often used and placed a financial burden on local government. Furthermore, local travel industries' expectations were not met as foreign tourists stayed mainly in Seoul.

4. Long-Term Effects on National Economic Development

The Seoul Olympics were a great success, placing no significant economic burden on the Korean people. They provided opportunities for related industries such as tourism, sports and leisure, and electronics and communications to achieve significant advances. More important, however, than the immediate, temporary benefits was the Games' impact on Korea's long-term economic development.

A. The Enhanced Reputation of the Korean Economy in the International Community

Korea's elevated image should have provided a great opportunity to improve the reputation of Korean goods in world markets and thus contributed to expanding exports and diversifying overseas markets. Furthermore, through the Olympics opportunities emerged for expanded economic and technological cooperation with other countries.

B. Increased Economic Cooperation with Socialist Countries

Economic cooperation with socialist countries was also made possible because Korea responded to the foreign policy changes in those countries, including the Soviet Union's Perestroika and Glasnost. Among the objectives of these policies is the expansion of economic cooperation with Far Eastern countries, such changes in economic policies are being pursued not only in the Soviet Union but also in most other socialist countries.

Economic Cooperation consists of expansion of official, economic, and personnel exchanges, direct investment, and natural resources development expansion.

1) Trade Expansion

Economic exchanges with socialist countries began unofficially in the early 1980's. In 1988, trade volume with socialist countries increased by 80% over the previous year, amounting to US\$ 3.65 billion. In particular, trade with China increased 164-fold over the 10 year period from 1979 to 1988, making it 5 times the trade between North Korea and China. Trade with the Soviet Union has steadily increased recording a 3-fold expansion over the period from 1984 to 1987.

2) Increased Economic Cooperation

Relations with socialist nations improved not only in terms of quantity of exchanges but also the quality of such exchanges due to the Olympics' crucial role in establishing official relations with these countries. In December 1987, Hungary became the first among these nations to set up a trade representative office in Seoul. This office was upgraded in September 1988 to resident representative status, followed by the recent establishment of official diplomatic relations, as well as the signing of a trade and economic cooperation agreement.

In June 1988, Korea exchanged trade representatives with Yugoslavia. Talks are in progress for similar exchanges with Bulgaria and Poland. Furthermore, to meet the needs of increasing trade, Korea worked to link up with these countries through the ISD (International Subscribers Dialing) network.

3) Resource Development and Joint Investment

Resource development and joint investment plans also help consolidate economic ties with these countries. As a result of the increased trade, Korean firms, including general trading companies, are planning to open local branches in these countries. Firms are also exploring the possibility of developing resources in China and the Soviet Union in an effort to diversify their supplies and secure a stable supply of raw materials.

4) Economic Cooperation with North Korea

Korea's effects to expand trade with socialist countries had been extended to include exchanges with North Korea. Furthermore a Korean businessmen has visited the North and discussed the development of Mt. Kum Kang with North Korean authorities. Much effort and patience will be necessary to overcome the differences in the economic systems which have developed over the past four decades of division. However, the cooperative atmosphere in economic affairs will contribute to efforts to establish peace and ease tension on the Korean peninsula.

5. Conclusion

In addition to accelerating Korea's economic development, the Seoul Olympics provided a genuine opportunity for greater East-West cooperation.

The Games are praised above all for their economic operations which managed to minimize the financial burden of the public. This was possible because 1) investment in new facilities were minimized by using existing facilities and 2) unlike Tokyo in 1964, Seoul was equipped with relatively sufficient infrastructure. Moreover, the Olympics-related investments were necessary for industrial development and improved public welfare. At the same time, the Seoul Olympic Organizing Committee collected substantial fees for TV rights, and foreign currency revenues increased due to the mass influx of tourists.

The Seoul Olympics have enabled the Korean tourists, sport and leisure industries to grow rapidly and have also advanced Korea's electronics and telecommunications technology.

Furthermore, Korea and its trademarks have become known worldwide which has boosted not only the export but also the domestic sector. Above all, the possible negative effects which concerned many specialists, such as galloping inflation or an economic recession, did not occur. On the contrary, the pride instilled in Koreans from the Olympics will serve as a driving force behind Korea's continued economic growth.

The intangible economic effects of the Games are no less important than tangible ones. On the occasion of the Olympics, Korea

liberalized its foreign currency and capital market, qualifying it for advanced country status. Furthermore, the Games improved Korea's international stature by publicizing around the globe the success of the Korean economy. In particular, the participation of the socialist countries, greatly contributed to increase economic cooperation, thereby easing tension on the Korean peninsular and enabling the government to introduce its Nordpolitik.

Korea now has to assume a greater responsibility in the international community, in line with its recent economic success. In particular, as a result of the excessive coverage of its booming economy, Korea now faces pressure from U. S. and West European countries to liberalize its markets. Since Korea first realized a trade surplus beginning in 1986, it has come under increasing pressure to revalue its currency and liberalize imports from advanced nations. These countries have also become reluctant to transfer high technology in fear of the so-called 'boomerang' effect. Korea's elevated role in the world economy is reflected by increasing requests for loans from over 20 countries in Asia, Africa, and South America.

AN ARGUMENT FOR RUGBY IN THE OLYMPICS

by Scott A. READ (USA)

The game of Rugby Football is popular with both players and fans worldwide. The governing board of rugby, the International Rugby Football Board (IRB), has nearly 100 member countries. Included among these is the most populous country in the world, the People's Republic of China, which was admitted in January of 1997. The global popularity of the game has made the Rugby World Cup the fourth largest sporting event in the world, just behind the Olympics, World Cup Soccer, and the Athletics World Championship.¹ Most people do not realize that the history of the Olympics and that of rugby have overlapped in action and ideology. This paper will argue that by precedents and principles, rugby would be an ideal addition to the contemporary Olympics.

The Development of Rugby

It can be argued that most cultures had some form of ballgame in their history, but the origins and development of football games, which include both rugby and soccer, can be traced back securely only to traditional folk games of pre-Industrial England. Some writers have tried to claim that these football games can be linked to ancient games like the Greek game of *episkyros* or the Roman game of *harpastum*.² Some have also tried to show how rugby and soccer were developed by the Celts or imported by the Anglo-Saxons and Normans. It has even been asserted that football was a product of the native Britons who celebrated the defeat of an enemy army with a ritual game played with a ball. Given the lack of historical evidence however, there is no way to successfully defend any of these arguments.

The development of rugby can be divided into five overlapping stages, from the 14th century until today. Each stage of game development, except that between one and two, required a demand for more orderly and restrained behavior according to what Norbert Elias calls the "civilizing process" of the game³. This civilizing process also

led to a sports ethos developed in the public school system in England, which Pierre de Coubertin would use as a model for the Olympic games.

In the first stage of the game, from the 14th to the 20th century football was an entire class of folk games that were relatively simple, wild, and unruly. There were simple oral rules and considerable variations in the style of play from location to location. These folk games were the common matrix from which rugby was descended.⁴

References to football were first made in the 14th century. The term football became common in the literature of Britain, as in recorded prohibitions of the game by the king and civic authorities.⁵ Court records describe how the game was regarded as a threat to life, property, and public order. Between 1324 and 1667, football was banned on more than thirty occasions.⁶ This shows not only the popularity of the game, but also the lack of authority in enforcing bans. In 1608, in the town of Manchester, civic authorities expressed displeasure at the game being played in their streets and issued a statement:

"With the ffotebale...[there] hath beene greate disorder in our towne of Manchester we are told, and glasse windowes broken yearlye and spoyled by a companie of lewd and disordered persons using that unlawful exercise of playing with the ffotebale in ye streets of the said towne, breaking many men's windows and glasse at their pleasure and other great inormyties." ⁷

Such *ad hoc*, loosely organized games had no demarcated boundaries, players played through the streets or the countryside. Games were also closer to real fighting rather than the mock fighting of today's game. At any time a game could break out into a savage brawl.

In the second stage in the development of rugby, 1750-1840, ball games were taken up in public schools. What was known as a "fagging system" developed.⁸ The game was bound up by a system of self-rule in which the older boys were in control of the weaker and younger boys.⁹ The game was still subject to local custom rather than national rules.

In the third stage of development of the game, from 1830 to 1860, a set of rules was written down for players. In 1845, *The Laws of Football Played at Rugby School* divided the rules into two sections.¹⁰ The first pertained to discipline and organization while the second section contained thirty-seven main rules.

The fourth stage of development, from 1860-1900, saw the game spreading from the public schools of England to society at large. Public school graduates, such as Etonians and Rugbians, began to form independent clubs around the country as they established themselves in various cities after schooling. This phase also saw the official differentiation between soccer and rugby by the formation of the Football Association (FA) in 1863, and the Rugby Football Association (RFU) in 1871. The games of soccer and rugby had become officially distinct from each other with their own sets of rules and governing bodies.

The fifth stage in rugby's development is from 1900 to the present. This stage included the rugby split in 1922 between League and Union rugby. League Rugby went professional with its own rule variations but met only limited success. Finally, in the nineties, with the pressure of commercialism, Rugby Union became more and more professional. Today, the sport of rugby is entirely professional at its highest levels, with corporate sponsors and paid players. Nevertheless, there is still an ethos of amateurism that was developed in the public schools and is still present in today's rugby, even at the highest (professional) level.

"The amateur ethos of the British public school elite existed relatively underdeveloped from prior to the 1880s..."¹¹ Under the threat of professionalism that ethos began to crystallize as a highly specific and highly articulate ideology. This amateur ideology still affects the sport of rugby to this day, it also embodies Coubertin's ideas for the modern Olympic games. Even though there are professional players and clubs, it must be remembered that they are the minority. Most players keep playing the game for fun and for its social aspects even after leaving school.

In British public schools there were three basic ideas or qualifications for a sport.¹² The first requirement was that it had to be pursued as an end in itself. Sport was played for pleasure rather than for victory as the ultimate goal. The second qualification was that a sport had to involve self-restraint. A player had to be a good

winner as well as a good loser. Thus a player had to lower his enthusiasm in victory and suppress his disappointment in defeat. The third goal was that a sport had to incorporate the idea of "fair play". There had to be an equal chance for victory by either side along with voluntary compliance with the rules. There must also have been a chivalrous attitude of "friendly rivalry" between the two sides. "Sports according to this ethos, had as their ideal aim the production of fun, pleasure, and delight-a pleasurable emotional state rather than some ulterior end."¹³ This is what Coubertin must have seen in rugby, as a product of this sporting ethos, when he insured its inclusion in the Paris Olympic games.

Rugby in the Olympics

The duration of rugby in the Olympics was short-lived. Rugby debuted at the Paris Olympics in 1900. It was not a coincidence that Pierre de Coubertin, who also refereed the first French rugby championship final, introduced rugby to the Olympics. However, rugby appeared in only three more Olympic games (London in 1908, Antwerp in 1920, and Paris in 1924) before it was discontinued. The IOC turned down a request for rugby as an event at the Amsterdam games. Three possible factors contributed to the demise of rugby as an Olympic event: the IOC wanted more emphasis on individual sports, women's participation in the games had increased the number of competitors greatly, and the sport did not have the backing of its country of origin, Great Britain.¹⁴ There have been attempts as recently as 1980 by the Soviet Union and 1988 by the South Koreans to get the sport of rugby readmitted to the games.

The admittedly short history of Olympic rugby is an interesting one. In the Paris games of 1900 only three teams entered, France, Germany, and Great Britain. The host country France won the gold medal by defeating Germany 27-17, and Great Britain 27-8. In the 1908 London games only two teams entered, the host country Great Britain and its commonwealth ally Australia. In a one-game gold-medal match Great Britain was thoroughly defeated by Australia by a score of 32-3.

In the last two Olympics that included rugby, the United States won gold medals. In 1920, the United States and France were the only countries to enter teams. In a one-game gold-medal match the

United States shocked Europe by defeating the French 8-0. In the next Olympic games, 1924, France looked for redemption as the United States once again entered a team to defend the gold medal. The story of the American rugby team in France is worth retelling and shows the perseverance of Olympic athletes.

The field was set for the final time rugby would be played at the Olympics. There were three teams, the host country France, the United States, and Romania. The turnout was low because all European rugby teams except Romania would not attend the Olympics because of French fan violence.¹⁵ The USOC decided to organize a team in order to defend its gold medal from the previous Olympics. The U.S. team was composed of players mostly from California, many of whom were All-American Stanford football players. There were six players from the 1920 squad that made the team that would travel to Paris. The team made its way to New York and left on a seven-day voyage to England on the *SS America*.¹⁶ While in England the U.S. team went on a three game tour losing matches against the well established clubs of Blackheath and Harlequins. When the U.S. team arrived in France they were denied entry because the French Olympic committee had forgotten to forward the teams visas. The rugby team refused to leave and a fight erupted between the players and the gendarmes.¹⁷ The Americans rushed the customs area and broke through. After tempers had cooled, the American consular convinced French officials to let the team travel on to Paris, but the troubles for the Americans were not over. The American players were portrayed as loose cannons and mavericks.

Prior to the first game with Romania, which had already lost to France 61-3, the Americans protested the choice of referee by French officials. This fanned the flames between the Americans and the French. The argument was settled, but as a result in the French taking away practice field privileges from the Americans, leaving the Americans to practice in local parks. At one of these park practices the Americans had \$4,000 worth of possessions and cash stolen from them despite the posting of a French attendant.¹⁸ The American side could not even walk the streets of Paris without being cursed and spat on.

Despite their troubles, the Americans persevered by beating the Romanians 37-0 in front of a crowd of some 6,000 spectators. Each

time the Americans touched the ball French spectators jeered. The Americans were expected to play a harsh physical game, but the French sporting press commended the U.S. team for their lack of violence and skillful play. Some French press sources were critical of the fans themselves.

In the final game, between the U.S. and France, the French team was the odds-on favorite to win the game by at least 20 points. A crowd of nearly 40,000 gathered to watch the event for which the first medal of the games would be awarded. The game was very physical. A French fan favorite, Adolphe Jaguery, was taken from the pitch unconscious and bleeding after a hard tackle. The final score was the U.S. 17 France 3. Once again the French sporting press complimented the team's skills, discipline, and perseverance. The last game of rugby in the Olympics was one that lived up to the ideals of sportsmanship.

Rugby and Olympic Sporting Ideals

The governing body of rugby, the International Rugby Board (IRB), is truly a worldwide organization. It has nearly 100 members and has thrived since the start of professionalism in rugby. Rugby is trying to make it back into the Olympics through the IRB which has been a full IOC member since September of 1997.¹⁹ The IRB Chairman John Pugh believes that rugby has much to offer the Olympics: "We [IRB] can guarantee full stadiums, television has a great interest in rugby and the sport is spectacular-it would be great for the Olympics."²⁰ Requiring little equipment, rugby is a very economical sport. The 1991 Rugby World Cup in Britain made a profit of more than \$8 million while the profits of the 1995 RWC in South Africa rose to over \$30 million.²¹

More importantly, the ideals and goals of the IRB and the Olympics are very similar. Seagrave has shown that part of "Coubertin's vision was derived from a synthesis of ideas that he drew from both classical Greece and a 19th century English public school conception of sport."²² It was this public school conception of sport, discussed above that made rugby what it is today. The idea of a chivalric code in rugby is what probably drew Coubertin to get involved in it in France and to assure that it was part of the 1900 games in Paris.

Today, Rugby and the Olympics have met again. Now that the IRB is a full member of the IOC it is attempting to become part of the Olympic Games in 2004 in Athens. Even after one hundred years, the goals of the Olympics and the goals of rugby retain the essence of what Coubertin saw in the 19th century public school sporting ethos in Great Britain. The Olympics and the IRB have very similar goals sport values. IOC Chairman Juan Antonio Samaranch wrote of the Olympic Movement:

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating the 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. Olympism also seeks to create a way of life based on joy found in, effort, the educational value of good example and respect for fundamental ethical principals.

Samaranch's ideas are echoed by the IRB's vision (section 2, The Future-The IRB's Vision) as stated in its Fourth General Meeting. Section 2.1 of the Chairmans Report states that "the central vision of the IRB is to grow rugby worldwide as a participation sport. The objective is to have more people playing rugby in each of our countries and to have more of the world's countries playing our sport."²⁴ The next section, 2.2, goes on to state,

That vision and objective is founded upon the belief that we [IRB] have a great deal to offer as an active, exciting and socially beneficial individual and team sport. It is also based on principles of equal opportunity a strong policy of non-discrimination whether on the grounds of age, race, religion, sex, physical or other impediment. The vision is non-political. It is also based upon ensuring respect for the principles of fair play, good sportsmanship and the value of a drugs-free sport.²⁵

Together, Samaranch's explanation of the Olympic Movement and the vision of the IRB, prove conclusively that the two organizations have similar goals and can assist one another.

Rugby also compliments the Olympic Movement's interest in education, especially to all levels of society and in all national languages.²⁶ Sports as education was an idea in which Coubertin strongly believed in. He was deeply impressed by the legacy of Thomas Arnold, headmaster at Rugby school, who incorporated sports into the curriculum.²⁷ Rugby most certainly was a part of this athletic curriculum at Rugby School, so much admired by Coubertin. Rugby had been an official codified sport since 1845 and all the schoolhouses had teams. "Consequently, in Coubertin's idealized vision ethical conduct, moral integrity, and strength of character became the products of Arnoldian education and the basis for his educational view of sport, *la pedagogie sportive*, as Coubertin called it."²⁸ The IRB is continuing this ideology by promoting the game of rugby to young people and developing an instructional video called *Play the Game* in seven different languages including Mandarin Chinese.²⁹ Rugby then, has much to contribute to the "education" and "global sense" for which Samaranch and the Olympic Movement are striving.

Notes

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USING THE INTERNET FOR OLYMPIC EDUCATION

by David Domingo SANTAMARÍA (ESP)

1. Olympic education and the educational challenges of the Information Society

Our societies are going through significant changes today. The axis of these changes is the growing strategic value of information and knowledge in every sector of society¹. The capitalist production mode has used the new information technologies² to overcome its structural crisis of the 70's and the 80's. The capitalist logic has been able to consolidate itself as the hegemonic production mode in the world by using knowledge (communication, innovation, creativity, flexibility) as a key factor in the production processes.

We are now facing a globalisation process that has two main components:

1) Economic globalisation, contributing to former inequalities between regions and setting up evident exclusions, and 2) cultural globalisation, based on the creation of new forms of media that have the ability to reach the whole world: first satellite television, now the Internet. The multicultural contact and the tension between global homogenisation and the preservation of local identities are the result and the challenges of this new world-wide communication space. Information and knowledge are again the key: to control the information flows means to have the power to promote or silence cultures in the global arena.

Many scholars agree that the new social model currently under development can be referred as the *Information Society*. Education is the "key element" in this context, as stated by Joan Majö, the president of the European Information Society Forum³. Education is the key for the success or failure of the social implementation of the new information technologies uses. It is the key for social integration of the citizens in a world where knowledge will be their most valuable property. In the Information Society, without education there is no chance to gain knowledge.

Manuel Castells detects an increasing tendency towards a polarised labour market⁴. On the upper part of this market there would be the professionals who use knowledge as their main tool; on the lower, the ones who do routine tasks. This second type of worker would be always at risk of suffering social exclusion. Only adequate education, adapted to the new social needs, could avoid this risk.

In a society that is using information technologies as the basis for its growth, citizens must be able to use efficiently these technical resources and the enormous amount of information they make available. The skill to transform information into knowledge will become increasingly important in the future due to the acceleration of social and technological change, which results in the need to constantly update what you have learned.

For this reason it is urgent to radically rethink the objectives of education. Memorising, as the basis of the learning process, is no longer suitable, due to the fast evolution of statements and skills. The basis for the new educational paradigm must be to "learn to learn"⁵: to learn the skills required to update your knowledge in an efficient, autonomous and critical way.

The educational system should teach students the following skill⁶:

- Information research and management strategies: comprehension skills, selective retrieval and critical analysis of information.
- Strategies for using the information retrieved to solve problems.
- Learning autonomy.
- Communication and interaction skills.

To teach properly these skills there must be changes in the pedagogic style: the student shouldn't be a passive receptor of facts. Instead, he/she should assume an active responsibility in his/her own education, cooperating with both teachers and classmates. This implies that the role of the teacher should be that of a tutor and a guide for the learning process of each pupil, not that of a unidirectional transmitter of information⁷.

We should also change the misconception that education is only one stage in our lives and rather to think of it as a continuous process lasting our entire life. Joan Majó defends a continuous education in which specialisation would start at the university level, for two reasons: this would warrant that your professional skills are still applicable when you enter the labour market, and would let

teachers give pupils a common basic and essential education. Majó states this basic education should include the previously mentioned skills of learning to learn and, in addition, a general view of the human knowledge, including the fundamental principles of peaceful coexistence. This would facilitate an integral education of citizens, prior to a technical, specialised one.

The objectives proposed by Majó are congruent with those of the Olympic education, which strives for the ethical and moral development of the citizens. Olympic education fits perfectly into the new challenges of the educational system. The problem, in fact, is the inability of our present educational systems to adapt to the pace of social change because their structure is too rigid for such a challenge. It is true that since the 70's there have been important initiatives in many countries to reform the educational objectives and the teaching strategies in the same direction as those presented previously. Olympic education, because of its characteristics, has been used as one such tool in this process of innovation. Deanna Binder⁸ highlights that Olympic education helps to create transcultural activities that break the routines of the traditional educational system. The celebration of Olympic Games attracts the attention of the students and this motivation can be used to implement a multidisciplinary and participative way of learning. In spite of these positive experiences, the change in the educational paradigm remains incomplete. Olympic education can be a pioneering field in this necessary pedagogic innovation.

2. Educational uses of the new information technologies

The new information technologies play an essential role in the educational innovation outlined above. However, we need to understand properly the meaning of this statement. Some governments believe that the required changes to their educational systems will complete when they connect every school to the Internet. Nickerson criticises this simplistic conception: Educational problems will not be solved just by installing more technologies [at schools], (...) [but] technology gives us some opportunities to develop new teaching methods⁹.

When we talk about information technologies from an educational standpoint we must think of them as both an essential component

of the learning curriculum and an invaluable teaching tool. At present, the majority of knowledge gained is still done so via printed materials. But things are changing. In the 70's, the consolidation of television as a hegemonic communication medium highlighted the need to teach critical "reading" of audio-visual products. Now, the skills to use efficiently and critically technologies such as the Internet and CD-Roms are indispensable in the learning curricula.

Furthermore, the new information technologies are an educational tool that fits perfectly to the needs of the pedagogic style in the Information Society. Global connection through the Internet and the ability to integrate text, sound and image in one interactive medium offer interesting opportunities for many educational areas. In recent years, many countries have explored various uses of the Internet and CD-Roms, which can be grouped into three major categories¹⁰. These categories will contribute to evaluate on line Olympic education projects in the next section.

1) *Interactive long distance communication.* Electronic mail (e-mail) and videoconferences make it possible to recreate the same kind of interactions that take place in a classroom without the space and time limitations of the traditional educational model (based on co-presence). This use of the Internet can contribute to promoting an active and participative attitude in students, as well as creating a culture of collaboration and interaction. Telematic nets allow the promotion of these values at both a local work group level and with students from different and distant cultures, which, it is believed, promotes tolerance. Applications:

- Distance education.
- Distance tutorials.
- Distance work groups and discussion forums: between students; between teachers.

2) *Easy-to-access source of varied and specialised information.* The Internet can be a complementary information source to bibliography and other didactic materials. In order for students to use this telematic resource, it is necessary that they learn searching, selecting and comprehension strategies (the same skills required in the Information Society). Applications:

- Source of non-specifically pedagogic information that is, however, useful in the development of curricular content. Suitable for both students and teachers use.

- Web sites with specific pedagogic material for the educational community, adapted to the different learning levels.

- Web sites only accessible to students of a specific course, offering complementary material to classroom or distance educational programs (lecture notes, activities, documents...).

3) *Educational multimedia products*. These products are completely different from classic textbooks. They are based on the hypertext concept¹¹, therefore leaving the direction and the pace of the learning process in the hands of each student. Multimedia products adapt to the personal needs of the pupil and promote an active attitude. The integration of text, sound and image contribute in providing an entertaining appearance to the educational contents, making them more attractive. It also allows the creation of realistic simulations of concepts that are being taught, making the comprehension easier. Applications:

- Educational projects about a specific issue, either curricular or transcurricular.

- Multimedia educational encyclopaedias.

These applications can be incorporated with other educational strategies and materials, and adapted to the needs of any educational level, from primary school to adult continuous education. It is inevitable that there must be some specific conditions for these applications to be used to their full advantage. These conditions are not easy to achieve, but the educational outcomes are worth the effort: the features of an education that uses digital media are coherent with the new pedagogic needs, and therefore the transition to the application of information technologies to education can be parallel to the renewal of the educational system and at the same time help to stimulate this evolution. Following are the necessary conditions for the application of educational telematic nets and multimedia devices:

- 1) When taught about information technologies, students must learn not only to be users and receptors of information (by knowing the language and the logic of the Internet and multimedia), but also to be producers and publishers of messages in that communicational environment. If we do not teach them to be producers the unidirectional pedagogic paradigm will not change.

2) Prior to this task, teachers must learn to use the information technologies and how to apply them to education. But indeed this requires having defined more precisely the applications mentioned before, which are at the present only experimental projects.

3) Another essential element is to install the technical infrastructure required to apply the digital educational tools in all educational centres.

These parallel processes of infrastructure implementation, teachers training and design of the educational uses of technology, should end with the renewal of the learning curricula, in the direction stated in the previous section.

3. Olympic education projects on the Internet

"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", states Miquel de Moragas, director of the Olympic Studies Centre of Barcelona¹². For a movement that aims to spread an ideal all over the world, the Internet may be a powerful tool. Sadly, in spite of this evidence, Olympic education - the main instrument for the dissemination of the Olympic spirit- is seldom found in the contents of web sites devoted to Olympic issues.

After reviewing the uses of the Internet by the Olympic Movement, Moragas concludes that there is a tendency to apply the new information technologies to the enhancement of entertainment and spectacle rather than offering informative, cultural or educational content. Similarly this is the general tendency in the uses of telematic nets: education is just a new ambit. This section will review in chronological order several projects concerning Olympic education on the Internet¹³. Despite the fact that Olympic education has not been a pioneering field in the educational uses of the Internet, the increasing complexity of the web sites to be discussed at this point have evolved with a similar pattern to that of educational projects in the rest of pedagogic specialities.

-Australia Olympic Committee: Olympic Education Kits (1995)

This project involved placing on line the contents of the printed Olympic education kit distributed by the AOC in primary and sec-

ondary schools in 1995. The format was text with some illustrations. There was no hypertextual conception of the contents. The Internet project (as was the printed kit) was designed to be used only by teachers: there was background information concerning different Olympic issues, suggestions about connections between the modules of the kit and curricular subjects, teaching strategies, a bibliography and proposals of activities for the students. There was no proposal of a direct educational use of the Internet by the pupils. Technology was not in the activities schedule. This was probably due to the fact that Internet connection had not been installed in most of the schools in 1995. However, in the 1999 educational program of the AOC we will see that the scenario has changed radically after the intense policy of the Australian government for implementing communication technologies infrastructures in the educational system.

- **British Olympic Association:** Olympic Issues (1996)

<http://www.olympics.org.uk/olympism/main3.htm>

This proposal aims to place on line documents concerning present issues related to Olympism. It is not linked to any concrete educational project, but it can be used as an information source for teachers and students working on Olympic education at their educational centres. The issues covered are: commercialisation, politics and the Olympic Games, women in the Games, drugs, and the environment. There are some other web sites with generic informative contents similar to that of the BOA. However, because they are not directly related to Olympic education projects, they will not be analysed in this paper.

- **Canadian Olympic Association:** "Spirit of Canada. Olympics 96" (1996)

Similar to the Australian Olympic Committee web site, this on line project had as its central aim the parallel publishing of an *Olympic Resource Kit* both on the Internet and in printed form. The kit was designed to be used directly by the students, supervised by their teacher. However, the proposed activities could not be undertaken on line: pupils could only *read* the text (information, quizzes, games, questions) while if they desired to complete the various activities it was necessary to print them out first.

There was a second part of the project, which promoted the active use of the Internet by the students: the *Youth Olympic Program*. This

program had two elements: the celebration of "Mini-olympiads" at the schools and the use of the Internet to put the students in touch with the Canadian athletes who were participating in the Atlanta Games. In the web site of the educational program they announced "The athlete of the week" with pupils being able to send him or her questions and greetings via e-mail.

This initiative was possible due to the implementation of the essential information technologies at the schools by the Canadian government.

- Amateur Athletic Foundation of Los Angeles

"An Olympic Primer" and "AAF Web Arcade" <http://www.aaf-la.org> *An Olympic Primer* is a concise but exhaustive "guide to understanding the Olympic Movement", based on text and static graphics, similar to that of the British Olympic Association. It does not break linearity at any time. Besides this proposal, the AAF web site has a section (the "Web Arcade") containing easy interactive games with an educational purpose. The games are designed in Java, a programming language that provides a *dynamic* appearance to the web site without many technical complications.

- Germany National Olympic Committee: Schülerolympiade (1998) <http://www.sport.uni-mainz.de/NOK-Schulerolympiade>

This is another proposal following the Australian model: the NOK put on line the contents of a printed Olympic education guide for teachers. It contains background information, a bibliography, proposals of activities and games, and a calendar to celebrate an Olympic week at the schools. The project uses the Winter Olympic Games of Nagano as the basis of the educational program and has not been updated.

- Canadian Olympic Association: "Wired Olympic Winter" (1998)

Two years after their first on line experience, the new COA Olympic education project on the Internet had its own identity: a complete program of on line activities was developed for the first time. The broader printed *Education Resource Kit* had an entire section devoted to introducing pupils to the educational benefits of the Internet. In this way, the Internet was an efficient tool in disseminating the contents of the Olympic education program and, simultaneously, Olympic education had as one of its educational aims teaching the use of the Internet. The synergy was absolute.

As such, the web site contents were designed from the beginning with on line use by the students in mind. It had attractive and colourful titles, dynamic graphics and was easy to navigate through. There was a teachers-only section with pedagogical information, but most of the contents were ready to be used directly by the students. The proposal was that in a class session the teacher would explain to the pupils what the Internet was and how it worked, and would show them how to access the *Wired Olympic Winter* home page. Once there, the students could learn many things about the Internet in a very practical way: they would learn how to use the e-mail to communicate with the Canadian athletes of the Nagano Games (activity already proposed in the 1996 project); they could find information about the Olympic issues they were being taught in the classroom; another activity taught them how to search for information on the World Wide Web, allowing them to write a biography concerning their favourite athlete. There were also interactive quizzes and pupils could "play" typical Japanese musical instruments (site of the '98 Winter Olympic Games) and compose songs. The transcurricular design of these activities is evident and they bring together the educational objectives related to the Information Society and concrete Olympic objectives (cultural tolerance, sport as a way to personal excellence -symbolised by the athletes-...). It must be highlighted that in this project the Internet was not overvalued as an educational tool: it was just one element inside the educational program designed by the COA, which included other activities and a printed kit.

- **Singapore Olympic Academy:** "Olympic Education Kit"

<http://www.spe.ntu.edu.sg:8080/soa/intro.htm>

This web site seems to follow the Australian model in both structure and content. However, there is little information regarding its date of creation. Its appearance would suggest that this project is an on line version of a printed kit: it is based on linear text divided into units with proposed activities that are not designed to be completed on line. A peculiarity of this project is that it is not related to a concrete Olympiad as are most of the other web sites.

- **Australian Olympic Committee:** National Education Program

<http://www.sydney.olympic.org>

The Sydney Olympic Games are the next stage for Olympic education and the first institution to prepare on line material are the organisers themselves. September 1999 will see the launch of a web site that will actually be only one vertex of an educational triangle also including multimedia kits at schools and a student's newspaper. The designers believe these three vertexes "will complement and supplement each other, resulting in a multifaceted education program". Technology is one of the issues included as content in the general pedagogic objectives of the program.

The web site will have a section devoted to complement the multimedia kit with on line activities and information, but its contents will go further than this. It is expected to include a section for children where they can get information on the various Olympic sports in an easy and amusing way. They will also be able to solve interactive quizzes and take part in on line competitions. The web will also have resources especially designed to help teachers find all the information they require about Olympism. For the first time parents will have their own section within an on line Olympic education program. They will find a guide on the educational applications of the Internet and general information about the Sydney Games.

It would be beneficial at this point to also comment on the multimedia kit that will be distributed to all schools. There are two uses of the new information technologies in the kit worthy of discussion. Both are included in the CD-Rom, the main component of the kit. On one hand, there are interactive environments for students that let them explore the different issues of the Olympic education program. On the other hand, the usual printed kit has been digitalized to save paper (ecology is one of the main issues in the program and the planning of the Games itself) and teachers can print out the pages they need. Besides the CD-Rom, the kit includes a video, posters, and a printed guide for teachers. All these materials have been designed to last and be useful tools in the future as well as at the time of the Sydney Games.

- Olympic Studies Centre (Autonomous University of Barcelona)

"Educación Olímpica en Internet"

This project will be released on line for the 1999-2000 term. In its first stage, it will include didactic material for Spanish-speaking

primary and secondary school students. It aims to be a permanent web site, not just temporary as most of the projects discussed up to this point. It will have a section designed to be used by teachers and another for students.

The review of the above web sites shows us that the Internet has been used primarily as a centralised source of information for national educational systems. The classroom is still the centre of the activities on Olympic education and the cooperative applications of the Internet have been scarcely touched upon: The proposal for Internet-based communication activities were between pupils and athletes and not between educational centres or between the students themselves. Despite this fact, the communication with the athletes is an added value for the Olympic education programs and makes them more attractive for the students.

The on line Olympic education materials use mainly a text format, without taking advantage of the audio-visual and hypertextual capabilities of the Internet. The last projects of Canada and Australia show an evolution towards an intensified use of languages different from the written text. It is not surprising that the area most technologically evolved in the web sites is that concerning games and quizzes, with dynamic effects and multimedia. In fact, computer games are one of the most innovative fields in the whole Internet. The evolution of the Olympic education web sites is a reflection of the broader tendencies inside the Internet.

The temporary concept of most web sites and their limitation to a national target may be considered unusual when compared to non-Olympic web sites on the Internet. The explanation to this phenomenon could be the fact that the on line projects are born inside broader initiatives developed along a concrete Olympiad by National Olympic Committees, Academies or similar institutions. Experience shows us that this is the best context for a successful Olympic education program,¹⁴ but the logic of the Internet allows the creation of other kinds of initiatives that would be very useful. On line publishing has a global distribution and information can always be accessed (and updated whenever necessary). These features can be used to create basic and lasting Olympic education contents adapted to every educational level and to students and teachers different needs. These contents should take advantage of the multimedia and

hypertextual capabilities of the Internet, therefore incorporating texts, videos, speeches, illustrations, discussion forums...

The International Olympic Academy could lead and co-ordinate the initiative of creating and updating this on line educational resource, taking as a first reference the Olympic education manual on which the IOC commission on Education has been working. The hundred National Olympic Academies could help in producing these contents and, obviously, in adapting them to their own languages and cultural perspectives. This would allow the Olympic Movement to have a continuously updated educational program, making it easier to get the national educational systems involved in promoting Olympic education among their schools and universities. This is strongly compatible with the idea that the best time to have a successful Olympic education program is when the Olympic Games are being held. However, if permanently published on the Internet, materials would be accessible and used whenever it is believed they will be effective.

Besides this application of the Internet as a global and easily accessible source of didactic materials, it can also be used as a communication medium for researchers and teachers working on Olympic education world-wide. In the opening ceremony of the 5th International Session for Directors of National Olympic Academies, the president of the IOA, Nikos Filaretos, highlighted the lack of communication as one of the most important problems among Olympic education institutions. The Internet could help to overcome this problem. There are many National Olympic Academies and Olympic Studies Centres spread over hundreds of countries, all of which would improve their research and innovation ability if they were interconnected through e-mail lists and if papers, books and newsletters produced were published on line and accessible from interactive catalogues.

To progress from the present system of annual meetings to daily collective communication via the Internet would allow NOAs to update in a very agile way the objectives, principles and methods of Olympic education. Jim Parry highlights this need for an adaptive definition of Olympism and its ideals to the changing social context¹⁵. This statement is even more relevant now with the pace of social change seemingly accelerating. It may be argued that an evolving

conception of the Olympic values can be efficiently managed using the new information technologies: The Internet, for example, allows for the potential of a global and continuous debate without limits of time or space in which every member of the International Olympic Movement could take part.

4. Present limitations in the use of the Internet for Olympic education and some proposals

Telematic nets offer many opportunities to promote Olympic education, but we should be aware of the present situation in the development of this technology when designing its uses and applications. This paper began with the argument that our society is in an acute process of change, whilst highlighting that this process is dominated by a capitalist production mode, which tends to consolidate pre-existing social and geopolitical inequalities. This context influences strongly the evolution and implementation of technologies like the Internet and a global institution such as the International Olympic Movement cannot forget this fact when planning the use of these new media.

The Internet is a global communication system, but today only a small part of the worlds population has an easy access to it¹⁶. 70 % of the servers that store the information available on the Internet are based in the United States of America. In addition, Occidental Europe, Canada, Japan and the USA account for the 90 % of the Internet users. Many countries do not have the required infrastructure to connect their citizens to the Internet. Despite statistics showing that the number of users doubles every year (the expected number for the year 2000 is 250 million users), most of humankind would never have the chance to access the Internet without the help of development and integration policies, hardly possible in the present political and economic context.

Many European countries are already designing strategies to implant the new information technologies in every school and in other social areas, following the examples of Australia and Canada. However, there are other countries that will not be able to make this challenge a reality on their own. Miquel de Moragas believes that the Olympic Movement, guided by its ideals, can assume leading initiatives to solve this technological gap. His proposal is to start

Connecting to the Internet the National Olympic Committees and, from this critical mass, help to develop the infrastructures of the countries that cannot afford the technological renewal: "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 will be met at the same time: strengthening the involvement of everyone in the Olympic Movement [through the Internet] and promoting the development of new information technology in developing countries¹⁷".

At present, the other severe limitation of the Internet is content¹⁸. It is a myth that on the Internet you can find whatever information you might need. If we assume that each user has different information needs (in topics, accuracy, time of use) and we explore the resources available on the Internet, we realise that there is a lack of information in many areas. In the educational area this is especially evident, not only in a quantitative approach, but in a qualitative one¹⁹: It is difficult to find pedagogical material adapted to the different needs of every educational level; most of this material is in English, therefore creating comprehension problems and a dangerous cultural unbalance; besides the advantages of everyone being able to publish on the Internet at a very low cost, a major disadvantage is that the user cannot be sure of the accuracy of the information he or she reaches (which is essential in a educational environment).

It is necessary to face this problems as a challenge. By doing so, we have the chance to improve the diffusion of the Olympic ideal. However, instituting the changes outlined above will require diligence on behalf of all parties involved in Olympic education. There is an urgent need for best-quality educational contents on the Internet. In the case of Olympic education the responsibility must be assumed by the International Olympic Movement and, especially, by the Olympic Academies created to promote the Olympic values. New information technologies provide us with an opportunity that we should not let pass.

Notes

1. See Castells, Manuel (1998) *La era de la información: economía, sociedad y cultura* [The information era: economy, society and culture]. Vols. 1 and 2. Madrid, Alianza.
2. New information technologies are those resulting from digitalisation and telematics (the combination of telecommunication and computer technologies), such as the Internet.
3. Majo, Joan (1997) *Chips, cables y poder* [Chips, wires and power]. Barcelona, Planeta, p. 149-168.
4. Castells, Manuel (1998) *La era de la información: economía, sociedad y cultura*. Chapter 4, vol. 1.
5. Majó, Joan, *ibidem*.
6. Amador, Miquel (1998) *Redes telemáticas y education* [Telematic nets and education]. Work document for the Master in Education and Multimedia (UAB -Spain- and UNIACC -Chile-). Not published.
7. Carrera, Dolors (1998) "Educación. Conclusiones" [Education. Conclusions] in *I Congrés Internacional de la Publicació Electrónica. Ponentias y conclusiones* [1st International Congress on Electronic Publishing]. Barcelona, GPD-Collegi de Periodistes de Catalunya.
8. Binder, Deanna (1998) Challenges and models for successful Olympic education initiatives at the grassroot level in Barney, K. *et al.* (eds.) *Olympic perspectives. Third International Symposium for Olympic research*. London (Canada), Centre for Olympic Studies, University of Western Ontario, p. 245-252.
9. Cited at Amador, Miquel, *op. tit.*
10. This list is based on the work of Miquel Amador (*op. tit.*) and the papers presented at the seminar on *Education* of the 1st International Congress on Electronic Publication (Barcelona, may 1998). See *I Congrés Internacional de la Publicació Electrónica. Ponentias y conclusiones* or, on the Internet, <http://www.gpd.org/maig98/es/educacio.htm>.
11. Hypertext is a concept applicable to the Internet and multimedia products. It consists mainly in breaking linearity of text, therefore constructing a web of interlinked pieces of text that can be read through in many directions. In this context text must be understood as a piece of communication expressed in any kind of language (written, spoken, drawn, filmed...).
12. Moragas, Miquel de (1998) Information technology and the Olympic Movement: Challenges of the Internet era. Paper presented at the International Olympic Academy (Olympia, may 1998). Internet: <http://www.blues.uab.es/olympic.studies/mdmoly.html>
13. Most of these projects are not on line anymore. In many cases I have analysed a printed copy of the project, kept in the archive of the Olympic Studies Centre of the Autonomous University of Barcelona.
14. See Binder, Deanna, *op. tit.*
15. Parry, Jim (1998) The values of Olympism and Sports Education for tomorrow". Paper presented at the 4 Joint International Session for directors of NOAs, members and staff of NOCs and Ifs (Olympia, may 1998).

16. Moragas, Miquel de (1999) "Internet: facilitats tecnològiques, dificultats de comunicació" at *UAB cap el 2004: textos bàsics per al forum 2004*. Internet: <http://www.blues.uab.es/incom/2004/cat/morcat.html>.
17. Moragas, Miquel de (1998) "Information technology and the Olympic Movement: Challenges of the Internet era".
18. Moragas, Miquel de (1999) "Internet: facilitats tecnològiques, dificultats de comunicació".
19. Carrera, Dolors (1998) "Education. Conclusiones".

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OLYMPISM AS A SOCIO-CULTURAL PHENOMENON

by Sabina SHAKHVERDIEVA (*GEO*)

1. Olympic Movement today

Olympism has become an integral part of modern civilization. It contributes to a better understanding of the future of the world. Olympic Movement is moving towards the creation of a new sphere where sports activity will be synthesized with activity in arts, aesthetics, science and technology.

Diversity of Olympic meanings and symbols reflects the diversity of the cultures in all countries of all continents. One of the supreme Olympic values is creating friendly relations and understanding among people of different countries, different nationalities.

"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" (Olympic Charter).

The values and ideals of Olympic Movement represent a moral foundation for physical culture and sport. They contribute to a well-balanced evolution of a person and endeavor to teach moral development as well as physical fitness.

Olympic philosophy contains a powerful potential of top priority human values, which have not been assimilated by modern civilization in full. Being a useful carrier of information for mankind, Olympism has become a catalyst for progress in society. The contemporary Olympic Movement is in active development.

From the perspectives of history, philosophy, political science, sociology, and economics, the modern Olympic Games represent an extremely interesting and very complex subject.

The Games became the favorite spectacle for millions of people. This event charms even the most disinterested sports observer. There's something at the Olympic Games to capture your fancy. Who will be the winners and heroes of the games? There's no way to know and that attracts more. It could be a star of the sport or it could be an unknown, someone who steps onto the stage and de-

livers the performance of a lifetime. Everybody has a chance to let his or her dream come true. Inspirational stories of tremendous athletic accomplishments of athletes who come from "nowhere" to achieve Olympic glory. It happens every Olympiad. It is what makes it so special. Today the modern Olympic Games are considered by many to be the most important of all international athletic events.

2. Olympism, a unique event in the culture and society. Connection with socio-cultural values

The roots of modern Olympic Movement go very deep. Agonistic, dialogue, the game and ekecheiria are the socio-cultural foundations and an integral part of the ancient Olympic Movement, which continue today. The connection between these categories makes Olympism a unique phenomenon in society.

The desire to compete has been a very special feature of humans since the ancient times. Sport became a cultural source to satisfy this striving. People want to reach the limits of their own development. They compare their mental and physical abilities. This activity becomes a way of human self-determination. Competitions are thread closely connecting the ancient and modern games.

Game or play is another very interesting attribute of Olympism. Here we encounter play of the highest level. The rules of the Games create equal conditions for all. Games give satisfaction to participants and, at the same time, unite people. The highest level presupposes that all participants should always remember ethic norms and make right decisions at the most difficult and stressful moments of the game. Fair play, sportsmanship should be the foundation for each game.

These "playful" physical contests cant exist without dialogue. Many problems of modern sports stem from the situation where sport plays a compensatory role if there is a lack of understanding in other spheres of relations. "Sports events generally express and reproduce what exists in the arena of international relations" (P. Seppanen, 1984). Argued that sport reduces tension therefore a force for peace, but when tension is high sport merely reinforces tension.

The Olympic Movement can become a model of a dialogue, based on the "feeling of healthy competition". The sportsman considers his rival as an ally and not an enemy, because they both serve the same

thing to help people to understand themselves better. The ceremony of shaking hands after a hard fight in Olympic competitions shows that understanding, respect and good will are the basic principles behind them.

"As interaction increases so does individual liking for one another" (Homeruns, G., Human Groups, 1950).

"Sports provide an example of friendly competition and two way interchange which hopefully will...lead to other types of friendly relationships between nations" (Alan Reich, US State Dept.)

Thus, if it is possible to establish a dialogue between countries, which are often different in terms of their policies, ideologies and life-style in one sphere of their culture, it may be possible to do that in other spheres as well.

One of the important conditions of the Ancient Games was ekecheria, or the sacred Truce. The athletes, artists, and spectators could travel safely to Ancient Olympia, and afterwards return to their homeland. Ekecheria means stop the war because games take place; make a deal for some period. The idea of being "out of wars" is improved in the modern Olympic Movement. The goal for new Olympism is Erene-peace.

"The goal of the Olympic Movement is to contribute to building a peaceful and better world..." (Olympic Charter).

We can see the succession of cultural values. The heritage of Ancient times, particularly that originated from Greek culture, was the richest source of ideas for many people. Daily mental and physical exercises and intellectual and artistic competitions in ancient schools led to the understanding of a necessity to insure harmonious development.

Baron de Coubertin worshipped the Ancient Olympic traditions. In founding the modern Olympic Games at Athens in 1896 he drew much of his inspiration from the ancient Olympic Festivals.

"Long before I thought about renewing the Games, I had built up in my mind the contours of Olympia. Germany had excavated the ruins of ancient Olympia, why then should France restore the old splendor? From here it was not too far to a less splendid, but fertile and practical idea to renew the Games, especially as it seemed that international sport play a new role in the world" (1908, Coubertin).

The festival in honor of the god Zeus included sacrifices and religious rituals as well as races, wrestling, and competitions in the arts. A religious festival provided the concourse of people and so the occasion for races and contests. One of the legends woven round the Games told how they were originally funeral games in honor of the hero Pelops, which suggest a deeper significance in the association of sport with religion.

Current religious thought and practice thus determined the beginning and, partly, the end of the Olympic Games. The Olympic Games provide perhaps the best-documented evidence of the association of competitive sport with religion.

The Olympic Games, like the Pythian, the Isthmian, the Nemean, and the Athenian, were integral aspects of the religious life of the ancient Hellions. The Olympic games were sacred games, staged in a sacred place and at a sacred festival; they were a religious act in honor of the deity. Those who took part did so in order to serve the god and prizes which they won came from the god...The athletic events were "held in order to persuade the god to return from the dead, to reappear in the form of a new shoot enema.

Ritual is still a need of modern humanity even in sport. The modern Olympic Games, with their torchbearer's relay, unfurling of flags, victory celebrations and national anthems are crowded with rituals.

Thus, mythology and religious rituals partially derive their meaning from the Olympic Movement. However, they are not adequate for the contemporary society. In the modern games all ceremonies are viewed only as a social ritual and they represent only a preparation for the great sports festival.

Ceremonial acts draw attention to an event only in this way does the forms and laws of a contest achieve dignity and solemnity.

The ceremony attests to the importance of the event; it invests it with spirit and soul. Millions and millions of persons are taken on a voyage; away from their routine, daily lives; through a special time and space; and then returned.

The opening ceremonies stress on national symbols and the symbols of the international human community. The athletes' parade into the stadium in national groups marked by their flags, anthems, emblems and costumes; the Olympic anthem is played and the Olym-

pic flag is carried and the Olympic flame arrives to consecrate the festival.

Connection with these socio-cultural values makes this event a really unique phenomenon. This Movement has a particular place in culture and society. The ideals and aims of Olympic philosophy may help you to define your own ideals and to create your philosophy.

"As some have stated, it is hard to equate or measure what goes into becoming an Olympian and what is actually gained from having participated in the Games" (Olympic competition; Lawrence Gulch).

3. The problems of the modern Olympic Movement

The main aims and ideas of this Movement originated long ago, and have survived to the present. However not everything has been fully implemented and much still have to be put into reality. One of the main goals of Olympism is to serve as a messenger or ambassador of peace, to unite the most peoples and nations so that the well being, health and prosperity of people become the most important values, and thus they come to the fore.

"The peaceful evolution of the newer civilization is not only fascinating to the imagination, but a definite, practical and possible process" (Amer. OLE. C., 1920).

The present day realities are far from ideal. Disrespect of others identity with all the ensuing problems often bring about wars and conflicts. The aim of the Olympic Movement, however, is to develop a person who tries to overcome her or his internal problems and is ready for a dialogue with his or her rival. While Olympism remains an exceptional and very powerful phenomenon in society, it nevertheless has thus far failed to use its potential to the full and prevent some of the problems.

A lot has been said about sport becoming a subculture with its own values and norms that often stand to far from general values of the society. The result is the goal for modern Olympics. It doesn't matter how the sportsman reaches it? What price does he pay for that? Very often high level sport brings more disadvantages than advantages to the sportsman.

Early specialization often becomes an obstacle to a person's overall development. As a result, competitions become less attractive for

spectators in those sports where sport and art overlap. Where in addition to technique the feelings world outlook of the athletes are appreciated, making the performance more attractive and memorable.

"Art and intellect should also give the modern Games the "eurhythmy" of a festival" (Hans Len; Philosophy of the Olympics).

Sciences and arts harmonically combined with sports- guaranteed the grandeur of the Olympic Games.

Pierre de Coubertin wanted his philosophy to serve as a source of inspiration both for physical and spiritual development. "The Olympic Games are not only to enhance muscular strength; they are intellectual and artistic". (Coubertin, 1912).

One famous expression about the Olympic Movement says that Olympism is a life philosophy that helps to harmonize three components of the human mind, body and spirit. But with the tendencies of our modern sport this harmonious whole probably won't be reached. Its very easy not to find your place in modern world even if you are a former sport star. The person should be an individual whose purposes force him to be fair, to behave due to ethical norms and not stand on a wrong way.

4. Possible solutions

No doubt, only very talented people of exceptional ability become winners in the Games. However all modern achievements in sports, and the charm that Olympism has, should not be limited only to representatives of elite sport. These opportunities should be provided to each and everyone who strives for perfection, irrespective of the abilities he or she may have.

"The game would be for everyone. And the arena would be the world. And the good news is that man will eventually triumph. All of us for this once are going to be on the winning team. And not only that. All of us can be great players" (George A. Sheehan; Playing).

"Citius, altius, fortius"

These all could help to develop physical conditions quicker; flexibility, strength, endurance...To perfect technique and shape of the movements, to become more coordinated. Higher means becoming of higher morality. And be stronger while facing difficulties and failures in sport as well as in life.

The human health, mental and physical development should become the main care of society. Therefore cooperation between a coach, a doctor, and psychologists is so important.

The achievements of science also should help all the amateurs who make just the first steps in sport and learn simple physical exercises. In our contemporary society physical fitness and pleasant appearance represent preconditions for success in life and work.

Diverse crises and stresses which are common to the whole modern world, present day diseases, the product of modern life style; arteriosclerosis, cardio-vascular disease, especially heart disorders, became the result of such habits as smoking, physical inertia, bodily overweight. These factors lead to a progressive weakening of individual structures and functions.

Science specialists in the field of physical activity have established a precise methodology aiming at acquiring physical fitness. Intensive training demands particular attention on the part of health specialists.

All those who recognize the importance of physical activity in their everyday lives usually trust their own bodies and view them as they deserve. Sport will assist in solving the problems of human beings more efficiently.

The Olympic sports and Olympic culture correspond to the concepts of humanization of the society. The Olympic Movement acquires for the last time the most importance. This Movement is called for assistance in the development of a personality, for the defiance of its democratic principles. The desire for self-fulfillment and the rediscovery of the body has lead to the establishment of a new process, the "sportification" of society.

In the new millennium sport organizers will have to be more creative to meet the standard and demands of new time and to invent new approaches in order to better serve the people.

The Olympic Movement as an effective means for intensification of biological and social potential of a man needs further development with the help of all who shares the main values and ideals of this philosophy.

The last point.

Many people still don't know anything about this Movement. Even not all the athletes know that there's something behind the Olympic

Games. Probably it is simply a vague dream. But I don't think so. The idea to unite people is really not a bad thing, as well as the idea to become a "balanced whole". So if there's a philosophy in the modern world based on these values and even the movement. It is nice to let or to help these ideas to spread in the society, to enter in the world of the children. And may be an well-educated teacher-supporter will help them to be independent, to develop responsibility and show another way of self-understanding and self-improving. New athlete-centered approach will teach not only to follow orders, but also to make one's own decisions, to be creative and thus be able to manage own life.

Olympic Games, IOA, IOC, OE and the whole Olympic Movement will help to build a better world and to create a new sport style of life.

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AYARI AND SHATERI IN IRAN

by Marefat SIAHKOHIAN (*IRI*)

Abstract

Ayari and shateri in IRAN, SIAHKOHIAN, Marefat, Ph.D student of physical education and sport science, T.M.U. university, IRAN.

Speed in running has always been paid close attention since the early times. Kings and governors of those days employed special messengers in their courts for sending messages and exchanging information. These messengers had special characteristics so that they could resist thirst and hunger for days and nights. After the Sassanid age, special runner were employed for the above - said purpose who were called Shater. They were in charge of holding communication between different parts of Iran when peace and war.

Ayari has been current in Iran before Shateri; these two doctrines had many in commons; they have been complementary to one another.

Ayars and Shaters should pass special transships and the final Shateri exam was held with special formalities. Especially in Isfahan, a wonderful and widespread celebration was held to certify the mastery of Shaters. Shateri has been a heritage in Iran. Its train started from early days in childhood. It became more current at the Gharjeh dynasty. The most famous Naseredinshahs Shater has been Haj Mohammad Gholi Khan Saremolk and after him, his son, Fazlolah Khan. Shardin describes the Shateri celebration at the presence of the Safavid Sultan in his diary. Shaters were in charge of the responsibilities of the Respect Guard.

Both shaters and Ayars accompanied people in unsafe roads in order to take care of them.

More than 500 years ago, a practice was current in gymnasiums called Shelang, in which a device called Takhteh Shelang was used. This practice was considered as the prerequisite of Shateri. Shaters always did their task after performing this practice.

Following the invention of vehicles, telegraph, telephone, etc, and inversion of old cities to new ones, the old history of Shateri has finished in Iran; and today it has survived just as a name. With the emergence of Phalli dynasty, running sport became standardized in Iran and Iranian runners conformed themselves with its international norms and, little by little, took part in Asian, international and Olympic competitions.

All this was the narration of a wonderful piece of the history of running in Iran.

There is no doubt that, in ancient times, man had to walk and run in order to find food and escape from danger when he lived in caves and forests. Among the primitive men, those who could run quicker or fight better with animals and, if necessary, run away from danger, had more chance in life.

Man had loved speed during all ages and centuries, but when he had no means to move but his feet, the only superiority was the higher speed. Providing housing and accommodation for himself, man gave the best value for speed; and as, for centuries, speed was the superiority factor in wars, running was paid the most attention as the only means of speed. According to Greek historians, running and pentathlon championships were held in Iran: runners ran in kings presence and were given prizes by them.

Estraboon, a famous historian B.C., writes: "...The Iranian king gives prizes to the winners of running and pentathon championships...." He writes elsewhere: "...The Iranian young should wake up before sunrise; a bronze horn wakes them up: then they come together in a place and are divided into fifty person groups; each group is headed by a King's or governor's son who makes the group run up to a distance of 6 to 8 kilometers.⁽¹⁾ Kings and governors had messengers, always ready, in their palaces and organizations so as when they needed to send a secret message especially during wars, they used these people.

Messengers were especially trained so that they could survive in thirst and hunger several days and nights, whenever necessary. Meanwhile, continual walking and running training made them tireless against fatigue. Royal couriers, who were ideal in the world, were however employed in normal cases.

In the sassanide period, beasts of burden were used for riding and carrying heavy loads. Most people walked the distances between cities and villages; nimble runners and messengers were sent to different parts of the country for giving news, messages, orders and gaining and bringing necessary information in return.

In the later centuries, special runners were employed in this regard who were called shatter. They were in charge of holding communication between different parts of the country during peace and war.

Since Iran is a very wide country, shatery has been of great importance those days.

For further information on their employment, training and charges, Kazem Kazemini⁽²⁾ and Partov Beizaei⁽³⁾ have done some researches in this regard, from which some parts are brought below:

...From the old times, shateri has gained great importance because of communicating armies in different parts and cities, when peace and war.

Sending a pedestrian messenger on duty had less danger, comparing with a riding one who was easily seen, could not go from any way and could not easily hide himself. Shaters were chosen among those who, in addition to vigorous in running, could resist theft and attack.

Running at high speed was very important in past, therefore the necessity of training in this course made the shaters to be trained under the supervision of the masters of Shateri.

The formalities of shateri after Islam have been the same of Ayarai. They respected piety, virtue, purity, truth, honesty and generosity as the principal rules of their work. Although shateri has been different from Ayari, they have had much in common in practice, especially in specifications and methods because they were at the service of the same authorities. It is worth noting that Shaters, as Ayars, went to the back of the enemies' camps for gathering information and finding their situation.

Shaters and Ayars have been common in aims and formalities mostly in the period of Arabs domination in Iran, since Shaters had also joined Ayars at that times and participated in local anti-Arab wars and rebellions. Especially in Badgered, when the Abbassides were not powerful as ever, they created a government inside the

Abbassides government and intensified its shakiness for the benefit of Iran.

Since Shaters were at the service of government and regular organization at ordinary and peaceful times, they had no opportunities to show authority and power. Therefore, they are less recognized in the folklore and the history books before Safavid dynasty, compared with Ayars; but we well know that they joined Ayars when strangers dominated Iran. However the Cooperation of Shaters and Ayars for nine years in Bagdad accounts for the absence of Shaters in normal cases.

In different periods of the history of Iran, the dominance and prevalence of Atari and Shater has been converse, i.e. whenever one of them has been prevalent, the other has been missing.

As written in history books and biographies, Shateri and training Shaters has been attached very great importance from the Safavid dynasty on.

Volunteers were accepted in Shateri after having had a number of conditions including the best of health, physical power, nimbleness and belief in Shiism and having recommended by a reputable person. After the acceptation, they started an almost long run training during which they were taught to run very fast and resist fatigue, hunger and thirst. Having passed the training, they came to a degree of Shateri by passing an exam. This elementary exam took place on a ten kilometers road; pupils had to run this distance and come back fast.

There has also been an unlimited running competition during which Shaters wore light givahsl, leggings, a long garment open in front, the round of which was pleated, and after passing the stages of Shateri, a bell was bound to it. They also had a bugle shaped hat, a belt, a rucksack of bread, and a small goatskin full of water, while they became ready to start. They carried a white wooden piece and ran along the 15 kilometer road nights and days until they could.

At start, they all held their wooden pieces; all of them started at the same time. Two persons were charged for each runner to give him wooden pieces, one, at the beginning of the road, who gave white pieces and the other at the end of the road, who received the white one in return. The runner should carry the black one to the origin and receive another white one.

Two criteria were considered in this exam, first, sets consumed in running and second, time of running. They should never stop the

competition; even if they become hungry or thirsty, they should eat and drink while running.

When Shaters became well trained in Shateri and reached its highest degrees and stages, they closed Zang-e-Heidari² to their arms, skirt or belt as a symbol of power and nimbleness.

Shardin and Tavernier, who have been touring in Iran at the age of Safavides, have described shateri, its importance, competitions and festivals at the kings presence in their diaries from which the followings are selected:

The Final Examination of Shateri in Isfahan

All the kings and other Iranian governors, shaters have come to the mastery degree in shateri. If a well-trained shatr wants to reach this degree, he should pass an extra - ordinary running examination, which is held with special formalities and is considered as the feat of this skill.

If the shatter who wants to come to mastery, is the relative of a great and rich man, his examination and final acceptance is held with special formalities, i.e. the above-called greaten places a large table in front of the Alighapoo building in Naghsh-e-Jahan square and places confectionery, desserts and different kinds of fruits on it, and then holds a celebration at the presence of the invited great peoples. Singer and dancer women and musicians bring joy to the ceremony.

Anyone invited to the celebration should give a robe of honor, a belt, ... to the shatter at the end of the examination. Shatter distributes a part of his presents among his pupils.

At the beginning of the examination, the shatter takes off his clothes and wears only short pyjama. Then, he oils his feet with fat and wears a belt with three small bells locating on the belly and then, he runs the distance between the Alighapoo building and the Sankmareh mountain twelve times from the sunrise to the sunset. He runs 36 lieus³ in such a short time, which is equal to the distance between Paris and Orleans.

Passing along the above-said distance is forbidden during the exam, and only 300 horsemen accompany the shater to control his speed and inform the judges and those who are staying at the origin of his return to the city.

Any time he reaches Sankmareh, there are some persons who are waiting for him and give him a black wooden piece which shows that he has reached the destination and which the shatter carries to Alighapoo. His arrival is always announced in Alighapoo with drum and trumpet; then the minstrel women care him. The Shatter never eats and drinks during the exam, because this prevents him to be fast, he only has a drinking from time to time.

At the sunset, when he returns from the 12th turn, the black wooden pieces are counted and the master of shaters who are mostly the kings Shaters certifies his mastery.

At this time, all the people in Naghsh - e - Jahan square cry for joy and the friends and relative of the great men give their presents to the Shater.

The ceremony of this examination, which was called Shater-davani⁴ was current in all states and governing centers; governors always had many Shaters at their service as a support and as a symbol of power and greatness.

Old Iranians respected Shateri very much and didn't accept any one in this work. It was a family job and was trained to sons by fathers. In families in which Shateri was regarded a heritage, boys of 7 years old were obliged to run systematically. Boys up to 10 years old should run 2 km. without stop and walk with rapid strides; those up to 12 years old should run 4 without stop and they increased the distance with the increase of age. At the age of 18, a sac of bread or flour with the pan used in baking bread and a leather bottle of water were fastened to his shoulder and belt and he was made fast to become ready for dangerous travels and duties on deviated pathos, deserts and by-ways far from any road, where no bread and water is found. He was called Shater bacheh⁵ at this age.

Shater bachehs were taught to run fast, walk with rapid strides (Shelang Endakhtdn⁶), systematic running and other Shateri skills by masters.

Masters who ran front of the Iranian kings horses should be regarded as on foot champions. Shaters have often been at the service of great state affairs and dangerous military and non-military duties.

After Safavids, Shateri became more current and Ghajar kings and couriers employed a large number of Shaters when passing through roads, as a symbol of power and as retinue when an am-

bassador or an important guest arrived the capital, Shaters accompanied him in welcome formalities any where and took him respectfully to the city and then to the reception center.

Naseredin Shah did not renounce Shaters although he traveled in coach, and employed them especially after he passed through the gate. He was accompanied by a number of Shaters when he went on horseback to take a trip or to go hunting.

The most famous Naseredin Shahs Shaters were, first, Hag Mohamad Gholi khan-e-Sarem-oh-molk and the his son, Fazlolah khan.

At Ghajarieh age also, Masters selected their pupils among the nimble and speed; these persons become so master in their work that they could act better than riders in extraordinary cases, in announcing on order or carrying and delivering a letter and the like.

Shardin describes carefully what he has observed about Shateri in Iran in his diary:

Shateri Celebration at the Presence of Shah Sultan Soleiman Safavi

The night before the exam, the king accepted the shatter at his presence, encouraged and promised him to accept him as his own shatter, and to give him a robe of honor if he passed the exam; he also ordered immediately to decorate all shops with carpets and to sprinkle water on the examination path.

In the next morning, anywhere was clean and decorated; the Shah square in Isfahan was also clean, ready and not crowded. A tent with 11m high and 10m width and length and with golden columns was pitched in front of the Aligapoo building. It was lined with cloths woven with gold and a single very expensive and large carpet was spread on the ground below the beautiful tassels and topknots which Royal Shaters close to their hats and hang on their bodies, were hung in the golden columns.

Ten to twenty royal Shaters with expensive and fine clothes receive the guests with special formalities.

The Royal Guard doorkeepers were standing at the tent threshold. They were standing at all streets leading to the square in a line.

Nine elephants with costly saddle covers and golden decorations were standing in line opposite to the Aligapoo door.

Elephant-drivers wearing Indian cloths was taking care of their elephants, and the biggest elephant which was carrying an equipped and roofed throne on its back, was special to the king.

Fierce animal e.g. lion, tiger, leopard, etc, which are trained for hunting, are seen at the other side of the square. Indian casts pulled by white cows were arranged in a line at the other side of the square and animals specially trained for fighting such as oxen, buffaloes and wolves with a collar round their necks were also gathered there.

Theater amusing groups were at the northern part of the square. Dancers, jugglers, fencers and puppet-showers were settled at the square, among which musician groups were also arranged.

Water was poured on all ways the Shater had to run on and all these ways were decorated with flowers. All shops, streets and roofed ways through which the Shater should pass were wonderfully decorated with costly carpets and materials.

Two or three thousand Indian people were standing in line at one corner of Shah square, and at the other corner, two or three thousand Armenians and Zoroastrians and the Jewish at another one. Very beautiful tables, on which trays of sweets and rose -water were put, were settled in front of the richs, houses located in the exam path. Anywhere in the path musicians were waiting for the shatter to play music for him.

The Shater wore light cotton shirt and trousers and had fastened a white folded material on his breast. He also put on white leggings. A large number of people accompanied him along the path, along with thirty horse-riders some of that were the rich.

The special royal couriers group followed him along the path for taking care of him and certifying his truth when returned; they also continuously spread rose -water on his face and feet of keeping them fresh, and so skillfully fanned him that they did not disturb him.

All people, from anywhere, admired the Shater, they vowed for the sake of his health and always-called God, Imams and the Holy Prophet in this regard.

The grandees and the nobles who saw him in the path promised him prizes and honor and encouraged him thereby.

The Shater has passed the first turns quickly and without stop Now, when he entered the tent where he should exchange the wooden

peace, two or three other powerful shaters stopped him forcefully, made him sit down on the carpet, drink sherbet and smell perfume.

At the same time, one of the shaters takes an arrow from an officer and puts on his back; these arrows are about one third of a meter (the Shater should take twelve arrows from the origin to the destination and vice - versa)

The nobles and grandees are always accompanying the Shater; sheikh Ali khan, the governor of the central state of Iran accompanying five times the shater, although was sixty years old.

The Prime minister and the court minister, who were also old, accompany him three and two times, respectively.

Upon the king's order, twelve of the most important persons of the court accompanied the Shater, once each one, shardin writes: At the seventh turn, I followed him on horse and although the sunshine and dust disturbed, I had to ride very fast. When he approached the square, cries of exultation and music were heard from a distance of 18 kilometers.

The first six turns were passed exactly in six hours. Shah Sultan Soleiman Safavid officially entered the tent to encourage him at the beginning of the sixth turn. At the seventh, thirty golden trays full of delicious meals were taken to the tent for shaters.

At three o'clock in the afternoon, the King sat down in front of a large window of the third floor of Alighapoo building, which was adjacent to the square. At the same time, different theater groups started their works at the 4 corners of the square, musicians and dancers also started to play music and dance. Predators were left to fight against one other. Jugglers started jugglery and rope-dancers started rope - dancing and other plays and sports were also held simultaneously. Briefly saying, the most wonderful plays of the world were held at the same time and it was difficult to choose which one to look; but the animals fight was more interesting and amusing for Iranians themselves.

The Safavid king came to the gate horse riding at five o'clock for welcoming the Shater and announcing the end of the exam, Shater took a boy on his shoulders before reaching the gate to show that he is never tired, this caused people admire him more and more.

When the Safavid king faced the Shater loudly ordered to bring him a robe of honor. So he was given a complete set of royal Shateri cloth and 500 tomans and then the nobles and grandees gave him costly prizes.

The Shateri celebration ends at sunset with the play of musicians and the Shater attains the position of the royal Shater.

The athlete Pahlavan Akbar lived at the age of Shah Soleiman; he was a very nimble and powerful runner; he once ran 2716 kilometers, 39 kilometers each day, and wholly in 44 days. He was the court Shater of Shah Soleiman.

Shaters were charged to act as the respect guard; their numbers differed depending on the importance of the guest. They also accompanied caravans and peoples who passed through unsafe roads in order to take care of them.

More than five hundred years ago, there were a practice in sport clubs of those days, called "stride" (shelang), and a device called "Takhteh Shelang" (board of stride) was used for it. It was a practice for starting shateri, but it is no more current since decades. The Tankhteh Shelang was 1.5 to 2 meters length. It was put steep in the gymnasium pit; users hit their feet on this board respectively and tried to hit the feet as higher as possible on it, it was among the most difficult practices of the club, even the most powerful couldn't do it more than 50 times.

Shelang in the Persian meant a type of jumping which shaters did as a running practice. They always did it before doing their task, shateri. There has been an organization in court called Shaterkhaneh up to the end years of Naseredinshah's monarchy.

Mohammad Hassan Khan Etemadosaltaneh has introduced Fazlo-lahkhan Shaterbashi (Bashirolmolk) as the head of this organization in his book entitled "Almaer val Asar" written in 1306. He has also called a number of shaters as the shaters of the customs organization. There is an alley still called Shaterbashi in Tehran and there were some people wearing a special cloth and holding a special cane in Ashura mobile passion plays, which were called Shater and stood in the first line.

In the past, when people wanted to describe the nimbleness of someone, they said "he is a Shelang andaz" (i.e. he walks with long strides) There has also been a special charter called the "Shaterdavani Charter" for those who were accepted as Shaters.

Tavemier, the famous French tourist, writes: ... when the rich pass through some where on horseback, one or two servants who are called Shater ran in front of him and open the way. These shaters have teachers among themselves and practice quick running. Kings and the

court nobles have many Shaters and having shatter is a symbol of nobleness in Iran, so the more noble, the more shaters. Shateri is a heritage in such families and fathers teach it to their children. The Kings shaters who all are masters and have superiority over others, certifies the mastery of new Shaters after examining them. The state's governors hold Shaterdavani Celebrations in their states. Following the invention of vehicles, telegraph, telephone, radio, television and other mass media devices and inversion of old cities to new ones, the old history of Shateri has finished in Iran and today just a name of this skill has survived: except for a case in Ashura passion plays in villages in which two Shaters wearing Shateri Cloths of the Safavid age run with Imam Hossein representative's horse and beg him to let them fight with the Imam; but he does not let them and says that they should be left alive and go anywhere to proclaim his doctrine, that he has been right and has devoted his life in this regard; that Yazid has been wrong; that the right will finally win, etc. Shaters participated in Reza Shahs coronation ceremony, for the last time in their history.

With the emergence of Pahlavi dynasty⁷, running sport became standardized in Iran and Iranians runners conformed themselves with its international rules and, little by little, took part in Asian and international competitions and showed their talents.

Notes

1. Light cotton summer shoes.
2. Kind of bell.
3. One lieu = 4 km.
4. Shaters running.
5. Young shater.
6. A kind of activity.
7. For further information about the history of runing during the Pahlavi dynasty see History of running in the Pahlavi dynasty.

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THE OLYMPIC MOVEMENT AS AN EXAMPLE OF THE INTERDEPENDENCE BETWEEN SPORT AND POLITICS

by Paul STAUFFER (SUI)

1. Introduction

The Olympic Movement became famous above all for the Olympic Games, whereby the Games of the Olympiad are better known than the Winter Games. In the following, I will only refer to the Games of the Olympiad, also named Summer Games.

In my report, I will deal with the question, in which frame the Olympic Movement succeeded in following up its aims in the respective circumstances pretending not to act politically.

2. The Integration of the Olympic Movement

2.1. General Outlines

The Olympic Movement has become a phenomenon by mean of the Olympic Games.

The Olympic Games represent

- a culmination in the career of an athlete
- a first class media event
- an enormous economic factor relative to
 - the effect for the host city and the host Country
 - the development of the sporting goods industry
 - the broadcasting systems and rights
 - the promotion
 - the sponsoring
 - a.s.o.
- an indicator of the aims and the sense of sport and its development
- a reflection of the general political, economic and social development revealing their own history and own development.

- a political factor in the world either in an active or in a passive way through the decisions of the IOC, the NOCs and its behaviour.
- an important show-piece, which is used by the IOC to promote and spread the spirit
- and the philosophy of Olympism and its educational requests.

Because the political, economic and social circumstances change mostly, the Olympic Movement has to face up to the new situations as well as all other acting persons and institutions (e.g. sport federations, NOCs, athletes but also politically, economically and socially acting persons and institutions).

2.2. *The Olympic Charter*

Through the Olympic charter, the Olympic Movement establishes an orientation and the degree of integration into the respective circumstances and development ruled by the outer world.

In its regulations the Olympic Movement

- pretends a most possible independence versus influence from outside
- creates the conditions for possible co-operation with political institutions (see e.g. fundamental principles pt. 3, rule 2 pts. 2,3,11; rule 19 pt. 1)
- declares its aims

A few examples show that the Olympic Movement does not only pretend its independence from public and economic influence but also tries to act in fields which normally belong to the state and public authorities. That means that the Olympic Movement plays a political role whether it likes to do it or not and despite the leaders' pretension to separate the Olympic and the political world. Mr. Samaranch was the first who also acted on the political stage consciously. During all his visits in countries with an NOC he actively searched the contact with the political state authorities pleading e.g. for a better understanding and promotion of the Olympic Movement and the Olympic aims.

The Olympic Movement is spreading the fundamental principles of Olympism by a universal and permanent activity. With the alliance of sport, culture and education the Olympic Movement tries to create - alone or in co-operation with other organisations - a better and peaceful world. The elements for achieving these aims

should be implanted in the education of the youth through sport activities without discrimination and in the sense of mutual understanding, friendship, solidarity and fairness. The values of the Olympic Education must and can only be realised in addition or in co-operation with the education and the culture of the countries. The IOC recommends in this sense - whether it likes it or not - an influence on the education and educational systems and decisions of these countries. Therefore, it can not hide to exert an influence in respective political decisions. Although the principles of Olympism were described as universal, they can on one side create a co-operation but also enter into a certain competition with the educational system of a country through the provided priorities and the way to realise the aims. The IOC

- tries to attain the aims in co-operation with private and public institutions and authorities (charter rule 2, pt. 2).
- is opposed to all political and economic abuse of sports and athletes (charter rule 2, pt. 10).
- declares that every discrimination of a country or a person for racial, religious, political, sexual or other reasons is incompatible with the membership in the Olympic Movement (charter rule 3, pt. 2).
- is an international non governmental Organisation NGO (charter rule 19, pt. 1) and pretends in that case not to be put under pressure by the countries' authorities but, as a NGO, to have the right to intervene in fields normally regulated by state and political decisions (e.g. education!). Its members are not allowed to act on behalf of governments, organisations and persons which could create a dependency.
- chooses the host city for the Olympic Games only in case the respective authorities of the country guarantee to respect the Olympic Charter (charter rule 37, pt. 3), the financial needs to organise the games in co-operation with regional or private authorities.
- demands on behalf of the athletes to accept the principle of fair-play, non-violence, a behaviour appropriate to the sports ground.

These examples prove that the IOC and the Olympic Movement can influence the countries political acting on different spheres but

does not intervene directly into the politics even if it seems having been necessary to outstanding persons. We can refer e.g. to 1936 (Olympic Games in Germany with his degrading national socialist system), 1956, 1968, 1979 (Occupation of Hungary, Czechoslovakia, Afghanistan by the USSR) or 1962 - 1972 (War in Vietnam, but also real discrimination of black citizen by formal equalisation) for reasons of ignoring the principles of non-violence and non-discrimination. In contrast to this the IOC always has attempted, if necessary, to get support by political authorities if it could further, e.g., the organisation of the Olympic Games or the realisation of the Movement's aims.

2.3. Sport and Politics - single statements during the Olympic congress Baden-Baden 1981 and the centennial congress - congress of unity Paris 1994

The international recognition is an important fact for the Olympic Movement and its possibilities to act without restrictions. IOC President, Mr. Samaranch, obtained the recognition of the IOC by the UNO, UNESCO, and probably of all states' political authorities as a NGO on an international or supranational level. On this basis, the IOC could treat political problems connected with the Olympic Movement more actively than in the past. If we compare only the discussions and resolutions of the Olympic congress' of 1981 and 1994 as a very small basis, we can admit, that there was a little progress in accepting and treating the interdependence between sport and politics. In 1981 sport and politics were no topic under discussions but it figured as a special subtopic in 1994 (Rapport p. 267 - 78). In 1981 Willi Daume referred to the danger that there existed different interpretations of the same texts, e.g. about the contents of political influence on sports' organisations and sport activities and the defence of it, démocratisation of the Olympic Movement, banning racism. That could provoke different and also opponent acts and aims (see Kongress p. 22/23). The different interpretations and points of view explain themselves by belonging to different political convictions, cultures and societies. It probably was and is impossible to reach concrete uniformed aims and acts. This might be the reason for Mr. Samaranch to require a position of non interference between political authorities and the Olympic Movement (Kongress

p. 33). It is the attempt to prevent the danger that the Movement could be stressed by the impossibility to come to unanimous decisions in very important problems. In spite of the occupation of Afghanistan by the USSR - a flagrant disrespect of the principal of non-violence - Moscow remained host city for the Games of 1980. The political fact was not officially mentioned and was prevented from having an influence, because it would have harmed the Movement. As a reaction, Sergei Pawlow, President of the USSR NOC, declared that the boycott of the Moscow Games failed, because only 50 NOCs didn't participate, and it was an attempt to politicise the Games (Kongress p. 76/77). Mr. Helmick too advocated to prevent entering politics and political discussions into the Movement (Kongress p. 53/54) and to induce the countries world-wide to recognise the IOC and not to exert pressure on the election of the host city and the Games themselves, but to further sports' activities as well as the development of the positive effects of sports activities.

Concerning the summaries of reports on the topic sport and politics, in 1994 the centennial congress showed a change of mood in that respect (Rapport p. 273 - 78). It was recognised that sport and politics can not be separated in a strict and simple way but that an interdependence of sport and politics must be accepted and that this interdependence could be useful and be applied. The Olympic Games and the Olympic Movement had meanwhile become a phenomenon of a political dimension. Through the Games, Mr. S. Akpaev-stated, Estonia could further and strengthen its self-confidence as a young nation and find his recognition on international scale (Rapport p. 277). The final document points out that the Olympic Movement has to maintain good communicative relations with the governments. But the governments are requested to respect the Olympic Movement and its independence. Sport (and in my interpretation, especially the Olympic Games) shouldn't be abused for political reasons (Rapport p. 436)

3. Relations between sport and politics

If we take politics not only as a decision making process of governments and parliaments for the regulation of public act and aims but, e.g., also as a "phenomenon which appears with the living together of people and has a creating influence on life in society"

(Rösch p. 8) we can state that sport and politics have many aspects in common. Sport too is a phenomenon of living and acting together of a lot of people with great importance in social and human life. Sport and politics can melt together and have merged into sport politics. We understand sport politics as a process of planning and decision making in fields which belong to sport in a closer or extensive sense . Apart from sport activities we can focus ethics, human behaviour, self-control, social context and so on. Public institutions (such as governments, parliament, administration), private institutions (such as sport federations, -unions), social groups act on this field either separately or together. Politics and political decisions provide the setting for acting in sport and sport movements, -federations and -unions have fought for a framework which makes it worth-while acting in it. This is a simple but important explanation of the interdependence between sport and politics. That one can not be politically neutral under such conditions is a logic conclusion because a neutral position as regards to a phenomenon, a social or political development, a political proceeding, decisions or statements influencing sport and its organisations, events and aims is eo ipso a political statement too! If we agree to this, we can not separate the Olympic Movements and politics even the Olympic Movement tries to achieve its aims in the greatest independence possible. As a universal Movement, it endeavours to realise a peaceful world and it stands for equality and non discrimination. These values are also declared aims of different political and social groups and systems in their own understanding. They can not be separated from the acting persons and organisations. Sport, sport activities, sport results have always got an enlarging influence and importance on spectators and interested people through mass media. Therefore investing in sport is, in the long run, a cheaper possibility to present a nation and a (political) system. To be recognised on the field of sport was and is today synonymous with the recognition on the international level, and it serves to strengthen the national identity.

To use sport events and sport organisation in order to explain or spread political messages or to abuse them as stage for self-performing acts, is well known also in the history of the Olympic Games. The tragedy of Munich 1972 was caused by the politically motivated assassination of the PLO. That assassination was meant to attract

the world's attention to the situation and demands of the Palestinian people. That assassination became a major danger for the Games. The violation of the Games and the respect toward the victims would have been reasons enough for a breaking off the Games. IOC-President Brundage's "The Games must go on" concluded all discussions, thoughts and decisions giving the whole a most political dimension. Not to be subject to extortion was one of the major considerations for the responsible persons of the Olympic Movement and also meant as a gesture towards to the host city and country. The Olympic Movement and the Olympic Games were rarely free of questions, problems and influence from the public and the political sphere.

4. Political influence on the Olympic Movement and the Olympic Games

4.1. Baron Pierre de Coubertin

With his idea to renovate the Olympic Games, Pierre de Coubertin had also in mind to introduce a reform of the educational system in France. Great importance should be placed on sport practice. Apart from the body strengthening aspects, sport practice should also be an instrument for furthering the moral and social behaviour of the French youth. Sport should be a germ-cell for the rebirth of democracy, the collective force and the social freedom. Without any doubt the renewal of the Olympic Games should be an encouragement to achieve this aims in and for France. The peaceful Olympic competitions should be a challenge for France and its educational system (Herms p. 60 -65). Combined with that thoughts Coubertin would like to change the position of France in Europe and the world after the defeat of 1870/71 and in the challenge of imperialism (Herms p. 65, Krüger p. 64, Lochmann p. 22/23 and 111). Therefore, we have to recognise that already at the very beginning political reasons also belonged to Coubertin's tasks to renew the Games as well as the wish to further the moral behaviour of mankind by means of experiencing of sport practice, to initiate mutual understanding, internationalism and the progress of mankind. (Herms p. 63)

4.2. Political facts in Olympic Games

Without treating the whole political influence and all pressure attempts it can be shown that the Olympic Movement could rarely

organise and celebrate the Olympic Games without political problems.

War and the Olympic truce

The World War One and Two prevented the Olympic Games of 1916, 1940 and 1944. The Olympic truce of the antiquity - much discussed in its interpretation, and real effect by many authors - couldn't put to life again, too. The mentioned Games dropped out, other wars continued during the Games.

Boycotts

The Games of 1936 were well organised but politically exploited by the national socialist regime. An initiative to boycott the Games was discussed in the USA but did not succeed. Mr. Brundage, the later IOC-President, played a very dubious role during the discussions so that the American team didn't boycott the Games.

Boycotts and discussions to boycott the Olympic Games for several mostly political reasons had accompanied the Games for a very long time of their history.

In 1968 the invitation to participate of the south African team was withdrawn by reasons of boycott's threat by African and socialist states. The political pressure forced the opposing IOC-President Brundage to give up his position in order not to mix sport activities and politics, because, otherwise the Games would have been in danger for political reasons.

In 1972 Rhodesia was expelled for the reason of racist politics. African states fought for that expelling with a boycott's menace, too. Brundage had to admit political pressure in sport and Olympic Organisation once more. He spoke in that particular case of "political extortion" (Pfeiffer p. 201)

In 1976 the IOC did not follow the demands of 16 African states that intended to expel New Zealand because of New Zealand's sport organisations contacts with South Africa, the apartheid-state, that was expelled for that reason from the IOC 1970. In reaction to the decision not to expel New Zealand, 29 African teams withdrew.

In 1980, in spite of the occupation of Afghanistan by the USSR IOC-President Lord Killanin considered the Games as an event independent of political contexts. The Games should be held in Moscow

or nowhere else. But his trial to separate sport and politics failed. Under the leadership of the USA some states were placed under a boycott for political reasons, mostly by western-capitalist states. Only 81 of about 130 possible teams competed in the Games of Moscow.

As an act of revenge the Games of Los Angeles of 1984 were boycotted by 13 teams, the USSR being on the top, for reasons of discrimination (questions of visa for team accompanying people) and lack of security, especially for Russian citizens. In reality however it was because the USA boycotted the Moscow Games. Despite the boycott, 141 teams joined the Games and led the first commercially organised Games to a large success.

In 1988 the GDR seemed to have prevented a possible boycott of the Games by the socialist states. The GDR wouldn't stand out of the Games two times in succession. They wanted to take the chance to show their own people and the whole world the superiority of their political and sports system and increase the national prestige, (compare Gross)

The boycott movements are a mirror of the political situation and development of the respective time. The de-colonisation created many new states that wished to strengthen their national identity and exerted influence not only on the pure political level (e.g. in the UNO) but also on other fields. The new states also let the IOC feel their will and influence. The relation of power began to change. Especially the African states tried to fight against racist systems. They thought such systems would stand in contradiction to the Olympic principles of non violation and non-discrimination. By using political pressure to change such contradictions, they endangered the Olympic Movement and the Olympic Games in the mind of the insiders. The Olympic Movement had to take note of this change and development at the disadvantage of the industrialised states. The contradictions within the political blocks were the main reason for the boycotts of 1980 and 1984. Political relation of power and incompatible political aims were drags in the Olympic Movement. It was obvious that from now on sport and politics could not be separated anymore.

4.3. Further political influence

Düching shows that already in the Games of London 1908 there were discussions between American and British officials and also in

the media reports with a political background. The very sensible American self consciousness disturbed the relation between the former British colonist's descendants and the former mother country's representatives for several reasons. The missing flag during the opening ceremony, an apparently unjust treatment of a few American athletes and the larger interest in the Games of 1908 opposite to the Games of St. Louis in 1904 by Coubertin were reasons, that American officials complained of being treated unfairly and also the British arrogance.

1912 Hungary and Bohemia (both components of the Austrian empire) and Finland (in a personal union with the empire of the Russian tsar) were acknowledged as participants countries. Austria and Russia demand to strike the three teams out of the participant countries list.

Germany (1920,1924, 1948), Austria (1920), Japan (1948) were not invited to participate in the relevant Olympic Games as a "punishment" for being responsible for the war, the victims and the damages. In 1948 Germany was still under the 4 power status and not free and without a recognised NOC. 1952 the Federal Republic of Germany RFG could re-participate the first time, but not the German Democratic Republic GDR. Their NOC was not yet acknowledged. That decision represents the relation of power between the west and the east in the IOC at the beginning of the cold war. The "German problem" was solved step by step according to the change of political relations world wide. Between 1956 and 1964 athletes of the GDR and RFG participated in a united German team. It was in 1968 when GDR could send an independent team to Games for the first time.

1952 was the first participation of a Soviet team. For political and security reasons the Soviets wouldn't live in the Olympic village. They wanted to separate their athletes from contacts to the class-enemy. There had to be built a separated second Olympic village for athletes and officials of the eastern states!

The solution of the politically important question of the representation of China and Korea lasted till 1980, when the People's Republic of China PRC participated for the first time without that Taiwan had to leave the IOC as PRC requested. The People's Republic of Korea PRK was recognised by the IOC in 1963 but it hesitated

to participate till 1972. The PRK kept away from the Games of 1988 in Seoul for political reasons.

1968 the Mexican authorities fought against students demonstrations a few days before the Games started. Over 300 of the demonstrators were killed by the police that were omnipresent during the Games in Mexico City to guarantee "peaceful" games. That incident was probably overlooked by the IOC and the Olympic Movement without a discussion and an adjusted reaction. Inner political problems of a state should not be treated and commented by the IOC even if they reveal injustice in the host city and host Country!

During the 200m Sprint victory ceremony of 1968, Tommy Smith and John Carlos protested against racism, apartheid and discrimination with a raised fist in a black glove. The Protest had been announced in advance after the failing of a black American athlete's boycott initiative. The situation in the USA with the formal equalisation of black people by lasting discrimination in reality, the murder of Martin Luther King and Robert Kennedy (both of them carrying hopes of the black Americans to change the bad situation), reinforced a climate of protest in the 68's in the USA (radicalism of black power) and the long discussion among the expulsion of the Republic of South Africa provoked that protest. It is astonishing that Smith and Carlos were immediately expelled from the US-team and the Olympic village immediately without any protest of African teams nor the IOC. The discrimination of black people in the USA was obvious in that time and if we raise the fundamental principle of non-discrimination from the sport ground to a higher level, it can also be seen as an offence against this principle. Although South Africa was expelled - reluctantly - for reason of discrimination through apartheid, the theme of discrimination was not discussed and not sanctioned in the USA. Not the USA were accused but the athletes, namely for having imported political influence into the Games .

5. Conclusions

The persons responsible of the Olympic Movement tried to keep political influence outside of the Movement and the Games. They insisted on a separation of sport and politics as a separation of politics and the Olympic Movement. They also insisted on an inde-

pendent development of the Olympic Movement free from political influence.

We could show that such a separated development of the Olympic Movement from political influence has probably never existed in practice and can not be pretended.

The Olympic Movement has included political thoughts from the very beginning.

We have to accept the existence of political influence and pressure on the Olympic Movement. There is no use to deplore this influence. The Olympic Movement has to find the way how to handle the political questions and problems which came or will come into the Movement by circumstances, which change political power relations in the world and the IOC's members way of acting itself.

The Olympic Movement itself can also be seen as a movement which spreads political influence in a wider sense through the aims it follows up for trying to contribute to a better world, is also a goal which needs change of political and social situations and systems in the world.

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AN ETHICAL CONSIDERATION OF CHILDREN'S PARTICIPATION IN HIGH-PERFORMANCE SPORT

by Gabriela TYMOWSKI (CAN)

Introduction

The numbers of children participating in organised sport has been increasing steadily over the last few years.¹ Along with the numbers of participants, the level of skill and technical expertise in many competitive sports has also been rising dramatically. This growth is evident in the widespread development of organised sport and competition, the numbers of children participating, and may also be attributed to the potentially lucrative financial gains of high performance² and professional sport.

In order for athletes to compete in these sports, it is necessary for them to begin training at a very young age, and to spend many hours learning and perfecting their skills. Many of their training regimens are considered demanding even by adult standards. Determined parents and enthusiastic coaches encourage early entry, and a high degree of commitment and specialisation at the earliest opportunity. Sports such as gymnastics, swimming, diving, and tennis are noted particularly for the young age of their champions, generally moreso for female athletes than for males. While we may hear of children who do participate at high levels of competition and who do not suffer any adverse effects, this is not the case for all athletes. Kozar and Lord (1983: 188), in their work on overuse injuries in young athletes, emphasized:

The fact that a few genetically exceptional individuals are capable of withstanding strenuous, long-term training loads does not mean that less talented youngsters will not suffer from overuse injuries that may prevent them from continuing in sports.

The young age at which the athletes enter organised sport, as well as the frequency, duration, and intensity of training and competition predispose them to chronic and acute injuries, as well as

psychological burn-out, all of which may have long term repercussions for their quality of life while competing and also long after they retire.³

The treatment of children in high-performance sport raises profound questions of moral justification. At the highest levels of sport, one set of persons often dominates and controls another, as coaches and parents do child and sometimes even adult-athletes. Child athletes as sometimes regarded as instruments for the profit, power, or even for the physical gratification of others, rather than as persons with value in themselves. As the varying agendas of those involved in the sporting world come into conflict, considerations of care and regard for athletes by others and also by each other becomes downplayed or even ignored, resulting in harm as well as infringements of the athlete's autonomy and independence. This situation seems to me to be an exploitation of young athletes as means to the ends of others: primarily parents, coaches, sporting bureaucracies, and even their countries in the paramount quest for Olympic golds and world championships.

The ethical quandary of the harms which befall children participating in high performance sport raises several questions; first, is it appropriate for children to participate and compete under such conditions; second, are they doing so autonomously; third, to what degree does paternalism fit within this situation of who is consenting and consenting to what; and fourth, how can we describe this situation using an ethical framework.

I propose to consider the problems noted above, and to delve into the conception of an appropriate moral framework around which to articulate this problem. Competing moral theories contextualize this discussion, yet none appear independently to be sufficient. I believe that by grounding the problem in moral theory, connections between theoretical discourse and practical moral life will be forged. Theoretical philosophy can impact on the way in which we conceive of ethical problems, and definitions of the boundaries of human responsibility; in this situation, we may apply ethical theories to current issues within sport, such as towards the advancement of fair play, and issues related to doping in sport.

To contextualize the problem, I will begin by exploring the nature and conceptions of childhood itself. I wish to then question the de-

gree to which children are treated paternalistically by parents, coaches, and sporting bureaucracies, and the degree to which they are autonomous in decisions regarding their lives, particularly in relation to the giving and withdrawing of their consent. I hope that the result of this work will be a rational construction of ethical agency which will guide action and reflection in the treatment of children involved in high-performance sport.

Children and childhood

Children are not simply scaled-down versions of adults. Traditionally, coaches have used adult exercise prescriptions in training programmes for children, but recent physiological studies devoted to appropriate methods of exercise have clarified the ways in which the child athlete responds to training.⁴ They have revealed the differences in physiological responses to exercise, and have also identified many growth areas that are susceptible to injury.⁵ In addition to biological differences, the concepts of the "child" and of "childhood" differ too to that of the "adult" and of "adulthood". It is upon this conceptual difference which I will focus herein. While there is a considerable body of literature concerning children and sport, there is a dearth of work conceptualising the "child" or "childhood" in the area. Thus, I feel that it is important to discuss these conceptions within this work.

In his *locus classicus*, *Centuries of Childhood*, Philippe Aries (1962) claims that not until the late seventeenth century did a concept of "childhood" originate. His thesis focused on the concept of "childhood", and had a profound impact on social history. His is the most commonly discussed work in any treatise on childhood, be it from a social, moral, legal, or political perspective. Contrasting with medieval times, in modernity and in almost every culture, the separate nature of the child has been established, with its distinctive clothing, language, and rules and regulations. Historically, morally appropriate forms of treatment of children were lacking, and while this does not mean necessarily that children were maltreated, it means that previous societies may have been disposed to treat children in questionable ways. These judgments, of course, are made with modern understandings of appropriate treatment of children.

John Kleinig (1982) divides modern definitions of "childhood" into two conceptions: institutional and normative. From an institutional perspective, chronological age defines childhood and underlies the legal definition. It is understood in terms of age, and that under normal circumstances, children will grow up into adults. *The United Nations Convention on the Rights of the Child* holds that "a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier".⁶ Under the normative perspective, children are matched against a range of evaluative criteria such as physical, emotional, and intellectual maturity. Evaluation of these criteria are clearly more subjective, and the implications are not as apparent as are institutional or chronological age divisions.

David Archard (1993) suggests that the concept of childhood ought to be a specification of the distinguishable attributes of children from adults; however, the concept of childhood is necessarily linked to that of adulthood.⁷ He isolates three basic aspects in which conceptions of childhood may differ: boundaries, dimension, and divisions⁸. The boundaries delineate the point at which childhood ends, and adulthood begins. They may be legal or normative, in that the law requires a boundary between childhood and adulthood, and some cultures have rites of passage and initiation ceremonies which signal the end of childhood and the beginning of adulthood. Dimensions of childhood include the moral or juridical perspective from which persons may be judged incapable, in virtue of age, of being responsible for their deeds; an epistemological or metaphysical viewpoint from which persons, in virtue of their immaturity, are unable to contribute towards and participate in the running of their community. The third point at which conceptions of childhood may differ is in their divisions. These include infancy, the "middle-aged child", roughly between the ages of 6 and 12, and adolescence, wherein the child begins taking on some of the responsibilities of adulthood, a sort of apprenticeship.

In Western liberal democracies, childhood is considered to be a stage of human development, lying between the wholly dependent stage of infancy and the completely independent sphere of adulthood. It is a period of incompetence, defined by limited cognitive capacities, irrationality, physical dependency, and deficiencies in the capacities,

skills, and powers of adulthood.⁹ Whereas adults are thought to be autonomous, have a sense of identity, are conscious of their beliefs and desires, and are able to make free and informed choices for which they can be held personally responsible for their actions, children are not. Children do not work or play with adults, nor do they participate in the adult worlds of law and politics: they are apparently innocent, whereas adults are supposedly knowing. Different behaviour is expected from children than is expected from adults; they are treated differently from each other, and each have different roles and responsibilities. That children in high performance sport DO work and play with adults is somewhat problematic, and inconsistent with this notion of childhood.

Paternalism and autonomy

While childhood ought to be a process of self-realization through the increasing grasp of independence and autonomy, participation in high-performance sport may actually encroach upon the athlete's moral dignity as others impose boundaries on what the child may do, for and with him or herself. The athlete strains between self-fulfillment and duty to others.

Mary Lou Retton, Olympic gymnastics gold medallist in 1984, said after retiring from the sport at age 16,

[H]aving to make my own decisions was one of the hardest things to get used to. We had been coached all our lives. We were told what to eat, what to wear, what to do our whole lives. I was never the one who got to say yes or no.

Retton alludes to the control that parents and coaches have over athletes, what we may call "paternalism". Interfering with another person's freedom for the promotion of their own good or the prevention of harm to that person, is a fairly general understanding of paternalism.¹¹ Contemporary Western liberal attitudes regarding paternalistic behaviour towards the normal adult are that interference is rarely justifiable. However, for children, paternalism is considered by most to be morally unacceptable.

Discussions of paternalism ordinarily defer to Mill's classic defenses of liberty, wherein he argues that the only acceptable interference in the liberty of an individual is for the protection of others.

In all other aspects of one's life, "the individual is sovereign".¹² Mill was strongly against paternalism. He allowed exceptions for children and those who require protection more than is required by a so-called "normal adult", only because they require care by others. However, he felt too that if we consider someone to be errant in their ways, then we may have good reason for "remonstrating with him, or reasoning with him, or entreating him". He felt though that this was not paternalism since the recipient could choose to ignore the advice.

In opposition to the liberal view decrying paternalism, Kultgen (1995) asserts that "parentalism" (a term that he prefers to paternalism) is essential and a normal part of any caring relationship. In alliance with both Kultgen and Kleinig's views, I argue that the vulnerability of children and adolescents necessarily requires paternalistic behaviour towards their care and raising. The difficulty lies in determining the extent to which paternalism is morally justifiable.

Paternalistic measures are not necessarily good in themselves, but in terms of being a benevolent response to certain shortcomings—inexperience, irrationality, or ignorance, for example, they are justifiable. Paternalism is not something to which we ought to aspire; however, it is necessary in some circumstances, such as in the case of a parent making decisions affecting his or her child, or a coach making decisions affecting athletes with whom they work. I feel that paternalism is justifiable in children's participation in high-performance sport. However, those decisions must be made in an environment wherein the child's autonomy is maximized within a framework of care for that child. Within the overriding commitment to safeguarding their interest and well-being, there must also be a consideration of the values and interests of the individual child.

The major factor underlying the values and beliefs pertaining to children's abilities to make decisions in their best interest is their recognized vulnerability, and their presumed incompetence. Adults have traditionally wielded control over children, making decisions about their welfare based on the justification of "adults know best". Those in positions of authority, usually parents, but also coaches and educators, may impose their own values and beliefs on those in such vulnerable positions with the result that children traditionally have little or no input in decision-making processes that affect them directly. A combination of disparate knowledge and skills of

the coach and the parents, and the relative inexperience, ignorance, and vulnerability of the child actually empower those in authority, and threaten the autonomy of the child.

The notion of autonomy is an essential aspect of human freedom, and is seen as a meaningful individual and social goal, and also as an educational ideal.¹³ 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 begins with complete dependence progressing towards independence and autonomy.¹⁴ The value of this concept is reflected in the UN 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. Autonomy is not a clear category with indisputable necessary and sufficient conditions, and this imprecision justifies paternalistic intervention at appropriate times.

Difficulty in determining competency is expounded by the assumption that a child begins as a tabula rasa and must develop the capacity to reason and make informed decisions. A multitude of factors influence children in their capacities to make decisions about their lives; however, they still deserve the right to have a say in the decisions. Cultural relativity in terms of child rearing practices, educational disparities, parental involvement, and family values will significantly broaden or restrict a child's autonomy, and thus their capacities for evaluating dilemmas and choices. A recent case in the media reinforces the issue of cultural relativity. Last summer at the Goodwill Games in New York, a 17 year old Chinese gymnast named Sang Lan was severely injured in practice, and is paralyzed for life. Her parents were flown in from China to see her in hospital. She had seen her family only three times since the age of 11, when she was sent by the State to a national training centre.

Giving and withdrawing consent

Sufficient information and the opportunity to exercise one's freedom are required for an individual to make rationally informed, autonomous decisions.¹⁵ Consent is one of the most important notions when considering whether harms visited upon individuals is

justifiable.¹⁶ Given that children are characteristically unaware of the full implications of their decisions, parents are usually the proxy decision-makers; however, coaches in particular as well as administrators within sporting bureaucracies also make decisions affecting athletes.

The UN Convention, Article 32, states that "the child has the right to be protected from work that threatens his or her health, education or development". This position is in conflict with conventions of high-performance sport for children, particularly if we accept that individuals have the right that others not impose risks of harm upon them.¹⁷ In view of this statement, how then do we deal with the treatment of young athletes in sport? Reviews of the medical literature show evidence of a preponderance of injuries in young athletes. Are the proxy-decision makers truly consenting to the risk of harm? What about the issue of sport being labour, with young athletes training 30 to 40 hours per week?¹⁸ Who is consenting to this situation? If the adults are, and they are since they control the purse-strings for coaching fees and equipment, at least for the early years, then is this morally appropriate? If the children are making the decisions, is it morally appropriate for them to consent to self-harm of this magnitude? My answer is no, that children do not have the knowledge and ability to comprehend the long-term implications of harm in such high-level training and competition. Parents and coaches must intervene paternalistically solely for the best interests of the child, but with a view to the child's developing autonomy. Kultgen feels that it is possible to remonstrate with an individual in ways that might be coercive, making these actions parentalistic, but acceptable. If we alert a person that the consequences of their actions may be such that they may not welcome them—in order to dissuade them from the act—then such advice would be parentalistic. Now this could be problematic for the parents and coaches who, despite the risks of harm, still want the athlete to participate.

Along with the issue of consent, and who is giving it, comes the issue of *withdrawing consent*. Once a child is ensconced in the sport, there are many adaptations which have to be made on behalf of the child and the family. When a child is an elite-level athlete, the rest of the family is necessarily affected as directly as the athlete him or herself. Almost all energies and efforts of the family are directed

towards making the child a champion, and the sacrifices are no secret to the athlete. A recent television documentary on child athletes in the United Kingdom showed several family settings where the parents made explicit the financial sacrifices, among others, they and the rest of the family made so that one child could participate in competitive sport at a high level.

While mentally healthy adults possess "sufficient self-esteem through accumulated life experiences to feel intrinsically comfortable with his or her value", children "rely on external support mechanisms for these perceptions of security and self-worth, and when love and emotional support are perceived to be withdrawn, anxiety and depression result."¹⁹ Children may feel that their parents love is conditional upon their success, as winning is valued above all else in high-performance sport. While some stresses in adulthood are managed easily by avoidance, i.e. changing unpleasant jobs, evading obnoxious or threatening individuals, children cannot do so, as they "do not possess the freedom or financial means to avoid stress"²⁰ in the same way. When a child feels that their worth is linked so tightly to their successes, they have a very difficult time escaping the stresses that such a perception raises.

I question whether young athletes truly possess the ability to withdraw their consent once they have become involved in their sport at a high level. As with all high-performance athletes, even young athletes have invested considerable time in training, competition, and travel—time which was NOT invested in another vocation. Beamish and Borowy (1988) discuss this issue, and note that it is a myth that athletes can simply choose to leave their sport if they are unhappy or unsatisfied. Considerable sums of money have been invested. Family members have invested time and energy to the athlete's career. Coaches will have invest greatly in the athlete. Finally, there are social and national, sometimes international, expectations of the athlete. Thus, withdrawing consent is another difficult issue within the greater considerations of consent in relation to high-performance sport and young athletes.

Conclusion

While the ability to understand complex information and the implications of various decisions may be limited in very young children

and those with limited experiences and decision-making skills, the opportunity to make responsible choices must begin somewhere. Thus, it is incumbent upon those in authority to present information and to allow children the opportunity to participate in matters which affect them directly. However, it behoves those in positions of care to behave paternalistically, albeit with the minimum required, to protect the child from harm. Coaches need education on appropriate ways of training children, and need also to appreciate the psychological and physiological differences between children of varying ages, abilities, and experiences. Parents, coaches, and sporting bureaucracies are integral components towards developing responsible and ethical practices in relation to the treatment of athletes and fair play within children's sport. They must be encouraged to actively promote the right of young athletes to participate in the decision-making processes, and they must respect the young athletes' decisions. Those involved in the child's sporting experience need to recognize the role they play in preparing children for the myriad of responsibilities they will face in the progression of their sporting careers, as well as throughout their lives. We must not lose sight of the main issue, which is that the best interests of the child must take precedence over all other aspects of participating in sport; however, a further difficulty arises in determining just what, in fact, is in the child's best interests. Further research continuing from this introductory work will go on to explore the usefulness of rights theory, particularly children's rights, in dealing with the moral and physical exploitation of child athletes.

Arnold (1997) holds sport to be a practice, and as such, sport brings to the forefront its unitary nature as a moral practice which is founded on principles of justice and fairness. Sport exemplifies in its ideal performances numerous virtues, and thus engaging in sport in an authentic manner means to engage in a moral activity which demonstrates virtue as an inevitable product of sporting excellence. If so, then how does the treatment of child athletes in high-performance sport exemplify moral activity and demonstrate virtue? This issue must be considered at a later stage as this research continues.

The implications of paternalism and autonomy for children participating in high-performance sport is profound; indeed, the notions have implications for the very existence of some sports and/or divi-

sions within them. Article 31 of the *Convention of the Rights of the Child* reminds us of our moral and legal obligations to children regarding their participation in sport and recreational activities:

States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Notes

1. In the United States alone, organised competitive sport involves at least 30 million children and adolescents annually, therefore significant numbers of children may potentially be involved in situations which warrant examination (20: p. 377).
2. There is some variation in terms used to connote the highest level of competitive sport. Terms used interchangeably are "elite" sport (U.S.A.), "high-performance sport" (Canada), and "top sport" (Europe). Within this work, "high-performance" will be used to refer to the highest levels of international sport, including the Olympic Games (9).
3. Buckley 1994; Cook & Leit 1995; Dalton 1992; Gerrard 1993; *International Federation of Sports Medicine*; Kozar & Lord 1983; Tofler 1996.
4. Cook and Leit, 1995.
5. Ibid., p. 462.
6. Newell, 1991. p. 160.
7. Archard differentiates between "children" and "childhood" in that the latter is "an abstract noun which denotes the state of being or the stage of at which one is a child. Its use dictates a certain formal and sophisticated grasp of what and when it is to be a child, one that abstracts from the particularities of individual children." p. 23.
8. Ibid. p. 25.
9. Ibid. p. 30.
10. *People Magazine* online: <http://www.pathfinder.com/people/sp/olympics/friends.html>.
11. Audi, "paternalism".
12. Mill, p. 14.
13. Kleinig.
14. UN Convention on the Rights of the Child. 1989. Article 12.
15. Scoccia, 1990.
16. Ibid.
17. McCarthy, 1997.
18. Donnelly.
19. (Stress in Childhood, p. 165: incomplete reference).
20. (Stress in Childhood, p. 165: incomplete reference).

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THE IMAGE OF OLYMPISM AND THE PRACTICAL REALITY FOR THE OLYMPIC MOVEMENT

by Jonathan M. THOMAS (*GBR*)

Introduction and Definitions

In light of recent events and disclosures within the Olympic Movement, fundamental questions regarding the nature of the modern phenomenon have to be addressed. Who has the power to remove those individuals from office given that their performance is less than impressive or even corrupt? The complex and fragmented nature of the Olympic Movement coupled with the practical realities of Olympism and its associated vague ideals, allowed the organisational image and policy to be established centrally. This process is usually developed through the power wielded by the IOC, and its Executive Board. (I would add that this paper represents a work in progress. In that sense there are many arguments still to be developed and conclusions to be reached.)

The dynamic of the Olympic Movement is comprised of five main elements. These are the International Olympic Committee (IOC), the National Olympic Committees (NOCs), International Sport Federations (IFs), the Olympic Games Organising Committees (OGOCs) and finally, but crucially, the athletes and participants. The core authorities of the Olympic Movement are the IOC, NOCs, and IFs. Understandably, these three elements wield the most weight and influence within the dynamic power structure of the Olympic Movement.

The IOC acts in the capacity of supreme authority and peak of the Olympic hierarchy. The members of the IOC, which comprises senior sports administrators, former athletes and career diplomats and politicians, elect an Executive Board (similar to a cabinet within a parliamentary democracy model of government) which is presided over by the IOC President. However, this is too simplistic a picture. The true organisational complexity can only be identified after considering the diversity of motives and interests, as well as the differing and occasionally conflicting agendas, that characterise the myriad

subgroups and subcommittees within the wider Olympic Movement's component parts.

For the purposes of this piece it is sufficient that the Olympic Movement be seen as the amalgamation of those accredited Olympic authorities which seek to promote Olympism as a means of expanding and developing the Olympic Games. The role of the International Olympic Academy (IOA) within the OM is not yet a central one. However, the more general development of Olympic educational programmes provides the ability to influence the motives and agendas of those who are to become the next generation of Olympic administrators.

Olympism as the Olympic Philosophy

What then do we mean by the term Olympism? Olympism is the Olympic philosophy, viewed by the IOC as binding the Olympic Movement and providing a moral framework that allows the organisation to progress. Olympism is essentially, an invented tradition with Pierre de Coubertin as the driving force. Crucially the theory is an amalgam of three factors. These are the Muscular Christianity associated with the English public schools in the nineteenth century, the ancient Greek tradition of Olympic Games (mainly militaristic in tone) and the fact that France had performed so poorly as a nation in the Franco-Prussian War (1871).

Among the various ideals that contribute to the traditional definition of Olympism are the notions of fair-play, amateurism, self-discipline, courage, respect for one's opponents, individual well-being, international understanding and last but not least, goodwill. It can be argued that more generally, the specific definition of each of these particular elements will differ according to the economic, political, social and religious climate as well as many other cultural determinants relevant to each particular affiliated nation.

Initially there were difficulties for Pierre de Coubertin associated with the philosophy were that it was widely open to interpretation and therefore rather vague in terms of its specific emphasis. It is noteworthy that the period during the early 1970s, with the change in IOC president, led to the official sidelining of the traditional amateur ethos, and saw the increasing use of Olympism within official terminology and comment.

This subsequently facilitated an ongoing process of adapting to external change and reappraising internal behaviours within the organisation. Accordingly, this projected an image of the Olympic Movement as contemporary and relevant. However, this process of adaptation was not sufficient to keep up with the pace of change over the last 30 years. In the leadership vacuum that has existed at particular times throughout this period challenges to the Olympic Games - Political and ideological boycotts, Commercialism and the misuse of Drugs have affected the practicalities of the festival and tarnished the organisational image. All these have become further amplified into more fundamental, structural issues relevant to the wider Olympic Movement.

Stronger, more flexible and directed leadership is required at all levels of the Olympic Movement. Clearly the philosophy of Olympism provides a convenient set of ideals for use within an organisational capacity. However, more practically it can be argued that this is little more than a vehicle for the Olympic Movement to promote their particular agenda whilst actually falling short of the values associated with such desirable Olympic ideals.

Olympism and the Organisational Image

As a philosophy, the key to understanding Olympism, is its inherent intangibility and lack of clarity. Undoubtedly, this fact has clearly been of such great value to the Olympic Movement. Fundamental tasks such as controlling the direction and organisational values of the Olympic Movement, as carried out by the Executive Board, highlights the vague nature of the central philosophy. This provides a crucial amount of space within which the organisation has been able to manoeuvre.

The image of the IOC, as the moral guardians of the Olympic Movement, is something that has been nurtured and developed over a long period. Importantly, the additional utilisation of both high ideals and traditions alongside more modern public relations practice, at an organisational level, further serves to promote an assured and coherent image of the Olympic Movement to the rest of the world.

The key to understanding how the IOC administers the Olympic Movement, is that they act as a general overseer, promoting the values of the Olympic philosophy. The IOC gains legitimacy and

power by accrediting the other organisations that comprise the Olympic Movement. Indeed, the self-perpetuating nature of the key authorities within the Olympic Movement also raises immediate concerns over organisational accountability.

Whilst clearly the Olympic Movement and its structure needs to take this opportunity to embrace and incorporate change, it will still require a degree of organisational stability for this process to be carried out successfully. The Olympic Movement is running out of options regarding its next course of action, as even to be seen to be doing the right thing is unlikely to be sufficient.

The internal structural problems which brought about the conditions which allowed such corruption to flourish, must be embraced as an opportunity to learn from the past and change, for good, any inherent bad practice within the Olympic Movement. The current difficulties within the Olympic Movement run deep. The process of securing the future of the Olympic Games within the present structure, is likely to be a painful, costly (to organisational finances and image), as well as lengthy one. It is likely that this will require nothing less than a reinvention of the Olympic Movement, including a wholesale reappraisal of its values, motives and goals. What is the ultimate goal of the Olympic Movement?

It is highly significant, indeed even organisationally prudent that, IOC Vice-president and Canadian lawyer, Dick Pound has widened his ongoing investigation into the scandal surrounding the Salt Lake City bid for the 2002 Winter Olympic Games. His wider remit is to consider allegations related to unethical practice and corruption, particularly within the bidding process since the early 1980s.

Given the internal pressures within the IOC, brought about by commercialising the Olympics, the fundamental error on the part of the Olympic Movement was to continue promoting a desirable and clean public image. This previous image now only serves to amplify the perceived severity of any such improprieties that have occurred.

The Media: Symbiotic or Parasitic?

Whatever else the Olympic Games have been, they are now the ultimate media festival, an occasion staged for the cameras, and viewed by a global audience on TV. This has not always been the case. The media was on the periphery of the OM until the mid-1950s.

TV has since become a central aspect of the Olympic Games after the introduction of new technologies at the Rome Olympics in 1960. There can be no going back now that both the global mass media and the success of the Olympic Movement are inextricably linked.

The IOC has made few attempts at genuine openness over its past century. However, the seemingly insatiable appetite for information as well as the media's more general demand has led to the introduction of a particular department within the IOC. From the mid-1980s onwards, the Department of Information was given the task of overseeing all relevant issues regarding how to present information to the media. This process of increasing institutionalisation associated with the Dept. of Information has led to the growth of a more strained and less mutually co-operative relationship between the Olympic Movement and some areas of both the Press and the wider mass media.

The removal of official accreditation is an ongoing and constant threat and is happily used by the IOC to keep unruly members of the media in line. Despite this there has been a growing proportion of the media that has felt it necessary to provide some criticism and accountability where relevant and required. Previously, the media would have needed to have cast-iron sources when reporting on the Olympics. Without adequate evidence, detrimental allegations were usually met with the full force of litigation by the IOC. However, as reporters began to get better quality evidence, the chinks in the public relations armour of the IOC began to show up as more substantial cracks within the wider Olympic Movement.

Subsequently, it will be increasingly difficult for the Olympic authorities that would ordinarily be in control of official comment and image, to be able to carry out their previous roles as forcefully as usual. This is certainly so regarding the current scandals associated with the bidding process, due to the short-term need for transparency within the organisation. Clearly this is the only course of action that can possibly placate critics and begin to limit damage to the Olympic Movement. What finally emerges as a result of such relatively unfettered access to the operation and the internal structures of key Olympic organisations, even now, largely remains to be seen.

Interestingly regarding the notion of organisational transparency related to the current scandal surrounding the Salt Lake OOC and the bids for the 2002 Winter Olympic Games, it was a senior member

of the IOC, Marc Hodler, who felt the need to "blow the whistle" to the world's media. By doing so, this effectively provided the level of organisational accountability that had long been required. This initiated the current investigations within the IOC by introducing clear evidence of corruption by members, into the public arena.

Regarding a symbiotic or parasitic relationship between the media and Olympic sport, this has not always been either consistent or clear. The idea that without sport there would still be a media industry and without the media there would undoubtedly still be sport, says the most about the relationship between the two. Both the media and the Olympic Movement have benefited from a close dynamic relationship and yet it has not always been consistent nor mutually advantageous.

IOA: The Lifeblood of Olympism?

For any philosophy to be relevant as well as generally accepted, there must be practical examples which exist to illustrate the reality of the theory. This can be seen as, taking a lead, or providing an example! Importantly, those revenues that have made such a success of the Olympic Movement in recent years are largely dependent upon the Movement protecting and developing its uniquely positive image via the philosophy of Olympism.

The IOA has to be utilised to develop challenging discourse within the structure of the Olympic Movement. The next generation of Olympic administrators are fully aware of the Movement's potential as well as its limitations. Management thinkers describe change as comprising two disparate factors; both opportunity and risk. The key is to balance the risks against the opportunities, within a given operational framework. Organisational inertia!

Carl Diem, who initially proposed the idea of an Olympic educational programme, recognised that the process of developing the IOA within the Olympic Movement is dependent upon the validity and relevance of the central philosophy. The opportunity for embracing change and establishing a wholly more democratic, accountable and focussed Olympic Movement, should be grasped enthusiastically.

The image which has been previously promoted by the Olympic Movement is of an organisation with attainable, yet worthy and valuable goals. In reality, the amount of accountability and consultation

involved within the organisational structure suggests that the practice is very different. Once the surface gloss is removed, a less positive image lies exposed. The role of the media in providing a relatively comfortable short-term view of Olympic matters has not helped the organisational image in the longer term.

Bidding process corruption is just the first of a number of issues that are sufficiently important to seriously challenge the present structure of the Olympic Movement. The current scandal related to the success of the Salt Lake City bid for 2002, has already dealt a blow to the future viability of the Olympic phenomenon. Significantly, Olympic sponsors Johnson & Johnson and John Hancock Insurance Services, have felt it necessary to withdraw their support before their public relations image is affected adversely through their association with the Olympic Movement. This is a crucial precedent for the Olympic Movement to recognise and legislate for in future, wherever possible.

Other particularly problematic issues that will require coherent action in the future are numerous. Among some of the more important are: doping and substance abuse, the influence of Commercial interests, media influence (including specific broadcasting requirements), the unfettered growth of the Games. Furthermore, regarding the future of Olympism as the central Olympic philosophy, the effectiveness of Olympic Solidarity as an international sporting development fund will be crucial.

What is the real record of the Olympic Movement on these and other potentially serious issues? Ineffective or limited? A worthy start?

Conclusions

Throughout the development of the Olympic Games as a global event, the ideology of Olympism has provided a framework for the Olympic Movement to manage the dissemination of official information in an increasingly flexible way. In the context of this paper, the process of determining the motives of those individuals who have influenced organisational policy, is fraught with problems related to the historical concept of determining the thought behind the action.

Olympism has generally served to distance Olympic gatherings from other major international sporting events. The introduction of a set of ethics and values that are claimed to be more evident at the Olympic Games makes it more desirable for participants and

spectators alike. Importantly, it is widely perceived within sporting circles (athletes and spectators), that the Olympic Games, is still the pinnacle of world sport. If the image of the Olympic Games as the pinnacle of world sport, are further tarnished in the short term by such issues, then the aftermath might well be considerably more difficult to manage.

What is clear is that the IOC's aims have not been necessarily easy to realise. However, it is extremely unlikely that unless serious challenging discourse is encouraged within the IOA and the wider Olympic Movement, the future of the organisation will be neither certain nor prosperous. In future, it is essential that the organisational goals are clearly defined and, in most cases, achieved within a particular time-period. Otherwise, there is the distinct danger that the image and the reality will become increasingly divergent when in fact it is the opposite that is desired.

Whether Olympism, through the sporting hegemony associated with its ideals, has relevance for the future remains to be seen. The dust has to settle before we can see the actual extent of change brought about by the current scandal. What is certain is that the Olympic Movement and the Olympic Games will continue in some form or other. Whether the organisation will learn from their current difficulties and therefore deal with impending challenges and pressures, more effectively in future, is not yet clear.

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ERGOGENIC AIDS. A LOOK AT CREATINE SUPPLEMENTATION

by Narda S. WILLIAMS (*ANT-BAR*)

Section I - Introduction

The Olympic Games inspire the world's finest athletes to strive to do their best with the motto 'Citius, Altius, Fortius', meaning 'Swifter, Higher, Stronger'. This motto, attributed to Father Didon of the Arcueil Academy and adopted by Baron Pierre de Coubertin in 1894, was meant, according to the Olympic Charter, to encourage athletes to "excel in accordance with the Olympic Spirit". To some athletes, being the best is the ultimate goal in life and there are those who are willing to do anything to achieve the highest glory: the Olympic Gold Medal. This ambition includes the use of a variety of ergogenic aids, whether they are harmful, illegal or otherwise, in order to gain a competitive edge over the other opponents.

Ergogenic Aids

Ergogenic aids are substances, techniques, or devices designed to enhance work output or performance. (2) They can be classified into different categories, including mechanical or biomechanical, psychological, pharmacological, physiological, and nutritional aids.

Mechanical or biomechanical aids involve the application of technological advances in engineering to enhance sport performance, including changes in designs for clothing and equipment, as well as human body biomechanics. These aids are considered legal provided that they conform to restrictions that may be imposed by the requisite athletic federation, such as the International Amateur Athletic Federation (IAAF). Psychological aids generally involve mental preparation or strategies to cope with any stress that may be provoked by the sport during competition and are considered legal. Pharmacological, physiological, and nutritional aids usually involve introducing an agent into the body in order to affect physiological processes. Examples of pharmacological agents are caffeine, ampheta-

mines, cocaine and alcohol. Examples of physiological agents are blood doping, soda doping, and oxygen supplementation. Nutritional agents contain at least one of the following: a herb or botanical, mineral, or vitamin, or any concentrate, metabolite, constituent, extract, or combination of the aforementioned ingredients. (2: S-59) Pharmacological and physiological ergogenic aids are substances taken in abnormal quantities in order to artificially increase performance. Use of these two types of substances or methods falls under the International Olympic Committee's definition of doping, thus including these types of aids in the IOC list of banned substances. This is not the case, however, with nutritional supplements. The term nutritional supplements tends to cover a wide area as it can be referred to vitamin tablets and herbal remedies or protein powders and energy drinks. Nutritional supplements tend to be out of the jurisdiction of the US Food and Drug Administration (FDA) regulation and, in many cases, proof of their claims are not readily available. Vitamins are an exception, as they tend to have medical uses in terms of prevention of diseases rather than cures. One possible explanation why nutritional supplements are not banned could be that they have not proven to be detrimental to one's health.

The IOC has banned the use of most pharmacological agents that may enhance sport performance. Because most illegal drugs are detected through increasingly sophisticated methods of drug testing, the majority of Olympic athletes tend to avoid using such methods to improve their performance. This, however, also drives the majority of athletes to look for other types of ergogenic aids that are not easily detected or are not banned by the IOC. (2)

History of the use of ergogenic aids

Dating back to the Ancient Olympic Games, there is a history of athletes using any means necessary to get a competitive edge over their opponents. Stated in an article by Eichner:

The ancient Greek Olympians ate mushrooms to win. Aztec athletes ate the human heart. In the late 1800s, European cyclists took heroin, cocaine "speedballs", and ether-soaked sugar tablets. The winner of the 1920 Olympic marathon, Tom Hicks, took strychnine and brandy during the race. In the 1960 Olympics, Danish cyclist, Knut Jensen, died in

the road race from taking amphetamines. In 1967, famed British cyclist Tommy Simpson died in the Tour de France, also from amphetamines. (1)

Drug related deaths in sports led the International Olympic Committee to begin Olympic drug testing for stimulants in 1968. (1:72) However, their task has not been easy, and they have had to constantly revise their list of banned substances. Athletes have been found to use a wide variety of drugs including stimulants, anabolic steroids, beta-2 agonists and hormones. Athletes have found ways to dilute or mask drugs, making the job of the IOC even more difficult. Athletes have even gone as far as blood doping and any other creative manoeuvre to escape being detected. Some have also turned to legal drugs and nutrients such as asthma medications and caffeine. In recent years, the popular nutrient being used is creatine monohydrate supplementation.

Creatine and how it is used in the body

To understand the popularity of creatine monophosphate among athletes, one must first know how it affects the human body and contributes as a performance enhancer. The energy needed for muscular contraction stems from intramuscular adenosine triphosphate (ATP) and several ATP resynthesis processes. The muscular stores of ATP are quickly reduced during short-term, high intensity exercise. In order to maintain performance, ATP must be resynthesized rapidly.

In Bamberger's article, he stated that

In 1832, a French scientist identified in meat a naturally occurring organic compound later found to be manufactured by the liver, kidneys and pancreas by using three aminoacids. The scientist named the compound creatine after the Greek word meaning for flesh. (9: 60)

Creatine comes in several forms: creatine monohydrate, creatine phosphate, and liquid. Creatine monohydrate is considered a muscle fuel and is extracted naturally from meat, as stated earlier, as well as poultry, and fish. Once it is in the muscle tissue, creatine combines with phosphorous to make creatine phosphate, a high powered chemical that rebuilds the muscles ultimate energy source, ATP.

One way that the body naturally resynthesizes ATP during high intensity exercise is through the creatine phosphate reaction. This

involves a reaction catalysed by creatine kinase (CK) and results in the resynthesis of ATP. ($\text{PCr} + \text{ADP} + \text{H}^+ \rightleftharpoons \text{CK} \rightarrow \text{Cr} + \text{ATP}$). Here, creatine phosphate (PCr) combines with adenosine diphosphate (ADP), to generate ATP and creatine. The creatine is then resynthesized into PCr through other energy pathways in the mitochondria. The regenerated PCr then diffuses into the different areas of the muscles that require energy. "Depletion of PCr stores have been reported to occur within 5 to 7 seconds after sprints of 40, 60, 80 and 100 meters" (5: 72). In this particular report, it has been suggested that the muscle fibres' inability to supply energy from the PCr stores is responsible for the decrease in running velocity.

The estimated daily need for creatine in humans is about 2g, whereas meat or fish provide about 1-3 g/day in the average diet. The body makes up any deficit by producing creatine in the liver, pancreas, and kidney. When the dietary supply is low, the body compensates by producing more creatine. Unfortunately, the body may not be able to compensate completely, particularly in the case with vegetarians, who will generally have a reduced amount of creatine in any event.

Supplementary creatine may have potential ergogenic effects by increasing the amount of muscle creatine and phosphocreatine concentration, leading to a higher rate of ATP resynthesis. This delays the onset of muscular fatigue and also facilitates recovery of the muscle during repeated bouts of high intensity exercise.

Section II - An overview of studies done on the effect of creatine supplementation

"Effects of creatine supplementation on Body Composition, Strength, and Sprint Performance": Kreider, R.B., Ferreira, M., Wilson, M., Grindstaff, P., Plisk, S., Reinardy, J., Cantler, E., Almada, A.L. *Medicine and Science in Sports and Exercise*. Vol. 30, No. 1: pg. 73-82, 1998

Kreider *et al* hypothesise that by increasing muscle creatine content, the availability of phosphocreatine may increase and allow for an accelerated rate of resynthesis of ATP during and following high-intensity, short duration exercises.

The purpose of this study was mainly to:

Examine the effects of ingestion of a supplement designed to enhance creatine uptake during intense resistance/agility training on body composition, maximal lifting volume, and sprint performance in well-trained athletes, and to evaluate the effects of 28 days of creatine supplementation on clinical chemistry profiles. (13:74)

Studies evaluated this hypothesis, and it was discovered that supplementing the diet with approximately 20 g/day of creatine monohydrate for 2-7 days may elevate total creatine content in muscle by 10-20%, with 20-40% of the increased intramuscular creatine in the form of phosphocreatine. (13:73) The review suggested that myocardial and skeletal muscle metabolism might also be affected by creatine supplementation. The rate of ATP resynthesis is accelerated here during and/or following repeated bouts of high-intensity exercise.

In supporting this hypothesis, studies have indicated that creatine loading may improve short-term, high-intensity exercise performance in sports like rowing, running, cycling, swimming as well as in resistance exercise. It has also been suggested that supplementation may increase total body weight and/or lean body mass. This may be due to fluid retention and/or stimulating protein synthesis.

This review also mentions the possibility of intramuscular creatine uptake and glycogen deposition being enhanced by ingestion of carbohydrates, as well as suggesting that the creatine transport may be sodium dependent. The study concludes that the ingestion of glucose and sodium with creatine would provide additional ergogenic benefits.

The subjects were divided into two groups. One group was given a placebo (P) and the other was given creatine (HP) over a period of 28 days and they were involved in rigorous training. None of the subjects reported symptoms of gastrointestinal distress. They showed no signs of muscular cramping during resistance or agility training sessions or even during performance trials. The tests also showed no significant difference between the groups in terms of total energy intake, carbohydrate intake, fat intake or protein intake.

The study showed all blood variables remaining within normal limits for individuals engaged in heavy exercise training. There were significant increases in creatinine and globulin levels in the (HP) group, whereas the (P) group experienced a significant increase in

the ratio of blood urea nitrogen to creatinine. There were also mild increases in creatine kinase and other elements in the (HP) group. Both groups experienced significant increases in total body weight, though the (HP) group showed a greater increase. The (HP) group also showed gains in scanned total body mass and fat/bone-free mass, a greater increase in volume during bench press lifting compared to the (P) group, and a greater improvement in sprint workouts as well.

This study showed that 28 days of creatine supplementation along with other necessary supplements like glucose, taurine, and electrolytes during resistance and agility training promoted significantly greater gains in fat/bone-free mass, isotonic lifting volume, and sprint performance compared with ingestion of the other components without the creatine. This study supports previous reports that:

Creatine supplementation may increase total body weight and/or lean body mass, promote greater gains in strength and improve intense exercise performance and/or recovery. (13: 77)

"Effect of Oral Creatine Supplementation on Muscle [PCr] and Short-term Maximum Power Output":

Odland, L. M., MacDougall, J. D., Tarnopolsky, M. A., Elorriaga, A., Borgmann, Anne. *Medicine and Science in Sports and Exercise*. Vol. 29, No. 2: pg. 216-219, 1997

The purpose of this test was to determine the effect of creatine supplementation on power output during a 30-second maximal cycling test. Nine male participants underwent three randomly ordered tests following ingestion of three different compounds. One compound included creatine while another was a placebo, and the third was a control. The tests were performed fourteen days apart using a Monarch bicycle ergometer, which was modified for immediate resistance loading.

Needle biopsies were taken from the vastus lateralis at the end of each treatment period of the compound and before the exercise test. The results showed no difference between mean power output, percent fatigue, or post-exercise blood lactate concentrations. There was also no difference between the groups in terms of ATP, phosphocreatine, or total creatine concentrations, although the ratio be-

tween total creatine to ATP concentrations was higher during the creatine supplementation phase than in the other two phases.

The results indicated that three days of creatine supplementation had little or no effect on power output during a single 30-second bout of maximal cycle exercise. This test also showed that this short period of supplementation had no effect on resting muscle phosphocreatine concentration.

"Creatine Supplementation Enhances Intermittent Work Performance" Prevost, M. C., Nelson, A. G., Morris, G. S. *Research Quarterly for Exercise and Sport*. Vol. 68, No. 3: pg. 233-239, 1997

The purpose of this study was

To determine if creatine supplementation would benefit the performance of activities which require repeated, intermittent maximal or supramaximal exertion levels by enabling an individual to perform more intermittent activities in succession. (7, pg. 234)

Another purpose was to determine if any specific intermittent high-intensity or low-intensity duty cycle benefited more by the supplementation. (7, pg. 234)

Subjects were given both the creatine supplementation and a placebo, and were put through a series of tests. This study included both male and female participants. The tests were conducted until exhaustion and were undertaken for a discontinuous period of 31 days, which included a resting period of 14 days in the middle. Multiple blood samples were collected during each exercise test.

In each set of tests, it was discovered that creatine supplementation significantly increased the time to exhaustion as well as the total work time. An increase in creatine and phosphocreatine dosage was shown to reduce the decline in ATP concentrations and increase the rate of phosphocreatine resynthesis both following high-intensity exercises. The study also showed a reduction of plasma lactic acid accumulation during high-intensity, intermittent exercise.

The study showed that creatine supplementation can significantly delay or prevent fatigue in individuals performing high-intensity intermittent work. This supports the theory that creatine supplementation can be of ergogenic benefit. The effects were limited for con-

tinuous, high-intensity activity. Therefore, the benefits of creatine supplementation may be in enhancing recovery from high-intensity work, as much as slowing down the onset of fatigue during the work itself.

The study was also able to show that the greatest benefits of creatine supplementation are seen in activities where creatine phosphate is the chief energy source. Therefore, it seems that creatine supplementation would be more beneficial to athletes involved in sports where high-intensity activity levels are interspersed with periods of low activity, such as a set of 50 metre runs with 10 minute rest periods.

"Creatine Supplements Face Scrutiny- Will Users Pay Later?" Schnirring, L., *The Physician and Sportsmedicine*. Vol. 26, No. 6: pg. 15-23, 1998

Although there are several studies showing performance improvement in repeated bouts of high-intensity strength work and repeated sprints, there are still many questions regarding the effect of creatine supplementation on single sprint activities. These supplementations have also not shown any enhancement in endurance exercise.

Volek found that creatine supplementation has a positive effect on "performance and increased body mass, increased fat-free mass, and increased strength" (15). Long term use (approximately twenty-eight days) seems to have a better effect than short-term use (less than five days). Also, it has been suggested that individuals may vary in their response, depending on the length of time that they are taking the supplement. Effect of supplementation depends on the circumstance, for example, whether the subject is taking part in an event which requires short bouts of energy or one that requires use of long bouts of energy. One reason for the difference may be the effect of weight gain in a particular individual. Some athletes, for example, runners and swimmers, claimed that the added weight gain slowed them down rather than improved speed.

Section III - Pros and Cons Side Effects

Because creatine is produced in the kidneys, liver and pancreas, there have been concerns regarding the effects that creatine supple-

mentation may have on these organs: the kidney, because it must clear away higher levels of creatine due to the added amounts being introduced to the body and the liver because it, along with the pancreas and kidneys, stops producing creatine during supplementation. (15) Little is known about the consequences of short-term or long-term creatine supplementation during training at the proposed ergogenic doses. So far, the only side effects that are being analysed are weight gain, muscle strains or pulls, muscle cramps, renal failure and dehydration. It is also inconclusive as to why athletes in the same sport appear to have different benefits. Gender differences are also under scrutiny. The effects of creatine supplementation are also being studied in subjects with low meat intake.

Positive Results of Creatine Supplementation

The overall positive impact of creatine supplementation is that it can expedite recovery between workouts, increase the volume of exercise that can be performed during workouts, increase strength, improve anaerobic power and anaerobic endurance and increase body weight. The amount of improvement from the aforementioned components will vary in individuals depending on their starting status and diet. This being the case, the sporting activities to benefit most from creatine supplementation would be those that require bursts of highly intense activity interspersed with periods of lower or reduced activity. Creatine use enables the athletes to participate longer before encountering fatigue, such as the case in football or soccer. This would help athletes reduce the amount of rest required in between plays.

Section IV - Conclusion

Although studies have shown that creatine supplementation appears to have beneficial ergogenic effects, especially for athletes taking part in high-intensity intermittent work, individuals should not ignore the lack of information of all the potential negative side effects that it may have on the body and its internal organs.

From an ethical perspective, there are those who believe that "creatine use is based on the same principle as carbohydrate loading" (15, pg. 22) and that there is nothing morally wrong with using it. Some believe that its popularity among elite athletes may reduce

interest in anabolic steroids as a performance enhancement, which have been proven to have serious long-term side effects. On the other hand, there are those who believe that since:

The IOC doping legislation stipulates that any physiologic substance taken in abnormal quantity with the intention of artificially and unfairly increasing performance should be construed as doping. (2, pg. S-63)

So far, it would be very difficult to detect, and would require a muscle biopsy. (15, pg. 22) Using this method would then raise further difficulties relating to ethical considerations and individual rights of privacy.

Due to the varying results of long-term side effects and possible harm to certain individuals in different circumstances, I conclude that although it may improve performance in some cases, and has not yet been banned by any sports organisations, athletes should forego usage of creatine supplementation until further studies have been done and the results prove to be more consistent.

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THE OLYMPIC MOVEMENT AND TRADITIONAL CHINESE CULTURE

by Guo Qing YANG (*CHN*)

1. Introduction

As a great social practice occurring after human society had stepped into industrialized period, the Olympic Movement has had a widespread and profound significance in the history of human civilization. The Olympic Movement spread into the ancient China in the early 20th century during a series of turbulent social revolutions, but it had been widely repelled in traditional Chinese society due to its considerable conflict with traditional Chinese culture. With the development of the Olympic Movement itself and the social needs of China, the Olympic Movement had gradually merged into traditional Chinese culture after continuous collisions and exchanges between each other, and formed a mainstream of Chinese sports. Especially in 90s the Chinese people participated in the Olympic Movement and went in for the application for hosting the Olympic Games with the greatest resolution and emotion. After her failure in the application for hosting the 2000 Olympic Games, China has submitted her application report for 2008 Games to IOC. The event of epoch-making significance in Chinese and world culture shows that the introduction of Olympism contributes to forming a coherence power linking traditional Chinese culture and the modernization or linking the Eastern and Western culture.

2. The traditional Eastern and Western cultures and the Olympic Movement

Both the Eastern and Western cultures have formed and developed in their own regular patterns. The men, who live in the different areas and on the different historical and cultural backgrounds, will be different in their ways of understanding themselves and the outside world due to their difference in traditional philosophical outlook and other thinking modes, and all these will lead to different social

practices and behavioral standards, which can be seen in sports fields.

The ancient Olympic Games came into being in BC 776, lasting for 1169 years, during which 293 times of the Games had been held. During the nearly same period in Xizhou Dynasty of ancient China, there emerged the activity of Lishe (an arrow-shooting ceremonial) on the Yellow River basin. It is a kind of memorial rite composed of various athletic activities, which is comparable to the ancient Olympic Games in such aspects as its tight organization, strict order and popularity. In the most prosperous time of Tang Dynasty, the athletic sports of ancient China was again on its upsurge, causing the situation of coexistence of the East and West sport cultures. However, the two cultures had run independently and never joined together due to the contradiction in their philosophical backgrounds, the geographic separation and the differences in modes of activities.

Contrary to the values promoted in athletic spots, feudal culture suppressed the development of athletic sports, which is the fundamental cause for the cease of the ancient Olympic Games. The fact that athletic sports are difficult to survive in a feudal society had been proved in both 2000 years of Chinese feudality and 1000 years of European medieval feudalism. In a feudal system, athletics could never become the mainstream of sports culture, instead, it was only a part of folk recreation activities. The reason for that is, under the conditions of natural economy, there would be no grounds for the emergence of social values required by modern athletic sports.

The athletic sports in a real sense stemmed from British outdoor competitive games and was the outcome of the market economy of European capitalism. The competitive sense and behaviors appeared together with capitalist economic activities such as commodity circulation, hired labour and exploitation. Once the sense and behavior of competition were transformed into sparetime cultural activities, they would promote the emergence and development of modern spots. Since the decline of the Great Britain, it was not unexpected that her superiority in sports had been replaced by that of US. Athletic sports has grown more and more mature with the emergence and development of the large industry and the system of market economy. Athletic sports can merge into social life more rapidly and the Olympic Movement can really thrive only when a nation's popu-

lation moves into big cities from sparsely-scattered villages, so that the society can supply people with more and more materials, energy, information and leisure time, and when spiritual civilization improves to some extent and social values essentially changes.

Sports culture in ancient China is one of component part of traditional Chinese culture. The profundity of an amassed traditional culture depends on the length of its history and the amount of population, the living carrier of the culture, commonly created by many nationalities for many years, has become an audible, visible, and tangible entity of a long history and various forms, including the sports ideology and its philosophic background corresponding to the entirety. With the typical events like qigong, wushu, taiji boxing and so on, the purposes of Chinese sports culture is to improve one's health and cultivate one's mind. In those exercises, the same consideration is given simultaneously to physique and mentality, expression and shape, motion and stillness, firmness and gentleness. They are practised mainly by imitating animals' action. The labouring people's health was well improved through those exercises. Compared with the Western sports culture represented by the Olympic Movement, however, traditional Chinese culture lacks competitive and scientific senses, lacks the surroundings and conditions for the cultivation and development of personality, which are just what we urgently need in the construction of Chinese modernization. In this sense, it is of great value for china to accept Olympism as a basic means of the national modernizational training.

By early this century, the two kinds of cultures had finally collided with each other. After the collision the two heterogeneous cultures not only excluded each other but learned from each other as well and the exchanges had become a dominant tendency when the links between them were continuously enhanced, for "culture is a process in which mankind negates ignorance". Any nation bold in overcoming ignorance and developing itself will be ready to accept advanced foreign culture and spread its own excellent culture abroad. Olympism had been strongly rejected by Chinese sports culture and it had taken a long time that Olympism was introduced and got popular in China. At the end of 1970s, China's legal position in IOC was recovered, which signified the beginning of a new era when the Olympic Movement and Chinese sports culture had joined together. Fur-

thermore, China's application for hosting the Olympic Games at the end of 1980s marked the new stage of the conscious combination between the Olympic Movement and Chinese sports culture. After a long-term pondering, the Chinese people have finally come to a conclusion that no self-sealed culture can overcome ignorance and keep from perishing in the contemporary situation. Therefore, Chinese culture has accepted the challenges from Olympism with the courage accumulated in the history and inspired by the times.

3. The natural conditions for traditional Chinese culture to accept Olympism

Not incompatible with each other, some common points exist in both traditional Chinese culture and the Olympic Movement. There are many natural conditions in Chinese culture favorable to China's acceptance of Olympism and the Olympic Movement.

3.1. China's strong wish to contribute to world culture, which is the "nature" of traditional Chinese culture, promotes Chinese culture's combination with Olympism.

In history China had made great contributions to the exchanges among world cultures. The Renaissance in Europe was accomplished on the basis of its absorption of excellent Chinese culture. With a big size of territory, a large population, a civilization of long standing and an increasingly enhanced strength, China should make more contributions to world culture. Especially in sports field, we should not only participate in the Olympic Games but bear more international obligations in sports matters as well.

3.2 Traditional Chinese culture can absorb and digest foreign culture very well. We are less exclusive and don't worry about the intervention of foreign cultures

The western sports activities represented by the Olympic Movement are the mainstream of the world's current sports culture. It is no necessary for China to worry about the continued impact of the Olympic Movement thanks to the profundity of her own sports culture. And the compatibility of traditional Chinese culture indicates that Olympism will certainly be welcome in China. The Chinese people's attitude towards Olympism is the inevitable outcome of China's

reform and open-door policy, signifying that China has successfully stepped into the international community.

3.3. The humanism and pacifism in traditional Chinese culture are very similar to the thoughts of Olympism

As a fundamental principle in Chinese culture, humanism stresses the society and system should be based on common folks. Chinese culture also insists on the spirit of pacifism, harmony and moderation. Regarding the relationship not only among people, but also among nations, Chinese culture has displayed its sparticular features of poise, gentleness, tolerance and moderation, which completely accord with the basic principles of The Olympic Charter expressed as following: The Olympic Movement aims to have sports serve man's harmonious development and help to establish a peaceful society where man's dignity can be fully respected". "To promote mutual understanding through friendship, unity and justice".

3.4 The Chinese people's sense of suffering and anxiety and their consciousness of self-exertion arising from China's invaded and enslaved history impel China to participate in the Olympic Movement.

The modern abnormal exchanges between Chinese culture and Western culture since the Opium War were accompanied by foreign invasions and imperialist oppressions. It is in the situation full of suffering and humiliation that Chinese sports merged into the world trend. The impetus to the development of Chinese sport comes from the Chinese people's sense of suffering and anxiety, and the development of Chinese sport helps to form the nation's consciousness of self-exertion. Through the Olympic Games, China wishes not only to prove her superiority in social system but also to show the self-respect and self-confidence of her people.

4. The introduction of the Olympic Movement and the transformation of traditional Chinese culture

The transformation in China's modernization is different from the cultural revolution in West Europe, the birthplace of capitalism. The capitalist cultural movement took shape in the womb of feudal system and had gradually spread into every European country. Contrarily, the transformation in China's modernization is more compli-

cated and has lasted for a longer time. There exists simultaneously two processes in the transformation, one is the transformation from old, traditional culture into new, modern culture, another is the conflicts and exchanges between the Western and Eastern cultures. The two processes are so closely interconnected that the huge project of reforms is unparalleled in its scale, scope, complication and difficulty compared with those in other Western and Oriental countries. Through the efforts of several generations, the transformation gradually comes to a new climax, which is symbolized by the development and maturity of socialist market economy in China.

The establishment of socialist market economy certainly requires the corresponding reforms in political and cultural fields of the whole society, so that favorable social surroundings can be created for the smooth development of market economy. The popularization of Olympism in China will be of great value to the creation of favorable social and cultural surroundings.

4.1 The Olympic Movement is conducive to the adjustment of social values

As the core of cultural ideology and the incarnation of spiritual civilization, the outlook on value refers to value judgements or value orientation. The reforms of political and economic system in any country are conditioned not only by productive modes but by people's value outlook as well. China has her own excellent cultural tradition and precious social values, although her traditional values are mainly rooted in the natural and productive economy.

Competition is one of the cores of Olympic spirit, while "Olympic spirit always reflects man's Herakles spirit of self-surmounting". So the spirit provides moral basis and ethic criteria for people's mutual competitions. The competition spirit in Olympism has gone far beyond stadiums and played an important role in the fields of science, arts, military affairs and economy. The Olympism's development in China shows that the gentlemen's personality of self-constraining and self-devaluation has been replaced by the new personality of self-reliance, self-exertion and self-confidence.

4.2. The Olympic Movement helps to establish the sense of equality

The outlook of equality refers to the people's mutual acknowledgement of their equality in rights and status. Under the conditions of market economy, it reflects the nature of market exchanges and

the basic relationship among the persons engaged in the exchange, requiring that everyone shares the equal rights and opportunities of subsistence, enjoyment and development, denying any differences depended by family status, pedigree and patriarchal clan system. The outlook insists on an equality of opportunity, believing that social equality should be achieved on condition that efficiency is raised and everyone should set out from the same starting line to participate in competition in defiance of any privileges. The modern history of civilization shows that the development of democracy is consistent with that of market economy. As an innate advocate of equality, the market defies any particularity of labour and any social privileges.

Above mentioned ideas of equality completely accord with the spirit of fair play stipulated in *3The Olympic Charter*. The sports rules in judgement, arbitration, competition, selection and rewarding reflect the basic principles of market economy. The advocacy and popularization of Olympism will help to spread the basic principles of market economy in the whole society.

4.3 The Olympic Movement helps to establish the market ethics

With the development of market economy, it is impossible for people to pursue noble morality disregarding their own fundamental benefits, so the society will safeguard the personal right of legitimately pursuing benefits. Under the conditions of market economy, the scope of people's moral practice has been widened and people have changed their ethic ideologies. However, it should be admitted that market economy has exerted the negative influence on people's ethics, for example, there are more and more phenomena of money worship and venality. To restrain the phenomena from spreading, we should rely on the Olympic spirits, such as its proposition that "participation is more important than victory", its emphasis on the education of young people and its resistance against the cheating and dishonest behaviors, to set up good moral norms, and create a sound environment for the healthy development of market economy.

Generally speaking, owing to the introduction of the Olympic Movement, traditional Chinese culture has got more energetic and the construction of China's modernization has developed more vigorously and rapidly.

**CONCLUSIONS: ANCIENT HISTORY.
THE INFLUENCE OF THE ANCIENT OLYMPIC
GAMES AND THEIR RELATION
TO THE MODERN GAMES**

At the beginning of the 19th century there was a strong interest to investigate the agonistics and gymnastics of the ancient Greek world. The first detailed and systematic history of sports in ancient Greece was written by J.H. Krause (1840), who set a very important precedent for scholars.

In 1875 excavations at Olympia started and were supported by Ernst Curtius. Curtius, as well as the excavations set the fundamental idea of the Olympic spirit. This idea became a great influence on public opinion concerning the games. In addition, the work of J. Burkhart added that the agonistic principle was an important phenomenon in the life of the ancient Greeks. The agonistics were as important as rhetoric, politics, and war in daily Greek life.

To understand the modern Olympic Games, which were renovated by Baron Pierre de Coubertin, it is necessary to examine the ancient Olympic Games. This helps clarify the nostalgic and idealistic views that were predominant in the time of de Coubertin.

The ancient games in Olympia had more athletes and spectators than any of the other ancient games (e.g., Panathenaen, Isthmian, or Nemean, etc...), although these other games not only comprised of athletic and hippic (equestrian) agones, but also musical agones. The games at Olympia were a major attraction to the Greeks. This attraction is important, taking into account that Olympia was far from any city-states.

To explain the attraction of the Greeks to the games at Olympia is complex. Other factors besides the games must also be taken into account. There were aspects of commercialism, economics, political influence, ideology, and sociology that influenced participation and spectators at the games. It is interesting that a parallel in motives can be drawn between the ancient and modern games.

Religious reasons were also paramount in attending the Olympic Games. Olympia was a sanctuary that paid tribute to not only Zeus

but Hera as well. Commercial reasons also drew merchants to the games. Cicero said (Cic.Disp.Tusc. 5,3,9) many people, who wanted to make a profit, such as businessmen, traders, and fortunetellers attended the games. The factor of advertisement, like in modern times, was important in the ancient times. Sculptors and painters used the games at Olympia to gain new clients.

The athletes of the games should not be overlooked. Although the prize for a victorious competitor was only a wreath, it was very important for an athlete to win. Just the idea of participation was not enough. Only victory brought sought after benefits. These benefits included free meals, amphorae filled with oil or even money. These benefits allowed the athlete to live an economically independent life.

For orators and politicians Olympia was very important. The games were an important center with many people from many city-states. So propaganda and public relations could be spread to all parts of Greece from this central point. Olympia was a multicultural and non-nationalistic meeting point and information center. On the basis of the *ekecheiria*, this principle was for de Coubertin a fundamental idea that during the modern games be international and promote peace.

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HISTORY OF THE MODERN OLYMPICS

CONCLUSIONS

The Revival

The reviva! of the Olympic Games in the modern era is generally associated with the Frenchman, Baron Pierre de Coubertin. In fact, standard Olympic history credits de Coubertin with being not only the first to conceive the idea to revive the Olympics, but also basically achieving it single-handedly. However, it may be argued that some of de Coubertin's Olympic ideas were derived, at least in part, from other advocates of Olympic revival, such as the Greek poet Panagiotis Soutsos and the English philanthropist Dr William Brookes.

Panagiotis Soutsos and William Brookes

Panagiotis Soutsos was only twenty-seven in 1833 when he began to form his idea to revive the Olympics. He believed that reviving the Olympics would help Greece to re-establish the culture and institutions for which the modern world held *ancient Greece* in such high regard. However, Soutsos' dedication to the revival of the Olympics went unrewarded for twenty-six years, until in 1859, with the help and financial backing of Evangelis Zappas, a wealthy Greek businessman, the first Games of the modern era took place in Athens although they were not considered a great success. Subsequent celebrations of the *Zappas Olympics* took place in 1870, often regarded as the most successful, 1875 and 1888 or 1889. It is believed that these Games had a great influence on Dr William Brookes. Without which it is doubtful that Brookes would have gone on to found the movement for International Olympics, into which he later drew Baron de Coubertin.

Brookes began a program to improve the fortunes of the working class in his local area. This he achieved by forming the *Much Wenlock Agríicultural Reading Society* (1840), to encourage working men to improve their minds, and the *Wenlock Olympian Class* (1850) to encourage physical improvement. The annual Wenlock Olympian Games, primarily a local event, were first held in 1850 and continue

to this day. However, it was not until 1859 and the Soutsos initiated Greek revival of the Olympic Games that Brookes was inspired to organise a far more ambitious *Olympic* festival than any before. The eventual impact that Brookes and the Wenlock Olympic Games were to have on the international Olympic Movement only began to surface for the first time in 1890 when de Coubertin attended the Games at the request of Brookes and was *bemused and delighted with what he saw*.

Baron Pierre de Coubertin

Pierre Fredy, Baron P. de Coubertin, widely recognised as the founder of the modern *international* Olympic Games, was born in Paris on January 1, 1863 and died in Geneva in 1937 aged 74 years. It is suggested that, after suffering a humiliating defeat at the hands of the Prussians in 1870, that de Coubertin, like many young Frenchmen of the time, attributed the defeat to the physical inferiority of the French military. By the middle of the nineteenth century, in his chosen role as educator and propagandist, de Coubertin appealed to his countrymen to mend their ways so as ready themselves for the task of revenge - a sentiment far removed from the notion of promoting international peace that he was to later advocate as a virtue of the Olympic Games.

It has been suggested that de Coubertin's fascination, with the concept of reviving the Olympic Games, stemmed from two major and distinct sources. Firstly it is widely accepted that de Coubertin's disenchantment with the traditional French pedagogy was set in motion at an early age after reading a French translation of the English classic, *Tom Brown's School Days at Rugby*. This offered de Coubertin a somewhat distorted image of vigorous English youths, future leaders of the pervasive and powerful British Empire. In this manner, the sports-centred English *public* school system that prevailed during this period was to profoundly influence the Baron throughout the rest of his life. Secondly, Greek history was a major area of personal interest for de Coubertin, who began to idealise the ancient Greek culture, athletes and the Hellenic trinity of body, mind, and spirit. He embraced the virtues of the ancient Olympics, as he perceived them, and succeeded in presenting them on the international stage.

Beginnings of the International Olympic Committee

De Coubertin believed that to take physical education and athletics to the next level in France, to give them a truly national popularity and increase skill levels, a more expansive, international outlook was required. In 1892, de Coubertin decided that the best way to achieve true internationalism was to revive the Olympic Games, arguably the most famous athletic festival in history.

However, after a somewhat lukewarm response to his initial proposal, it was not until 1894 that substantial progress was made. At this time de Coubertin set about organising what was initially entitled the *Parts International Athletic Congress*, to be held in the Sorbonne, the primary purpose of which was to discuss the problem of amateurism. As the time approached, however, the title was changed to *The Congress for the Restoration of the Olympic Games*, the purpose of which was quite obvious.

At the Sorbonne Congress, delegates voted unanimously in support of the restoration of the Olympic Games. They had followed de Coubertin almost without debate, as he himself put it, and furthermore he suggested that they had successively voted for the fundamental principles that he had himself previously decided upon. The principles agreed upon at the congress included four year intervals for the Games; a permanent International Olympic Committee whose members would represent the Olympic cause in their countries and not vice versa; and the passage of the Games from site to site. While Demetrios Bikelas from Greece was asked to serve as the first president of the International Olympic Committee, the congress delegates empowered de Coubertin to choose the members.

The absolute independence for each member was determined to be the fundamental basis of the IOC, a basis that has not changed to the present day. As such it was considered essential that this first group of fifteen men (there were no female members) valued internationalism over and above nationalism. De Coubertin believed that the self-recruiting nature of the Committee made it immune to all political interference and prevented it from being swayed by nationalism. It may be argued that, if the IOC had been chosen on the same democratic principles as other governing bodies, it would not have survived, or at the very least would have been subject to endless and incapacitating disputes.

Ultimately, the revival of the Olympics and the establishment of the IOC provided a medium through which de Coubertin (IOC President from 1896-1925) was able to pursue his quest to internationalise sport. He set about achieving this by promoting a philosophy that placed sport at the centre of a universal campaign for peace and international understanding, a philosophy he called *Olympism*. Interestingly however, it would appear that in this form de Coubertin's Olympic ideal was ostensibly counter to the ancient Greek ideal of physical excellence of the individual rather than the state, and the celebration of this gift in honour of the gods.

Henri Baillet-Latour

Henri Baillet-Latour (BEL) became IOC President after Baron Pierre de Coubertin in 1925. He was the 3rd person to hold this office and did so through to 1942.

He had his first taste of international sport when he assisted in the organisation of the IOC Congress in 1905, and was a key member in the institutional development of sport within Belgium in the early part of the 20th century. After close involvement in the Antwerp games of 1920, his standing and influence within the fledgling Olympic Movement grew. In 1923 he was elected as a member of the IOC, a position which he held until his death. Throughout his term within the IOC structures he played a key role as an IOC legislator. Although neither an educator or philosopher, he was crucially an enthusiastic sportsman.

The Executive Committee of the IOC had existed since 1921 and during the Inter-War years it was Baillet-Latour who beat both Pierre de Coubertin and Blauney in the voting. The new President was an outstanding sportsman and a keen horseman. However, it was the thorny and ultimately unresolved issue of amateurism which he had to deal with. As a fervent advocate of the Olympic status quo, he was viewed by many within the organisation as the ideal man for the job of leading the organisation following the end of World War One.

Despite this general appeal he was occasionally inflexible to the cost of the Olympic Movement, (e.g. the issue of eligibility, women's participation and the problem of the Olympic Football tournament). It was this latter point which caused a power struggle between the

Olympic Movement and FIFA related to the form of competition for inclusion within the 1928 Olympic Games in Amsterdam. This was ultimately led to the establishment of the first, FIFA World Cup Football tournament in Uruguay in 1930.

Throughout the 1930s, the most difficult and testing issues that he faced related to: the control of the sports practiced at the Olympic Games by either the Olympic Movement or the International Sports Federations, and the continued growth of the Olympic Games as a festival and how this should be managed.

In 1936 at the Berlin Olympic Games specific issues related to the prevailing Nazi ideology, namely the treatment of Jewish athletes within their own country as well as the management of national agendas of those nations such as the USA and Great Britain caused significant organisational tensions and difficulties. Nevertheless, Baillet-Latour can be seen as having managed this period with a degree of grace and skill. During this period, the primary goal was to stage the games at any price. The sidelining of humanitarian issues was what necessitated an ongoing process of diplomatic moves to ensure that participation by as many affiliated nations as possible, was the key.

Interestingly, the Nazi party viewed President Baillet-Latour as the most effective means of gaining greater control over the Olympic Movement, as within the German Reich he was seen as being sympathetic to their cause. Unfortunately for the Olympic Movement, he died in 1942. Undoubtedly, in Henri Baillet-Latour the Olympic Movement lost one of its great organisers, enthusiasts and pragmatists.

Olympic Ceremonies 1932-1956

Before discussing the ceremonial innovations in greater detail, it is worth establishing briefly the context of each Olympic Games within the period in question.

The Los Angeles Games of 1932 were organised very efficiently reflecting the capitalist principles of the United States despite the fact that there was a prevailing global economic depression. These were the first Olympic Games to have a specific accommodation area for the athletes, called the Olympic Village.

The plans for Berlin 1936 were established early in 1932 and 1933. Although the IOC couldn't prevent the Nazis from using the games as a stage for ideological self-promotion. The games themselves were impeccably organised by the organising committee. There were some key innovations in the ceremonies that still play an important role today.

In 1940 the IOC had awarded the Olympic Games to Tokyo. However, with the outbreak of hostilities in the Far East, and even though Helsinki offered its services as a substitute host, the escalation of the conflict that was to become World War Two, determined that there would be no Olympic Games before 1948.

The London games were organised prudently with performances surpassing expectations in what became a celebration of the end of the war. By the Helsinki Games of 1952, the period, which we recognise as the Cold War, had begun. Despite this undercurrent, the festival was organised excellently by the enthusiastic Finnish people.

At Melbourne in 1956, and following the tension between the organising committee and the IOC, quarantine regulations in the host nation dictated that the equestrian events were held in Stockholm. This is still the only instance of the celebration of the Olympic Games taking place in two separate nations. Listed below are the details of the main innovations at Olympic Ceremonies.

Opening Ceremony

1932 - Olympic Salute, Winner's Podium, Diplomas for 1st - 6th place, National Anthems, The hoisting of national flags.

1936 - Torch Relay, Olympic Anthem, Fireworks, Spotlights, Honouring of national flags.

1952 - IOC members perform the awarding of medals, Olympic Fanfare, 3 Anthems and 3 Flags (Host, Olympic, Next Host.).

Closing Ceremony

1932 - Athletes in the stadium en masse, lowering and carrying out of the Olympic flag, IOC Presidents speeches.

1936 - Winner's parade, Extinguishing of the Olympic flame, Honouring of the national flags.

1952 - Handing over of the traditional Olympic flag, King's anthem (now Head of state of the host), Sports demonstrations.

It is noteworthy that Olympic ceremonial was never as pronounced at the winter Olympic Games. Indeed, it wasn't until Innsbruck in 1964 that the Olympic Flame for the winter games was actually lit in Olympia. Previously the torch relay had used a flame kindled in, either a significant landmark for the host nation, or in that nation's capital.

History of Politics in the modern Olympic Games

Why are the Olympic Games a political interest?

Throughout its modern history, the Olympic Games have been highly influenced by political means at different periods. There have been protests and boycotts which have been negative in nature, but there have also been positive political outcomes derived from the Games. A good example is when the Games reunited both super powers involved in the Cold War to compete against each other in Seoul 1988 in a war-free environment. People and media tend to forget this reality.

But why then are the Olympic Games vulnerable to political exploitation?

First and foremost it is because they heavily depend on governmental support. This trend is directly linked to the modern Olympic Games. From Montreal in 1976 where the Games were considered to be the worst financial crisis in its history to Los Angeles 1984, where massive profits were derived, the Games are now subject to governmental approbation. Without this national political approval a city can forget the dream of hosting the Games. Even if the Games are given to a city, a whole nation is usually affected by its venue and therefore the government sees a national interest and duty.

Secondly, IOC members are increasingly becoming important state nominees and therefore wielding political influence. This is not new! Since its beginning, IOC members were always derived from a wealthy society, the so-called noble class. Today, the IOC wants to change its membership selection but the process has been slowly implemented so far. It seems that the willingness is present but the organization is not quite ready for taking actions. Its still an old boy's club!

Last but not least, more countries are members of the Olympic Movement than there are members of the United Nations. It is hence,

an important global organization with great influence and exposure. A wonderful diffusion network for groups or individuals wanting to express their dissatisfaction about something.

What about the internal politics of the International Olympic Committee?

Without being a feminist, like I said before, the IOC is still an old boy's club. To the present day, with 101 men in positions and only 9 women, the organization needs some restructuring. Furthermore, with the internal problem of member's loyalty and honesty to the Movement, the whole organization and its history is being questioned. Having said before that the IOC survived the political scandals it faced in the past, the present situation is probably the most significant in its history. Changing the voting process about city bids, code of conduct for the members with clear penalties defined, and a change in governance are all part of the reform discussed presently. But will these be put in action and if so, would it solve the political dilemma faced by the committee nowadays? Let me ask you one last question....

If I offered you \$1000 to tick my name in the next municipal election...would you do it?

The Olympic Games and the IOC have always been, are, and will always be subject to a powerful element: politics! No one can escape from it, not even the biggest event in the world and its organization.

Marketing the Modern Olympic Games

In ancient Greece many athletes were supported by the local merchandise and cities. With the revival of the first modern Olympic Games in 1896 Kodak had an advertisement in the official program. Sponsorship and Olympics have a well-established relationship and this needs to be increased forever by a marketing system.

This system has been around for more than a century, in the first Olympics in Athens 1896 there was one sponsor, 9 TOP sponsors in 1988 and today we have 11 Top sponsors in the Olympics. The sponsors have plenty of opportunities for advertising on television, commercials, product licensing and product exclusivity of the games.

Why do companies sponsor the Olympic Games?

The sponsors would receive the following benefits:

1. Awareness and recognition. The Olympic symbol is one of the most universally recognised in the world. The sponsors can use the Olympic rings in their advertisements and promotion. Companies can benefit from this recognition.

2. Positive association and goodwill. The Olympic sponsorships evoke some spontaneous associations and emotions. The image connected with them is transferred to the companies and brands.

3. Return of investment. The Olympic sponsors percentage increases the market share.

4. Product differentiation. Olympic sponsorship can be a competitive point of difference and distinguish a company from its competitors.

How does IOC manage the revenues from sponsorship?

1. IOC retains 7% of the revenues to cover direct operating and administration costs.

2. The rest (93%) is redistributed to the following sport organisations:

- Olympic Games Organising Committee (OCOGs). The bulk of this revenue (78%) is passed on to the OCOGs for operating the Games.
- International Federations (IFs). The IOC has allocated 5 % in support to the IFs for the promotion and development of sport at the grassroots level.
- National Olympic Committees (NOCs). The remaining 10 % of the revenues are distributed to NOC support.
- Other programs. The funding generated through this marketing program allows the IOC to undertake special programs, such as humanitarian efforts, environmental programs and the International Paralympic Committee. The IOC also covers the costs of many of the international meetings necessary to administer the world sport.

The IOC should continue to raise revenue. However more funds should be used for the Olympic Solidarity. The IOC should also make enough money to assist cities in developing countries to host the Games.

Olympic Education

The modern Olympic Games had, according to de Coubertin, a clear educational intention. As a result of many controversial and

fertile discussions we agreed that education always depends on cultural, socio-economical and political conditions in the different countries. Therefore, Olympic education must recognize these conditions and national peculiarities. As such it was decided that a universal international education kit is not possible. Coming to this conclusion we were still requested to create such a package. We refused to work on such a task because of the following reasons:

- only a few of us have enough knowledge or experience in this area
- nobody felt skilled enough
- our preparations before the seminar only included to bring the existing national education kits to the academy.

Finally after several discussions this idea was dismissed. What we did do included the following:

- We had a lively exchange of what is made in the different countries and spoke about education through Olympics and education about Olympics. No value can be exclusively found only in the Olympic idea.
- Paul Stauffer collected all existing activities in a table and listed the contents of the delivered materials.
- In addition he made great effort to find out through a questionnaire what people think Olympic education should be, what it includes and how it should be done (if at all).
- Finally we made groups that used different approaches to Olympic education and delivered reports that should be archived in the academy.
- Besides this Dr. Bart Crum had his lectures about P.E. and the demands in postmodernity.

We reflected that the Olympic Games as a commercial show event do not have serious problems. On the other hand Olympism as the ethical framework of the Movement will get deeper into trouble if the IOC will not give a clear confession to the educational intention of the games and implement changes in the games and the IOCs structure. As long as the outstanding representatives of the Olympics do not act according to this framework we will have difficulties in justifying this ethical framework to our kids in schools and clubs.

Fair-play

Fair-play was originally element of sportsmanship and an idea rooted in the sport of the English noblemen. But even in ancient times they had punishments if an athlete did not act according to the rules ("Zanes", Wipes). Prof. Houlihan initiated reflections to find out a definition of fair-play since we found out that there are different conceptions in different countries. One attempt was:

"Fair-play includes sport specific, cultural and societal, written and unwritten rules, values and ethical standards in working towards mutual respect in and throughout sport."

Doping

Prof. Houlihan gave an introduction about doping classes, methods and the question: "Why oppose doping?". He provided 4 examples of a hobby squash fanatic using "drugs" for some reasons in very daily situations asking whether his behavior is commendable, acceptable, questionable or reprehensible. In fact a statement was not easy.

Prof. Meier spoke about logical reasons for opposing doping but due to academy obstacles and the institutional patterns he could not provide his conclusions, which was very reprehensible.

Human Rights in Sport

Prof. Kidd gave an interesting overview what declarations, agreements and campaigns exist regarding human rights. He suggested that much research could be done in this field looking at the existing inequalities in sport like at least two of the participants (James Buller and Gabriela Tymowski) have done in their research.

Future Problems

A brain storming delivered the following points

- environmental issues (one lecture covered this topic)
- inequality in the world
- leadership
- universal aspirations
- Olympic Movement $\leftrightarrow$ Olympic Games
- performance of sponsors
- communication within the Olympic Movement
- appointment of the IOC, transparency
- IFs $\leftrightarrow$ IOC

Media - Internet

Certainly the media has had a long time history along the games. From its beginning there was coverage of the event. Earlier simply by journalists then came photographs and television. The most recent development of information diffusion is Internet. What it allows the Olympic Movement to do or not only share information like as tv, but create an interactive environment. This new media has a tremendous potential and the Olympics should benefit from it.

Women in the modern Olympic Movement

Historically sport has been viewed as the embodiment of hegemonic masculinity, an avenue by which males can demonstrate their superiority over females. The physical psychological attributes which contribute to a female athletes sporting success may conflict with society's sanctioned notions of femininity. This is accentuated for females of certain social and cultural backgrounds where the dichotomy between masculinity and femininity is greatest and participation by women in many sports is considered to be inappropriate.

This male domination of sports participation, management, administration, and decision-making has put women in a position of continually being required to justify and fight for their right to equal access of facilities, funds, programs, and leadership opportunities. Many of these problems are reinforced through various channels of the media. Women's sport coverage receives significantly less attention. Sport has been accepted as a particularly dynamic site for the construction and affirmation of gender identity. The barriers of inquiry beyond only thinking in terms of women's Olympic participation rates and associated issues are pushed into a broader understanding of gender relations in society.

Women in the Olympic Games

At the end of the XIX century, power relations based on gender were transferred to athletes participation outcomes, and women, in the Olympic arena, as in life, came out second best. The expectation of womanly behaviour had an effect on determining which Olympic sports were deemed seemly for women and defined the behavioral and dress standards for female athletes who chose, or were allowed, to participate.

It has been argued that there have been three phases of women's participation in the modern Olympic Games. From 1896 until 1928 was a period of exclusion to resist this dismissal. The participation of women in the early years of the Games was opposed by Baron de Coubertin who had envisaged the Games as the preserve of amateur male athletes.

The first female Olympic victor was Charlotte Cooper at the Paris Olympic Games, when she won the Ladies singles in tennis. However female athletes participated in 1900 and 1904 without the IOC's official consent. This was the responsibility of the Paris and St. Louis Games organizing committees, which allowed inclusion in their programs of the socially acceptable sports of tennis in 1900 and archery, classified as an exhibition event, in 1904. The first event open to both sexes was introduced in sailing in 1908 Olympics. Fanny Durak of Australia was the first female Olympic swimming champion.

The task for women in the Olympic Movement, as in the wider world of sport, at this time was two fold; to avoid exclusion and to create a meaningful presence. The most notable outcome of early resistance by sporting feminists to the negative attitude on the part of sporting officials resulted in the creation of the "Federation Sportive Feminine Internationale (FSFI)", under the leadership of Alice Milliat.

However, it would be unrealistic and simplistic to show these gains as being universally accepted by all women. There were many women who were against the new sporting patterns of female participants. These opponents believed that a new model for women's sport should be adopted, based on competitive model. It was the success and accomplishment of the "Women's World Games" that forced the hand of the male dominated IOC into allowing more events for women onto the Olympic program.

The years 1928- 1952 - the second epoch, a time of consolidation and struggles for women in the Olympics, where their events were confined to those that met the criteria of acceptability. In 1928 track and field competitions were added to the women's schedule at the Olympic Games to placate the FSFI. Unfortunately, several competitors appeared to be distressed at the finish of the 800 metres. Later the IOC used it as a justification of its previous stance to severely limit women's participation. More recently feminist scholars have chosen this fact as the exemplar of the oppression of female athletes in the Games.

In 1930 Count Baillet-Latour suggested to the Olympic Congress, held in Berlin, that women should only be allowed to compete in "aesthetic events" to downsize female's participation. Such opposition has continued throughout the twentieth century in many forms. The notion of the female athlete as a frail individual has been an enduring feature of the Olympic saga.

The last period- from 1952 until the present- the period of challenge to masculine hegemony, which was triggered by the entry of the Soviet bloc into the Games. The Sydney 2000 Olympic Games will have greater access for female competitors than any previous Olympic Games in terms of events and number of competitions. This increase has occurred by the introduction of new sports, which have women's events, by increasing the number of sport events for women and by reducing the number of men's events and concurrently introducing a women's program.

While it is evident that Olympic female athletes are growing in numbers and in percentages of athletes competing at the Games the same cannot be said about their administrative counterparts. It was not until 1981 that the first women were admitted to the IOC. To date there have been twelve women elected. The changes are slow, but they are obvious. The proposal of the IOC to establish, as a goal to be achieved, that by the year 2000 10% of all the offices in all their decision- making structures be held by women and that such percentage reach 20% by 31 December 2005 probably will help to resolve the problem.

Women have yet to achieve their Olympic potential, despite the fact that the IOC has now acknowledged it has to adopt a more active role in redressing the gender based inequalities in the Olympic Movement that have existed for over one hundred years.

Conclusions

It is important to stress the interdisciplinary and multi-cultural background of the whole group. Clearly these notes can in no way describe or illustrate the full extent of the issues raised and discussed within the session. Nevertheless, they do indicate the rich diversity of topics being considered during lecture and discussion sessions, all of which were both productive and enjoyable. Many thanks to the Ephoria of the IOA for the opportunity.

CONCLUSION FOR PHILOSOPHY

Summary of the main points and issues of the discussion

1. Nature and Essence of Sport, Game and Play

Professor Dr. Klaus Meier analyzes the interrelationships among sport, game and play. According to Meier, game has the following four characteristics:

1. goal directed activity
2. rules limit the permissible means of goal attainment
3. rules prohibit more efficient in favor of less efficient means
4. rules are accepted to make the activity possible.

Sport falls under the "big umbrella" of game. It requires the demonstration of physical skill and prowess whereas play is any activity voluntarily pursued for its intrinsic rewards. Play has its own scope and range. Not all play are games and not all sports and games are play.

2. Ethics in Sport

In regard to ethics in sport, three terms are discussed: cheating, fair play and sportsmanship. Meier stresses that cheating has to do with breaking the rules with intention in order to gain an advantage in a hidden way. Fair play is to obey the official and unofficial rules to demonstrate respect for others during the competition. As for sportsmanship, it is a kind of praiseworthy action but not obligatory.

After clarifying these three terms, Meier looks at three types of rules and their consequences in sports competition. They are constitutive rules, regulative rules and auxiliary rules. Constitutive rules provide a descriptive, defining framework, which determines exactly what it entails to engage in a particular sport or game. Constitutive rules also prescribe limited acceptable means of obtaining a goal. Regulative rules specify the type and severity of penalties to be applied when particular constitutive rules have been violated. In other words, "If X commits action A, then X is subject to penalty P". The third category of rules is auxiliary rules. They are contingent, sup-

plementary, external restrictions or qualifications appended to a pre-existing activity already formulated and defined by its constitutive and regulative rules. They specify, prescribe and regulate admission eligibility, training and other general pre-contest or pre-participation requirements and restrictions.

3. An Analysis of Philosophical Rationales for Banning Performance-Enhancing Drugs in Sport

Meier also leads a discussion regarding a very important issue in recent years: drugs in sport. He lists 16 rationales, which are proposed to justify banning drugs. The most plausible rationales are unfair competition, violating principles of fair play, and negative effects to athletes health.

4. Olympism and the Olympic Games

In his final philosophical topic regarding the Olympic Games and Olympism, Meier raises one question: Can the Olympic Games save "Olympism" in the 21st Century? His answer is yes. This brought about some lively debates because some students believe that Olympism does not need to be saved. It is a state of mind. By contrast, the question could be seen the other way around: Can Olympism save the Olympic Games?, since the modern Olympic Games have been facing a range of very serious challenges.

• Professor Dr. Robert Mechikoff

1. Metaphysics

Dr. Robert Mechikoff defines metaphysics as the branch of philosophy which considers theories about the nature of the universe or reality. He also argues that not only Metaphysics inquire "the nature of reality" but also science and religion have their own opinions and ideas about reality. Does science know about the universe? And if the universe ends, what is beyond that? What Mechikoff points out is that philosophy, science, and religion work with the same areas and have the same questions, but the methods are not the same. These different approaches to the topics lead to different an-

swers. To seek knowledge and understanding of the subject of Olympism we can use many ways.

2. Epistemology

The nature of philosophy is to acquire knowledge. There are different ways or methods within philosophy to help us acquire this. Epistemology is the philosophical school that investigates the question "*How we come to know or understand things*". Mechikoff asks the question of how many ways of knowing or understanding the Olympic Movement and Olympism exist? Mechikoff suggests science, philosophy, history, religion, cultural significance and through eyes of the participants. He raised the question about an official definition of Olympism. Should we choose an exact and maybe excluding definition or a more vague and diffuse?

3. Application: In the Debate over Dualism

According to Mechikoff, the roots of philosophy lie in metaphysics and epistemology. Metaphysics is the means for one to know reality, while epistemology is one's way of gaining knowledge. Therefore, how one form reality will affect their way of knowing as well as subsequent philosophical debates. One of the most prominent debates is that of dualism, in which the mind and body are believed to be in opposition in the quest for knowledge.

The dualistic approach to philosophy is exemplified in Western ways of thinking and the works of Plato. According to Mechikoff, the Western school of thinking, which separates the mind and body, also stresses the ontological question: Can reality accurately be revealed to us through the body? An example of which is the elimination of high school physical education credit toward college entrance standards. Therefore, not only are the mind and body considered to be separate entities, but the mind is valued on a different level entirely. Furthermore, in Books 2 and 3 of *The Phaedo* (in Plato's *Apology*), Socrates believes that the body does not contribute to the intellectual process. Furthermore, it is not until the death of the individual, or when the "soul is released from the chains of the body" can the TRUTH ever be fully known.

However, the Baron Pierre de Coubertin's philosophical conception of Olympism is juxtaposed to the dualism debate. It is his notion

that there needs to be harmony between the mind and body. The means to knowledge is through education with sport as the vehicle. The personification of the "embodied mind" still holds true for the modern Olympic Movement.

According to Dr. Bruce Kidd, modern athletes need to maintain their own subjectivity to combat the various forces of exploitation. Therefore, the debate continues between dualism and Olympism in modern philosophical inquiries. The International Olympic Academy provides a forum for discussion of realities, knowledge, and subsequent views relating to the Olympic Movement. Therefore, the formation of ideas and introduction of a variety of cultural views allows for boundaries and realities to be expanded.

CONCLUSIONS ON SOCIO-CULTURAL TOPICS

Introduction

The Olympic Movement is a phenomenon of huge complexity, with multiple inner facets and many connections to other aspects of society. Taking this into account, this section describes the main conclusions reached in the Seminar on the variety of topics related to the social, cultural and political aspects of the Olympic Movement.

Olympic Education

The most important part of our work in the field of Olympic Education was during the 4th week of the seminar. All students were divided into four different groups. The purpose of the project was to create different useful programs to teach the goals of Olympism. The topics for each group were

- Olympic Education: A Culturally Specific Approach
- Olympic Education for Athletes attending the Olympic Games
- Reflections on the Olympic Education
- Olympic Education: What, Why, Who & How?

Although topics were different, each group chose similar strategies of approach:

• Definition of Olympic Education

In general, the definitions were similar, and were based on ideas that Olympic Education is a form of top-down approach, or structure, beginning with the IOC or NOCs, focusing on teaching the values and principles advocated in the Olympic Charter with the intent of universal application.

• Flexibility of Olympic Education

The main idea of this approach assumes that Olympic Education cannot be rigid and should be adapted to the differences that exist within each country associated with the Olympic Movement. It was suggested that it is necessary to initially accept the idea that Olympic Education is first and foremost a culturally specific exercise.

- **Purpose of Olympic Education**

Although the purposes and goals of the Olympic Education were varied, they were all focused around the promotion of understanding and awareness of the Olympic Movement, as well as its ideals and values among different groups of people (age, position, relations with sport, etc.) Most people thought it best to focus around the educational system (e.g. Level 1 ages 6-10; Level 2 ages 11-13; etc.), yet others focused around Olympic athletes.

It seemed to be common for all groups to elaborate a realistic approach to Olympic Education. One group gave the tools of Olympic Education, yet others submerged into the discussion around "How, where and when". All groups gave interesting and vivid views of the practical aspects of Olympic Education. The Olympic motto, *Citius, Altius, Fortius* was also suggested to be used in the frameworks of Olympic Education.

All the programs contained areas that were logically connected to each other. Regardless to their different forms, the students gave similar conclusions. They tried to emphasize the basic points of Olympic Education - practical processes, purposes, etc. In conclusion, there was a general consensus that more is needed to be known about Olympic Education in order to best address the topic.

Physical Education Legitimation and the Olympic Movement

The session of the 7th Post Graduate Seminar related to Physical Education (PE) was directly presented by Professor Bart Crum (Hol) but was also always mentioned by other professors during lectures.

The importance of sports and physical activities has progressively increased in the last decades, and sport is considered one of the most complex social phenomenon nowadays.

Physical Education in schools, however, has declined during the same period. Although there are many different ways of teaching PE in different countries and cultures, this phenomenon is happening on a world basis. With this decline, the profession of the PE teacher is in an identity crisis due to a big gap between its theory and practices.

Therefore, there is a need to legitimize the teaching of PE and the legitimization should come from within PE teachers and not only from

university professors and researchers. Teachers must be active researchers in their own right and have a vital input into legitimizing PE.

For this legitimization, the PE profession must search for philosophical, sociological, psychological, scientific and practical approaches for the subject to avoid the dualism imposed by the school system; a traditional thinking which makes physical education non-academic and, therefore, non-educational (or at its best, marginal).

This legitimization would increase the importance of PE inside and outside school, breaking the vicious cycle that PE teachers are involved in.

One way to legitimize PE is by the sportification of the subject in some levels. Physical Education could, therefore, be an initiation into sports as a valued cultural form. However, this must be carefully done to avoid PE becoming synonymous with sports.

It can also be concluded that one possible way to teach Olympic Education is through PE classes, where children can practically learn Olympic values and principles, relating them to the Olympic Movement and to their lives.

Therefore, PE plays an important role in the school system and also in the Olympic Movement, but many concepts need to be clarified in order to legitimize its practices and avoid its decline in the school curriculum in the future.

There is a need for designing and implementing a coherent PE curriculum program for primary and secondary school levels based on the movement culture of each country or region.

Developmental Issues Related to High Performance Sport

A central theme in our lectures, presentations and discussions was the holistic development of athletes through participation in high-level and Olympic sport. These conversations often took place within the context of the ideals of the Olympic Movement, primarily within the commitment to human growth and development.

Four major categories of developmental issues were addressed including the experiences of youth athletes in elite sport, athletes rights, the psychosocial and the moral development of athletes through sport.

It is not the intention of this brief to summarize the points raised in relation to these topics. Summaries can be found in the lecture overheads, presentations summaries, as well as within the education papers submitted by each group. Instead, this paper will provide conclusions on the current status of high performance sport as a developmental medium and recommendations for the future.

The tone of our sessions reflected an underlying belief that sport has had and will continue to have the power to promote age appropriate developmental growth among participants. Development, in this sense, includes the acquisition of personal and interpersonal strengths such as empathy, leadership skills, cultural understanding and the pursuit of excellence. Specific personal experiences and international incidents were shared as evidence of the developmental value of high performance sport.

However, concerns were raised, particularly around the exploitation of young high performers, the short and long term physical and health costs inherent in elite sport and the limited social growth of athletes. Concern also stemmed from evidence that high performance athletes often fail to pursue educational goals alongside athletic goals and are frequently unprepared for professional lives following active competition.

Suggestions for future efforts to realize the developmental potential of high performance and Olympic sport can be learned from these discussions. Greater recognition and extension of athletes' rights (self-determination, health, education), reform of conditions (intense training and competition schedules, power imbalances) which give rise to these concerns would be warranted. The introduction of a network of ombudsperson and ambassadors across the world whose mandate is the protection and promotion of the ideal of human growth and development in high performance sport may be an appropriate response to the concerns raised.

Doping in Sport

Our discussions brought about different views as to why doping should not be allowed in sports. Unfortunately, along with these different views came debates as to why it should be allowed. The arguments centered on different aspects including social, moral and economic factors.

Arguments

1) *Breaking rules/cheating: Unfair advantage/limited access*

To Ban: If some athletes use drugs, it is the consensus they are given an unfair advantage over others not taking drugs and, therefore, are considered to be cheating.

Not to Ban: A counter argument is that there are also athletes who have better training facilities, better equipment or better coaches. Should having a technical advantage be banned as well?

2) *Coercion/pressure on others to consume: Violation of athletes' "rights"*

To Ban: Athletes who may not ordinarily use drugs in order to excel in sport may feel that the only way they too can be part of the competition will be to get on the bandwagon and use drugs. Coaches may be inclined to encourage or even force their athletes to use drugs to enhance their performance so that they, too, may share in the glory of victory. This tends to violate the athletes' right' to decline from using something they know is harmful to their body. This also puts a financial burden on poorer athletes in order to keep up with those that can afford a regular supply of the drugs.

Not to Ban: Elite athletes are all adults. They do not have to do anything that they do not want to do. Also, is it not also a violation of the athletes' rights to do what they want to their bodies? If that is what it takes to succeed at their sport, do they not have the right to do what they can in order to be the best and achieve the highest accolades?

3) *Inappropriate role models: Develops drug market: Damages "ideal" of sport/goes against Olympic Values*

To Ban: Young children and other up-coming athletes either in their own country or in foreign nations revere elite athletes. If it is known elite athletes use performance-enhancing drugs in order to attain their status in the sporting world, then this would encourage their admirers to do the same, thus encouraging the development of a vast drug market. This could lead into usage of more and more drugs, whether they are used for performance-enhancement or for social enjoyment. This tends to damage the "ideals" of sport, that try to enhance the healthy aspect of taking part in sports.

Not to Ban: The elite athlete does not take part in sports for the benefit of anyone else but himself/herself. It is their job to perform well and provide exciting entertainment for the spectators who paid good money to see the competition. It is not their job nor desire to be role models for anyone. Teaching of moral values should be left up to parents and teachers. As for encouraging wide usage of drugs in the general population, the athletes do not force anyone else to do anything.

From a social viewpoint, drug use in sports has the potential to extend beyond the world of sports. The role that the IOC has undertaken seems to entail trying to set good examples and have positive influences on the rest of society. Because of this large responsibility, it is up to the IOC to live up to this role of enforcing the ban on drug use in sport.

Women in Sports

Women have made several contributions to the world of sport in this century. It would be a shame if they did not continue to play significant roles in that area for the betterment of all humankind despite the many obstacles that lie in their path.

Women have proven time and again that they are capable of facing challenges as equally as men are and are willing to fight for their rights to be given those challenges, be they physical or mental ones. It is up to the women who have made it into the so-called man's world to set new standards and pave the way for other women and young girls to follow.

The role of women in sports and sports organizations have definitely improved over the years and we must give credit to the IOC for making the effort to include a very large and important population of the world into its forum on all levels. It is up to the different organizations now to enforce the inclusion of women into their own agendas and it is up to the women to take the opportunity to further improve the role of women in the sporting world, beginning with the Olympic Games. Hopefully, the rest of society outside the sporting world will embrace the inclusion of women in all aspects.

Olympic Movement and Politics

Sport, sport events and therefore also the Olympic Games are a part of the history and the present time and have been - without any doubt - a growing subject of influence of social change, economics, science and politics. Especially the Olympic Games, as a world wide recognized phenomenon, were an attractive object on which to focus political interests. The political influence was neglected for a long time. Under the presidency of Mr. Avery Brundage, the separation of politics and the Olympic Movement was stressed until the seventies. The change began slowly and the literature about the Olympic Games and the Olympic Movement expressed more and more interest in the interdependence of sport and politics. Nowadays, probably every person who researches the topic of the Olympic Movement admits without hesitation the influence of politics on the Olympic Movement and the Games.

The Olympic Games have been influenced by intra-national and international interests from their beginning. They attracted an increasing media attention and therefore became a stage to express different and national interests. Whether on an ideological basis as in Berlin in 1936 or to show and enjoy national pride by participating in the Games and to put one's country's name on the world map. The Games became an exaggerated political tool. The Olympic Games were exploited for political purposes in a very tragic way in Munich in 1972 and non-violently in Mexico in 1968 by John Carlos and Tommy Smith. The right to participate was disputed several times by two NOCs which would have been entitled to represent the same country (German, Chinese and Korean issue). The raising global cultural significance of sport and the Olympic Games also intensified the struggle between the Western and the Eastern block on this stage.

Intranational politics played a role in the countries and the cities the games were held. Most of the host cities depended on governments and public support. The financial, economic and social situation could raise protests and demonstrations as was the case in 1968 in Mexico City.

The IOC and the Olympic Movement also create political issues. Even in denying political problems in or on the Movement, the IOC itself showed a politically motivated opinion. According to the Olympic Charter athletes represent their respective NOC and not their

country. Nevertheless in the opening ceremony they enter the stadium behind their countries name plate and flag, which is also hoisted during the victory ceremonies. In the past, this could create national tensions, self-regard and rivalries. Even a bid city has to ensure no political demonstrations take place in the Games facilities, which can temporarily influence the host countries treatment of people who try to use their civil rights to guarantee the security of the Games.

Possible strategies to contribute to a peaceful world by reducing the political interests in the Games include:

- allow athletes enter the opening ceremony according to their sport
- hoist the Olympic Flag instead national flags during victory ceremonies
- play specially composed music instead of national anthems
- to open the election of IOC members to better represent of the NOCs
- fix terms for the members of the IOC and its presidency
- spread host cities in a more representative way.
- be more aware of the human rights and athletes rights

The recent processes to reform the IOC and the Olympic Movement will prove whether or not the Movement is able to follow its own aims as written in the Olympic Charter in a more active way.

Media and the Olympic Movement

Today, the Olympic Games are not only a sport event but also - sometimes mainly- a huge media festival. The broadcast of the 2000 Olympic Games will have nearly the same number of accredited broadcast personnel than athletes: 10.000 ! 63 years after the first television coverage of an Olympic event (Berlin, 1936), broadcasting companies seem to have an increasing influence on the Olympic Games: They interpret the Games focusing on some events and athletes and, even further, they force the organisers to adapt the events to their broadcasting needs. The main reason for this influence is that television rights are still the main budget income for the IOC.

Along with this influence on the event, the broadcast of the Olympic Games is a good example of the power that mass media have in any society, as many scholars studying this field have highlighted:

media influence the agenda of topics that are of interest for the audience and provide a version of reality offered as the very reality. This fact raises concern, and many voices, even from the inside of the media world, claim for social responsibility as the required counterbalance to prevent harmful uses of media power. Journalists in the last International Seminar for Sports Journalists held in the Academy were aware of this need, specially talking about the fight against doping. Jacques Marchand, honour president of the Sport Journalist's Union in France, pointed out the challenges for the journalists of the next century:

/.../ if sport continues on its way and grows as a spectacle, which is very probable, sport journalists will have to be more qualified and more professional than in the past, more skilled in information technology and control, more experts in journalism in fact and more qualified and professional in the technique and sociology of sport. The direct effect being that journalists should be better and more responsible [...]. And before that, they will have to be better trained and better educated.¹

Moreover not only the journalists should be better prepared but also pupils and students should be educated to deal with media in a critical way. Olympic Education can use the example of the Games to teach this skill.

The participants in the seminar discussed on the present relationship between the media and the IOC, and two main conclusions were stated: First, that in the economical side of the relationship the situation is good enough cause both the IOC and the broadcasting companies profit from it, get revenue and public attention. Second, that the IOC could be interested in the media supporting systematically the Olympic ideals. One way to achieve this compromise would be to negotiate norms on contents of the broadcast of the Games in the television rights contracts. However, the present moment is not the best for such a negotiation, because the last scandals have lessen the credibility of the IOC in relation to the ideals it is supposed to promote. Some participants in the seminar pointed out that the media -coherently with their social responsibility- can play a positive role in the ongoing process of internal change of the IOC, echoing the points of view of the rest of the Olympic Movement and the social demand for a satisfactory outcome of the process. Only an internal coherence between principles and actions will allow the

IOC to seek for a systematic promotion of the Olympic ideals through the media.

Besides the overwhelming importance of television for the present significance of the Olympic Games, the Internet is an increasingly important form of communication, already being used by the Olympic Movement. The participants expected more information about the applications of this new medium to the Olympic Movement activities. It was pointed out that there is a tendency towards entertainment products rather than educational in the Olympic web sites. This implies a challenge for the IOA to promote Olympic education contents on line.

Related to this issue of media, it should be expected that an international academy of this stature should offer the participants daily international newspapers, in order to supplement the lectures and discussions with examples from both news and current affairs. With the academy so close to the war in Kosovo and the IOC suffering from a scandal of its own, one could become somewhat suspicious as to the motivation behind this lack of attention paid to the print media.

Notes

1. Marchand, Jacques (1999) "Sport journalists on the threshold of the 21st century. New prospects and possibilities for the Mass Media". Paper presented at the 10 International Seminar for Sports Journalists (IOA, June 1999).

**5th INTERNATIONAL SESSION
FOR DIRECTORS
OF NATIONAL OLYMPIC ACADEMIES**

10-16 May 1999

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THE OLYMPIC 2000 NATIONAL EDUCATION PROGRAM

by Susan CRAWFORD (AUS)

Introduction

"The right to host the Games is an honour... Australian Educators have a special opportunity during the next two years to shape the experiences of our youth around a memorable, unique and possibly once-in-a-lifetime event for the students in our schools today".

- *Olympic* Education - A personal philosophy
- The Olympic 2000 National Education Program
 - Aims
 - National Context
- Key National Initiatives
 - O-News
 - 2000 Olympic Games Resource for Australian Schools
 - Internet Presence
- Interaction Between the Key Olympic 2000 Initiatives
- Enhancement Programs
- Student Opportunities at Games Time
- Implementing the Olympic 2000 National Education Program at State, School and Classroom Levels.
- Conclusion

"this legacy will be more enduring and of deeper worth and greater value than many other defining moments of national consciousness in Australia's past- or future".

The Sydney Organising Committee for the Olympic Games (SOCOG) Olympic 2000 National Education Program

When a country wins the right to host the Olympic Games it wins much more than business, tourism and global recognition. The host

country receives the baton of the Olympic Ideals, traditions and heritage and a multitude of other opportunities.

The right to host the Games is an honour and this privilege puts the onus on Australian educators at this important time to make the most of our opportunities and to do our best for the Olympic Movement, to do the best for our country and to gather pride both domestically and internationally.

Australian educators have a special opportunity during the next two years to shape the experiences of our youth around a memorable, unique and possibly once-in-a-lifetime event for the students in our schools today.

Olympic Education - A Personal Philosophy

My philosophy of Olympic Education is grounded in the interpretation and the application of the key Olympic themes, concepts, messages, ideals and spirit into teaching/learning contexts for the classroom and whole school community activities. Like a bridge, these themes and concepts can be linked to syllabus outcomes and used as exciting springboards for learning.

In this paradigm, Olympic Education focuses on the melding of sport, culture, environment, technology, traditions, having a go, personal and national pride, the pursuit of excellence, team effort and spirit, tolerance and acceptance, friendship and joy in effort and lots, lots more!

The Olympic 2000 National Education Program

Aims

SOCOG's vision is to ensure the school students of Australia experience the excitement and an increasing sense of involvement in the Sydney 2000 Olympic Games. We aim to achieve this by delivery of effective nationally inclusive strategies.

Specifically, our Olympic 2000 National Education Program encourages and informs our young Australians, and through them their families, to understand and embrace the spirit of the 2000 Olympic Games; it builds a sense of ownership and participation in the Games; and maximises the educational benefit and learning outcomes for school students by building upon opportunities inherent

in the themes which underpin Olympism and student/community interest.

The National Context

SOCOG is part of the National Olympic Education Council (NOEC) along with other key stakeholder groups, including representatives of all schools systems.

This Council is endorsed by the umbrella national body MCEETYA (the National Ministerial Council on Education, Employment, Training and Youth Affairs), which has nominated an Olympic Education contact for us to work directly with in each state of Australia.

An example of the work of the NOEC is the development of Sponsorship and Commercial Guidelines which dictate the nature and quantity of commercial presence in the sponsored components of the Olympic 2000 National Education Program.

This structure attaches a credibility and facilitates the effective delivery of our strategies in every school system in every state. Working closely with all the stakeholders to facilitate the smooth and effective delivery of all our National Olympic Education strategies is an Australian Olympic first! This is the first time all Education systems in a nation are collaborating to support the roll-out of a National Olympic Education Program.

Key National Initiatives

The key initiatives of our Olympic 2000 National Education Program are sponsored by our Presenting Partner, the Westpac Bank and Supporting Partners, Fairfax publishers and IBM. Whilst the key initiatives require a commercial presence for operation, the Enhancement Programs are internally resourced.

(i) O-News

In July 1998 the huge Fairfax newspaper publishing presses in Western Sydney undertook the largest print run anyone has ever embarked upon in Australia. - it was an Olympic first! SOCOG's National Education flagship communication vehicle O-News, designed specifically as an education/information newspaper for the 3 Million Years 3-12 students in Australia, rolled off the production line. Over

four weeks 3 Million copies of O-News were printed and distributed in correctly numbered lots to the doorstep of every school foyer in the country ready for distribution to schools on 18 August to coincide with the national launch of the Olympic 2000 National Education Program. By the time students take their O-News home, we estimate the potential reach of O-News is between 9-12 million Australians.

Each school received an information pack-including the Launch poster - prior to this first delivery outlining the National Education Program and seeking Principal assistance and support for the distribution of O-News in schools.

So, two years out from the 2000 Olympic Games all Years 3-12 school students in Australia had received the first of their five editions of their very own Olympic 2000 Games memorabilia, which includes Olympic-related stories on all aspects of staging the Games, Olympism, and the Olympic Movement. O-News addresses the key curriculum areas through sport, culture, technology, environment and the other key Olympic themes, as well as providing an important avenue for the communication of SOCOG messages on ticketing, transport, volunteers, and other aspects of Games planning. All the stories, which support curriculum outcomes for use in the classroom and projects, are not only an interesting read, but a fun publication for students and their families.

O-News is the unique and ambitious foundation of our whole National Education Program. It provides the essential links to the other Program components, and between the students and their classroom, and their families and homes.

We plan to produce five editions in total, (March and August up to the 2000 Games). The March '99 edition features Ian Thorpe on the cover and was recently delivered to schools between 15-31 March.

This curriculum based / public information vehicle is a major flagship program of the SOCOG Communications & Community Relations Division and indeed, all of SOCOG.

(ii) 2000 Olympic Games Resource for Australian Schools

Secondly, the 2000 Olympic Games Resource for Australian Schools (comprising a CD-Rom, Teachers Guidebook, posters, video and Internet activities) is currently being developed in close associa-

tion with the Australian Olympic Committee, and will be distributed to all schools in July 1999. It complements the 1995 Australian Olympic Committee produced Olympic Education Kits and the Nagano Winter Olympic Games Kit produced in 1997. This 1999 resource for Australian schools breaks new ground in terms of use of multimedia in Olympic Education in the classroom. We wanted to ensure this resource is applicable and relevant to learners in the new millennium.

The CD-Rom contains a fun-filled navigable world which allows the students and teachers to explore Olympic Education through the five themes of (i) Designing Sydney 2000; (ii) The Environmentally Friendly Games; (iii) The Athletes Games; (iv) The Cultural Olympiad; (v) Olympic Issues Past and Present. This fun navigable world also references the Internet site and the student newspaper components of the National Education Program.

The downloadable files on the other half of the CD-Rom addresses key learning outcomes across the curriculum and provides teachers with teaching ideas and strategies which can be used as presented or as "springboards" for delivering an Olympic Education perspective to all school syllabuses.

The Teachers Guidebook gives direction to teachers as to the versatility of the Resource components, including how to use the teaching and learning ideas in relation to the CD-Rom navigable world, the posters, video and Internet projects.

(iii) Internet Presence

Last but not least, the Olympic 2000 National Education Program Internet presence, is under gradual upgrading from March '99 to a major re-build and re-launch with the whole SOCOG site in mid-June. This all encompassing "Kids" area within the SOCOG web site will be an engaging, fun and exciting place for kids (and big kids) to visit for learning and leisure. It will feature activities and games which have Olympic contexts and themes embedded in their design, as well as a large parents and teacher section which will explain the Olympic 2000 National Education Program strategies and involvement opportunities for students and school communities. This "Kids" section of the SOCOG Internet site will be the Program's in-

ternational face and will inform the youth of the world of our National Education Program.

Interaction Between Key Olympic 2000 National Education Program Initiatives

The regular editions of O-News will interact with the Program's Internet presence by providing back-up and pointers to additional Olympic reference material. It will also encourage students to visit the site by offering licensee product such as the limited edition "O-News" pins linked to each edition of O-News. These rewards are offered for provision of feedback on each edition via the web site. The Olympic 2000 Resource for Australian Schools will focus on the formal aspects of classroom delivery and will be featured in both O-News and the web site.

Enhancement Programs

In addition to these key initiatives, there are numerous Enhancement Programs. The schools flag purchase program means schools are able to purchase and fly the Olympic and Paralympic flags in their playgrounds.

The "share the spirit" Art Program is a joint SOCOG Consumer Products/Education Program, which involves SOCOG licensees producing limited edition merchandise each year from a visual arts program based on the Olympic themes of "Sport", "Multiculturalism", "Welcoming the World" and "Friendship". This program alone involves more than 25,000 students across Australian primary schools. "Share the spirit" has been a high-profile program which has attracted a good deal of national press and international acclaim.

The Language Services and Environmental programs have worked with National Education to develop teaching resources targeting the French and Environment curriculum areas. A comprehension - based kit for teachers of French was developed in collaboration with the French embassy, and the Environment Program makes a video on SOCOG's Environment Policy available to High Schools as a teaching resource.

The Olympic Arts Festivals feature youth talent and promote student participation. The National Olympic Education Council promote youth involvement in the Olympic Arts Festivals and schools are

encouraged to develop local initiatives around the annual themes in O-News and the 2000 Olympic Games Resource for Australian Schools.

The Olympic Welcome Program twins NSW Primary schools with visiting Olympic teams, whilst simultaneously acting as the host school in a National Program Network. NSW schools were asked to express their interest in the Olympic Welcome Program in late 1998. The National Network will be established later this year and aims to assist schools further away from Sydney to feel an association with the visiting athlete teams for the Games in 2000. A feature of this program is the opportunity for the host NSW school to sing the national anthem for a traditional folk song at the official Welcome Flag Raising Ceremony in the Olympic village.

The Greeting the World Program involves students throughout Australia greeting our international visitors in a personalised manner through their artwork. This program is currently under development and will be incorporated in to the 2000 "share the spirit" Art Program.

Student Opportunities at Games Time

Through the Performing Arts Unit of the NSW Department of Education and Training the Student Performances and Exhibition Reference Group is working with the SOCOG Ceremonies Program to coordinate student involvement in ceremonies associated with the Games. Programs such as the Sing 2001 Program are ensuring we have a consistent standard and repertoire in the state for selections when the time is appropriate.

Various sports are seeking skilled young court personnel and assistants during Games time and we have developed a model for school - based recruitment with the Volleyball Team for application to other sports as the need arises. Some sports will use Sporting Associations for Recruitment - however, there will be many opportunities for students based in Sydney to assist at the field-of-play during Games time.

In similar vein, the Media Program are working with our Education Program and a working party of the National Council to select media Tribune Runners from selected schools near venues. In es-

sence, the Education Program is facilitating numerous opportunities for our students in schools to be involved at Games time.

Implementing the Olympic 2000 National Education Program at the State, School and Classroom Levels.

ft) State Level

At the state level SOCOG National Education hosts a National Olympic Education Contacts Conference at SOCOG Headquarters in December each year. This promotes the channeling of the Olympic 2000 National Education Program information back through to the states at the education system level. Also, as Manager, I travel to each capital city and conduct briefings and workshops in the second semester of each year to all Education stakeholders, which includes the state-based Olympic Council and representatives from all state-based education systems. Last year the focus of this briefing was on the launch of the program and the planned initiatives. This year the workshop focus will be promoting the implementation of the 2000 Olympic Games Resource for Australian Schools.

(ii) School Level

Our National Education Program encourages close links with schools and a coordinated approach which is customised to each school's external and internal environments in all interactions.

At the commencement of the 1999 school year an information pack was sent to every school in the country by SOCOG Education. It comprised a letter, a calendar - "Program Happenings for '99" - and a Program item for the school community newsletter. The key message in this letter was to encourage School Principals in every school of Australia to appoint an Olympic Coordinator (if they hadn't already done so). This coordinator is encouraged to look at whole and classroom opportunities and ensure Olympic Education ideas and strategies are shared, as well as ensuring O-News and the Resource Kits are well utilised in classrooms.

Secondly, the School Olympic coordinator is encouraged to fly the flags, and ensure O-News is distributed, used in the classroom and that students also take it home to their families.

The Olympic Coordinator is also asked to be on the look out for connections between their school and whole school-based Olympic Education opportunities such as the Olympic Welcome Program, "share the spirit", or state-based Olympic 2000 Schools Strategy Programs.

(iii) Classroom Focus

A classroom focus means that Olympic themes, messages and concepts are linked to curriculum outcomes. Individual or groups of teachers are encouraged to develop a unit of work based on specific subjects such as English, Science or Technology outcomes with Olympic themes and share it across the school.

There are 2 key approaches to implementing Olympic Education at the classroom level: Program or Resource-Based.

The *Program* approach is where one or many teachers integrate a structured program to syllabus outcome - e.g. "share the spirit" Art Program to a Creative and Practical Arts unit of lessons. The Resource-Based approach encourages teachers to use a resource such as O-News, Resourc kits or the Internet as a springboard for teaching and learning.

A research-observation exercise into various Olympic Education resources produced by other National Olympic Education Committees from around the world indicated some consistency in the themes that are linked to Olympic Education in schools. From this perspective, it's very easy to form the links and associations between the defined key areas of Olympic Education to all school syllabuses.

Successful implementation of Olympic Education in the Australian context must be promoted as a perspective which is applicable across the whole learning framework, not an add-on in an already very crowded curriculum.

Conclusion

Hosting the 2000 Olympic Games provides a once-in-a-lifetime opportunity to make a unique and enduring impression on the youth of our nation. It Is afterall with the youth of our nation that we will leave the most lasting and real legacy of the 2000 Games.

The Olympic Charter states "the unique relationship between sport, culture and education is the essential core of Olympism".

Respecting the essential role of education in modern Olympic history, education has been given a place in SOCOG's structure, resource allocation and plans which has facilitated the development of the Olympic 2000 National Education Program. It also reflects an understanding of the significance of education in terms of the potential for a legacy from the 2000 Games for our nation's youth.

As Program Manager of the 2000 Olympic National Education Program, I am proud to say I believe this legacy will be more enduring and of deeper worth and greater value than many other defining moments of national consciousness in Australia's past - or future.

OLYMPIC EDUCATION IN UNIVERSITIES

by Dr. Marc MAES (*BEL*)

How it all began...

Baron Pierre de Coubertin, who was born in 1863, showed from his early youth a keen interest in the education of the French youth. Particularly in the post-war period of the 1870 war it became evident that young people were more than ever before in need of a better physical condition and of a satisfactory general education.

This concern, however, was not limited only within the borders of France since, during that same period in Belgium too it was felt that more attention should be given to the physical condition of the young. Thus in 1874 the communal council of the city of Brussels was asked for the first time to approve the inclusion in school curricula of one hour of physical education daily. Here too, committees were to be set up to determine which system of gymnastics would be the most suitable to be used in education. Finally, under pressure from medical but mainly from military circles Belgium decided in 1898 in favour of P.H. Ling's system of Swedish gymnastics after obtaining the approval of the Lepage Committee.

Pierre de Coubertin who was studying natural sciences, law and literature, very soon proved to be an excellent pedagogue who was searching ceaselessly for a system capable of giving a new stimulus to the education of the French youth. He was an outstanding humanist who has bequeathed to use his ideas on sport, civilization, history, ethics etc., in more than 30 books, 50 essays and 1200 articles, basing his views on the systems of physical education in force in his own time, but mainly on the Anglo-Saxon educational system. To this end he paid numerous visits to different English colleges where he was above all deeply impressed by the predominant position of sport and movement in the curriculum.

The thorough experience he acquired by studying different pedagogical situations centered on sport, together with his early discovery of certain initiatives to organize modern Olympic Games, undertaken

by Dr. Brooks at Wenlock, England, and Evangelos Zappas of Greece, convinced him that it was necessary to embark on a crusade in order to introduce sport in the French system of education.

By means of a conference he organized at the Sorbonne, he tried twice to persuade the members of this university of the need to introduce sport in the French system of education.

The first time, on the 25th November 1892, he attempted it through his "Olympic Manifesto" in which he also made an earnest appeal in favour of reviving the Olympic Games.

The Olympic Games, however, were for him a means rather than an end in its own right, through which he wished to put forward much broader ideas. What was important in the eyes of de Coubertin was the Olympic Idea, i.e. a body of anthroposophic concepts in which sport was regarded both as a means and an end.

Although this first attempt ended in failure, this did not discourage de Coubertin from trying his luck once again, this time at the "International Congress of Sport", organized also in the Sorbonne, Paris, from the 16th to the 23rd June, 1894. This time he was destined to reach his goal, as it was decided to revive the Olympic Games. Athens was chosen as the first city to hold the modern Olympics [although London had been proposed previously by Penny Brookes] and the International Olympic Committee came to life.

In spite of these first steps, however, the introduction of sport into the different educational systems was achieved after many a difficulty. On the one hand there was of course Hebertism, the utilitarian system of gymnastics which had already tried to exert some influence on the French school system, and on the other there was the intense opposition from three groups:

- parents, who were opposed to a more intensive practice of sport which they considered detrimental to sound morals and to hygiene, a firm view in which they were supported by the Catholic clergy who saw in neo-Olympism the return of "pagan ideas", in spite of the fact that Pop Pius X himself supported de Coubertin's vision;
- the medical world was dead against sport. Eventually, doctors were mainly in favour of Swedish gymnastics because they found it corrected the body and brought about satisfactory physical and anatomic results.

National Olympic Committees

Several paragraphs of the Olympic Charter refer clearly to the educational mission that each National Olympic Committee should fulfil:

"Olympism is a philosophy of life, extolling the qualities of the body, the will and the spirit and combining them in a balanced whole. By uniting sport with education and culture, Olympism becomes the creator of a way of life founded on the joy of effort, on the educational value of the good example and on the respect of universal ethical values". [Olympic Charter, 3rd September 1997, page 8].

"The IOC supports and encourages the promotion of sports ethics [...], it devotes its efforts to seeing that the spirit of fair-play prevails in sport and that violence is banished [...], encourages the development of sport for all which is one of the foundations of high performance sport" [Olympic Charter, 3rd September, 1997, pages 10-11].

It is understood that every NOC in its quality of a national counterpart of the IOC, is equally responsible for the furtherance of these ideas. To this end, the following ideas have been particularly underlined among their objects:

"The NOCs promote the fundamental principles of Olympism on a national level and among other things contribute to the spreading of Olympism in the curricula of physical education and sport of schools and universities; the setting up of institutions dedicated to Olympic education; the establishment and activities of National Olympic Academies, Olympic Museums as well as cultural programs related to the Olympic Movement". [Olympic Charter, 3rd September 1997, page 42]

It is self-evident that if the NOCs wish to fulfil this important educational mission the creation of a National Olympic Academy is imperative, since from this national educational institution it will be possible to take initiatives for the benefit of different groups and levels within the system of education.

Olympic education and teaching of Olympism

In my country a whole range of initiatives have been taken aiming at the teaching of Olympism and Olympic education. 1. Among these the most important is the booklet published every four years for the third class of primary education and the first

class of secondary education. Titled "Olympism and Youth" it comprises a whole series of lessons on the subject of Olympic Movement highlighted from many different angles, e.g. that of mathematics, mother tongue, 2nd language, geography, history, religion, ethics, handicraft. On the basis of this booklet schools are called upon to devote a whole week to the subject of Olympism and on the last day, namely on Friday, to organize mini-Olympic Games in the school premises.

2. Drawing and painting contests are organized in the 2nd class of primary education.
3. Contests for the design of commemorative stamps are organized for art schools.
4. In many provinces of my country exhibitions are organized under the motto "Practice Sport", opening with the Olympic Day Run; for two to three days they give the opportunity to more than 35.000 young people between 11 and 12 years of age to discover more than 70 different sport disciplines.
5. Sport Parliament for Youth; students of the final year of classical studies are invited to write an essay on Sport and the Olympic Movement. The winners are invited to participate in a debate with the ministers of sport and officials of sport administrations.
6. Sports clubs organized days of "Open Doors".
7. "Open Doors" days are also organized for immigrants in co-operation with sports clubs and immigrants' organizations.
8. A contest is organized on how to offer the best possible support to young people joining sports clubs.
9. Lectures on the Olympic Movement, on sport and youth, sport and ethics etc., are systematically organized for the benefit of schools, sports authorities, clubs ect.
10. In universities and institutions of higher education seminars on the Olympic Movement with specially invited lecturers are held on an annual basis.

Olympic education in universities and institutions of higher education

If we intend to take initiatives regarding Olympic education at university and higher education level we first have to clearly define the student groups we are aiming at; here we are mainly thinking

of all categories of students wishing to go into teaching, as well as of students of philosophy, political sciences, law and communication.

However, it is all but easy to approach the above groups and for the time being at least, impossible to do in a systematic way.

Still, there is at least one group of students that constitutes an exception to this rule and which can be approached in a systematic way both in universities and higher education institutions; these are the students of physical education.

The content of lectures and courses for such groups can be subdivided into the following topics

1. Major stages in the history of Olympic Games in antiquity;
2. Birth of the modern Olympic Movement; revival and development of the modern Olympic Games
3. Olympic symbols
4. National and international organization of sport
5. Ethical approach of the Olympic Games and of sport in general
6. Sport management and ethics
7. Harmonious education through sport and physical education

1. Major stages in the history of Olympic Games in antiquity

The subject taught here is the development of the Games since they were founded in 776 b.C. until their abolition in 393 A.D.

These ancient Games that survived for about 1170 years had a spectacular development and eventually succumbed to a whole series of factors which even in our day constitute a threat for modern Olympic Games as well as for an aspect of the Olympic Movement.

2. Birth of the modern Olympic Movement

Our aim here is to discuss in detail the extremely important role that de Coubertin played in reviving the Olympic Games of our times. It is indeed Pierre de Coubertin who deserves the honour of having endowed sport with a global humanistic philosophy, new pedagogical ethics as well as a universal sociocultural dimension.

Students are given detailed explanations as to the development of modern Olympic Games with regard to aspects such as: the number of competitors, the ratio between male and female athletes,

the number of sports disciplines, the number of participating countries, etc.

Moreover, the views of de Coubertin on the following issues are also analysed in the light of Olympic Games

- Sport and women
- Sport and education
- Sport for all
- Sport and art
- Amateurism versus professionalism
- Respect
- Beauty
- Internationalism

The following fundamental values of Olympic philosophy also constitute points of interest

- Equality
- Justice
- Respect of oneself and of others
- Autonomy
- Excellence

These values are universal, yet not always uniform; these principles are fixed and unchanging, yet different in all countries. Therefore, the universal idea of Olympic principles has to be realised by every person within their own particular context.

High-level sport can, with the proper support, promote the above values as well as

- Perseverance - overcoming oneself
- Development of character
- Team spirit and group spirit
- A positive attitude towards both defeat and victory
- Loyalty
- Respect of rules and conventions
- Integrity
- Tolerance
- Ability to relativize
- Self-control

Olympic symbols

- The Olympic flame

- The Olympic rings
- The Olympic oath
- The Olympic motto
- The Olympiad

These symbols which belong to the Olympic Movement are studied in depth and analysed with the students; they are approached from different angles: that of mythology, history, economics etc.

3. Organization of sport on a national and international level

The organization of sport on an international level is explained with the help of a diagram; attention is focused on the central position of the IOC as well as on the hierarchy of different organizations and institutions.

4. Ethical approach of Olympic Games and sport

In the last few years we have increasingly been faced with contradictory information regarding sport; on the one hand numerous values and important qualities are attributed to sport and it is to sport that we resort more and more often to seek the necessary solutions to certain ethical problems. On the other hand, however, sport seems to be the source of problems that in general arise in the very same fields their solutions emanate from. Let me give you some examples:

Sport and social integration

As a rule, we regard sport as a means that favours social integration [or should we call it "inclusion"?] of immigrants and in general persons at a disadvantage. In this context we regard sport as a universal language which creates equal opportunities for development for all and abolishes all forms of frontiers or barriers. It is mainly competition that can play a major role in this respect, as we can read in the comments to the "Olympic Manifest" of François Amat: "...the call to the Sorbonne is the first, after two thousand years, which presents international competition as a beneficial factor for humanity. This is the new element introduced by the Manifesto of 1892. By re-inventing and transforming competition it describes

clearly the social importance it can acquire... competition makes human beings equal in their category..."

In spite of the above, however, it is in the very domain of sport that problems of racism, exclusion, sexism etc. are observed more and more often nowadays. The principle of equality still requires more reinforcement and support within sport and this can only be achieved through a better education and support of both athletes and fans.

Sport and health

We generally accept the principle that regular practice of sport on a grand scale contributes to a general improvement of the physical condition. If, for instance, the physical condition of the Belgians was at an optimum level, approximately 1,6m. dollars could be saved annually through the decrease of absenteeism and sickness, productivity increase, etc.

On the other hand, however, it is observed that the regular practice of sport takes its own toll on health, in the form of accidents with or without permanent consequences. In Belgium for instance, more than 230.000 accidents due to sport are registered every year with a cost of some 700m. dollars to the community.

Sport and aggressiveness

According to different theories on sport and games, the practice of sport has a highly important catharsis value, as it constitutes a form of outbreak that can greatly contribute to the channelling of aggressiveness and stress. On the other hand it has to be admitted that aggressiveness in and around sport fields has been increasing at an alarming rate, to the extent that the existence of certain sport disciplines is threatened by it.

Sport and learning difficulties

We increasingly resort to game and sport therapies in an attempt to treat learning difficulties. Therapies involving the body have also proved to be very useful in the treatment of different mental problems. On the other hand, however, we observe that pedagogues are even today often against play, physical education and the practice of sport; they talk of opposites such as play and seriousness, games

and work. But it must be stressed that play is something very important for a child, and that a child never wastes its time, especially not when it plays.

Sport and socialisation

We also resort more and more often to sport in order to stimulate the socialisation of young people; on the other hand a too intensive and above all too premature orientation of the young towards competition can lead to the development of feelings of opposition and alienation.

Sport and media

The media have become a partner of crucial importance for the development of high level sport; on the other hand we see that it is the media that in more ways than one constitute a serious threat for sport.

Sport and values

Many prominent authors confirm that sport and games can become excellent sources of values. Indeed, many important qualities can be inculcated in young people through sport. On the other hand, different factors of today's society have proved to be an increasing threat for sport and this to such a degree that it is robbed of all its values.

Factors that constitute a threat to sport

We know all too well that we get only the cultural development that we deserve, not to say that it is rather the cultural decadence that we deserve... And sport in its quality of one of the different elements of culture has not escaped this development.

Culture is a mirror of the kind of society within which it develops and as such it reflects with absolute precision and through the most varied forms of expression all that takes place in it; but above all it also reflects the degree in which it has satisfied the concept of standards which represent this society and the individuals living in it.

Therefore, when we recommend sports as one of the forms of expression of cultural processes within society in its quality as its mirror, we cannot but realize that, because of its uniquely universal

character, sport can in some sort of way be regarded as a magnifying of all of society's negative and harmful developments.

The cult of sport stars, doping, violence in and around sport, the worsening phenomena of nationalism and chauvinism, the exaggerated commercialization, the bait of profit, corruption, fraud, cheap mediatization and discrimination constitute so many particularly negative aspects of sport.

They do a tremendous lot of harm to the ideals of sport which are and will always be the ideals of the millions of volunteers who all around the world dedicate themselves daily to the education of young athletes; this gigantic mass of idealists of sport who have always dedicated the best of their abilities to the creation of a truly athletic way of life and communication, feel today both threatened and laughed at.

The same is felt by the man in the street who turns away more and more from a hardly glamorous world of sport which tends increasingly towards becoming a mere spectacle. This by the way is also one of the main reasons why P. de Coubertin abandoned sport in 1925 and no longer wanted to attend any Olympic festival ever since. Nevertheless, one should not overly generalize this link between factors of society and the ever-increasing problems within sport. These factors which threaten sport are definitely not specific to it; yet we do have to take them into account in order to avoid that sport is degraded and transformed into a spectacle devoid of any value.

The above factors threatening sport can be discussed in detail in workshops during which efforts will be made to define the measures to be taken in order to put a halt to their harmful effects.

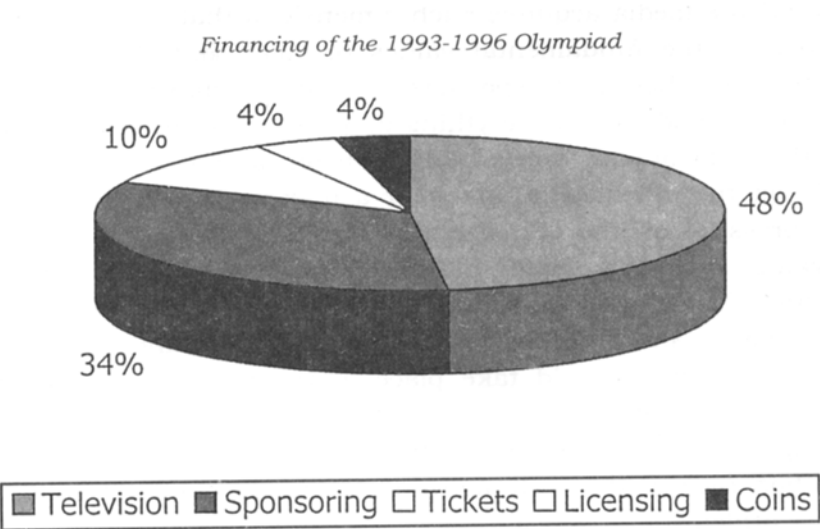
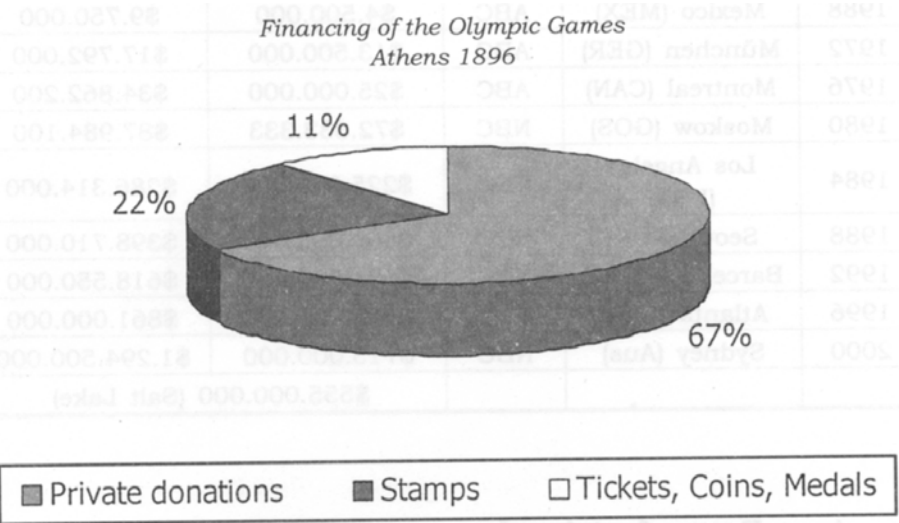
We know that money and the media have played a very important role in the development of sport in general and high level sport in particular.

From a very lucrative triangle...

Examining the receipts of mega-events such as the Olympic Games, we realize that in the course of a single century they have increased in a spectacular way but also that their sources have changed completely.

Of course, this spectacular development is due to the tremendous and ever-increasing interest that these events represent for the media.

It can be seen therefore, that this is a highly profitable combination of factors mutually enriching each other, which in the long run has led to the Olympic Games as we know them today but which also goes hand in hand with some very real dangers.



TV - Rights Summer Olympics

Year	Place	Station (USA)	Amount	Total (Other stations)
1960	Rome (ITA)	ABC	\$394.940	\$1.178.250
1964	Tokyo (JAP)	-	-	\$1.577.770
1988	Mexico (MEX)	ABC	\$4.500.000	\$9.750.000
1972	München (GER)	ABC	\$13.500.000	\$17.792.000
1976	Montreal (CAN)	ABC	\$25.000.000	\$34.862.200
1980	Moskow (GOS)	NBC	\$72.333.333	\$87.984.100
1984	Los Angeles (USA)	ABC	\$225.000.000	\$286.314.000
1988	Seoul (KOR)	NBC	\$300.000.000	\$398.710.000
1992	Barcelona (ESP)	NBC	\$401.000.000	\$618.550.000
1996	Atlanta (USA)	NBC	\$456.000.000	\$861.000.000
2000	Sydney (Aus)	NBC	\$715.000.000	\$1.294.500.000
			\$555.000.000 (Salt Lake)	

....to a Bermuda triangle

Because, through this financing mechanism the influence of sponsors and the media acquires such dimensions that it can constitute a threat to the fundamental values of sport and the integrity of athletes. For their part, sponsors are after a maximum return of their money and will do everything they can to get it, with the result that they will put an excessive burden on athletes' schedules. The media on the other hand, are after a maximum audience and will exert pressure on the organizers to adapt regulations and rules of the game so that it creates maximum audiences, or to modify the schedule of sports events to ensure the greatest number of spectators [according to NBC's wishes for instance, the marathon race in the Atlanta Olympics should take place in the afternoon to ensure a maximum audience, but this is the hottest and most humid time of the day; so after endless talks it was finally decided to schedule the marathon race in the early morning to ensure optimum conditions for the athletes].

5. Ethical management of sport

The above facts show clearly that mediatized sport seems to have brought about many of society's present ills, which without being exclusive characteristics of sport still constitute a definite threat to it. This failure of society that I have tried to illustrate here is connected in all its cases with an incompatibility that may exist between the freedom of the individual and his sense of responsibility. The conclusion to be drawn here is that the direct involvement of the world of business in the world of sport should be avoided as much as possible. Nevertheless, this seems extremely difficult, given the fact that numerous sport clubs are headed by persons who come from the business world; what such an exclusion could lead to can be seen in the different news articles mentioning the bankruptcy or dissolution of certain sport clubs or e.g. cyclicts' teams, due to the collapse of their financing "structures".

In my own country it is observed that only a mere 10% of physical education graduates eventually go into teaching where they can indeed play a very important role in the field of Olympic education; the remaining ones find their way into some form of sport management. The great advantage of this from the point of view of ethics is that in general they have a very good knowledge of sport and the values that go hand in hand with this concept and are thus in a position to contribute considerably to the preservation of integrity in the domain of sport. With regard to this it is equally important that the sport official masters the classical techniques of management so that he is in a position to face all those factors that have their origin in the world of business and which constitute a threat to sport.

So with my students we examine in detail the ethical problems of sport management focusing on the fact that the sport official should above all else be a beacon of ethical behaviour.

The sports official, a true beacon of ethics

No need to go into extremes; what is important, however, is that in his capacity of representative, even of "figurehead" of sport and of all the values connected with it, the sports official should strictly respect a certain number of principles as well as limits imposed by ethics in the framework of his activities. A form of internal manage-

ment that calls upon the good conscience of everyone must characterize his policy. I previously referred to certain social factors which constitute a threat to sport and which it is imperative to oppose. But apart from this, he should not only assume the role of a beacon and good example for all his colleagues, but also for all athletes, coaches, sport club officials and other volunteers. He must further be able on the one hand to develop a long-term view of things and on the other to adopt a multidisciplinary approach vis-à-vis the different teams he is called upon to help reach their goal. He must also intervene as "super facilitator" both initiating changes wherever needed and capable of taking calculated risks. Further he must have a real sense of quality, must be gifted with flexibility, an open mind, creativity; he must be motivated, have a synthetic and at the same time analytical mind, and social qualities; he must be able to inspire dynamism to his team of colleagues [without blowing them up with dynamite!] his colleagues and stimulate cooperation between them. He must also bring to bear a real power of persuasion, a true charisma and the ability to solve problems. But the official must also be a good leader, know how to create favourable conditions and inspire a spirit of involvement. He must be conscious of the fact that excellent services are above all the result of an ability to manage others in an excellent way. Those entrusted with the recruitment of managers often use the five factors, however, proves that almost all of them do not concern so much the technical aspects of the candidate's knowledge as his dynamic - emotional aspects, i.e. his emotional stability or vulnerability and the openness of his mind and intellect. The world undergoes incessant development and the future will definitely require additional abilities on the part of the sports official. In our time and day global effectiveness is by far more important than classical productivity. Furthermore, in the course of the last century sport developed from the status of a social occupation to that of an economic activity, a fact that is translated in a development from an empirical sport management to the practical management of sport.

Over and above the ethical dimension of sport management, let me equally stress the importance of the quality of the practice of sport; by this I am referring to sport clubs, sport federations, the organization and administration of sport etc.

The sports official: a trustee of quality

"Quality management" is the slogan used today on all occasions; the introduction in the non-profitable sector of quality assessment systems derived from the business world is something quite usual today.

Sport too, has not escaped this phenomenon. In my country, we are developing at the moment a system of Integral Quality of Gymnastics, which should enable us to proceed to a screening of the quality of gymnastics associations with the help of all sorts of measurement methods. Without wishing to deny the importance of quality in the athletic management and support of the young, I am however a little hesitant regarding the introduction of quality management systems without a clear vision of the whole subject, i.e. without their constituting an integral part of sport management and without their involving the whole of the sports organization by which I mean all the executives, the staff, the volunteers etc.

Many sport organizations opt for the model of the European Foundation for Quality Management (EFQM) for this through screening of the quality of their operation and services. This model is mainly based on principles of self-evaluation, self-judgement and self-assessment. However, all this requires a good dose of training and preparation. But if it is undertaken with good support it certainly can, by increasing incentives and motivation in general, contribute to an optimization of the services rendered, a fact that can definitely lead to better operational results.

6. Harmonious education through sport and physical education

A last aspect I wish to touch upon here is the interdependence between motor, cognitive and emotional development.

This interdependence between the different factors that make up human personality was repeatedly underlined by de Coubertin whenever he explained his vision of sport and education. I have already mentioned that he was totally opposed to the concept of "a healthy mind in a healthy body" because this by definition implies that the body is separate from the mind, as if we had to do with two elements entirely independent one from the other. With his motto "exercise for the soul through exercise for the body" he wished to underline

the very powerful interaction existing between the different aspects of human development. I feel it is our duty to say that in physical education and sport we must always approach the young person as an integral whole. In other words we must always take into account the different development processes which in a movement situation occur in the young person both at a motor, as well as at a cognitive and dynamic - emotional level.

We should take account of the fact that in a physical education situation, the process of motor learning does not only entail a change in the motor organization but also a change of the motivational state, thus the emotional state of the individual.

There exists, one could maintain, a kind of complementarity between the motor action and the emotional aspect, because there always has to be some involvement - the involvement versus oneself and versus the surrounding world: whenever he moves, the young person always feels certain emotions.

What makes us move and feel are values: dynamism, or the aspiration to achieve something have their origin in these values, i.e. in the things to which we attach a certain meaning.

The exploratory motor behaviour of the young results from two factors of equal value: his system and the environment. This behaviour cannot come about unless there is a certain impulse in the world around him.

The interaction between his body system and the environment must be considered an emotional phenomenon because, as a form of behaviour, it is lead by a certain energy, or by needs, by a tendency or a desire.

The dynamic-emotional aspect constitutes so to speak the bait, the energy of behaviour. This behaviour is structured by the cognitive and motor characteristics of the individual, but it originates from a certain need.

Thus, when behaviour takes place, it is at the same time the process and its product that have direct implications on the dynamic-emotional aspect. In this way, the dynamic-emotional aspect is simultaneously developed by behaviour whose it is, after all, the motor force. I am of the view that the dynamic-affective and the motor aspect are but the two facets of one and the same behavioral

system; the *same* applies in my opinion to the cognitive and dynamic-emotional aspects.

The movement situation is the very situation in which the young person, by exercising can develop a system of values and enrich and intensify his emotionality, because he is in a concrete situation followed by concrete facts which he can observe, feel, hear and reflect on, thus he can experience them.

Over and above the possibilities the young person has to assimilate certain attitudes through the physical education situation, he also has above all the opportunity to develop a certain emotion and a certain interest regarding the world around him; I believe it is feasible for him to create his own scale of values and standards within the framework of a directed and didactical movement situation.

To help him acquire and assimilate the concepts of beauty, rhythm, corporeality, rules and standards must also be intentionally regarded by us as one of the final goals of teaching him physical education.

The development of his will [i.e. the dynamic-volitional aspect of the educational process] must also be encouraged in a systematic and deliberate way. Apart from those attitudes that belong to a person's individual volitional and emotional aspect, it is clear that the movement situation also involves very strongly attitudes of social orientation.

Because, it is in a school environment that young people can develop, mainly through motor activities, an exact notion of socio-functional standards and behaviours, since the movement situation invites them to become open and genuine.

This situation which is by definition characterized by ease, a relaxed mood and pleasure, will be very propitious to their interaction with other young people as well as with adult officials.

Social attitudes such as co-operation, a sense of responsibility, readiness to serve, honesty, self-control, openness etc., can easily be acquired within the framework of motor activities pertaining to games and exercise.

These attitudes, i.e. views, opinions or relatively stable intentions testify clearly as to the orientation of values adhered to by a person; they always contain an emotional component and to a greater or

lesser degree a cognitive structure and volitional dynamism [i.e. the ambition to...].

If we earnestly wish to bring about a change of attitudes in our future high level athletes, sports officials, sport supporters, media personalities, parents etc., we must deliberately create within the field of the educational process a space offering today's youth the opportunity of acquiring the necessary education at the dynamic-emotional level.

Sportsmanship is something that can be learned, because young people are themselves in search of standards, limits and values. Consequently we must take the needs of the young child as our starting point, not the needs of adults as is so often the case in the school or sport system.

We must dare to subordinate the value of a purely skill-oriented sport education to the education that teaches sportsmanship.

Teachers of physical education as well as coaches are lucky in that they work in a field which is transparent and which by its nature attracts every young person who is growing up; they must try to see to it therefore that the sector of physical education and sport is not down-graded and does not become an activity devoid of meaning and totally superficial.

Let me add that when it comes to Olympic education at university level this obviously includes a great deal more than the mere dissemination of historical and political information about the Olympic Movement.

I am fully conscious of the fact that everything I have mentioned here is still quite incomplete and that every one of the topics I have touched upon could easily constitute by itself the subject of more than one lectures, courses or other seminars - which after all is the goal aimed at. The nucleus of all these, however, is the vital importance we should attach to the physical development of the individual within the framework of the global development of his personality. In pursuing this end, sport is used both as a means but also as a universal language to further the ascension of humanity.

OLYMPISM IN THE FURTHER EDUCATION OF TEACHERS

by Prof. Kamel BENZERTI (*TUN*)

I. Olympism in Africa

1. Background

Following the revival of the modern Olympic Games (1896), Pierre de Coubertin envisaged the organization of African Games. He first launched this idea in 1912 and then took it up again in 1923. He even believed that he could stage the first African Games in Algiers in 1925. This project could not be carried through and was thus replaced by a project to have the Games in Alexandria in 1929. But because of a conflict of interests the colonial powers were strongly opposed to the idea. So we had to wait until a large number of African countries became independent in 1960-61, Benin, Cameroon, Senegal, Nigeria, Congo, Chad, Mali-among others, and wanted to join the process of the globalization of sport as a system of references and progress, before the first Games could be celebrated in BRAZ-ZAVILLE (1965) with the participation of about 20 countries. They were followed by four more: LAGOS (1973) ALGIERS (1978), CAIRO (1991), HARARE (1995). This should be seen as a major achievement and African countries should be proud of the fact that they were able to hold five African games in spite of oppositions, postponements, delays and, above all, political difficulties.

Behind the African sports bodies working for the development and promotion of sport in Africa and the organization of the African Games we have a number of Confederations. First, the African Football Federation which was established in 1957 in Khartoum. It led to the creation of other African sports confederations such as the African Athletics Confederation, the African Volleyball Confederation, the African Basketball Confederation, the African Swimming Confederation and many others which later joined the two umbrella organizations: ANOCA-Association of National Olympic Committees of Af-

rica and UASC-Union of African Sports Confederations. The latter encourages the development of the various sports disciplines but it is the Higher Sports Council of Africa (HSCA), founded in Barmako, in December 1966, that is responsible for the organization of the African Games and transfers its relevant powers to the host country. The Council has been officially recognized by the Organization of African Unity (OAU) in the Kinshasa declaration of May 1975... but it should also be stressed that it is attempting, against all odds, to reproduce and transfer the organization model of International Olympic sport. It undoubtedly could do better!

Anyway, let me add that before the creation of the Association of African NOCs and before the organization of the first African Games a number of regional competitions had been held, such as the Madagascar "Community Games" (1960), "The Friendship Games" in Senegal (1963), the Maghreb Games... These Games clearly reflected the strong wish of African athletes and their leaders to compete with their peers from other continents but also, more than anything else, to move closer together and contribute, in this way, to the promotion of sport in Africa and the unification of the African continent, whilst trying to comply with the Olympic reference model, which was very much like walking on a tight rope. A very difficult reconciling effort!

2. The presumed obstacles to the development of high level sport in Africa

"It seems that one would be justified to consider the development of sport in Africa as a truly adventurous undertaking, a luxury even, totally uncalled for, at least under present socioeconomic conditions, dominated by hunger, disease, obscurantism" wrote Rodolphe Elame JACKSON from Cameroon, in 1978, in his thesis on the mirage of developing sport in Africa, in order to emphasize how difficult it was for African athletes to move to the front stage of international competition. For his part, the Moroccan Mehdi EL MANDJARA, affirmed at the end of a very interesting study on the results of the Olympic Games in Los Angeles that "the Olympic gold is more noble than the metal of the same name because it is educated, in good health and secures a decent standard of living".

Both wanted to show the impact of demography, intellectual level, per capita national income, nutrition, urbanization, industrializa-

tion... on the degree of international success in sport. Both were wondering why African countries persist in running after a fleeting shadow, when neither their resources, nor their goals or their spiritual perception of life are in any way close to those of the founders of the modern sports movement? A view which is shared by GOUDA from Benin (1968), author of the book "Olympism and national identity in French speaking Black Africa" and also by BROHM, LAGUILLAUNIE, GOFFARD, ADAM... and many other Western thinkers who all believed that Olympic sport can be nothing more than a lure for the Africans! But of course such questions and interrogations date back twenty years at least, if not more.

The world panorama has changed and Olympism has evolved significantly! We will come back to this later.

3. New possibilities for Africa

Karl MANNHEIM in his work "Ideology and Utopia" stresses that any ideology transcends reality and sets ideal objectives. Such objectives may be attained if this is an ideology that redistributes periods, redefines glorious and insignificant moments, chooses the actors of history and determines the periods that must be considered as the most important in the indefinite time continuity. Such an ideology could be implicitly present in any sociocultural endeavour. It also does not hesitate to reconsider the models of structure or the means or the nature of objectives... and it is from this viewpoint that international sports organizations, wishing to keep up with world developments, on the eve of the 21st century and remain in harmony with the new sociocultural conditions that govern world sport, are now actively rethinking their relations with continental sports bodies and are tackling problems and solutions in a difficult manner. As a result

- The IOC is implementing long-term marketing programmes to guarantee the security and financial independence of the Olympic Movement as a whole and its components throughout the world (Organizing Committees of the Olympic Games, International Olympic Federations and National Olympic Committees).
- Olympic Solidarity, is organizing assistance to the National Olympic Committees, especially those who most lack resources (action programmes, funding of technical coaching and training pro-

grammes, covering of participation costs of NOCs at the Olympic Games, training of athletes, coaches, administrators...).

- The International Olympic Academy organizes every year special sessions for NOC and NOA staff, as well as various annual events, for the benefit of sports journalists, educationists, coaches, doctors... and various annual actions are planned for their benefit.

In the light of the objectives and action of these different Olympic organizations aimed at enhancing Olympism and the best practice of sport in African countries and ensure their largest possible representation at the Olympic Games, we can say that African sport is now able to cope with its huge human potential and its historic and cultural past, whilst complying with its rules and in particular article 3 of the HSCA statutes that sets out its goals as being:

- to seek and use all the measures and means that can further the development of African sport in its structures and activities;
- further, by all possible means, the development of African sport, to ensure that Africa will be appropriately represented at world sports competitions, the Olympic Games in particular.
- establish all required contacts with international organizations that could offer their financial, material or technical contribution to the development of sport in Africa.
- cooperate with international agencies and institutions that specialize in the training of sports administrators and encourage the creation of similar structures in Africa.

It would therefore seem that Olympic sport can effectively develop in Africa and achieve results at international level. It is unquestionably a part of the present Olympic system, characterized by globalization and universalization. This is very important.

As a result, sport in Africa should be seen as an expression of the common international will to bring people together: "We have every reason to be proud that we remain a true link between the people and are able to work more efficiently than any other organization, to promote understanding between nations" affirmed Henri de BAILLET LATOUR, President of the International Olympic Committee from 1925 to 1942. This affirmation is becoming truer with every passing day, as Africa is more and more associated in the Olympic Movement's conquering march.

It is confirmed by the many African personalities from the field of sport who are now more and more involved in Olympic matters, by the growing number of African athletes at the Olympic Games or the remarkable results obtained at successive Olympiads (especially in football and athletics) or by the rising number of African countries who have one or more Olympic champions (Tunisia, Kenya, Ethiopia, Algeria, Morocco, Namibia, South Africa, Uganda) and even women Olympic medallists (Morocco, Algeria, Mozambique). However, Africa has still to improve its position within world sport, under the auspices of the OAU, the HSCA, ANOCA and UASC, based on clear objectives and coherent strategies, with all due consideration given to African reality and political, socioeconomic or sports development at world level.

II. Classic Olympic Sport

For quite a long time, sport was seen as a series of different physical activities, symbolizing leisure time, offering a spectacle of choice, focusing the attention of a large number of countries during the Olympiads and allowing all to benefit from their mutual differences, to use the expression of a great writer PAUL VALÉRY.

Effort, contact with others, fair play, self-control, generosity, universality are the key words of Olympism valued throughout the Olympiads, are promoted by sports clubs and associations, schools... and uttered, written, explained, commented, illustrated, developed and enhanced... in all the aspects of life in general.

This emphasis on the education of one's self and the others through the love of sport and its practice was implicitly aimed at preparing youth for everyday life, relations with others, communion with nature and events... and, in particular, according to PIERRE SURAULT, for self-improvement by allowing those who practise school sports to identify with the champion, to channel any aggressiveness they might feel and achieve social integration whilst keeping them away from certain forms of social deviation and perversion such as violence, drugs...

The image of the athlete, promoted by Olympism in higher education, would be that of a man with a proud and happy face, finding joy in sport and thanks to which he can make friends and find the strength to fight in life, wrote MIGUEL ANGEL LLANO, former Presi-

dent of the Spanish Rowing Federation. As for physical exercise, as taught by professors, in accordance with the Olympic spirit and practised by school pupils and students, it should be perceived, as SEURIN wrote in 1981, as one of the best instrument of education. It shapes free man, learning to know himself, to reach the limits of exhaustion and to defeat himself. It shapes social man.

Olympism therefore wanted to be a humanist philosophy. It sought to reach beyond conflicts, to exorcise the demons of hatred and resentment. It sought to bring together, to unify. It represented a philosophy of life, whose meaning or code of ethics is contained in the Olympic Charter overcoming political, social, cultural or ideological differences on frictions, considering the gathering of the big human family as the sole goal of its action.

The fundamental principles on which it was based and which were taught to young people by professors as well as other educationists, were believed to be perpetual: equality of chances, impartiality, non-discrimination, honour to talent, recognition of and respect for the others; starting from there, it was therefore possible to conceive the emergence and proliferation of satellite structures seeking to promote the Olympic Movement on the largest possible scale, to expand it, to take it everywhere and make sure that a very large portion of mankind would find mutual recognition, acceptance and help in it, inspired by the Olympic ideal and the numerous sports activities arising from it, as well as all the different forms of participation associated with it: the sports spectacle, the mass media, school and post-school education, the associative movement, daily health practices...

In spite this humanist dimension of sports Olympism, however, throughout the modern Olympic itinerary, there were some significant incidents of a very different nature: Saint-Louis in 1904, Paris in 1924, Berlin in 1936, London in 1948, Melbourne in 1956, Mexico in 1972, Montreal in 1976, Moscow in 1980, Los Angeles in 1984...

Furthermore, religious fundamentalism, indifference, racial hatred, drugs, sexual deviations, doping... are so many social and political scourges that Olympism is struggling to eliminate through its different structures, especially in schools and colleges, in accordance with rule 1 of the Olympic Charter that states that one of Olympism's main goals is to educate youth through sport.

Violence, another privileged theme of action of *some* paralympic structures asuch as the International Association against Violence on the International Fair Play Committee is the main target of the Olympic Movement's struggle for a sport without violence in a world free of violence.

The Olympic philosophy therefore has a deeply educational and pacific content. It seeks to establish warm and international relations and wants to create world of understanding, cooperation, general joy in life... and Olympiads are supposed to represent a strong unifying bond between people, fostering friendships and paving the way to universal peace...

However, starting from the '50s, civilization was more and more influenced by the importance given to the BODY, by the resurgence of multiple claims, the extension of powers. In France, it all began in 1946 with the law on sickness insurance and the social security institution... As a result, physical balance, physical strength, rehabilitation... have become rights accessible to all, goods of general interest.

The Body conquers its rights in texts that are its own. This world epiphany has spread so much, both qualitatively and quantitatively, in time and space, that we now see Trade, Industry, Medicine, Arts, Employment... seizing the BODY and make it their central argument for improving economic and industrial performance and increasing profitability, or for promoting physical leisure time activities or supporting feminist causes of all kinds... Sport is no longer alone in claiming ownership of the body which becomes, more and more, a source of socioeconomic desires to the extent that even the State is no longer able to keep place. MUMFORD in 1950 was already saying that "... the stadium has become a kind of industrial establishment".

III. Olympic sport on the event of the 21st Century and new expectations

In the EPS Review of December 1964, J.F. BOURG wrote that... "the introduction of new preparation and training methods (biochemistry, biomechanics, informatics...) turns the athlete into an instrument, creating an incompatibility between the production logic and the humanist perception of sports values (health, education, eth-

ics...). It compels the sports community to seriously reflect on its legitimacy and purpose". And he adds: "Sport is going through a triple metamorphosis: the globalization of images, the commercialization of the show, the professionalization of athletes".

These statements and many more made by thinkers belonging to different schools, lead us to say that Olympism in higher education, as previously examined in its humanist ideological foundations, should therefore be reconsidered. Kevan GOSPER, IOC Vice-President in 1994, also felt that changes should be made within the Olympic Movement. These changes would take into account the options of 21st century society, while preserving the meaning of Olympic sports universal meaning and charisma. For that purpose, the Centennial Olympic Congress was a first step in rallying the members of the Olympic Movement, but what is now needed, above all, is an adaptation of Olympism to the conditions of the 21st century at all levels: ethical, financial, scientific, technological, industrial, medical, aesthetic...

On the other hand, the International Olympic Movement, proud of its independence from any kind of authority, an independence it strives to maintain together with its ethics, should now abide by the modern and globalized logic of an interdependent world which Claude de SAINT-SIMON, already in 1816, had described as relying on "industry in the widest sense which encompasses all useful work, theory as well as application, intellectual as well as manual work". At the dawn of the 21st century, Olympism should therefore:

- Develop privileged and permanent relations with international sponsoring structures.
- Improve its relations with international sports marketing organizations.
- Keep up with the globalization of industry in all its aspects at the beginning of the 21st century.
- Resort to modern technology in all its forms in order to remain the universal reference for sport in the world.
- Truly commit the athletes in the democratization of international Olympic institutions.
- Allow, above all, member countries and continents to embrace without major problems Olympism in the 21st century... while keeping their authenticity and specificity.

Finally, to allow the Olympic Movement to follow the course of events on the one hand, whilst "keeping the historic initiative alive", to quote Jacques BERQUE's famous expression, modern Olympism should try not to be the target anymore of certain Western thinkers who are denouncing contemporary sport as a whole, who wish to do away with the myth of educational sport, who describe the present Olympic expression of sport as an opium for popular masses and who reject organized sport as a sector that furthers the imperialist accumulation of capital, the stabilization of existing political systems, the legitimization of established order, the manipulation of youth... even sexual repression!

In our opinion, Olympic education in higher education should therefore be updated so that it can integrate the new millennium among its new parameters with all its challenges, in respect of objectives, strategies, resources and evaluation techniques. To do that, we have carried out a survey among educationists and students of Training Institutions for Physical Educators in Tunisia, in order to identify their wishes concerning the changes that should be envisaged within the International Olympic Movement. Before that, a preliminary survey had been undertaken; to build the sample we used the restricted stratified model and within each stratum sampling was based on drawing lots. Representative samples were included under two headings: categories and regions. Raw data were introduced in a CBM microprocessor, especially programmed for this task and the statistical significance test used was the X² test, with a certain degree of freedom.

The study of the survey's results emphasized three main points

- The first was the correlation between "invested resources and results obtained" in countries participating in the Olympic Games as MEN JARA had previously observed.
- The second was the impact of "Finances" and "Technology" on top performances. These factors appear to play a role on both failure and success in sport.
- The third point was related to the confirmation of the athlete's, country's and continent's particular position within the best context of Olympic sport.

Conclusion

Let me underline, *as* a conclusion to this presentation, that Olympic Education in higher education should continue to promote the main goals of the Olympic Movement as defined in the Olympic Message of May 1989, emphasizing the need for teachers, educationists and officials

- to promote the development of the physical and moral qualities of athletes;
- to educate youth through sport for a better world
- to invite the athletes of the world to the great four-yearly sport festival.

It is, however, important to think of ways of action in order to reach the largest possible target public and allow Olympic sport:

- to become a sector promoting economic growth;
- to bring all the countries of the world closer together - at the level of its structures and operation - in a democratic spirit with special emphasis on its particular features;
- to follow a logic and vision adapted to the conditions of the 21st century.

In our opinion, these two approaches, which are complementary and not contradictory, will allow Olympism in the 21st century to respond to the challenge of survival and success, especially if these approaches are adopted, in a uniform way, by the Olympic Movement as a whole.

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OLYMPIC EDUCATION IN THE GLOBAL AGE: PERSPECTIVES AND ADVANTAGES

by Prof. Jitendra Singh NARUKA (*IND*)

The process of continuous learning through interaction among persons involved in the Olympic Movement constitutes Olympic Education. It is, hence, the focuses on Olympics, the four yearly extravaganza exhibited through joint ventures of the International Federations (IFs), National Olympic Committees (NOCs), and the International Olympic Committee (IOC). The spectacle includes athletes, coaches, managers, officials and all other agents or agencies contributing towards the realisation of Olympism or Olympic Movement.

Global Age is the on going time of the Century, entering the next millennium. A point of time when with the benefits of universalisation or completeness, the global picture of the world has acquired more importance than the concepts of prevailing societies, limited with national boundaries. It speaks of the time, age or period annihilating fences over the nations. The shrinking of vast society, the feelings of universal being, expanded hearts of individuals, liberal thoughts and voluminous considerations of internationalism on various fronts, resrepresents the onset of Global Age. Integration of finances, markets, nation states and technologies to a degree never witnessed before mark the age of globalisation. Enabling individuals, corporations and nation states to reach around the world further, faster, deeper and cheaper than ever before, are the perspectives and advantages of globalisation.

Perspectives and Advantages refer to the outlook or view points, status, prospects and benefits capitalised through Olympic Education.

Olympic Education, though not an accomplishment of the recent times, has scope for a still wider impact to enter the main educational stream, with accredited syllabi to be a subject and for faculty formulation in the Universities, at least in the developing or under-developed countries. It is, however, practised in many forms, as

through sports programs, the very feeling of working together for a common cause calls for universalisation/global thoughts; broadening the horizons of knowledge and learning; commitments to more than one's ownself; feelings and understanding about others; accepting views of fellows; being above the narrow concepts of caste, creed, race, sex or religion; being considerate about each others problems and well-beings, besides acquiring value added education, on the whole.

Olympic Education is better discernible and appreciated with the understanding and knowledge of the Olympic Movement, and the outcomes of educational values through assorted interactions in the process. As stated by Oto Szymiczek (1976), "The Olympic Movement is eternal, it is addressed to all ages, to all type of events and sports. The aim of Olympic Movement is to realise the pursuits of Olympism with its ultimate purpose, the harmonious development of man".

Notwithstanding anything else, Olympic Movement stems from modern Olympism and encompasses organisations, athletes, with other persons who agree to be guided by the Olympic Charter. It is the result of the cooperation of the NOCs, the IFs and the IOC, besides all other similar organisations and individuals wishing to promote the Olympic Games and the Olympic Ideals.

Olympic Movement, has educational, moral and international aims extending beyond the realm of "Contests", and call for an understanding of Olympism more globally. The concept of Olympism was conceived by Pierre de Coubertin (1894), as 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 joy found in effort, with the educational values of good example and respect for universal fundamental ethical principles. Olympism endeavours to place everywhere, sports at the service of the harmonious development of the people to encourage the establishment of a peaceful society concerned with preservation of human dignity. Complementarity, Olympic Education, looks forward

- to assist those who work in sports movements to operate more effectively,

- to include information about how to meet various needs, overcome problems and other concerns. The educational aspect, being focussed
- (i) to improve inter-personal relationships, communication between individuals and groups, besides providing sports opportunities for the young and old.
- (ii) to experience thrill, excitement and sense of achievement, particularly at the early age through programmes of Physical Education and Sports as essential ingredients of a balanced developmental process.

As a school of Olympic Education, the Olympic Solidarity conceptualises to be an accord, completeness, co-operation and unity, which attracted the attention of the IOC since 1961, to have some suitable programmes to assist developing NOCs.

A course in Olympic Education would aim at realisation of the concept of Olympism and spreading the Olympic Movement, beyond the limits of contest/competition in the Olympic Games. It is to focus on broad based social movements, through variety of activities in varied form and at various places.

Education, as a family of processes which moves towards the ultimate aim and not on a fixed, totally pre-determined pathway, but, in a general direction, susceptible to local variations; decisions being made along the way according to accepted principles held in the mind of the educationists.

Hence, Olympic Education is the outcome of the Olympic Movement, which needs not only to become a world champion or to participate in competitions, but also, to have noble intentions, supposedly for individuals or groups of individuals with strong nationalistic overtones. The important points of consideration being the educational outcomes like respect for opponents, peace, international understanding and spirit of fair-play through programme of sports.

For such an allegory, involvement in sports as a social activity and basic unit of Olympic Movement is essential to ascertain its relationship with Olympics and Education. Sport, being exclusive to a person and characteristic of the times, relies on the game and is predominantly physical, requiring competition with maximum physical efforts and pleasure in performance. It is an in born behaviour which takes place from a certain stage in maturity and from the

movement an individual is capable of imposing definite objective (aim), upon himself. It is a kind of behaviour for all stages in one's life time, particularly linked with youth during which it attains its wholeness. Olympic Education, particularly in the global age, uses sport as a means to attain its objectives. But, in addition to this, it also contours the individual's capacity for sport in such a way that Olympism and Education integrate actions closely. The manifestation of high performance in Olympics is the manifest in fields like science, arts and economy. Such a similarity is also evident from the fact that countries which obtain high worldwide levels in Olympics are also higher in developed levels of science, technology, economy and arts.

Sport, the ultimate of which is though Olympics, has acquired the needed recognition as it corresponds to the changes in the system of values. Thus, the protraction of Olympism and its characteristics compel for extended responsibility to educational approach. The aim of Olympism, supplements the objectives of education with glory for victory and records obtained by an elite sportspersons after vigorous training, as motivating factors and incentives, as featuring educational considerations.

As is evidenced in the global age, the acquisition of knowledge has an element of moral education, and the development of a society depends more on the individual himself; one of the most important factors being his educational and mental evolution very predominantly conceivable through Olympic Education. Religions, ideologies, civilisations, customs and traditions, are other agencies each involving their own methods of education. However, Olympic Movement vis-à-vis Olympic Education is unique in its dispensation as the aspirants of Olympism follow same Olympic ideals, draw thoughts from same Olympic philosophy and are affected by corresponding understanding of humanity and appreciation of tasteful life.

Olympic Education in the global age is based on useful processes and practices mainly through the solidarity courses internalising studies like: Olympic background; issues on fair plays, drugs and violence; women and sports; Olympism and mass media etc.; administration of national sports organisations, budget etc.; management of sports and programmes for communications; planning and tours, sports medicine, event organisation, developing coaches, de-

veloping top level athletes, talent identification, and organising Olympic missions, etc.

The endeavours of the Olympic solidarity with a defined syllabi for Olympic Education through leadership and administration courses is an invaluable investment towards the construction of a better and more peaceful world. It is a very useful and precious activity of the Olympic Movement, in the ambit of the Olympic Ideals.

In fact, Sport and Olympic Games are in a way convicts of their own inner nature and outcomes which form certain influences (+ve or -ve), bringing a new colour on the whole.

The expressions on Olympism and Olympic Education by renowned personalities have prompted a great deal for further work including research, regarded as Olympic studies. In one of the sessions of the IOC, a specific proposal was mooted for the creation of a Centre of Olympic Studies. The propagations have started flowering in different forms, particularly with the initiative of the International Olympic Academy in organising seminars, sessions and courses on Olympics or Olympic studies at the International level.

Enunciated by John T. Powell, in his presentation at the IOA in 1978, Olympism enables things to happen for good, but, one must believe in it, work for it and allow it to be the driving force within each one of us. Each one of us has to be imbued with essence of all we do through study and action and only then, can Olympism be realised.

Mohamed Mzali (TUN), while speaking on Olympism and Education at the IOA in 1978, enlightened the delegates with the importance of physical education in offering the desired outcomes of Olympic Education, mentioning that even Pierre de Coubertin had noted that physical education was almost or totally neglected. Thus, in his pedagogical work he insisted on importance of this form of education as an integral element of complete education, urging the need of a privileged position for sport competitions.

Prof. N. Nissiotis (GRE), while expressing his views at the IOA in 1980, on problems of Olympic Education, mentioned the need to further strengthen and develop Olympic Education as the Olympic Movement and the Games are threatened by so many dangers either created by their tremendous expansion or by political and economic

interests. But, he also cautioned not to limit Olympic Education to concentration on preventing or correcting abuses only.

Highlighted by Prof. Dr. Vladislav Stolyarov (RUS), in his presentation at the IOA in 1995, Olympic Education is concerned with forming and developing among youth, three main groups of knowledge: (i) about the Olympic Games and the Olympic Movement (ii) about the humanistic, socio-cultural potential of sport, (iii) about the conception and ideas of humanism (overall).

Prof. Norbert Müller (GER), in his presentation in IOA (1998), laid emphasis on harmonious development of fulfilled human beings through education guided by Olympic spirit, with focus on those who indulge in sports.

Hellen Brownlee (AUS), while presenting her views at the IOA in 1998, narrated that for basic principles of Olympism and power of the message to provide direction for everyday life, it is clear that through involvement in Olympics related educational programmes and activities, the students 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.

Dr. Théophile Touba (CAF), presenting his views on Olympic Education in Africa, at the IOA in 1998, stated that Olympic Education in Africa relies on traditional cultural behaviour patterns, and on values acquired in more formal learning context.

Similarly, Prof. Jim Parry (GBR), while speaking on "The Values of Olympism and Sports Education for tomorrow" at the IOC session in 1998, brought to light the Olympic Ideals, and Olympism as a universal philosophy, blending sports with culture and education.

So also, in the report of a working group on Olympic Education of Children and Youth, it was stressed that the IOC and IOA should jointly co-ordinate 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 programmes within the Olympic Movement; seeking the advice of professional educators at all stages; and actively looking forward to even the co-operation of international bodies like UNESCO, WHO, besides, the IFs, NOCs, Olympic Solidarity, national governments and other authorities.

Olympic Education or studies related to Olympics have also been well co-ordinated and conceived through the efforts of National Olympic Academies in various countries. The role of Olympic solidarity, particularly in sports administration and leadership needs to be specifically mentioned in propagating such a conceptual learning. Olympic Education through varied forms of activities helps to establish closer relationship between Olympic Movement and school authorities. The contact with participants of other states at the national level and with other countries in the international sphere helps assimilation of better knowledge and reality of what exists in the world. Even the contention of Pierre de Coubertin (1937), was that centres for Olympic studies should help preserve his work and enable it to proceed, and, more than anything else, should keep it safe from the mischievous tracks he feared, may be, due to the onslaught and extra emphasis on mere participation in Olympic Games.

The Olympic Games have conquered the world, with the charm of athletic deeds and medals which matter in their own way with the aspect of moral values inculcated by it and the philosophy of Olympism rated high in the global age. The developmental trends in engineering, medical, communication, music, art, culture, commerce, science, socialisation, besides other educational, management and technological advancements projected in the organisation of the quadrennial extravaganza of the Olympics. It is basically, the reflective index of Olympic Education in various forms.

Consequently, a situation is evidently emerging where in the concept of Olympic Education is fast developing and the educationists are finding it hard to give specific meaning or definition to the visualization. In a gathering of representatives of NOCs, NOAs and IFs at the IOA in 1998, the delegates were involved in a big way giving a meaning to Olympic Education. A few of the worth mentioning and notable realisations on Olympic Education were:

- It is now only amateurism, but, can be both amateurism and professionalism.
- The learnt stuff of Olympism is what turns to be the attitudes.
- It is promotion of education to the entire population.
- It is process of fair play, Olympism and its spreading to rural areas.
- It makes the athletes to be best human beings as perfect as possible.

- It is Education of life.
- It is a process of bringing a philosophy "to life" through teaching of Olympic Ideals.
- It is a philosophy which creates awareness of Olympism, adds value to everyday practices and encourages the adoption of Olympic ideals as an integral part of life.
- It is a philosophy expounding the ideals of the founding father of the Olympic Movement, a philosophy of universal values which when practiced world-wide will truly lead to mankind living lives to the fullest while achieving universal brotherhood.
- Olympism must be a way of life practiced across all cultures, religions, race or creed.
- It is the willingness to share one's knowledge and experiences related to sports and implied fields.
- It implies the importance of personal growth; the harmonious development of the individual body, mind and spirit,
- It is an emphasis on striving for personal excellence.
- It represents the promotion or development of "Fair Play", tolerance and solidarity.
- It is a mixture of philosophy, psychology, sociology etc., that strives to develop a balanced personality.
- It is the education of the universal values such as that of fairness, sportmanship, team/relation building, equality and joy of participation through sports to reach the young for the hope of a better world tomorrow.
- It is to provide experiences for all people to reinforce cultural and personal identity, tolerance for all character building, self esteem and to live with the Olympic philosophy.
- It prepares one for life, new concepts, methods and further helps one to conduct oneself in the spirit of fair play for lifetime of achievement.
- It is an educational method to achieve a state of mind based on the balance between mind, will, and body.
- It is to educate young people for a better life.
- It is to teach a way of living. A way to survive in the next century.
- It is teaching through sports but with values.
- It is a way of life.

Likewise, a number of articles published in Olympic Reviews and other such publications speak of the horizons of Olympic Education as to draw the youth to humanistic ideas of Olympism and to its spiritual and moral ideals and values. It is regarded as a definite system of knowledge, motivation, interest, needs, value orientations, attitudes, abilities and habits. It calls for a deep understanding of the knowledge connected with sports training; physical education; besides preventive, curative and rehabilitative aspects of athletes health and wellbeing as a whole. Such an understanding further calls for programmes of Olympic Education for school children and students who have been working in applied fields or various educational streams.

The endeavour is to cultivate and develop among the youth an approach to sports needs to be attractive as an opportunity to observe and express violence, aggression and crude physical power; besides an opportunity to earn money and acquire fame; or simply as a possibility to a victory over a rival (another country). That is why it is said "Participation in Olympics is more important than winning the medal", mainly as a sphere for expressing aesthetics, morality, culture, entire human communication and attitude of people towards each other, as also, towards nature, testing physical and mental abilities of a person. A desire to participate actively in sports and use this knowledge not only for improving sport skills, but, also for harmonious, all-round personal development, improving both physical and spiritual (intellectual, moral, aesthetic and other) abilities: a desire to participate in Olympic contests and to demonstrate at all times honest, noble, chivalrous behaviour abided by the principles of fair play; a desire to participate in the Olympic Movement, to explain and propagate the ideals of Olympism to assist its development; a sense of personal responsibility for the humanistic values in and through sport; for excluding anti-human displays; for the successful development of the Olympic Movement; and for modeling oneself, on an Olympic athlete chosen as an ideal whose personality fully corresponds to humanistic ideals of Olympism. Apart from these, other expectations through Olympic Education are to cultivate and develop among the youth an ability to behave in a definite way towards the possibilities of organising sports training so that it helps and results in harmonious and complete rather than

one-sided and defective development of personality; the habit of competing honestly, fairly, showing courage and control everytime; the ability to see, feel and understand correctly the beauty and other aesthetic values of sport; to behave in sport and exhibit the aspect of beauty as an art; the skills and habits of communication with other fellow athletes, coaches, officials, mediapersons as also spectators and others involved in the mission.

The concepts of Olympism could be well inculcated in the youth, as the soul of the young ones' is like a virgin land and hence, could find a better message in Olympism as it is not merely exercising the body for noble emulation or recognition or victory, but, also for beauty and virtue. It has a system of values which suppresses animal instincts and promote the noble sentiments that integrate humans, subjecting youth to education, based on truth and faith.

Sport, the ingredient of Olympic Education, is the off-spring of the activities of physical education, related, as a child is to mother. If there is no child, there cannot be a mother or vice versa, depicting hence, an embodied relationship, to be accomplished through physical education curriculum. However, considering that the dissemination of Olympic principles should not only be limited to physical education courses, such formulations need to be integrated in all appropriate courses such as civics, philosophy, history and language courses through the texts which emphasise the essential human values in any sport activity. True education, must not only glorify the body or perfect it, but also, refine taste, sharpen intelligence, and develop moral conscience. As also desired by Pierre de Coubertin, there should be a stage in Olympic Education when a teacher of music in their process of assimilating knowledge. Olympism teaches us that Education and Physical Education should go together, Gymnasium and Class room should be together or side by side, for realisation of Olympic Education in the Global Age.

Thus, attributing the importance of Physical Education as basis to Olympic studies, it is worthwhile to cite the deliberations of the General Conference of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), held at Paris in November, 1978. The marked proclamation called for the development of Physical Education and Sport at the service of human progress, promoting their development, und urging governments, competent non-governmental

organisations, educators, families and individuals themselves to be guided thereby, to disseminate it and put it into practice; subsequently, acknowledged and commended

- The United Nations Charter, with faith in fundamental human rights.
- The Universal Declaration of Human Rights, ascertaining every one's entitlement to all rights and freedoms irrespective of race, colour, sex, language, religion, political or national, social, property or birth considerations.
- The essential conditions for effective exercise of human rights being everyone's freedom, to develop and preserve one's physical, intellectual and moral powers.
- The fact that preservation and development of physical, intellectual and moral powers improve quality of life at national and international levels.
- The belief that physical education and sports should make more effective contribution to inculcate fundamental human values.
- The assertion that physical education and sports should seek to promote closer communication between people.
- The responsibility and obligations incumbent upon the industrialised countries to annihilate the disparities between them and the developing countries for free and universal access to Physical Education.
- The consideration that Olympic ethics, whose basic elements are tolerance, generosity, solidarity, friendship, non-discrimination and respect for others, can develop human values.

Accordingly, the Olympic family has been looking forward to constant extension of the capacity of sports to open the soul and mind of youth to relationship of cordial friendship and mutual respect. Expectations are also due from the young participants and other delegates attending various courses, seminars or sessions on various themes at the IOA, to become active ambassadors of the Olympic ideals in their respective countries, as it is essential to become a social force in the world.

Annunciating over the whole consideration, the main task of Olympic Education is to ensure that the participants in the Olympic Movement not only discern correctly the ideals and values of Olym-

pism, but, also aspire to be guided by them in their actual behaviour to direct their efforts towards their realisation in life.

Elucidating that Olympic Education has a significant role in Olympism with varied designs, the views unfolded by H.E. Juan Antonio Samaranch (ESP), the president IOC (1995), hold high the Olympic Movement to be essentially an educational one. Adding that outside the period of the Olympic Games, the activities of the IOC, revolve around educational programmes. Thus, the IOC Olympic Solidarity and IOA, as recognised schools of learning have been conducting regular courses on sports administration and leadership training for coaches and athletes besides organising seminars, symposiums, workshops, courses, sessions and conferences etc., on various themes as a regular feature.

Perspectives and Advantages

While deliberating quite extensively on Olympic Education in different paradigms, the perspectives and advantages have also been impliedly enlightened. However, it would still be prudent to eulogise and unravel briefly, the dominant factors pertaining to the perspectives and advantages of Olympic Education as follows:

- It has potential to improve quality of life.
- It displays rich heritage with varied activities and programmes.
- It is a repository of material for optimal physical, mental and social skills.
- It aims to improve life style with interest in health and future programmes.
- It assists cognitive, affective and psychomotor learning processes.
- It aims to provide skilled leadership and adequate facilities which afford an opportunity for individuals or groups to act in situations which are physically wholesome, mentally thrilling, stimulating, satisfying and socially sound.
- It exemplifies attention on fundamental rights.
- It enables learning and practices of traditions and culture among various nations.
- It encompasses programmes for all ages, categories and types of people.
- It allustrates practices and essential elements of life long education.

- It caters to the needs of various individuals and societal considerations through variety of programmes.
- It explicates knowledge and methods of teaching, coaching, training, administration and management.
- It emphasises the need for adequate and sufficient facilities for an educational setting.
- It visualises the need of information and documentation for dissemination of knowledge.
- It throws light on the importance of media on development of sports and its management.
- It expositis the role of national institutions in regulation and rationalisation of sports culture in various nations.
- It looks forward to international co-operation in universalisation of activities for a well balanced programme.
- It is a means to increase sports technical knowledge of all sports on all continents.
- It encourages sports participation which has immense value in building a healthy nation.
- It encourages developed countries to assist developing countries with matters particularly related to sports technology and management.
- It assists various agencies in meeting common objectives through sports participation.
- It helps to promote and develop physical and moral qualities as basis of sports.
- It assists to educate young people through sports for better understanding between each other and of friendship, thereby helping to build a better and peaceful world.
- It is a tool to spread Olympic principles throughout the world, thereby creating international goodwill.
- Notwithstanding anything else, it brings the athletes and officials of the world in the great quadrennial sports festival, the Olympic Games.

Above all, Olympic Education is a broad based social movement to enhance general development and international understanding. It realises the essentiality of developing and preserving physical, intellectual and moral powers to life of quality. In the Global Age, Olympic Education has played a vital role in driving the idea of free market

and trade, besides maintaining traditional balance between nation states as also, the nation states and global markets. Foremost among the advantages of Olympic Education is to maintain balance between individuals and nation states, the defining perspective of globalisation being integration.

With such a description on Olympic Education in the Global Age; perspectives and advantages, as my ideation, I wish to have brought-forth some knowledge and understanding on the widely acknowledged philosophy practised through Olympic Movement as a universal phenomenon.

Summary

Learning through interactions among persons involved in the Olympic Movement with focus on Olympics through joint ventures of the International Federations (IFs), National Olympic Committees (NOCs), and the International Olympic Committee (IOC) paves the way to Olympic Education. It includes all the agents or agencies contributing to Olympism or Olympic Movement towards globalisation. Perspectives and Advantages are the outlook or view points, prospects and favours capitalised through Olympic Education.

Though not an accomplishment of the recent times, Olympic Education has scope for a still wider impact to enter the main educational stream. It is practised in many forms, mainly through sport programmes. The Olympic Movement led by the IOC, stems from modern Olympism and encompasses organisations, athletes, along with other persons who agree to be guided by the Olympic Charter. The concept of Olympism was conceived by Pierre de Coubertin (1894), as 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 joy found in effort. Olympism endeavours to place everywhere, sports at the service of the harmonious development of the people to encourage the establishment of a peaceful society concerned with preservation of human dignity. The concept is strongly supported by UNESCO and Human Rights declarations, besides presentations by learned persons mainly at the IOA from time to time.

Olympic Movement, as the focal point of Olympic Education has educational, moral and international aims extending beyond the realm of "Contests", and calls for an understanding of Olympism in a more wider or global context. Involvement in sports, as a social

behaviour and basic unit of Olympic Movement is essential to ascertain its relationship with Olympics and Education. Sport, the ultimate of which is though Olympics, has now acquired the needed recognition as it corresponds to the changes in the system of values and their hierarchy.

Whereas the concept of Olympism is in itself global, the acquisition of knowledge has an element of moral education, and the development of a society depends more on the individual himself; with educational and mental evolution very predominantly possible through Olympic Education, marked by integration of thoughts, economy and technologies etc., making the world further, faster, deeper and cheaper as never before.

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PRESENTATION OF THE "MOBILE OLYMPIC ACADEMY"

by Anton GEESINK (NED)

I *am* very delighted and honoured to be with you today.

I will explain to you the backgrounds of creating the Mobile Olympic Academy in the Netherlands.

I became an elite sportsman. That was a wonderful time because I love practising sport. But when the time to be young, strong and handsome had come to an end it was clear to me that I would continue to dedicate myself to the sport.

I decided to do my duty and fulfil my moral obligation to make my personality gained knowledge and experiences available for the youth as a volunteer.

One example: I did this by creating an efficient and beautiful educational instrument for that purpose: the MOBILE OLYMPIC ACADEMY.

Mobile Olympic Academy (MOA)

On the initiative of my own and sponsored by the Japanese car manufacturer Nissan, a Mobile Olympic Academy (MOA) has been set up in 1992. This Mobile Olympic Academy is the main subject of my presentation.

The idea behind the Mobile Olympic Academy is derived from the bible. In the Netherlands we have a saying: If Moses won't come to the mountain, the mountain will come to Moses.

In other words, if young people do not come to the National Olympic Academy, the Olympic Movement will be brought to them.

The Mobile Olympic Academy is a travelling Academy, which has been made possible in The Netherlands by the provision of an all-terrain vehicle by Nissan.

The Mobile Olympic Academy in practice

On request, the Mobile Olympic Academy visits schools, sport-clubs or sports organisations. The drivers of the vehicle are usually myself or someone closely involved with the Olympic Movement.

During the visits, the participants are presented with information on the Olympic Movement and its international and national activities. The new value of the Olympic Games in Atlanta (1996), Nagano (1998), Sydney (2000), Salt Lake City (2002), and Athens (2004) gives us the opportunity to provide information on an organised basis within the education system of the Netherlands.

The Mobile Olympic Academy visits approximately 100 schools or institutes per year, enabling us to reach about 30.000 young people directly.

The Mobile Olympic Academy expeditions

In addition to its regular visits to schools and the like, the Mobile Olympic Academy has on an expedition three times.

The first was in 1993, when a visit was made to the International Olympic Academy for young people in Olympia. During the journey from the Netherlands to Olympia (Greece), various cities with Olympic links were visited.

A similar MOA-expedition to Olympia was made in 1995, this time via the Balkan-states of Hungary, Romania and Bulgaria to Greece.

In 1996 the Mobile Olympic Academy has made an expedition through United States of America. The crew and myself started in Los Angeles and went on a journey of almost 6000 miles, visiting 7 different Olympic cities. Via Squaw Valley, Salt Lake City, Colorado Springs, St. Louis and Lake Placid, this group of sporty individuals arrived in Atlanta in the end of May 1996 just before the Olympic Games started.

The Mobile Olympic Academy in schools

To lend support to the work of the Mobile Olympic Academy in schools, a number of study hand-outs has been made.

For students aged 10 to 12, four hand-outs have been developed which tie in with the intercultural education syllabus. The informa-

tion provided aims to familiarise the students with the ideas behind the Olympic Movement.

Attention is focused on the fact that sport act as a link between various cultures all over the world, with the Olympic Games being a perfect example of this phenomenon.

Five similar study hand-outs has been made for students aged 13 to 15, accompanied by 8 beautiful posters, which chronologically give an impression of the Olympic Movement.

However, the study material also demonstrated that the Olympic Spirit does not limit itself to the area of sport. It is a philosophy which can help to improve the quality of life in numerous situations within society and in our relationships with others.

The study hand-outs comprise a manual for the teachers and worksheets for the students. A file containing suggestions for organising a kind of Olympic Games for the class or for the entire school is provided as an appendix.

Compared to other educational instruments of the Olympic Movement, the Mobile Olympic Academy proved to have an enormous advantage: it is not necessary to put energy into bringing people together at a certain place to inform them about the Olympic Movement, the Mobile Olympic Academy is able to go to those sports where people have already gathered. Thanks to that strategy many thousands of visitors, spectators, students and pupils received the message of the Olympic Movement.

Finally

Practically everyone has heard of the Olympic Games, but relatively few realise the full extent of the Olympic Movement. I often compare it to an iceberg. The narrow tip is visible and well-known, but the broad base is unseen and unknown.

The Mobile Olympic Academy is an ideal means of giving visibility to the entire structure, so that the iceberg is transformed into a pyramid, built on a broad base.

SHORT PAPERS

OLYMPIC ACADEMIES OF CENTRAL AND NORTHERN EUROPE MET AT PRAGUE/CZECH REPUBLIC

by Hermann ANDRECS (AUT)

After the first successful meeting of NO As held from March 13th-15th 1998 at Berlin the Czech Olympic Academy invited representatives of Middle and Northern European NOAs to a second Workshop of the kind from April 23rd - 25th 1999 to Prague. Originally the Austrian Olympic Academy offered to organized this event in 1999, but due to the fact that the CzOC is celebrating the 100th anniversary of its foundation this year, the Czech friends asked to change the place.

The purpose of the workshops is to improve mutual information about NOA activities in the participating countries.

The meeting in Prague under the motto "Projects, Problems and Ways of Perspective Cooperation in Olympic Education" especially dealt with issues like

- Concrete program and projects of the NOAs for the Olympic Games in Sydney 2000 (the exchange of experiences: from Atlanta to Sydney).
- Olympic education in school curricula (primary, secondary schools, universities) and university curricula for the training of teachers; psychological, pedagogical and the didactic aspects in Olympic education.
- New projects in Olympic education (films, books, methodical manuals, textbooks, web sites, research, etc.).

A highlight in the program was a hike in the wonderful city of Prague crowded with young tourists from all over the world.

In short: the workshop was another step to further cooperation in the field of Olympic educational projects and in the mutual ex-

change of experience and materials. It has not yet succeeded though in a common approach for the Games of Sydney 2000.

Many thanks to the Czech Olympic Academy, to the NOC and the Faculty of Physical Education and Sport of the Charles University who hosted this international event for their initiative and great hospitality.

The next workshop is planned for the year 2001 to be held in Austria.

THE HISTORY OF THE ARMENIAN OLYMPIC CHAMPIONS IN THE FIELD OF EDUCATIONAL SYSTEM

by Prof. V.B. ARACKELYAN (ARM)

The National Olympic Academy of Armenia (NOAA) during these 5 years of his working has got rather good experiences in the field of Olympic Education. In present days The National Olympic Academy of Armenia works not only inside the country but also in abroad (mostly the places where the armenian people emigrated), for example, in USA, France, Greece, Australia and other European and Asiatic countries. If in the past we have spoken about Olympism, Olympic Ideas founding on historical facts, now it is changed. Now we do it by the help of such materials as video-films, recording which have come about during all the conferences of all these years arranged by the International Olympic Academy.

All the American people abroad celebrated the foundation of the statue of the Olympic Champion Varazdat the Arshakuni:

The statue was situated in the open-air museum and the day of the foundation became an historical event.

With no doubt, the participation of Armenian sportsmen in Old Greek Olympic Games begins from the year 265 when Trdat the Arshakuni became the champion in the field of fencing. The great victory of Trdat the Arshakuni was followed by Varazdat the Arshakuni who got the name of champion in the 385, during the 291st competition of boxing. The follower of his valuable ancestors became the most talented gymnast of our times Hrant Shahinian, who in 1952 in Helsinki participating in the competitions of gymnastics of the Olympic Games obtained 2 gold and 2 silver medals.

The followers of the great victories of Hrant Shahinian were the sportsmen famous in all over the world, including the gymnast Albert Azaryan, the boxer Vladimir Yengibarian, the modern pentathlonist Igor Novikov and all of them came out of the Olympic Games brilliantly. Known to all over the world as "king of Rings" Albert Azaryan

in 1956 and 1960 participating in 15th and 16th Olympic Games obtained 3 gold and 1 silver medals.

It was Vladimir Yengibarian, the most brilliant boxer of all the times, who after the 16th Olympic Games came back to his native land with the gold medal on his chest. The great pentathlonist Igor Novikov from Yerevan, who is named "Armenian son of the russians" participating in the Olympic Games of 1952, 1956, 1960 and 1964 brought home 2 gold and 2 silver Olympic medals. During the subsequent years such weight-lifters as Yuri Vardanian, Ogsen Mirzoyan and Israel Militosian, gymnast Edward Azarian, fencers Levon Julfalakian and Mnatican Iskandarian, athlete Faina Melnik got the highest degree of the Olympic Games. Separately from the sportsmen of Armenia many footballists, basketballists, hockeyists, handballists, weight-lifters from Moscow, Tbilisi including Mktrich Simonian, Elena Buniatian, Grigor Mkrtchian, Pavel Sukiasiantc, Sanasar Hovhanessian, Rafael Chmshkian, Suren Nalbandian, Norair Nurikian and others succeeded in getting the names of the champion. During the latest competitions of The Olympic Games (from 1952 up to the present day) more than 35 sportsmen from Armenia have taken part in them and from which 26 sportsmen have got 16 gold, 13 silver and 8 bronze medals in different fields of sports.

Besides, in the Olympic combined teams of different countries more than 57 Armenian sportsmen were included, and 19 of them have got 10 gold, 5 silver, 8 bronze medals.

So, many Armenian sportsmen from Armenia and other countries, also sportsmen included in the combined teams have participated in the Olympic Games, summing up we come to the conclusion that they have got 26 gold, 18 silver and 16 bronze medals.

Looking up to these numbers we can realise what efforts and hard works our Armenian sportsmen have done to achieve a success during the Olympic Games. If we compare the numbers of the inhabitants of Armenia and the numbers of the Armenian Olympic champions, by all means we will consider the Armenian people the most sporting and sportive nation.

PRESENTATION OF THE BURUNDI NATIONAL OLYMPIC ACADEMY OLYMPISM AS AN INSTRUMENT OF EDUCATION

by Jean Paul BIHUTE (*BDI*)

Introduction

Burundi, the country which I have the honour and pleasure to represent before this august body, is situated in Central Africa, more precisely in the region of the Great Lakes and has a surface area of 28374 Km² and a population of 7 million.

I. History

Following the recognition of the Burundi National Olympic Committee by the International Olympic Committee (IOC) in 1993, the National Olympic Academy was established one year later.

During that same year 1994, the NOA, in close cooperation with the NOC, organized an Olympic week on the main theme of "PEACE AND EDUCATION THROUGH SPORT". Sports federations and other sports associations recognized by the NOC participated in the event by means of a number of sporting and cultural activities.

Quite recently, in April 1998, the NOA was able to hold a seminar aimed at the Burundi sports movement, during which video tapes on the world sports movement and the Olympic ideal were shown and were also broadcast on national television. Unfortunately, the conclusion of that seminar are alarming. Allow me to mention some of them here so that you can have an idea of the major steps that need to be taken in the field of education.

- a) School championships that were regularly organized each year have not progressed following the sociopolitical crisis in our country since 1993.
- b) After the withdrawal of UNESCO's subsidy in the field of education, sports activities in the schools (primary and secondary) have completely stopped, in spite of the fact that the interschool

championship was ideal for the selection of the sports elite in Burundi.

- c) Physical Education and Sports courses are insufficient and also tend to disappear in certain schools.
- d) The percentage of children who do not attend school and AIDS victims is steadily increasing.
- e) Even more serious, the situation of young people is indeed alarming considering that they represent the most active population group that was, however, blindly manipulated during the crisis.

Based on the above, we believe that the crisis which our country faced has widespread and was certainly not limited to a regionally controlled area, but has worldwide repercussions as we can see almost everywhere today. It would be absurd not to underline that the precarious security situation provoked by this crisis has given rise to a phenomenon of ethnic and regional BALKANIZATION, which has forced many populations in the region to leave under conditions that cannot be easily determined or quantified.

The situation which my country has faced should be extensively analyzed so that the necessary reforms can be introduced in the sector of Education as quickly as possible.

Confronted to such a pressing as well as alarming imperative, we have attempted to propose some solutions.

1. Bring people and communities closer by means of education through sport.
2. Reform education by introducing courses on Olympic ethics and ideals (fairplay, non violence, etc.)
3. Train teachers specialized in physical education and several sports.

II. Conclusion

To conclude, let me once again stress before this august body, quoting the words of my compatriot and NOA Member that:

"We have come to Olympia to consult the Delphic oracle and believe in the magic of the times. You may agree with me that the people in our region have known or are still going through a difficult period which is strangely similar to that of king Iphitos and that Plato's school and that of Pierre de Coubertin can certainly contribute to the education of our youth but also, which is more important, to its rehabilitation".

THE MALTA OLYMPIC ACADEMY

by Joseph CASSAR (*MLT*)

The Director of the Olympic Academy is elected on the Executive Board of the Malta Olympic Committee for a period of four years. He/She is then expected to convene a committee of the Malta Olympic Academy.

A short resume of the recent initiatives

1997 Primary Schools

A copy of the Canadian booklet regarding Olympic Education was distributed to the all Primary Schools. Most of these schools later organized a Mini Olympic Games in their schools.

1998 - 2000 The Olympic Adventure

We launched a 3 year programme called the Olympic Adventure. The first booklet for teachers including details about the ancient Olympic Games and other relevant details, plus a poster for all classes were distributed. Two other booklets and posters will be distributed this year and in the year 2000.

All Schools are urged and encouraged to organise a school sports day, including the Olympic rituals.

For a long time, all the schools participate in a Sports Day for Primary Schools, which apart from the Olympic rituals, we also include a movement display by the children.

In 1998, the Malta Olympic Committee and the Physical Education Section of the Education Division organised the "Award for Good Practice in Physical Education in the Primary Schools". This award gave a lot of insight about what was happening in our schools, and remedial action has already started to correct some misconceptions about the teaching of P.E.

Secondary Schools: (1996-1998)

Schools *are* encouraged and invited to spend one half day at the newly constructed Olympic Swimming Pool Complex. The first session includes a lecture about Olympism and a short video. Some specific topics are discussed. The students visit the Olympic Museum and the Olympic Library which are both housed in the Olympic Swimming Pool Complex. Following this, the students are given a practical swimming lesson.

Thanks to the good collaboration between the Malta Olympic Committee and the Education Division, we have been successful in increasing the number of Secondary School Sports Competitions from 4 to 23. Most of these are held during school hours, and are run with the collaboration of the respective National Associations.

University

The Malta Olympic Academy has been successful in carrying out, in collaboration with the University of Malta, two evening courses leading to a Certificate in Sports Leadership.

Two years ago, we have been successful to organise with the University, an evening Diploma course for Teaching Physical Education in the Primary Schools.

Teachers taking Physical Education as their main subject are also given a series of lectures about Olympism and the Olympic Movement.

Associations

Every year, we organise between 6-8 Olympic Solidarity courses in different sports disciplines. Each Association has to devote at least one hour for a lecture on Olympism, which is delivered by members of the M.O.A.

Public

Members of the Olympic Academy take part regularly in various radio & TV programmes. Articles are published during the year, in both media and children's magazines.

Various seminars are held throughout the year.

The Olympic Day Run is also organised and is always becoming more and more popular.

In 1996, the Malta Olympic Committee opened the Olympic Grove, to commemorate the centennial of the Modern Olympic Games.

Suggestions and Recommendations

Can an International basic curriculum be issued by the International Olympic Academy which would serve as guidelines for all NOAs on which to build their national courses?

The IOC could also issue a "Certificate" for students at different levels who satisfy pre set criteria (tests??).

Distance Learning courses through the Internet, which are becoming ever so popular all over the world could also be organised. People could enrol (against payment) for a Certificate, Diploma, Degree Course in Olympism.

Realising, the evolution of Physical Education during the past years, where it has changed its name from drill, to physical training, to physical fitness, to physical education, movement, kinesthetics and so on; and

Knowing, that when we teach physical education we are not just aiming at improving the qualities of the body, but we are attempting to help each child to become a better person in mind, spirit and body; and

Realising, that Olympic Education will be / is being taught via a cross curricular system;

Then, maybe we should replace the term "**Physical Education**" to "**Olympic Education**" and thus giving a better definition of what we, as educators, are trying to achieve.

THE PHILOSOPHY OF OLYMPISM. AN ASIAN PERSPECTIVE

by Ah Tok CHUA (MAS)

Introduction

Olympism was originated in Europe in the late nineteenth century by Baron Pierre de Coubertin and as such it is more Euro-centric in its form and substance. For example, the committee is being dominated by Europeans, its official languages are English and French only and its committee is made up of mainly Europeans and males too. In my opinion, the wider focus and meaning of Olympism is more important than just winning Gold medals at the Olympic Games. Winning Gold medals is just one aspect of the movement, an important one but not the only one! The message of Olympism should embrace ideals and sentiments that go far beyond the realm of elitism in sports.

The purpose of this paper is to examine the origins of Olympism as propagated by Baron Pierre de Coubertin and the effects as experienced by the practitioners today. It is therefore necessary, to take a closer look at the ideology of Olympism itself, especially from an Asian standpoint as compared to that of a European perspective. We need to re-examine the origins of Olympism as well as its meaning and also the thoughts of de Coubertin, the founder of modern Olympic Games during his time.

In 1894 the ideology of the revival of the modern Olympic Games was conceived by Baron Pierre de Coubertin and it became a reality by the staging of the first Olympic Games in 1896 at Athens, Greece. Since then, the ideology of Olympism has spread throughout the world and currently, rightly or wrongly, it has linked all things to the Olympic Games. From the very beginning Olympism has provided the ideological hearth that has sustained the games to this day. Olympism has in more than one way served as the wellspring for the entire Olympic Movement. Olympism is a philosophy of sport and life, and it is Olympism that distinguishes the Olympic Games

from all other types of sports; it is Olympism that makes the Olympic Games special - its heritage, ideals, humanity, ritual and traditions.

Not even the "98 World Cup Soccer euphoria in Paris or the Super Bowl of America can match the scope and appeal of the Olympic Games. The Olympic Games after all, represent the apotheosis of modern sports that has both form and substance. The Olympic Games have form, for example the unique set up of the International Olympic Committee has not changed for more than 100 years, its quadrennial celebration of the Olympic Games, and the unique torch run with the flame taken from Olympia to the Olympic hosting city. In addition, the Games have substance, like every athlete's dream to be an Olympian, the Olympic Games is a show piece of the world where every athlete aspires to be the Olympic champion and the standard of competition among the athletes is one of excellence. The Olympic Games Village is where athletes from all over the world mingle and establish new friendships, peace, and unity among themselves.

Olympism was the product of the mind of de Coubertin and its origins were therefore embedded in the experiences and confrontations that constituted and mirrored the life of de Coubertin. His life and beliefs were the product born out of a particular time and place based on the political, social and cultural environment during that era. Most probably, his brand of ideals and thoughts were compatible and suited to the era and were accepted by the people then.

Interestingly, some of de Coubertin's Olympic ideals in modern times may be innovated for current Olympic practices. This is supported by Loland (1994), who, rightly I think, identified four most significant and easily discernible cultural traditions - what he called "connections" from which de Coubertin appropriated ideas in order to construct his Utopian philosophy of Olympism, namely, the French Connection, the English-American Connection, the Ancient Connection and the International Connection.

The French Connection

Pierre de Coubertin was born of French noble parentage of the upper aristocratic family. Following the defeat of French-Prussian War, de Coubertin attributed the defeat to the physical inferiority of the French youth. He found that there was neglect of physical education and sport within the conservative French education system. Those points are clearly focussed through his writings, that is:

Regarding the development of youthful character [is] the axiom that a close connection exists between force of will and strength of body never entered anyone's mind" (de Coubertin, 1967, p. 11).

Even though de Coubertin had the choice of either a political or military career because of his noble heritage, he chose to be a teacher that is a physical educator. He proclaimed:

...I will harden the bodies and the character of weak and introverted youth, through the inherent risks even the excesses of sport. (Eyquem, 1966, p. 58).

During his education days at the *Ecole libre des sciences politiques* he was exposed to the work of another social theorist and reformer, his mentor Frederic Le Play. From Le Play, he was convinced that the solution of France's problems lay in social and cultural rather than political reforms:... "most great national questions can be reduced to educational questions"... (Le Play, 1967, p. 11).

Henceforth, the French culture itself gave rise to formulate his basic ideals of Olympism and patriotism that is the education reforms through physical education and sports in France.

The English - American Connection

The English - American influence on de Coubertin's ideals was inspired during his frequent visits firstly to England and thence to America. He was highly impressed with the integrated education systems as practiced in these two countries where games and sports were specially incorporated into the English and American school curricula. To de Coubertin, sport became the catalyst that would

...reestablish in our younger generations, the equilibrium between body and mind so long ruptured... and produce the spirit and leadership, good sense and character... (de Coubertin, 1888, pp. 248-249).

In his vision, ethical conduct, moral integrity, and strong character became the product of an Arnoldian education and the basis for his educational view of sport, *la pédagogie sportive*, as he called it. From these English and American influences, his conceptualized ideals of sport was the social and moral elements which later contributed to his fundamental ideals of Olympism.

The Ancient Connection

The Ancient Connection or better known as the Greek influence was based on the sports festivals as practised by the Greeks in the ancient Olympic Games. The roots of the Olympic spirit can be found in the ancient Greek civilization. The practice of Greek sports with the pursuit of noble goals, namely the worship of Olympian Zeus and the cultural unity of the ancient Greek world inspired de Coubertin to the revival of the modern Olympic Games. In ancient Greece sport was part of man's overall education which cultivated in a balance and harmonious way his intellectual, mental and physical faculties. The classical Greek believed that the body and mind contributed to the development of character of man's as demonstrated by the athletes who participated at the ancient Olympic Games. To both the English and Greek athletics, he ascribed the highest ideals

...Like the athletics of antiquity, modern athletic is... an impassioned soaring which is capable of going from play to heroism (de Coubertin, 1967, pp 118-119). [Sport he concluded] was a factory of life-force... (de Coubertin, 1967, p. 1).

From the ancient Greece, de Coubertin conceptualized the ideal of balance that is the Olympic athlete should be an individual of vitality and versatility in both body, mind and character. More importantly, the ancient Games which were held once in every four years were salient factors towards making truce and keeping peace among the Greek city states during the period of the Games. This contributed another thought to de Coubertin's ideals of cultivating international understanding and peace through sports festivals for youths from all the nations.

The International Connection

Even though de Coubertin's educational objectives were initially restricted to France, he swiftly realised that to internationalise sports within the framework of the Olympic Games would be an incentive to his country to activate the much neglected physical education and sport.

...I wil enlarge their vision and their understanding through contact with the great astrological, planetary, and historical horizons, especially that of universal history, which, by creating mutual respect, will become a

catalyst for a practical international peace. And all of that for everyone, without distinctions of birth, caste, fortune, position, or profession (Eyquem, 1966, p. 58).

Conclusion

Taking the views expressed into consideration, then what is Olympism for the Asian countries especially the smaller nations? I must admit that participation in the Olympic Games may be a dream for every athlete but in actual fact it is more than just making the number looks good to the host country. In my opinion, the Ideals of Olympism cannot be taken in toto and practise as such in Malaysia or other Asian countries. One must realize that every country has its own socio-cultural heritage that is language, race, religion and creed. To implement the origins of Olympism in toto in an Asian country would not necessarily achieve the desired goals. What I perceive of de Coubertin ideals of Olympism is not to colonize other countries but to formulate certain ideals and guidelines in education that can be practised universally through physical education and sport. I am positive that de Coubertin's expectation would have been that each country should practise Olympism according to their socio-economic and cultural background.

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WHAT KIND OF EDUCATION WE WANT FOR OUR CHILDHOOD?

by Rodolfo CREMER (*PER*)

Our homes and schools are both, places that have very much importance in common. In both, the character and personality of our childhood and youth is being modeled; they receive the first knowledge that will be the best toll for a future professional and adult life with quality.

Speaking about schools, it is in this moment of life, in which we have to be really careful with the kind of formation our children receive, specially considering that it is the best age to fix habits, customs and knowledge and that generally, it is the stage that most human beings transit, because not always everyone receives an additional superior education or University studies.

Here we can make a reflexion: what kind of formation we want for our children?

The obvious answer will be: the most complete as possible; that is, rich in attitudes, values, and knowledge.

In occasions, we see that there is a tremendous preoccupation from parents in searching schools that have science laboratories, adequate libraries, computers that reach all students, qualified teachers, no more than 30 students per classroom, adequate curriculum of knowledge in view of next millennium, etc... and besides, we do not have always the same worry respect of developing aspects of the student's personality and character at the same time as developing his mental and physic health.

It is in this context that we can find the great importance that Olympic Philosophy in schools, can inculcate children, using only its natural tools that are physical education and the practice of sports.

We all know that Olympic Philosophy in schools, can inculcate children, using only its natural tools that are physical education and the practice of sports.

We all know that Olympism is a choice of life, with a special emphasis in healthy life and plenty of moral and spiritual values.

Olympism is understanding that with the happiness of our effort we can run over our daily life; that in some occasions we can fall down... and stand up with a real spirit of superation.

Life give us opportunities and is not a closed package that we have to accept as it comes. We are human beings capable of molding in some way our future, thanks to the daily effort made in harmony within our ideals; we can look for this utopie and beautiful world, using sports as a way of human formation, the same as the antique inhabitants of this land, where we are now, did in their time.

Let's practice the "Kalokagathia" of the Olympic Greeks. Let's look for the goodness and beauty of the Hellenes that inspired us and that now, in the border of a new millennium, remind us that right now, Olympism is more necessary than ever!

OLYMPIC EDUCATION IN SCHOOLS, COLLEGES AND THE PUBLIC, AS WELL AS FOR 2000 OLYMPICS

by Brig. K.P. SINGH DEO (IND)

It is indeed an honour and privilege to make a presentation at this 5th International Session for Director of National Olympic Academics, on behalf of the NOA of India at this sacred and historic ancient Olympia, the great symbolic centre of Olympism; which in the eye of the father of modern Olympic Games Baron Pierre de Coubertin - the unique place for underscoring the link between the ancient Olympic Games - "Hieromenia" and "Truce of Gods" was declared, enabling athletes to come from every state to participate and the heralding of Modern Olympic Movement.

General Introduction

Baron de Coubertin developed his perceptions at Sorbonne, Paris in 1892, 1894 for the modern games in response to deep seated political and social crises affecting his native France, and believed that the solution lay on educational reforms. It was evident thus, that young people more than ever before, needed to be in a better physical shape and condition and receive a more comprehensive education.

Relying on his studies of science, law and literature; reinforced by his wide experience and research into sports, culture, history and ethics; based on interactions and visits, impressed by the Anglo-saxon, American and German models of Physical Education systems in force at that time, and the importance given to sports and physical exercises in the school curriculum, led to the ethos, that creation of a system of highly competitive sports could inspire and invigorate the youth and shake them out of lethargy.

Consequently, this led to the evolution of one of the gratest universal and social movements of all times, the Olympic Movement, Olympism and Olympic Games, with its Motto "CITIUS, ALTIUS,

FORTIUS" - Faster, Higher, Stronger -- and towards fulfilling the aspirations that shared pursuit of excellence would lead to building a broadly based social movement - social significance whereby competition makes human equal in their class; which through the participation/activity of sports and play would enhance human development, international understanding and world peace as well as contributing to peaceful resolution of international conflicts.

The 19th Century also witnessed the Renaissance and the advent of the age of science, the discovery of the steam engine, the development of steam locomotive, electricity, wireless telegraphy, telephone, radio, press and many improvement in communication and the industrial revolution, giving birth to many movements, and of particular interest to us, the internationalisation of sports.

Early 20th century saw the birth of OLYMPISM and for de Coubertin "Sport was above all a tool for education of youth and a link to other form of cultural expressions". Sports in modern times is certainly a new school of discipline based on purity - "Francious Amat; it is for the first time that a movement provides a different expression of effort and progress, joy and disappointment very close to innocence. Here was enunciated for the first time, after two milleniums, - to promote international competition as a beneficial activity for humanity".

Olympism is thus a philosophy, an ethos, a state of mind, which above anything else, wishes to highlight the values which sport generates and the essence was and remains - the individual's cultural fulfilment at a social, cultural, national and international level.

Selection and maintenance of aim is a cardinal principle and vital requirement for the successful achievement of any objective, philosophy or ethos. Thus de Coubertin in 1894 began by restoring the Olympic Games "to enable and strengthen sports to ensure their independence and duration, and thus enable them better to fulfill the educational role incumbent upon them in the modern world, for the glorification of the individual athlete whose muscular activity is necessary for the maintenance of the general spirit of competition". Based on this statement the Aims of the Olympic Movement have grown, developed and are now enshrined in the Olympic Charter thus:

- To promote the development of those physical and moral qualities which are the basis of sports.
- To educate young people through sports in a spirit of understanding between each other and of friendship, truly helping to build a better and more peaceful world.
- To spread the Olympic Principles throughout the world, truly creating international goodwill.
- To bring together the Athletes of the World in the Quadrennial Sports Festival, the Olympic Games.

Sports in Society

A group of Physical Educationists, Prof. Maxwell Howell, Dr. Reet Howell of University of Queensland and Dr. Uppal, Dean Lakshmibai National College of Physical Education, Gwalior, India, have observed "The field of education as a whole is going through remarkable changes to serve the needs of the individual and society and this trend is reflected in physical education also. It was not so long ago that it was called "Physical Culture" or "Physical Training". It was realised that the subject was more than "training", it involved "education".

Science and Technology have permeated every aspect of life, Physical Education is no exception. Physical Education has now been recognised as an academic discipline on par with other subjects and has been accepted as an integral part of the total learning process. It aims at the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities and prepares the way for the individuals to make a worthy use of their leisure time.

Sport has a very prominent role in modern society. It is important to an individual, a group, a nation - indeed to the world. There are, for example, more nations competing in the Olympic Games than there are participating in the United Nations. Throughout the world sport has a popular appeal to people of all ages and both sexes.

Much of the attractions of sport comes from the wide variety of experiences and feelings that result from participation - joy, anguish, success, failure, exhaustion, pain, relief, and a feeling of belonging. Sport can bring glory, status, money and goodwill. However, sport may also bring tragedy, grief and even death.

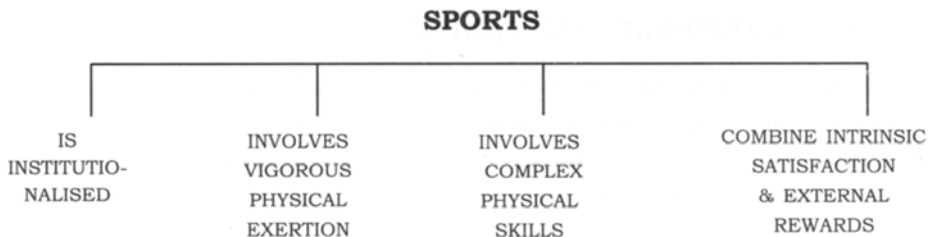
Sports competitions offer us heroes and heroines - ideal people that we can look up to are inspired by achievements that we can marvel at. For many a youth, the sport stars are better known than the leading politicians of a country.

As the amount of leisure time has increased in modern society, time spent on sports has grown. While very few participate at the elite or Olympic level there are many more who participate at the local or community level. For others, involvement in sport is a passive one, as spectators, coaches, umpires, teachers or sports writers.

Sports has an undeviable role in society. As society changes so does sport. Games in the early years were local and informal, the rules simple and changing according to the number participating and the locals. As cities grew, clubs formed and inter club competitions began. Eventually cities played against other cities as transportation developed, and as coaches, steam boats, and railways reduced the time to travel long distances. Finally there were regional, national and international competitions, and corresponding governing bodies. All these developments took time, and occurred as cities reached a certain stage of development and inventions were made to make these improvements possible. Sport has even reflected developments in society. Sports indeed is a mirror of society.

Sport, Game and Play

Sport is an institutionalised competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of the intrinsic satisfaction associated with the activity itself and the external rewards earned through participation (From Jay. J. Coakky - Sports in Society, Issues and Controvercies) Lt. Louis UV Mosoy, 1978.



Games are activities with an agreed-upon organisation of time, space, and terrain, with rules that define the limit and the pattern of human behaviour; the outcome, which is to determine a winner and a loser, is achieved by totaling or accumulating objectively scored points or success (from Robert N. Singer. PTO Foundations).

Play is an enjoyable experience deriving from behaviour which is self-initiated in accordance with formal goals or expensive impulses; it tolerates all ranges of movement abilities; its rules are spontaneous; it has a temporal sequence but no predetermined ending; it results in no tangible outcome, victory or reward. (From Robert N. Singer. PE Foundations).

WHY PARTICIPATE IN SPORTS AND GAMES?

All those who play games and participate in sports may not do so for the same reason. The reasons may be many:

(i) Relaxation	- After a hard days work e.g. Bowls, Golf.
(ii) Health and Fitness Reasons	- High level - Joggers and Swimmers.
(iii) Social Reasons	- Fun and social get togethers - Bowls, Golf.
(iv) Ascetic Reasons (v)	- Determination & doggedness - Marathon.
Aesthetic Reasons (vi)	- Love of beauty, grace of move - Skating, Ballet, Gymnastics.
Catharsis Reasons	- Release of energy, emotion, tension - Boxing, Wrestling, Football, Hockey.
(v) Vertigo Reasons	- Loss of bodily balance - Diving, Gymnastics, Skiing, Surfing, Sky diving, Mountaineering

DOES EVERYONE PARTICIPATE?

In spite of undeniable positive benefits, not everyone wants to participate in sports and games. There is an increasing concern in many countries, industrialised, developed and developing regarding the general level of fitness of their population due to a sedentary life style.

Many countries have responded with innovative programmes for fitness such as PARTICIPATION (Canada) - a mass education and motivation programme; LIFE. BE IN IT (Australia) for overweight and under exercised; NATIONAL PHYSICAL FITNESS PROGRAMME & BHARTIYAM (India) for making people fitness conscious. SPORTS FOR ALL (Council of Europe) to promote physical exercise. TRIMM (in Germany, Norway, Sweden, Denmark and Netherlands). ZABAR (Israel) going, healthy and fresh; KEEP MOVING, AMERICA & JUMP ROPE FOR HEART (USA).

The aim is the same - to educate people about benefits of regular exercise and to increase their participation in physical activities.

THE INDIA SCENARIO

a) India has been described as Sub-Continent by historians, geographers and sociologists. It comprises many races, religions, languages and cultures as well as geo-morphological, geographical, agro-climatic diversifications and zones. It is a pluralistic society and entity, with unity in diversity of its philosophical ethos. This reflected in its political set up as enshrined in the Constitution, which is 50 years old and contains features of the American and British system of Federal and the Cabinet form of Government with clear cut functions, duties of the Federal and Federating Units, the States or Provinces. It is with this background that SPORT is a State subject and EDUCATION a Concurrent subject, thereby meaning joint responsibilities of the Federal and Provincial (State) Powers (Government).

India joined the Olympic Movement in 1924, while still a colony. Immediately on becoming a Republic in 1947, it hosted the 1st Asian Games in 1951 at New Delhi. The Government and the Nation reaffirmed their commitment to sport and the Olympic Movement, Olympism and the Olympic Games.

Historically and socially, India is similar to ancient Greece, Macedonia and the Central Asian Republics, Mongolia with over 5000 years tradition of competitions and games during the numerous fairs, festivals and occasions such as THANGTA, CHHAU, PAIKA, JORI (MUGDAR), KALLAIRIPETU, LEZIUM, MALKHAMBHA, KABADDI, ARCHERY, POLO, EQUESTRIAN, TENT PEGGING, ROWING AND BOATING, MARATHON and WRESTLING. The accent was on adven-

ture, bravery, courage, determination. Presently the non-Olympic Game of Cricket has swept the field like a typhoon, devastatingly.

(b) The Indian Olympic Association, (NOC of India) and its Federating units, the various disciplines known as Associations, along with the provincial Olympic associations, Sports Councils who are associate members and the National Olympic Academy (NOA) have had an active and catalytical role in not only holding and organising Championships and competitions at the National, Regional, University, School, Sub-junior level but more importantly in the disseminating, creating awareness, spreading the Olympic message, philosophy and Olympism at these levels.

(c) The NOA of India, under the patronage and active support of the IOA (the NOC of India) have been successful in influencing the federal and provincial Government authorities in setting up various commissions for the inclusion of sport and physical education as an integral part of the general education process, from primary school to Universities. Finally the apex body Central Board of Education in 1993 adopted the proposal, unanimously under the overall Chairmanship of the Human Resource Development Minister, Shri Arjun Singh. Syllabus have been designed and adopted; administrative and financial measures have been taken and the programme has commenced in phases as recommended. This was made possible with India having organised and hosted the 1982 Asian Games during the Prime Ministership of Smt. Indira Gandhi, a great patron of sports and physical education and the Olympic Movement and recipient of the Olympic Order. The beneficial effect as perceived by Pierre de Coubertin was realised and appreciated by the Nation/public as well as the authorities, as a result of the sustained campaign and efforts of the IOA (NOC) and NOA.

Emboldened by the positive and beneficial results of the 9th Asian Games, 1982, Structural and Institutional, Constitutional, legal, administrative and financial measures have been codified; training infrastructure, Institutes of Excellence for Physical Education and Sports, - their applications at Centres of Excellence set up, apart from bringing 200 million school and college going children and 600, schools, colleges and Universities under the ambit of this programme envisaged at an estimated cost of \$200 million at present cost.

The sports Authority of India, an autonomous registered Society having the entire gamut of sports services, training institutes, training centres, coaches, administrative back up facilities and a separate TEAMS (Training of Elite Athletes and Management System) Wing which regularly, periodically, institutionally interacts and holds consultations with the NOA and IOA (the NOC) in this endeavour for the furtherance and spreading the Olympic message, philosophy and education from Schools to the public. The Human performance Laboratory of SAI in consultation with NOA have prepared a structure for Olympic Education in Schools to be implemented from the year 2000 after approval by the authorities and ratified by IOA (the NOC).

Status of National Olympic Academy in India, is more or less like *a*. mobile academy, mainly coordinated through the educational Institutions based in the National capital in Delhi while the Director, Physical Education and Sports, University of Delhi, has been directing the activities as Executive Director and the Coordinator of Academic activities of the Indian Olympic Association. The Olympic Academy is headed by Raja Randhir Singhji, Secretary General, Indian Olympic Association as the President. Brig. K.P. Singh Deo, Former Chairman, CABE Committee on Sports and Physical Education has recently been appointed to review the whole system of working and recommend necessary programmes of action.

Most of the programmes of Indian Olympic Academy pertain to organisation of seminars, conferences, workshops and clinics and talks and lectures, demonstrations organised in various games and sports at various Institutes, besides the sports managers and teachers with emphasis on Olympism through programmes of physical education. As a special effort of the Academy, Government of India had set-up a Committee for development of education through physical education activities for the schools at All India level. Similarly, special programmes to create awareness on Olympism have been organised at the college and university levels from time to time.

Whereas three courses through solidarity grands are scheduled to be held in May, June & July this year; in the first week of April, a well attended seminar on "Olympic Education" was held at the University of Delhi, with the Director as its Coordinator.

We are planning many more such courses with specific thrust on clinics on various sports. Further, we propose to organise mass runs

and adventure activities besides camps and get-togethers of sportsmen/women in the coming times and usher in a people's movement for Olympism. Proposals are also through for the construction of an Olympic Bhavan, a bulding specially for Olympic programmes including academic activities.

Conclusion

The Olympic Movement is entering the new millennium. The last 106 years have witnessed tremendous response from athletes, International Federations, National Olympic Committee, Sports Scientists, Media, Commercial Organisations, Sponsors, Administrators, Philanthropists, Government, States and the people of the world to be included in the Olympic family for sharing common ideals.

From a pioneering beginning of the Olympic Games at Athens, 1896, comprising 285 athletes from 13 nations including 9 events, the Games and the Movement have systematically progressed to 10,700 (Men - 7000, Women - 3700) athletes from 197 nations, 271 Events, 37 Disciplines and 844 medals (Gold - 273, Silver - 273, Bronze - 298).

Revolutionary changes are taking place. Boycotts, politics, commercialisation, sponsorships, threats of take overs, influential and big brother attitude, threatening the vision, ethos, philosophy, of the Games and the Movement.

The social significance whereby competition makes humans equal in their class is threatened to be undermined by technological innovation leading to change of rules, regulations and infrastructure; scientific advancement leading to enhancement of performance, making it difficult for a level playing field and fair competition.

IOC and Olympic Education needs to address itself and complement health education, propagate AIDS control to healthy, young, energetic people and fresh approach to dope control, mal-nutrition and providing a level playing field, broadbasing in countries, less and unfavourably endowed economically, and inadequately developed sports infrastructure, facilities and international exposure but richly endowed with human resource, to make it a really universal/ world-wide and meaningful participation.

Olympic Education needs to focus its concentrated attention in schools with the aim to develop a programme to produce the ultimate Athlete. A programme to include Resident Athletes including the Campus infrastructural facilities, atmosphere and environment,

where Olympic bridging programme would be possible, aided by Sports medicine service, exercise physiology, sports psychology, counselling, tutoring and other educational services. Admission correlated to student - athletes and performance monitoring, required additional support and medical services, community support, especially parental and financial support from International, National, Provincial and Philanthropic Agencies, Development Centers and pilot centers linkages with Human performance components integrating Aerobic fitness with Muscular fitness and flexibility ensuring good cardiovascular performance, speed and strength, and preventing of unwanted debilitating muscular injuries.

The NOA in coordination with IOA (NOC), SAI (TEAMS) Wing have planned a series of seminars, workshops, interactions, Solidarity Courses for athletes, coaches, leaders, administrators, academicians, sports scientists, Psychologists and Managers likely for inclusion in the 2000 Sydney Olympic Games. Monitoring activities have commenced and are underway. De Coubertin's vision is of utmost relevance today, if not more than it was in 1892 at Sonbonne, Paris.

**I CONCLUDE WITH THE ANCIENT SANSKRIT VERSE
"AVANG NIJ PARABETI GANNANA LAGHUCHETASAANG"
"UDDAR CHARITAANAANGAAVVOO BASUVDHAIBA
KUTTUUMBAKAM"**

**The meaning of which is
"MINE - THINE - THESE ARE THOUGHTS OF LESSER MINDS"
«FOR THE LARGE HEARTED THE WHOLE WORLD
IS A FAMILY"**

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REPORT OF THE ACCOMPLISHED WORK

by Juana Migdalia González RAMOS (CUB)

The work developed by the Cuban Olympic Academy in the period indicated, was based, on what is fundamental, on the fulfillment of the limits of the International Olympic Academy, that are found collected in the work strategy put in practice by the Ibero-American Association of Olympic Academies National, where the central objective is the defense and diffusion of the Olympic, as well as the accusation of all that attempt against the principles of this Movement.

To the return of the Meeting of Academy Presidents Olympic National, celebrated in Olympia during the past year 1998, was proceeded to make the work plan and the objectives to reach during the period, what was approved by the Members of the Commission of our Academy.

Quantitatively the plan was fulfilled to the 99%, letting of executing only the programmed Annual Course, the one which was not possible to accomplish due to the affectations suffered in our country by the step of the Hurricane GEORGE, that let a disastrous sequel in large part of our country, it is requested the permit required to the competent authorities, who authorized to postpone it and to accomplish a course with the double of the registers during the present year 1999, something which is planned to be effected in the month October, for this, timely measures have been taken only the invitation and acceptance of the international lecture are in process to be done.

Qualitatively the activities have been complying with the participation of the Centers of Study and Olympic Investigation, created in most of the provinces of the country, where a greater development in the studies center has been observed as well as in the interested circles specialized in the sport, that operate in the elementary schools and other centers specialized in the work with children and youths.

The activities that are accomplished mainly involve conference cycles, contests, workshop colloquies, scientific events specialized in the thematic of the Olympic, especially in the powers and subsidiary of the Institute Superior of Physical Culture, University of the Sport in Cuba. They are emphasized in this sense the territories of Holguin, Matanzas, Villa Clara, The Havana, Pinar del Rio, City of the Havana, Santiago of Cuba and the Island of the Youth.

All these territories have been working in correspondence to the aspects treated during the annual course of the Olympic Academy, that was held in October 1997. In spite of the fact that was necessary to postpone the corresponding course for 1998, the work of the academy has been maintained, by means of the celebration of the corresponding meetings with the members and collaborative of the latter which has permitted that today we could assert that the essential objectives of our work have been fulfilled in successful way.

Among the developed activities we have

- Conference Cycles on the Olympic held all over the territories.
- Provincial Scientific Forum on the Olympic Ideals, accomplished in the territories of Holguin, Matanzas, The Havana, Pinar del Rio and Villa Clara.
- Special Ecological Event celebrated in the Youth Island, with the participation of Mr. Willy Kaltschmitt Lujan, Member IOC and of the Commission of the environment, who offered a masterfull conference and participated in a round table. This event was designated "The Olympic Parrot" in honor to that kind of Cuban Parrot in extinction by the great depredation that it has suffered.
- Colloquy on Olympic ethics, celebrated in Santiago of Cuba and in Matanzas, where topics related to the present time of the process denounced on the cases of corruption in the IOC were discussed.
- Scientific Event on Professionalism and Marketing celebrated in Pinar del Rio and The Havana.
- Infantile Contest "The Olympic Symbols", consistent in which the children drew and explained the meaning of the Olympic Symbols, accomplished in Holguin and in City of the Havana, being pending the national stage.
- Systematical Operation of the Student Scientific Circles of Olympic Studies in the Institute Superior of Physical Culture "Manuel Fa-

jardo" in City of the Havana, where topics of the Olympic present time, were approached and articles of the Olympic Magazine and aspect of the Olympic Letter were discussed.

- Solemn Act in commemoration of the 104th, anniversary of the constitution of the IOC, celebrated in the Superior Institute of Physical Culture, with the participation of members of the Executive Committee of the Cuban Olympic Committee, Presidents of National Sports Federations, of Continental Federations, Teachers of the Institute and Members of the Olympic Academy.
- Theatrical Work where the History of the Olympics, with the children participation, youths and adults, originating from Studies Centers was represented, in such work each IOC former Presidents were represented by a student, who narrated the most outstanding facts occurred during their mandate, who were represented in different acrostic tables, characterized with wardrobe of era and nationality.
- Advice to the Olympic of the Universities.
- Advice to the students that they are accomplishing their diploma projects on the Olympic, facilitating to them literature, interviews and other means of investigation for their projects. The same work is kept with the Graduates that accomplish their End Thesis of Master and with the doctoral thesis on the topics of the Olympic.
- With the sponsoring of the Olympic Academy, contests on the Games multisports zona and regional have been celebrated and their incidences in the Olympics.
- Colloquies with the high-performance Sportsmen on the contribution of the sport in the conformation of the moral values, ethical and patriotic.
- Participation in the Acts of Reception to the Cuban athletes that attended the Central American Sports Games and of the Caribbean, celebrated in Maracaibo, Venezuela. The acts accomplished in the Educational Centers where these athletes study their studies had a special importance.

A relevant aspect was the participation by second consecutive year of a young university teacher, in the 38th International Meeting for Youths, thanks to a scholarship conceded by the International Olympic Academy. Also it was selected our Secretary General as

coordinator in that meeting. Both case thanks to the gentility of the International *Olympic* Academy, something which we thank.

In addition to this there was a participated in the Career by the Olympic Day, promoting the participation of the Schools, Institutes and Universities. Personally the Commission of the Cuban Olympic Academy, collaborated with the organization and development of the National Career.

Finally it was known the resignation request of the President of the Olympic Academy Lady Secundina Gardenia Vázquez Oliva, who retired as a worker, after almost half a century to the service of the Sport and the Olympic, request that it was accepted and was proposed to accomplish a series of acts in homage to so distinguished personality, which were organized by the Cuban Olympic Committee and the Cuban Academy.

We have offered in tight synthesis the principal activities developed during the analyzed stage.

We thank all those who have cooperated with these activities and very especially our Cuban Olympic Committee, that has supported and participated in all the accomplished activities.

PROPAGATION OF OLYMPIC IDEAS IN THE SCHOOLS IN THE SLOVAK REPUBLIC

by Prof. Josef HRCKA (*SLK*)

Slovakia is a country situated in the heart of Europe with a population of 5.3 million and a developed education system. Among the higher education institutions in Slovakia that provide training for physical educators, we can mention, inter alia, the Bratislava Faculty of Physical Education and Sports and four teacher training departments in other cities of the country. Students can learn about Olympic issues in these faculties during their studies, as well as in secondary schools to a certain extent. Furthermore, the Slovak Olympic Academy - SOA - organizes competitions for all schools to evaluate their knowledge about the Olympic Movement. In this way, participants can have a very global view of this question.

The Faculty of Physical Education and Sports of Comenius University

Students can improve their knowledge of Olympism and the ideas it generates in different ways. As part of the course "History and Organization of Sport" for example, certain subjects related to Olympism are compulsory. Moreover, the optional courses on "Olympism" also handle these issues. The courses are delivered by sports historians (professors and lecturers). Other, more specific subjects, are also included in these two courses

- 1) "Ethics in general and sports ethics" dealing with the observance of ethical rules of top athletes during their sports activity, as regards representation, participation, honesty, fairplay, etc.
- 2) "The Philosophy of Sport" presents the sporting ideal in ancient philosophy (Socrates, Plato, Epicurus).
- 3) "Sport Aesthetics" presents to students works of art linked to the Olympiad - statues of winners, stadia, etc. - as well as canonic examples of physical beauty.

- 4) "Sports for All" intends to present revised ideas on the access of all individual to sport for recreational purposes (Pierre de Coubertin, the Olympic Charter, etc.)

Teacher Training Departments

In the 4 Teacher Training Departments of Slovakia, the Olympic subjects are taught as part of the courses on "The history of sport and Olympism" and "The theory of physical education", for 12 hours during the first semester, divided as follows: 4 hours on the theory of physical education, 4 hours on the history of sport, 4 hours on Olympism. The courses are compulsory for all students who have included "physical education" in their syllabus.

Secondary schools

In the context of physical education and sport, courses will cover in addition to practical exercises, theoretical subjects too, among which the teaching of Olympism has been included on the proposal of the Slovak Olympic Academy. To achieve this objective, written material needed to be made available to the schools. Professor GREXA, the President of the SOA, therefore prepared a 35-page educational manual entitled "Olympism and the Olympic Games". This manual has been distributed, free of charge, to all physical education teachers in secondary schools in Slovakia.

Competition on Olympism

In order to ensure the effective dissemination of Olympic ideas among the young, the SOA is encouraging the staging of competitions in different schools. The purpose of these competition is to educate the young in the spirit of the Olympic ideal. The first competition was held in 1994, the year of the celebration of the IOC's centenary. The schools were informed of the conditions and dates of the competition through the "Education Journal".

Contents: questions / answers on the Olympic Movement were prepared for the different types of schools: primary, secondary, colleges. Physical educators were invited to explain them to the children and students. If the pupils and students wished to take part in the competition, they were asked to form 3-member teams which will

first take part in the regional competition, the winners then going to the national finals. These are held in a different city each year and separately for the three levels of education. In 1998 for example, 15 primary school teams participated in the national finals, alongside 4 teams from secondary schools and 7 college teams.

The final competition closed with a debate attended by Olympic competitors. The prizes were awarded to the winners by the President of the Slovak Olympic Committee. To allow participants to prepare adequately the SO A has published a guide on questions/answers regarding:

- 1) the rules of the competition
- 2) Olympiads during antiquity
- 3) the International Olympic Movement
- 4) the Structure of the Olympic Games
- 5) the Olympic Movement in Slovakia
- 6) questions/answers

There are 20 questions for elementary school children, 30 for secondary schools and 40 for college students.

Training

A rather conventional activity as part of Olympic education is the excursions "on the track of Olympism and the Olympic Games". These trips are organized by the SOA together with the TRANSTIP travel agency and are exclusively aimed at primary and secondary education. They include visits to Olympic host cities like Paris, London, Athens, Rome etc. During the excursion, participants have discussions on the impact of the Olympic Movement and the Games on the city which they are visiting. They also receive a questionnaire on the Olympiads which they have to fill. At the end of the year, the three first winners will receive awards. To this day, within a period of 5 years, almost 12000 children have participated in these exams.

OLYMPIC EDUCATION IN PRIMARY AND SECONDARY SCHOOLS IN THE SERB REPUBLIC

by Prof. Dr. Stefan ILIC (YUG)

Olympic education of children and young people is promoted in the Serb Republic within the context of the formal education system. At present, this education is provided by means of sports competitions which have been part of the school's sport competitions which have been part of the school's sports programme for the past thirty years, already under the patronage of the Republika Serbska's government. These sports activities are financed by the Ministry of National Education and the Ministry of Youth and Sport, thus ensuring their legal base at the same time.

Competitions for boys and girls in primary schools are organized in eleven sports (gymnastics, rhythmic gymnastics, athletics, swimming, skiing, shooting, table tennis, basketball, volleyball, handball and football).

The events are staged at five levels: school, community, regional, district and national.

Summer Olympics for school children are held every four years (in the eleven sports), as well as Winter Olympics for Alpine and Nordic events. These Olympics observe the Olympic protocol down to the smallest detail (parade, hoisting of the flag, playing of the national anthem, lighting of the Olympic flame, the oath of athletes and judges). Special attention is given to fair-play during the games and the best competitors are recognized and rewarded.

During a second stage, on a much wider scale, our aim is to integrate the various aspects of this programme in the syllabus of other courses which of course will be a long and complex process.

At present, however, the Yugoslav Olympic Academy is cooperating closely with the "Federation of School Sports and Olympic Education of the Serb Republic" for the implementation of the Olympic education programme. Starting from the requirement that sports competitions for children should be organized in accordance with Olympic

principles and promote the sporting spirit (fair play) among pupils within the systems of the Olympic Games for schoolchildren in Serbia, this part of the programme includes:

1. Olympic Education

- The Promotion of friendship among children and young people by encouraging comradeship before, during and after the competitions, by welcoming at home children from other cities and by maintaining these relations through durable contacts (correspondence, visits).
- Concern for fair play, sporting behaviour, the acceptance of results without protest and with dignity. The development of honest rivalry, respect for the rules of the Games and competitions, judges and their decisions, civilized reactions on the part of fans, as well as respect for all teachers.
- Development of a moral attitude in children by providing knowledge on ethics and the dangers associated with cheating and violence in sport, doping and drugs.
- Warning against the dangers of chauvinism and hatred, religious or ethnic discrimination or on grounds of sex or different levels of physical ability.
- Awareness of the need for human solidarity and tolerance also in the field of sport.

2. Olympic Teaching

All children attending school (and above all those taking part in sports competitions) should acquire basic knowledge of the most important fields (themes) of the Olympic Movement, i.e.

- The ancient Olympic Games in Greece (the history of their creation, their continuity, the most important values of the ancient Olympic Games, their abolishing, their duration).
- The modern Olympic Games of our era (contemporary games), the period of their revival, Pierre de Coubertin, the first Olympic Games, the Olympic Charter, the Olympic card. The meaning of the terminology and symbols of the Olympic Movement (the Olympiad, the Olympic Games, the Olympic rings, the Olympic ideals, the Olympic flame and flag).

- The Olympic Movement in Serbia and Yugoslavia: the beginnings of Olympism, the establishment of the Serbian Olympic Committee, General Svétomir Djukic - founder of the Serbian Olympic Club (Committee), member of the International Olympic Committee (1912-1949), the Yugoslav Olympic Committee, the Serbian and Yugoslav Olympic athletes.

The following awards are given for knowledge, exemplary behaviour in line with the fundamental Olympic principles, as well as for contributing to the delivery of Olympic education to children and young people:

Commendations (oral and written) and prizes (disciplines, charters and plaques).

The Olympic Education programme provides

- a. increased awareness of the Olympic philosophy and the ideals it promotes, of fair play sportsmanship, respect for the opponent and honest rivalry, good relations, as well as the civilized acceptance of results obtained;
- b. broader knowledge and understanding of the history of the ancient Games and the modern Olympic Movement;
- c. promotion of the children's moral development and improvement of their knowledge and understanding of ethical concepts as well as the risks associated with fraud and cheating in sport, drugs and violence.
- d. encouragement to children to practise sport, take part in physical activities and adopt a healthy and active lifestyle.
- e. more information to children about the risks associated with chauvinism, nationalism hatred for others, religious or racist discrimination, discrimination based on ethnic differences, gender differences, or differences at the level of physical or intellectual abilities.

In this way, we try to integrate the Olympic ideals in education so that they can be adopted by the young with the help of appropriate educational methods. At the same time, we insist that Olympic education should become an important component of general education.

At present, the system of Olympic sports championships in schools constitute for us a great opportunity and a means to implement Olympic education in primary and secondary schools and we intend to continue our work in this area.

OLYMPIC EDUCATION IN FINLAND

by Anja JÄRVINEN (*FIN*)

The development and tasks of the Finnish NOA

The Finnish Olympic Academy reached the age of eleven years in December 1998. It was founded in 1987 to propagate the ideas, goals, and knowledge of the Olympic Movement in Finland. There are seven members elected by Finnish NOC on the Finnish Olympic Academy Committee, and the secretary is the Office Manager of the NOC. The secretary general of the Finnish NOC participates, ex officio, in the meetings.

All NOCs have the 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. The development of the Finnish NOA has taken place slowly, and it has taken many years to find the ways to spread and promote Olympism and the real target groups for Olympic Education in general.

National sessions

The first national session was held in Helsinki, in Finlandia Hall on the 1st of December 1987. The main theme was Olympic Movement and Education. There were a lot of foreign lecturers. The second session took also place in the south of Finland. The topic was Sports and Society. There is a unique organizational system in sports in Finland where the realisation of the sports activities is taken care of by non-governmental organisations. The Olympic Movement has always been highly respected by the Finnish State: it is seen as a channel for promoting international cooperation and friendship.

In 1989 The Olympic Academy decided to introduce regional sessions in order to spread the ideals of Olympism in different parts of Finland. Everybody knows what a NOC is responsible for and what the Olympic Games are about, but there are only a few people who have an idea about the work of an Olympic Academy. We have organised regional sessions in the south and north, in the east and

west of Finland. The participants have been representatives of different cities, provincial governments, sports boards, universities, and schools as well as representatives of municipalities, congregations, cultural and civic associations, business life, and media as well as various Finnish sports organisations, coaches, athletes, teachers and students.

The year of 1997 was our jubilee anniversary and we had our session in Olympia. It was a great success with 27 participants. The whole atmosphere and the surroundings of the International Olympic Academy are so unique and inspiring. There is the heart of Olympism. Up till now our Academy has organised 12 sessions.

International co-operation

The Finnish NOA sends participants to the IOA's sessions. We give some information about the Olympic Movement and Olympism to every participant before leaving for Olympia. Afterwards everybody makes a report of the session and gives the presentation in our national session. Every participant has very positive attitudes for the Olympic Movement and Olympism, when they return home from Olympia. But it is a pity that only few of them work actively for the Olympic Movement afterwards. As often as possible we take part in sessions organised by the Olympic Academies in Sweden, Norway and Denmark.

We have co-operated with the German Olympic Academy for years. We have got a lot of excellent German materials and useful tips for Olympic education. Mr. Robert Marxen visited our session at the Kuortane Sports Institute and told us about Olympic and Fair Play education in Germany. The Finnish Olympic Academy was one of those 14 NO As in the workshop in Berlin last March. Every Academy got a lot of new ideas for their educational work and co-operation in the future.

Aims of the Olympic Education

Olympism is an educational opportunity. There are the same values in Olympic Education as in the existing educational programmes: Fair play, tolerance, friendship, peace and understanding between different nations and cultures. It contains the concept of a harmonious education of the whole person. Balance of mind and body and

soul. Olympism is not only books, different kind of materials, and training. It is the way of life.

Olympic Education must not be a separate phenomenon or a project. We want to develop an educational strategy for children and young people based on and utilising existing educational programmes, seeking the advice of professional educators at all stages. It means Olympic Education programmes and activities adapted to fit into the Finnish education system and our particular curriculum requirements. Learning across all curriculum areas and create opportunities for children to live out the Olympic ideals. Children love learning. They are curious, energetic, honest, and enthusiastic to discover new environments. In the field of sport, children can learn effectively by watching each other and by imitating their elders. That is a wonderful platform to share the spirit of peace, the values of fair play, and respect for others and the joy of sport.

The Finnish Olympic Academy's co-operation with schools started in 1994, when our Academy produced the first Olympic Education project in my school. It is an elementary school in the eastern part of Helsinki with 460 pupils. There are a lot of children from foreign countries: Russia, Estonia, China, Hong Kong, Somalia etc. We recognized in the everyday life that we need a lot of knowledge of these children's culture and background to understand each other and to work well together. Olympism was an educational opportunity for us. We organised an Olympic week in May 1995 and once again in 1996. We did not have any material of our own but used materials from Germany, Canada, and Norway. Their materials are well done for many subjects. We translated parts of this material and made some parts of our own. This was the beginning. These weeks were very successful. Even the media were interested in these Olympic weeks. We were on the radio, TV, and newspapers. The publicity was very positive for Olympic Movement. In 1997 more than 200 schools had Olympic week, and more than 40.000 students have got the basic ideas of Olympic Education, Olympic Movement, and Olympism.

We are sure that the idea of Olympic Education must be taken into an active and pedagogical fruitful connection with the event of the Olympic Games. This event has to be used in its function of showing and demonstrating. Themes like:

1. Olympic Games as a festival with its festive rules as a symbolic level of the Olympic idea

- symbols (rings, torch, flame, flag...)
- ceremonies (opening, closing, and prize giving ceremonies)

2. Arrangement of the contents for the event Olympic Games

- the history of the Ancient and the Modern Olympic Games
- development of disciplines
- the values of participation and co-operation
- number of participants
- Pierre de Coubertin and the philosophical basis of modern Olympism (basic elements of the Olympic ethics: fair play, tolerance, generosity, friendship, non-discrimination, respect for others, equality, justice)

3. Problems and dangers faced by the Olympic Games

- commercialism
- doping
- politics
- gigantism
- the media, etc

Curriculum links: health and physical education, languages, human society and its environment, art, history, geography, handicrafts, mathematics, and music.

The most important result of these Olympic weeks in different schools is that young people, their teachers, and parents have gained positive attitudes towards the Olympic Movement. The feedback from schools has been very positive. The work must go on.

For programmes and activities to succeed, they must be supported at all levels by the Olympic Movement and the Governments. Teachers today are faced with a never ending influx of new ideas and programmes to fit into a crowded timetable. We need teachers' commitment to the Olympic Education programme and they need the support of the education authorities. To facilitate the support at all school levels, our Academy is going to conduct teacher's workshops. Budgets must also support the implementation of the Olympic education initiatives. The Olympic Education programmes we are currently implementing in schools are part of the Olympic 2006 Schools strategy. We elected a new group of professional educators to plan new materials for all school levels.

When we reflect on the basic principles of Olympism and the power of the message to widen direction for everyday life, it is clear that through involvement in Olympic Education programmes and activities our students can develop their skills for life, increase their learning experiences and gain an understanding of those universal Olympic values which contribute to build a peaceful and better world.

1. VIDEO CASSETTE	- Highlights of the Olympic Movement in Finland, in Finnish, 30 minutes - Olympic B.C. - A.D., in English and Greek, 30 minutes
2. THREE MUSIC CASSETTES	- Olympic Hymn - Highlights of radio recordings from the Olympic Games before TV-era - Atlanta 1996
3. A SERIES OF POSTERS HIGHLIGHTING THE INTERNATIONAL OLYMPIC MOVEMENT	- Translated and copied from the original version of the German Olympic Academy
4. KEEPING THE SPIRIT ALIVE	- Selected parts translated into Finnish from the original Canadian handbook
5. REPORTS FROM THE REGIONAL SESSIONS OF THE FINNISH OLYMPIC ACADEMY 1987-1997	
6. FINNISH ATHLETES AGAINST RACISM - 4 POSTERS	
7. ATLANTA 1996	- Supplement by Suomen Kuvalehti, the leading Finnish weekly periodical, on the first century of the Modern Olympic Games
TOLERANCE	- Supplement by the "Liikunta & Tiede" Periodical (Sport and Science).

OLYMPIC EDUCATION IN THE HUNGARIAN UNIVERSITY OF PHYSICAL EDUCATION

by Dr. Prof. István KERTÉSZ (HUN)

The Hungarian University of Physical Education (HUPE) was founded in Budapest in 1925 under the name: College of Physical Education. In 1975 the College was granted university status, celebrating its 50 year-jubilee; then in 1985 it received complete university accreditation and finally included the title of University in the school's appellation in 1989. The graduate curriculum for students majoring in Physical Education is four years. During the first 2 years the curriculum centers on comprehensive courses in the social and natural sciences as well as courses related to the fundamentals of sports and physical education. The following 2 years are dedicated to specialization and narrowing the field of study. Students who successfully complete their coursework and graduate from the program receive the "Magister" degree in physical education which is equivalent to the Master's Degree granted in western European universities and colleges. This degree enables them to teach in elementary and secondary schools, and students may also obtain coaching certification at the intermediate level in several sports. Physical education teachers who receive their degree from HUPE may participate in the postgraduate professional program. This 2 year postgraduate course offers Postgraduate Professional degrees in a chosen course of study which enables them to go deeply into special areas through studying the updates and the latest results as well as further practical aspects of each field. Participation in the redesigned 3 year Doctoral program is available to those holding Physical Education degrees and the degree conferred is equivalent to the doctorate (Ph.D.) in Physical Education and Sport Sciences. We have a similar teaching program in Human Kinesiology. Our students are mostly Hungarian but we also have many students from Greece, Cyprus and Northern Europe, too.

HUPE has very beautiful Olympic traditions. Between 1925 and 1993, 72 Hungarian Olympic champions received their diplomas from our College, i.e. University. Since 1993 the number of Olympic champions who studied in our university has increased. One of the latest heroines is the kayak-queen Rita Kőbán, who won a gold medal in Atlanta. We, the teachers of HUPE, are very proud of our earlier and contemporary athletes who were so successful at the various Olympic Games. In the first floor of the main building of the university there are marble boards which contain the names of the Hungarian Olympic champions. It is a very good feeling to read the names of the students of our university, among them Angela Németh, the victor of the women's javelin in the Games at Mexico, was a student in our institute when she could read her own name on the board. Her Olympic success served as an example for her classmates. We can be proud of our professors also. For many years Mr. Arpad Csanády, member of the IOC taught at HUPE, and we have as our colleague Mr. Pál Schmitt, the Vice-Président of the IOC and Mr. Tamas Aján, president of Hungarian Olympic Academy, general secretary of Hungarian Olympic Committee, and General Secretary of the International Weightlifting Federation.

The Olympic Spirit is continuously present at HUPE. The Hungarian Olympic Academy is housed in one of the building of this institute. Between two buildings of the university is situated an Olympic Park. There we can see the memorials of Mr. Ferenc Kemény, the Hungarian member of the first IOC and a good friend of de Coubertin; that of Ferenc Mezö, an excellent sport historian; the victor in Epics in the Games of Amsterdam and that of Mr. Csanády. The students, who are sitting on the benches of the park and learning or talking, can become similar fans of the Olympic Movement. Of course Olympism gains an important role in the material of sport history. The teaching of sport history focuses on the Ancient and Modern Olympic Movement. It is the responsibility of myself and my colleagues, and we do it with happiness. Because the successful participation of our athletes in the Olympic Games is one of the best glories in our history of changing fortune.

DEVELOPING THE OLYMPIC MOVEMENT IN KOREA THROUGH PHYSICAL EDUCATION IN SCHOOL

by Prof. Dongwhan KIM (KOR)

The Korean Olympic Academy has contributed to develop the Olympic Movement in several ways for the last decade. Since the Seoul Olympic Organizing Committee successfully hosted the 1988 Seoul Olympic Games, the Korean Olympic Committee has tried to emphasize the importance of the Olympic Movement to remember the Seoul Olympic Games.

The Korean Olympic Academy General Session came up with one possible way of developing the Olympic Movement, that is through using the physical educational programs in elementary and high schools.

School	Topic	Contents
Elementary School	1. Olympic Movement	History and Tradition of Olympic Games
	2. Participating Country	I.O.C. Members, African, Asian etc.
	3. Number of Events	Individual or Team Competition
	4. Number of Medals	Individual, Team
	5. Seoul Olympic Games	K.O.C., SLOOC, N.O.C.
Junior High School	1. Olympic Movement	Olympism
	2. Issue	Olympic Games and Politics Olympic Games and Woman Professional and Amateur Winning and Fair-Play
	3. Official Event	Official / Demonstration
	4. 1988 Seoul Olympic Games	Organization and duty of SLOOC
	5. Korean Participating Athletes	- Medal Acquisition - Case Study of Individual Athletes - Understanding of Wining and Losing

Junior High School	6. Olympic Design	- Olympic Events' Symbol, Mark and Pictogram, Mascot etc
	7. Art and Culture	- Ancient Olympic Art - Religious Celebration and Cultural Event - Foreign Athlete's Culture
	8. Science Convention	- Humanism in Olympic - Sports and People
	9. Healthy Living	- Exercise and Present Science - Good Housing and Meal - Stadium in Good and Clean Condition
	10. Living Safely	- Good Environment for Exercise - Make a Comfortable Living Area - Make Work-out Area Safe - Make Safe for VIP, etc.
	11. Other Classes a) Home Economics b) Industry and Art c) Writing d) Mathematics e) Physical Education f) Science g) Sociology	- Color of Uniform and Products for the Olympics - Souvenir for the Olympics - Spirit of the Olympics - Symbol of Opening Ceremony - Computer and Range - Intramural Competition, National Competition - Score Board, Predict Weather Condition - Competition in Cultural Difference and Interrelationship among Citizens
High School		

These programs are the way to raise awareness, understanding and development of Olympism in Korea through Physical Education. The Korean Olympic Academy General Session conducts these programs to make aware the importance of the Olympic games not just only in Korea but also around the world. These programs might help other countries to develop the Olympic Movement through their National Olympic Academy.

Let's make it a greatest Movement that people have ever known, OLYMPIC FOR EVER!!

REPORT OF THE GERMAN NATIONAL OLYMPIC ACADEMY

by Helmut KÜHNLE (GER)

The German NOA started the educational activities about 15 years ago. Since then various ideas and projects have become an important part of the work of the NOC and NOA. In the Following passages I will give you a short summary of the past, present and future activities of our work.

1. Since 1988 - the Seoul Olympic Games - our NOA has produced workbooks for pupils and teachers of elementary schools for all following Olympic Games. The title of these books is "Take part in the School Olympics". In correspondence with the curricula of elementary schools, the book gives information and ideas on the Olympic Movement by means of working sheets and programmes for almost all subjects for teachers as well as for children from age 6 to 11. The quality of this book is on a high and attractive level. It also contains a poster which can be presented somewhere in the school area. Sometimes the book is distributed by the governmental education offices, who first have to give permission to its use in schools.
2. Secondary schools are not regularly integrated in our programmes because of problems with the governmental curricula and financial support. In 1988 we carried out a countrywide art competition with the title "How I see the Olympic Games". The result was very positive. More then 14.000 pictures, graphics and objects were sent to our committee. The winners got prizes and were published on a poster.
Some more efforts will be made for this target group. Starting in September 1999 we will produce, in cooperation with two groups of teachers and graduating pupils, a CD-Rom with sport and Olympic topics and a special link to the Olympic Education part of the German NOC internet homepage (<http://www.nok.de>).

3. Any effort to multiply the ideas of Olympic Education in a country that is not host of the Olympic Games is difficult. Therefore we have started a separate education programme for German teachers. This year the 4 seminar for teachers will take place here in Olympia. Up to now about 400 teachers from different schools have taken part in our programmes, which include different subjects of Olympic Education such as history, fairplay, doping and others.
4. These teachers are not only multipliers of the ideas but they are also responsible for the distribution of our material.
In 1996 we produced an exposition of 8 posters in an edition of 5000 copies. For the countrywide presentation we selected all the multiplier - teachers and gave 12 poster sets to each of them for distribution and presentation in schools, public houses, sports centers, libraries and institutes. The exposition has been very successful so far, as the demand for more posters not only in Germany but also in other parts of Europe shows quite evidently. Therefore we will start a second actualized edition in 2000.
5. Even universities were interested in these posters. As for universities and academic institutes two different activities were planned. First of all, there was a competition of graduate students and their theses on Olympic subjects in 1998. Secondly, there was a seminar of students from different universities.
6. In 1998 we also started a new activity for young and active sportsmen and women - a very attractive target group as I think. In Germany there is a sports - competition programme for all schools called "Youth is training for Olympia". In February, the NOC/NOA took part in the winterfinals of this competition for the second time. After getting permission of our governmental authorities, we offered a one-week programme during the finals. First we presented an exposition of our posters and other pictures in the central celebration area, where all participants could look around, inform themselves and answer questions to a quiz. If they found the correct answers to the Olympic quiz they could win attractive prizes like track-suits or T-Shirts of the German Olympic team.
Secondly, there was a special NOA-presentation called "NOC-ac-

tion time" one afternoon. All participants and their coaches were given the opportunity to take part in activities such as a talk-show with Olympic champions, a video-presentation of the Olympic idea and some recitations of statements made by several participants of the Olympic Games.

During this event we also presented our new Olympia-Song, which deals with the main subjects of the Olympic idea. This song is a new idea and we hope it will become successful and widespread in future. Soon there will be an English version of this song that will hopefully win us an even greater audience among young people inspired by the ideas of the Olympic Movement.

OLYMPISM AS A WAY OF LIFE AND ACTION, A PRIMARY AIM OF THE ROMANIAN OLYMPIC ACADEMY

by Prof. Ion MATEI (ROM)

It is an honour and a special pleasure for me to participate with you at this Olympic meeting held under the auspices of the International Olympic Academy, with the aim of getting to know one another better and find together the best forms of cooperation that will allow us to promote Olympism as a way of life and action among ever wider groups and mainly, at all the levels of the education system.

We often hear the expression, "Sport is the responsibility of all". Indeed, if sport is everybody's responsibility, the perspective cannot remain individual but becomes the viewpoint of society as a whole. Sport has evolved into an indisputable social phenomenon, with all its excesses, passions, successes and disappointments. If we want sport to remain a shining activity, it will need a more human treatment.

The struggle for the education of healthy generations from all points of view has strongly marked our century. The progress of culture and civilization's prosperity, however, cannot be achieved outside a strong and pacifist human society. Unfortunately, the present value crisis in our society, where traditions and identity slowly lose their former significance, can also be felt in sports where the emphasis on top performance sport alone, violence, doping, the manipulation of athletes for commercial and political ends, are not only the most shocking examples of this crisis but also major obstacles to development, sensitivity, imagination and creativity.

From a different angle, we cannot ignore the fact that excessive specialization in sport, isolation, ignorance of educational and cultural factors are shortcoming of our times that have led to the growth of antagonisms between science and the mind, nature and man, aesthetics and ethics, sport and society, performance and personal-

ity. Today, the compartmentalization of scientific findings, of moral standards, ethical and aesthetic principles is not an end in itself, but a more effective working method which should not, however, encourage specialists to ignore the interdependence of cultural, educational, interdisciplinary and intercultural values and fail to look for, beyond a narrow performance perspective, the fundamental reality of the humanism from which Olympism has emanated.

At practical level, for the development of an ethical attitude, the role of culture and Olympic Education becomes critical. If education wishes to remain worthy of its name, it cannot be limited to the mere transmission of techniques and knowledge, but should also provide guidelines, increase the students' awareness of ethical issues and offer moral values. In spite some alarming signs, Olympism as a philosophy of life and respect for human dignity, can protect the athlete by promoting the values of mankind and society, for the development of fulfilled personalities. In this way, it reaffirms its position in the field of culture as a factor of civilization. It can be achieved through internal unity and self-building, but also through a permanent struggle against the forces that distort sport and the Olympic spirit.

Taking all these aspects into consideration, we have the obligation to be more explicit about the strategies, the objectives, the methods and results that arise from them. The sport - education - culture triptych is not a simple wish but a well structured and harmonized action programme. For our part, we shall present the Romanian Olympic Academy's development strategy and its course of action as regards the aims to be attained and the resources used.

The Romanian Olympic Academy (ROA), an institution of the Romanian Olympic Committee is developing its activities through four commissions: the Organization Commission, the Olympic Education and Culture Commission, the Research and Documentation Commission, the Commission for the Training and Further Education of Specialists. In order to extend its influence on national level, the ROA has established chapters in the most important regions of the country, Olympic clubs and societies within the education system, in sports clubs and organizations, in Olympic Preparation Centres for young athletes and of course as part of the support and assistance to representative Olympic teams. There are 18 chapters and

more than 200 Olympic clubs and societies throughout the country. The objectives that we wish to achieve are: promote Olympism in the most varied fields and particularly in all the levels of education; study the historic, cultural, ethical and social aspects of the Olympic Movement and the Olympic Games worldwide and in Romania; educate the new generation in the spirit of the Olympic principles and ideals; improve the Olympic culture of students; to fight against any form of discrimination and violence in sport, against the use of banned substances and doping methods, against corruption and the manipulation of athletes; train specialists for the Olympic Movement.

In order to attain these objectives, we have designed an Olympic Education system that is applied at national level. Its aim is to contribute, first of all, to the Olympic training of educators, trainers, future physical education teachers, whilst focusing at the same time on children of preschool and school age. We therefore organize every year a 7-day training course with teachers and students from schools, teacher training and military colleges, professors and students from higher education institutions. The courses cover a wider area than just Olympic teaching, since the content of the activities has a deep educational, cultural and formative content. The most talented trainees can specialize in order to become trainers in the Academy's Olympic structures. During 5 years of activity, 450 people have taken part in the course, 150 professors and 300 schoolchildren and students.

We also put together study programmes for the promotion of Olympism in schools, courses on Olympism for specialized higher education; we publish the Romanian Olympic Academy Newsletter (a quarterly publication) in which we include all the presentations that have been made at the annual sessions of the IOA, the ROA and its chapters, as well as the ROA's activity reports and action plans. Every year we organize a ROA scientific session, sections on Olympism in all the national scientific events held at physical education and sports faculties as well as our participation with papers on Olympic themes in different conferences, seminars, etc.

In 1998 we have recorded 150 works on Olympic subjects that were presented during 20 scientific meetings. Students also organize seminars and roundtable discussions. Publications include books and reviews on Olympic subjects, as well as special columns in the

press. The chapters have their own book and video libraries and even a sports museum. During the "Olympic Week", cultural and sports events are organized at regional and national level, as well as an International Drawing Contest on "The Olympic Games in children's imagination", an Olympic cross-country race, roving documentation exhibitions;

The "Ancient Olympic Games - the birth of Olympism, "Glory and Honour" - a retrospective of Romanian Olympic champions, etc.

The "Fairplay Trophy" is awarded each year for three categories. "In Memoriam" activities are also organized in commemoration of unforgettable people, scientific creation contests on "Science and Sport", etc.

Time does not allow us to give you more detailed examples about our activity. It is an integral part of Olympic Education, conceived as a well-defined system that works for the attainment of its goal and is ready to assimilate anything new.

In conclusion, I would like to make one final remark: looking towards the future, I am convinced that Olympism, together with the other philosophies of human existence, will be the bearer of a new message that will give a new meaning to life.

SPANISH OLYMPIC ACADEMY **30th Anniversary (1968-1998)**

by Alfonso NAVARRO (*ESP*)

The Spanish Olympic Academy was established on 25 November 1968, during an inauguration ceremony presided by the President of the Spanish Olympic Committee at the time, HE Juan Antonio Samaranch. It marked the birth of the first National Olympic Academy which began its work with much enthusiasm, as a subsidiary of the Academy in Olympia, fully participating in the seminars and sessions organized in Olympia. This is the reason why the Spanish Olympic Academy was awarded the title of "Official Collaborator" in 1971, during the celebration of the IOA's 10th anniversary.

During the initial period of our Academy's operation, we were able to rely on the participation of distinguished members and professors of the International Olympic Academy, as well as prominent figures of the Olympic Movement who attended our sessions, like Avery Brundage who was the President of the IOC at the time (1969), George of Hanover, President of the IOA (1968-1969-1970), our unforgettable and beloved Dean of the IOA, Otto Scymiczek (1972-1974-1976-1982 and 1988), our dear friend and pioneer of the IOA, Professor Franz Lotz (1972-1974 and 1987), without omitting to mention the participation, on a number of occasions, of H.E. Juan Antonio Samaranch, Monique Berlioux, Jürgen Schorenden, Berthold Feelman, José Maria Cagigal, Hans Lenk and other outstanding lecturers.

In the 30 years of its existence, our Academy has developed its activities as a NOC Commission and has been entrusted with the important mission of defending and disseminating the principles of the Olympic philosophy and the Olympic Movement in the country. This Commission is composed of ten official members, selected among the Presidents of National Olympic Federations who, as members of the Spanish Olympic Committee, enjoy national recognition for their academic or Olympic achievements.

The Spanish Olympic Academy, as an "Olympic body", includes among its members, in addition to the above mentioned NOC Commission, all the alumni of the IOA from Spain, selected during the official courses organized by the Spanish Olympic Academy for their merits and who then attend the sessions at Olympia. Today, there are 138 alumni to whom we attach special importance as the promoters of the Olympic philosophy in our country and we have given them the necessary support for the creation of their "Special Alumni Association", that works in close relation with the Academy. For the end of this year, a National Congress of Alumni has been scheduled.

Our Academy's activities include lecture cycles, exhibitions and drawing contests on Olympic themes, as well as a number of actions related to the promotion of the Olympic symbols.

The Academy's official course is organized every year in a university of one of the country's provincial capitals. This course usually lasts seven days. To be allowed to participate, those registered need to comply with a number of conditions, i.e. regular attendance, expressed interest for the Olympic phenomenon, sufficient knowledge of one of the official languages of the International Olympic Academy. In addition, they also have to submit a paper on an Olympic topic. The selection of the students who will attend the Sessions in Olympia will be based on compliance with the above four conditions.

Every year, there are 140 to 180 students who enroll for our official courses. In 1993, we broke all previous records with 545 participants attending the 25th Session of the Academy organized at the Las Palmas University on the Canary Islands. The lectures had to be held in a movie theatre to allow all those who had enrolled to attend.

In 1988, we celebrated our Academy's 20th Anniversary and its 25th in 1994. The first celebration was held in the presence of IOC President, HE Juan Antonio Samaranch and the lecturers 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 HE Juan Antonio Samaranch, President of the International Olympic Committee, who was awarded our Academy's special prize during this ceremony. All

national sports officials, the Federation presidents, the members of the Spanish Olympic Committee and the representatives of the Ministry of Education and Culture were present.

We have scheduled the celebrations for our Academy's 30th Anniversary for November of this year.

Participants in our Academy's official courses receive an attendance diploma, signed by the Rector of the University where the course was held, the President of the Olympic Committee and the President of the Academy. Our Academy has also been entrusted with the mission to run the Olympic Library which is now ready and at present we are in the task of completing its collection with a number of books exclusively on Olympic themes. We are also organizing at present the Olympic Museum and the Olympic photo and film library.

Our dearest dream, however, that is linked to Olympia and its contribution to Culture and Humanism, became true on 14 June 1990, in Madrid, with the creation of the Ibero-American Association of Olympic Academies, the first association of its kind that strives for the promotion of the aims of the International Olympic Academy. The common history and language of the Association's member countries, have allowed it, within a matter of just five years, to achieve outstanding results through its cooperation with the IOC's Olympic Solidarity. In 1990, there were only four Academies in that region. Today their number has gone up to 25; they work in harmony together, plan their official sessions and send representatives to the International Olympic Academy every year. The common language facilitates the exchange of valuable documentation, in certain American and African countries in particular, where Olympic literature is scarce or non-existent.

1997 was a very important year for the promotion and development of Spanish-speaking Olympic Academies in Africa. The following Academies have been founded: Angola, Mozambique, Sao Tomé and Equatorial Guinea which have joined the Association formed by the Academies of: Argentina, Bolivia, Colombia, Costa Rica, Cuba, Chili, Ecuador, El Salvador, Spain, Guatemala, Equatorial Guinea, Honduras, Mexico, Mozambique, Panama, Paraguay, Peru, Portugal, Puerto Rico, Dominican Republic, Sao Tomé, Uruguay and Venezuela.

From the 1st to the 8th of December 1979, as part of a programme that was developed in collaboration with the IOC's International Cooperation Department, and which I personally conducted with the consent of the IOA President, Mr. Nikos Filaretos, a seminar was organized in Benin for the growth of French speaking African Olympic Academies, during which 21 participants from Togo, Mali, Niger, Benin, Ivory Coast, Burkina Faso, Mauritania, Equatorial Guinea and Senegal were given information on what an Olympic Academy represents, its constitution and operation, in order to encourage the establishment of other NO As in their countries in the near future.

In 1998, the Spanish Olympic Academy celebrated its 30th Anniversary on 25 November. For the occasion, the Spanish Ministry of Postal Services and Communications approved the issuing of a special stamp in commemoration of the event.

THE ACTIVITIES OF THE NATIONAL OLYMPIC ACADEMY OF ESTONIA IN THE FIELD OF OLYMPIC EDUCATION

by Reele REMMELKOOR (*EST*)

The National Olympic Academy of Estonia was founded on April 18, 1989. The aims of the NOA of Estonia are the following

1. To spread and promote the Olympic principles.
2. To organise 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 organise 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.

In the last years the NOA of Estonia has turned more and more attention to Olympic Education. In this reason last year was founded a Committee of the Olympic Education in the NOA of Estonia, who took for purpose to spread and promote the Olympic principles among Estonian youth in four levels:

- 1) in the elementary - school - level - organising School Olympics;
- 2) in the secondary - school - level - organising School Olympics and contest "Fair Play in Youth Sport";
- 3) in the university - level - lectures on Olympism (in the University of Tartu from 1998) and to organise the annual Olympic essay-competitions for choosing participants to the IOA Sessions for Young Participants (the best essays from 1992-1997 have been published in the collection "Olympic Dream");
- 4) In the post-graduate-level- to send participants to the IOA Post Graduate Seminars, which is a perfect possibility to study Olympic Games, Olympic Movement and Olympism and to work on personal scientific papers on Olympic studies.

To fulfil these purposes, there have worked out 3 projects

1. PROJECT "FAIR PLAY IN YOUTH SPORT", started from 1997

The purpose of this project is to evaluate the honesty and the respecting companions in the youth sport.

The essence of this project is a contest among young sportsmen, who conduct themselves in the most respective way in the sports field. The winners will be awarded with the medals and T-shirts with the special logo (winner of the logo-contest of this project). The first 2 laureates have been chosen. The prizes were transferred on the School Olympic Games and on the Celebration of the Sport Year 1998.

In the frame of this project a short educational video "Fair Play" was made in cooperation with the Estonian Television.

2. PROJECT "SCHOOL OLYMPICS", started from 1998

The purpose of this project is to activate the schools' sport-life and emphasise the sports' diversity by using Olympic traditions.

Two School Olympics (Winter Olympic Games in the Secondary School of Patküla and Summer Olympic Games in the Elementary School of Peedu) have been carried out in the frame of this project. According to the Olympic idea, the students participated besides the sports competitions also in the competitions of essays, drawing and making of the Olympic mascots, which winners were rewarded with the winners of the sports competitions. Thus the Olympic Movement reaches to the schoolchildren in a concrete way and not only in the meaning of sports competitions but in a more extended contest. It is a way to demonstrate the unity of the Olympic Movement and Olympism.

A handbook "Let's Make Own School Olympics" and an educational video have made on the basis of these two School Olympics. The handbook contains brief review of the history and traditions of the Olympic Movement and Estonian Olympic heroes. Working lists for the students are added after every theme; practical recommendations and instructions for the teachers on organising the School Olympic are added in the end of the handbook.

3. PROJECT «OLYMPIC EDUCATION IN ESTONIA»

It is the most extensive project of the NOA of Estonia, of which aims are

- to evaluate Olympic Education in Estonian sports movement,
- to give possibilities for the better knowing of the history and philosophy of the Olympic Games and the Olympic Movement,
- to work out of the future strategy of Olympic Education in Estonia in cooperation of the NOC of Estonia and the NOA of Estonia.

In the frame of this project the NOA of Estonia in cooperation with the NOC of Estonia organised two seminars on Olympic Education in 1998 (in Tallinn and in Olympia) and elaborated the strategy of Olympic Education in Estonia. According to this strategy the essential target group to whom to direct our activity, are schools, where the future Olympic sportsmen, coaches, teachers etc get their education. In addition to the schools, the universities, Olympic teams as well as hobby-sportsmen, should accompany this project. The best distribution of Olympic Education should be guaranteed by the Olympic aids in teaching (textbook, workbook, videos, posters, booklets), advanced education (seminars, summer sessions) and the organising of the School Olympic Games. In universities the teaching of Olympism and the History of the Olympic Movement should be continued. For sportsmen there should evaluate the Olympic materials and information. In this year we have plan to publish a textbook for students of the physical education (with the main stock of Olympism and the history of the Olympic Movement) and a booklet for Olympic sportsmen (with the material of the Estonian Olympic Story).

For dealing with the above mentioned questions it is necessary to cooperate with the Ministries of Education and Culture, universities, local administrations and media. For the availability of the information about Olympic Education the NOA of Estonia has created the homepage in Internet (<http://www.edu.ee/homepages/eoa>).

In conclusion it can say that the projects of Olympic Education have been started quite successfully in Estonia, but there is still very much work to do in this field. I hope, that for December, when the NOA of Estonia will celebrate its 10th anniversary, we have done much more work for carrying out Olympic Education in Estonia.

THE "ONE SCHOOL - ONE COUNTRY PROGRAM" AS OLYMPIC EDUCATION IN THE NAGANO OLYMPICS

by Hisashi SANADA (*JPN*)

1. The "One School - One Country Program" in Nagano city

In the beginning of 1996, two years before the opening of the winter Olympic Games at Nagano, the "One School - One Country Program" began as a part of the internationalization of education in Nagano city. Using the Nagano Olympics and Paralympics as an opportunity to deepen students' international interest and awareness, 76 elementary, junior high and special schools selected countries or regions participating in the Olympics and Paralympics. Some schools have adopted one country or region, while others up to three. Students have been studying their selected country (history, culture, life of people, school life of children etc.) and conducting exchange activities with students there. They were looking forward to cheering for the athletes who were competing in Nagano. Some schools have had visits from members of their countries, national Olympic committees or ambassadors to Japan. Others have enjoyed visits from athletes who came to participate in the luge, bobsleigh, curling, skiing, speed skating and ice hockey events. During the Olympics and Paralympics, the children gave warm welcomes to the visitors from around the world.

2. An example of "One School - One Country Program"

The students of Sanbon-Yanagi Elementary School sent letters they wrote and pictures to an elementary school in Sarajevo after studying the affairs about Bosnia and Herzegovina in July 1996. In February 1997, they received letters and pictures from the students of that elementary school and they were shocked by the fact that some students had been killed during the civil war and a student

had been injured by land mine. They studied about land mines and they came to understand that there were many land mines in the world. Then the students started a fund-raising campaign for the elimination of land mines. Many people supported their campaign and supplied money, pencils and so on. The students of Sanbon-Yanagi Elementary School sent pencils, pictures and flower seeds to that elementary school in December 1997. That school replied that they would plant the flower seeds and would breed the flowers in memory of the friend killed during the war. Before the opening of the Olympic Games, they welcomed the Bosnia and Herzegovina athletes at the Olympic Village in February 1998. The students invited the athletes to their school and had an exchange party. They watched and cheered the Bosnia and Herzegovina team at the luge event. After the Olympic Games, they collected enough money to buy an artificial arm and a leg and sent them to that school. In this school in Nagano, they promoted the friendship between the foreign children and studied about the spirit of peace through the Olympics. Throughout this "One School - One Country Program", the students studied about the culture, life and history of foreign countries and simultaneously, they learned about aspects of their own culture. It means that they gained a sense of cross-cultural awareness. After that they became aware of the situation of our planet and this made them think about what they should do for the future. This awareness is part of Olympic Education.

3. An investigation of the "One School - One Country Program"

We at the Japan Olympic Academy investigated last summer the effectiveness of the "One School - One Country Program" from the view point of the understanding Olympism. We sent out questionnaires to the sixth grade students (11 or 12 years old, about 1,500 students) and analyzed them in three groups.

Group A: 539 students in Nagano city. (They practiced the "One School - One Country Program" and some Olympic events held in their city).

Group B: 600 students in the towns around Nagano city (They did not practice the "One School - One Country Program" but some Olympic events held in their towns).

Group C: 367 students beside Nagano prefecture (They had no "One School-One Country Program" and no site of the Olympic events).

We compared these three groups and the following conclusions were derived

1. Group A students increased their wareness of friendship, contribution for peace much more that the other group students.
2. Group A students were interested in the Olympic Games much more than the other students. They wanted to interchange with some Olympic athletes.
3. Group A students became more cross-cultural aware than the other group students. And students with this cross-cultural awareness promoted their understanding of Olympism. They believe that the Olympic Games should promote the friendship and peace throughout the whole world.

The "One School - One Country Program" successfully made students understand Olympism. The athletic events of Olympic Games sometimes promoted the national identity of each nation, but Olympic education has also promoted a sense of a global indentity and cross-cultural understanding. And it is this sense of the global identity and cross-cultural understanding that will be one of the important objects of education in the 21st century.

INFORMATION NOTE ON THE ACTIVITIES OF THE NIGER OLYMPIC ACADEMY

by Mamadou Talata DOULLA (NIG)

The Olympic Academy of Niger was born as a result of the will of the new leaders of the country's NOC, elected on 12 February 1997, to fill the institutional, we could say, gap that existed within the Nigerian Olympic and Sports Movement. The Olympic Academy was therefore established by the NOC on 17 February 1998, almost one year after the election of its new membership. In spite of its young age, the Academy was very active right from the start, its activities culminating in the organization of a national seminar for the training of Olympic education teachers on 8-13 March 1999.

In order to make this possible, in my capacity as the President of the Niger Olympic Committee, I personally made sure that the Academy's President, who is a member of our NOC, would attend all seminars on that subject to which we were invited with the double aim of

- 1) allowing him to acquire all the necessary knowledge on a field until then unknown to him;
- 2) giving him the opportunity to benefit from the experience of others, as we are convinced that this will help him to improve and develop the activities of the institution for which he is responsible. We are happy to see confirmation of this in the numerous letters that were sent by the different NOAs to ours since the participation of its president to the 4th Session of the IOA, in May 1998 in Olympia.

We should also acknowledge the fact that this accumulated experience since 1998 has allowed our NOA to hold its first national session for the training of Olympic Education teachers, on 8-13 March 1999. On that occasion we were able to rely on the valuable support of Mr. Conrado Durantez, President of the NOA whom we would like to thank and encourage.

During the seminar there was an exchange of views with participants from the Sports Ministry, representatives of primary, secondary and higher education authorities, national sports federations, the private and public press, in fact all those who can contribute, one way or the other, to the promotion and understanding of the Olympic philosophy. We should note that all participants followed with undivided attention the presentation of topics which they were practically discovering for the first time, such as

- the history of the ancient Olympic Games,
- the Olympic philosophy: evolution, structure, symbols and emblems,
- Olympic Education as conceived by Pierre de Coubertin,
- the modern Olympic Games,
- the Olympic Academies (national and international).

These subjects clearly underline the similarity that exists between Niger's favourite sports, "traditional wrestling" and traditional boxing and the way these sports were practised in Ancient Greece.

This is an additional research field for our young NOA.

Moreover, at the end of the training seminar, members that do not belong to the National Olympic and Sports Committee of Niger were co-opted in order to form the very first bureau of Niger's Olympic Academy which is thus composed of 13 (thirteen) members including journalists, educationists or sports administrators. In addition, the departmental Youth and Sports Directors will establish, each in their own area, regional chapters of the NOA, thus giving it a truly national scope.

Very soon, the members will formally meet as a bureau, under the President of the NOA, Mr. IDE Issaka and develop their short, medium and long term a programme of activity. I can already assure you that the NOA will receive all the necessary support for its efficient operation from the NOSC of Niger which I have the honour to preside.

IN SEARCH OF POSITIVE EXAMPLES IN OLYMPIC EDUCATION

by Prof. Wojciech ZABLOCKI (POL)

Olympic Education is based upon universal values. While explaining the history of Olympism we begin always with the educational system of Old Greece, we continue with the Age of Chivalry in Europe, then with the Gentlemen Code in England and finally with educational trends in the 19th century, the basis for Pierre de Coubertin new Olympic principles.

Excellence and education through sport, friendship, peace, fair play, esteem towards opponent, tolerance - these are main universal principles of the Modern Olympic Movement, as opposed to war, non tolerance, apartheid, selfishness, nationalism.

The end of the 20th the century added new problems to our Olympic life like commercialism, drugs, brutalism and finally, bribery. All these dangers are caused by big money stream to top sport organizations. These money are mainly generated by television, its global audience and marketing. As far as I know nobody wants to renounce to that stream of money for the Olympic sport, or even to restrict it - for the fear that other sport events will become more attractive for sportsmen and audience than the Olympic Games. Mass media concentrate often on black sides of sport and the Olympic Movement.

What can ordinary people think about the ethic side of the Olympic Movement if they receive so much information about Olympic scandals, drug abuse etc? They do think that majority of top sportsmen are trying to cheat for records and money.

Once a well known sports reporter wrote: "for a newspaper man a good and nice sport boy (girl) is not very attractive. To gain audience and publicity we prefer controversial rekordsmen (rekordswomen), a kind of '*bad boy*' (girl)". I think that it is useless to fight market rules and taste of mass media. We should rather concentrate on the promotion of good examples. We can show and promote sport champions whose characters are truly "Olympic", who

develop not only their body, but also their mind. We can show above all our national heroes - for the better communication with our youth.

I think also that we should not limit ourselves to sportsmen, but we can also give examples of artists, philosophers, scientists and other famous men and women, whose life and works promote "our" ideals of kalokagathia, paece, harmony, friendship...

Here I can refer to an interesting educational project, elaborated for the Zakopane bid for the 2006 Winter Olympic Games.

It consists of different programs, each program has its leading person, its hero-famous man, connected with cultural tradition of our mountains, Zakopane and Krakow.

- Program for children is represented by the writer Makuszynski who lived in Zakopane and wrote in the '30s a kind of comics for children in which elements of understanding between animals, representing different nations and races, can be shown like the best modern example of mutual friendship between different people.
- Program for poetry is represented by Wierzynski, golden medallist in 1928 Olympic Games for his book of poems: Olympic Discuss. He was also sport reporter in Krakow.
- Program for architecture and theatre is represented by Witkiewicz, architect who invented modern regional style in Zakopane in the beginning of the century and his son, dramatic writer and painter.
- Program for music is represented by the famous composer Szymanowski, inspired in his ballets and operatic works by mountain folklore of Zakopane.
- Philosophical program will have a hero Ingarden, the best Polish representative of estetic philosophy, from Cracow University.
- Folklore program, represented by the legendary Janosik (a kind of Tatra Robin Hood) and Sabala, the famous folk story teller.

Every program begins with regional tradition as an example and continues towards universal values.

5th INTERNATIONAL SESSION FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES Consolidated Report

Special Topic; Olympic Education in Schools and Universities

OLYMPIC EDUCATION IN PRIMARY EDUCATION (6-12 years old)

Philosophy

- Sports (games), as a means of education, creates excitement to the child and encourages it to learn in a pleasant way the humanitarian values of Olympism, such as fair-play, peace, tolerance, friendship, solidarity, collaboration, etc.
- Children encouragement for an active life through sports.
- Participation of all in every activity.
- Participation of all in the pursuit of excellency
- The programmes must:
 - be full of fun
 - create enthusiasm, willingness to learn
 - reinforce the student's energy and sports activity
- National pride development through sports.

Goals

- The child's harmonious physical and psychological development.
- The development of an optimistic and friendly personality and a character with a broad vision.
- The promotion of moral qualities such as tolerance, friendship, acceptance, respect of each other, honest and fair conduct, discipline, team spirit through sports activities and cognitive processes.
- Participation in sports should mean also fun.
- The imparting of information and basic knowledge on Olympic History
- The challenge to create.

Content

Level 1 (6-9 years old)

- Basic information on history, symbols and rituals of the Olympic Games, both ancient and modern.
- Information on one's own national athletes, sports and games.
- Examples of fair-play.
- Information on the harmful effects of drugs, doping and cheating.

Level 2 (9-12 years old)

- Simple, short history of Olympic Games, Coubertin - his philosophy and aims. More detailed information on physical exercise and sports.
- Encouragement of participation in sport through reference to its beneficial effects.
- Issues such as Acceptance/Tolerance in Sports, Women in Sport, Sports and Environmental Health.

Methods - Procedures

- Use of methods of an attractive and inquisitive nature: lectures, sports, games, videotapes, training, stories, cultural programmes, arts, music, dance, painting, cartoons, comics, sponsored publications.
- In-depth study of the Olympic values through public education, geographical features, mathematical concepts, fiction/poetry, craftsmanship: design, leaflet publication.
- Invitations to athletes and champions to give lectures in schools.
- Establishment of the Olympic Day (eg. Race, mini Olympic Games).
- Mobile Olympic Academy.
- Use of the Internet, sending of information bulletin to schools and parents by National Olympic Committees and National Olympic Academies.
- Student Competition (Poster, Essay-writing, Trivia Games).
- Pilot program: collaboration with a specific school for the publication of a basic booklet referring to the Olympic Education.
- Code and examples of fair-play.

Implementation

- Training *and* orientation of teachers/trainers.
- Development of teaching material such as module courses.
- Support of the pilot programmes by the media, so that scenes of violence and other negative spectacles can be avoided.
- Sponsoring of the programme.

Evaluation

- Paper and pencil system: evaluation of the Participants through short essays, questionnaires, quizzes and trivia games, discussions in groups and personal presentations on the Olympic values.
- Implementation of the evaluation programme every three years and revision of it every two years.
- Modifications for which consultation of the I.O.A. and the N.O.A. is necessary.

OLYMPIC EDUCATION IN SECONDARY EDUCATION (12-18 years old)

Philosophy

- Development of the child's mental abilities in order to attain personal perfection, best records and a critical attitude towards society in general.
- Teaching of abstract values and concepts, such as equal opportunities for all, peace and abolition of discrimination, respect for other civilisations, dealing with success in a team spirit, self-control in the face of defeat and implementation of all these in everyday life.

Aims

- Trained teachers and coaches, able to help to the development of a complete personality.
- Enrichment and strengthening of the general education through Olympic Education.
- Expansion of knowledge about Olympism.

- Understanding, on the part of the children, of the beneficial effects of sport to health.
- Understanding of the problems deriving from doping, violence and deviation from social norms.
- Know-yourself: students should better know themselves.
- Incitement to appreciate and respect the environment.
- Development of intercultural awareness.
- Development of skills in sports.
- Motivation for team work.

Contents

- Olympic history and philosophy in relation to various sports and theoretical issues.
- Fair play (good and bad behaviour).
- Mutual understanding and respecting (knowledge of other cultures, countries...).
- Solidarity (in a class, with the underprivileged, with disabled persons - paralympics - with poor countries...).
- Friendship (between schoolmates, schools, regions, countries...).
- Peace (competition strategies, co-operation among peer groups, religions, political ideas...).
- Internationalism (knowledge of and respect for other races, cultures, languages).
- Participation and self-development is more important than victory.
- Perfection (effort to do one's best, preparation, training...).
- Anti-doping (Health and Science).
- Combination of Olympism and culture through arts.
- Leadership / Organization / Estimation (Judging).
- Ethics (Social Studies and History).
- Different subjects for each age group, e.g. Olympic idols and heroes, Olympic institutions, Olympic symbols, Sports and Society.

Methods - Procedures - Implementation

- Contact with high level athletes.
- Attendance of official matches, other sports events and conferences.

- Running of the sports federations by young people themselves.
- Assignment of roles to students within the framework of a subject.
- Provision of Material as a kind of motivation in various fields (books, brochures, posters, newspapers).
- Audiovisual means (videotapes, films, Internet, CD-ROM).
- Mobile Academy, special events in a school or region.
- Broadening of the range of volunteers, so that parents and teachers are also included.
- Practising through various games.
- Theoretical and practical learning of the rules and principles of the games.
- Analysis and discussion of their behaviour in the sport fields and drawing of conclusions.
- Application of what has been learnt, e.g. the children should organise and conduct some sport events by themselves.

All the afore-mentioned methods - procedures - implementations depend on:

- Human resources, volunteers.
- Financial resources (e.g. sponsorship).
- Co-operation with other authorities.
- Tradition.
- Technology.
- Development of Marketing strategies.

Evaluation

- Through subjects discussed in groups.
- Through assignments and written examinations.
- Through research conducted among trainers, Educationists, parents and mostly, the Participants.
- Through revisions.
- Evaluation of social conduct.
- Evaluation of academic and sports achievements.
- Evaluation of overall attitude.

OLYMPIC EDUCATION IN UNIVERSITIES (18-24 years old)

Philosophy

- Encouragement of global comprehension of Olympism.
- Improvement of the ideals, the values and the accomplishments of Olympism, as they were inspired by Pierre de Coubertin for the harmonious development of the body, the mind and the will.
- Transmission of the educational, moral and international goals of the Olympic Movement.
- In depth examination of the ideals of humanism: preservation of human dignity, establishment of a peaceful society.
- Creation of a happy individual, with respect towards the others and attitude towards cooperation for common progress.
- The education of future professors on Olympism is of great importance.

Goals

- Further improvement of the IOA's vision through the contribution of Olympism to mankind.
- The study, the enrichment and the promotion of Olympism through sports education or as an internal part of Higher Education.
- Dissemination of knowledge on Olympism with more accuracy and in depth examination of different aspects: medicine, history, economy, psychology, technology, administration, civilization.
- Contribution to the overall development of youth in University.
- Implementation of the sense of fair play.
- Promotion of the new programmes of Olympic Education through the combination of a country's traditions and culture, according to the principles of Olympism.
- Imparting of the necessary knowledge on the Olympic Movement to students.

Contents

- Pierre de Coubertin.

- Olympism - Olympic Philosophy.
- The History of Ancient and Modern Games.
- The structure of the Olympic Movement.
- Principles of the Olympic Charter.
- Special Olympic and Paralympic Games.
- Preparation of the athletes for their participation in the Olympic Games.
- Fair Play.
- Structure of the society.
- Game.
- Sports.
- Violence and use of anabolics - medicine, technology and science.
- Olympism and politics.
- Education of the future sports managers based on ethics and the humanistic Olympic morals.
- Marketing, commercialization.
- Protection of the environment and media.
- Olympic sports and Arts.
- Womens' role in the Olympic Movement.

Methods - Procedures

- Lectures, discussions, workshops, researches, sports competitions and active participation of the students in Olympic Festivals.
- Seminars, Congresses and Competitions.
- Evidence coming from sports personalities.
- Web-site, concerning Olympism, in the Internet.
- Conduct of research, post-graduate studies and thesis/dissertations on Olympism.
- Tuition of social sciences and of a lesson on Olympism.
- Development of individual or team practices within the context of the circle of studies and with honorary distinctions.
- Creation of archives - exposition of Olympic Museums.
- The NOAs should make deals with Universities in order to supply teachers for the lessons and the programmes that have been established.

The NOAs should support the importance of Olympic Education in the various Institutes and in the faculties of Higher Education, so that the relevant programmes can start from that point.

Implementation

Common Committee between the Olympic Academy and the University Senate.

Creation of Olympic Academies with members coming, for more than 80%, from Academics and representatives from the student's Sports Federation.

Olympic Academy and University on an independent basis.

Respect for the various civilizations, religions and customs.

Different approach of the students from different Universities and specialties. Basic and special programmes for various kinds of studies.

Evaluation

Direct evaluation: examination, evaluation of the projects and the results of the contests.

Indirect evaluation: researches, questionnaires. Evaluation from the participants/ students after the lesson or the seminar, in order to help improve future lessons. Supervision of post-graduate students.

Common evaluation on behalf of the Olympic Academy and the relevant University.

Self-evaluation of the Academics and scientists who give the lectures.

**4th JOINT INTERNATIONAL SESSION
FOR EDUCATIONISTS AND STAFF
OF HIGHER INSTITUTES
OF PHYSICAL EDUCATION**

28 May - 3 June 1999

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THE EASTERN PEDIMENT OF THE TEMPLE OF ZEUS IN OLYMPIA. THE MYTHOLOGICAL CYCLE (IN OLYMPIA), ITS EDUCATIONAL POWER, THE INSTRUCTIONAL HORIZON AND ITS DIDACTIC SIGNIFICANCE

by G. TARANTOS (*GRE*)

The Temple of Zeus

We *are* going to deal with the Eastern Pediment, which constitutes the *top* of the Temple of Zeus in Olympia, reckoned among the greatest masterpieces of ancient Greek and world art.

The aforementioned gigantic peripteral Temple in Dorian order was erected in the 5th century BC (the construction of the Temple began about 470 BC and must have been completed at the latest by 456 BC) and is made of local limestone and Parian & Pentelic marble. Constructed by an Elean architect named Livon, this Temple represents the Athenian Republic's forceful presence in Olympia, especially after the Persian wars.

This Temple is the largest in Péloponnèse. In ancient times, it was considered as the most perfect expression, pattern and model of temple-building in Dorian order and it became an object of admiration on behalf of all the visitors so far. It is reckoned among the wonders of the ancient world and because of its valuable votive offerings to Zeus in Olympia, it dominated as the nucleus of Olympia.

Before the Temple of Zeus was erected, in Olympia, there was the prehistoric staggering village, the Oinomaos mansion, the Pelopion, the Hippodameion, the Altars, the Stadium, the Prytaneion, the Temple of Hera, the Treasuries, the Altar of Hercules, the Hippodrome, the Vouleuterion, some fountains and the dense forest called "Altis", full of votive offerings hung from the trees.

Thus, from the "focal point" of prehistory until the Pediments of the Temple of Zeus, the development becomes obvious; it is fascinating as it indicates what is hidden behind Zeus and Ancient *Greek*

Olympia. Behind Ancient Greek Olympia of the historical times, there is the prehistoric Olympia of Early-Greeks. If one follows the indicative signs of the Archaeological findings in Olympia and Péloponnèse; if one realizes what Linguists have to say about the terracotta plaquettes found in Pylos; if one considers the relative conclusions reached by the Science of Religion and Mythology and the history of the prehistoric civilisation, then one is surely arriving at the conclusion that:

- 1) The name "urupijajo" of Olympia, which was found on a plaquette in Pylos, dates from the Early-Greek period.
- 2) Long before Zeus was worshiped and long before the Greek Pantheon, in Olympia there were some prehistoric, early-Greek people and worships. In the centre of these worships, there was the worship of Magna Mater, the goddess of fertility and core of the lunar calendar, according to the phases of the moon. In the lunar calendar, Hippodameia succeeds Magna Mater and then, in the Hellenic period, Magna Mater is succeeded by Hippodameia-Hera, who is Zeus' wife. In addition, there are Magna Mater's son and husband, which afterwards are called Pelops and Pelops-Zeus respectively. There was a prehistoric matriarchal civilization in the core of which there was the Woman, and also there were women games, worships and ceremonies.
- 3) There was a gradual descent of Greeks, who met in Olympia with the Early-Greeks, they imposed themselves on the Early-Greeks, they took their civilisation from them and they imposed a new heavenly religion on them. The aforementioned religion was centered on Zeus, who was the symbol of Patriarchy that displaced Matriarchy and therefore, laid the foundations of the Olympic Games exclusively for men.
- 4) The Greek establishment of the Olympic Games was led by the culture par excellence, within the system of Ancient Greek civilisation and education, having as a vehicle the world of Ancient Greek cities.
- 5) After the Roman conquest, Romans received the civilisation of Olympia and endeavoured to maintain it but they failed. In this way, Romans altered the civilisation; they trivialized it and finally forbade it.

- 6) In spite of all these, the glory of Olympia penetrated the popular Greek and Western-European traditions, as well as the Christian and fatherly theology and anthropology. In this way, the glory of Olympia got diffused into the political and educational theory of modern times as a non-conscious cultural power.

The Mythological cycle in Olympia

The study of the Eastern Pediment leads us to the Mythological cycle of Olympia.

- 1) *Tantalus*, who was Zeus' or Tmolos' son and Pelops' father, was indirectly included in this cycle. Tantalus, being often invited at Olympus, stole God's food and secrets and he revealed them to mortals. He invited the 12 Olympian Gods to dinner and in order to test them, he massacred his son, Pelops, he cut him up, he cooked him and he served him to the Gods. Gods immediately discovered this terrible act, with the exception of Demetra, who ate Pelops' left shoulder blade. Tantalus was punished with loss of his kingdom and torment of everlasting hunger and thirst and other after death punishments. Zeus brought Pelops back to life with the help of Hermes, Klotho, Rhea and Panos. Demetra, because of the fact that she has eaten Pelops' shoulder blade, gave to resurrected Pelops a shoulder blade made of ivory. For this reason, it is said that all the Atrides of Mycinae, Agamemnon, etc had shoulder blades of gold and ivory. Pelops resurrected was so handsome that god Poseidon fell in love with him, he offered him a golden chariot and the best horses that could fly and brought him close to him at Olympus. Then, Poseidon gave Pelops the permission to come to Olympia and propose to Hippodameia. The myth mentioned above shows that there is an Early-Greek mystery behind what it is said.
- 2) *Oinomaos*, who was Ares' son, Sterope's husband and Hippodameia's father, was (as one can read on the plaquettes in Pylos) the local lawgiver or wayax and he was reigning over a powerful palace. Oinomaos, whose name is related to wine and suggests a kind of worship -which was suppressed- of Dionissos, was a lover of horses (just like Pelasgi), he owned the best horses and he had forbidden locals to outbreed mares and donkeys in order to get semi-donkeys. Many wooers were proposing to beautiful

Hippodameia, who was Oinomaos' daughter. Oinomaos asked from each wooer to chariot-race with him from Pissa to the Temple of Poseidon at Corinthos Isthmus. This was a race of life and death. Chariots were drawn by two or four horses. Hippodameia was obliged to join each wooer to the chariot in order to mislead him. Oinomaos let each wooer's chariot to take half-hour precedence over his chariot and in the meantime he sacrificed a ram to the altar of Zeus. If the wooer won, he would marry Hippodameia, kill Oinomaos and become king. Oinomaos, however, was always the winner, as he owned the fastest horses (called Psilla and Arpiña), that were Ares' present. He also had the best charioteer, called Myrtilos, who was Hermes'son. In this way, Oinomaos won and killed 12 (or 13) wooers. He made a heap of the wooers' bodies and he hung their heads over the portals of his Palace.

Finally, that was Oinomaos' destiny, too. Sófocles and Euripides have composed tragedies that bear the title "Oinomaos", but none of them refer to the chariot-race; they rather refer to Hippodameia's abduction.

During the chariot-races in the Olympic Games, twelve rounds were taking place in the Stadium in the honour of Moon, Hippodameia-Hera. It is said that when horses were seized with panic or gadfly and ran away from the Stadium, it was because of the wooers' (killed by Oinomaos) spirit or Oinomaos' spirit that was causing this confusion.

3) *Pelops, Hippodameia, Myrtilos.*

Pelops, Tantalus' son, arrived at Pissa to propose to Oinomaos daughter, Hippodameia. When Pelops saw the wooers' heads hung over the portals of the Palace, he got terrified. He secretly came into contact with Oinomaos' charioteer, Myrtilos, and promised to give him half the kingdom and Hippodameia for the first wedding night, if he helped him to win Oinomaos.

Myrtilos was secretly in love with Hippodameia and consented to Pelops' decision. He replaced the wheel axle of Oinomaos' chariot possibly with a wax one. When the chariot arrived at Isthmus, Oinomaos raised his pike to strike Pelops. All at once, the axles of Oinomaos' chariot came off; Oinomaos got tangled up in the reins of the horses that trampled him to death. In this way, Pelops won,

married Hippodameia, became the King of Pissa and established the Olympic Games.

Hippodameia, who in the meantime fell in love with Pelops, promised not to disturb him during the chariot-race. She knew what Myrtilos was planning to do and what Pelops had promised to him. After Oinomaos' killing, the three of them fled towards the Sunset to the Ocean. When they arrived at South Evia, above Gerestos cape, Myrtilos asked from Pelops to go down, keep his promise and give Hippodameia to him for the first wedding night. Of course, Pelops broke his promise, hit him in the face and threw him, away. As a result, Myrtilos was killed falling on the rocks of the coasts in South Evia. Since then, this Sea is called Myrtoon Sea. Hermes' son, Myrtilos, while falling, imprecated evil upon Pelops. Then, Pelops and Hippodameia returned to Pissa, became King and Queen and Pelops named the area after his name [Péloponnèse (=the isle of Pelops)]. He erected the Temple of Hermes in honour of Myrtilos and the Kenotafion in the Hippodrome in Olympia and as it is already mentioned he established the Olympic Games.

In the grave of the unfairly gone wooers on the other bank of Alfeios River, he made a tomb and honoured the wooers as heroes. A little farther on, in the sanctuary of Artemis, Oinomaos enacted the "Chordakas" dance; the dance that his lads danced after his victory. The Pelopion was devoted to Hercules' grandson when he arrived at Olympia to celebrate the Olympic Games. In Pelopion, there is a bronze reliquary in which Pelops corpse was being kept.

Every year, the Princes of Elida was sacrificing a black ram in Pelops' honour. All those who were eating of this ram, could not enter the Temple of Zeus before having a bath first. Every year, many visitors flagellated themselves in front of Pelops' altar, sacrificing in that way themselves to him with their own blood.

Hippodameia, in memory of the marriage with Pelops, assembled 16 Mistresses from 16 towns in Elida and established a new celebration than later was called "Heraia", in honour of goddess Hera in Olympia. Every four years, these young ladies weaved a veil and celebrated "Heraia". During "Heraia", women games were taking place. In addition, during these games, women separated in two groups and danced some dances that symbolized the peace between Pissa and Elida, in honour of Hippodameia and Fiskoa. The winners

were *awarded an olive wreath* and ate a piece of the cow sacrificed to Hera.

If we analyze the Mythological cycle in Olympia, we are going to distinguish many levels, many relations and many procedures. Through these myths, one can perceive the prehistoric horizon, the early-Greeks, the Myceneans and the Greek triumph, which is impressed on mythology, religion, art, language and the Olympic Games.

Within this cycle, blood, tragedy, murders, conflicts and struggles make their appearance. In particular, we have the lingualization of the prehistoric and historic procedure, the symbols of a course that put cloak on in order to remain in memory and to be replaced among the borders a new civilisation. In that way, we have through myths the initial categorization and interpretation of Ancient Greek spirit, civilisation, culture and education in Olympia.

The question that raises is what do these murderers, the partners in crime, the evil charioteers and fighters represent on the highest Pediment of a unique Temple not only in Olympia, but also in the whole ancient Greece.

The Art received this Mythological cycle and raised it to the top of the Temple of Zeus in Olympia. Why did he do so?

Pedimental Aesthetics

The marble statues in the Eastern Pediment represent Zeus (in the centre) and Oinomaos with his wife, Sterope, in front of his four-horse chariot ("tethrippon") on the right. Next to him, there is Myrtilos, a servant and the personification of Alfeios and Kladeos River. Pelops, Hippodameia, the tethrippon, a soothsayer, possibly the hero Arkas and the personification of Alfeios and Kladeos lying down are on the left.

The whole Pediment is a masterpiece. It represents clearly the heightening of the famous chariot-racing, the Struggle of life and death on behalf of the leaders, Oinomaos and Pelops, who became the symbol of two eras in Greek, as well as in world history.

The Pediment is controlled by great prehistoric, early-Greek and Greek powers. It appears as a system, as the harmony between contrasts.

We would say that the main personality is Hippodameia; the figure that begins with Magna Mater's son, who got to be the Greek Pelops-Zeus.

The Pediment, however, belongs to ancient Greek times and it clearly indicates the transition from prehistory to Greek history. In this way, Zeus occupies the centre of the composition as the heavenly god of justice and order and as the protector of law, civilisation, rules and conditions, as the "oathing Zeus" ("orkios Zeus"). The discord, the murders and the prehistoric games are changing into a good discord, into games, civilisation and education. Thus, in the Pediment, there is no interdiction, nor dispersal, nor evil, nor sin. There is recognition and acceptance and a horizon of peace; there is memory and genealogy; it becomes obvious that we have passed from the obscure prehistory to history and to the final dominance of civilisation.

The Pediment does not aim at propaganda, nor at Mission, nor at indoctrination. The ingenious powers are present, the status of women is obvious, and the religious foundation of the relation between humans, humans and themselves, humans and the world and the divinity is dominant.

Consequently, the Pediment describes the *race's* and the *games' history*, and not the pre-existing evil. At the same time, the Pediment indicates the freedom of *corporal*, historic and cultural *individuality*; the *race* and *free individuality* dominate at the Pediment. In this way, the Eastern Pediment comes from a cultural, historic, political, democratic and educational horizon.

The Pediment is the sign of a democratic civilisation and a humanistic education; we conclude that even from the Metope of the Temple of Zeus. Because of the fact that this Pediment is a work of art, it is subordinated to the aesthetic category of Good and Beauty. In this case, however, Beauty is in connection with justice, sanctity, truth and prosperity, which means with freedom and democracy of all the free cities and citizens.

In this way, there is a *synopsis* of goodness and honesty; there is an artistic place and the *surface of benevolence*.

The Pediment, imitating the greatest historical acts of a certain magnitude that cause fear and mercy, leads to the purification (ca-

tharsis), which has the characteristics of a motive power, of instruction and education.

Thus, in this case, Good and Beauty do not imply a *mysterium tremendum*, nor a *mysterium fascinosum*, nor a *numinosum*, but the foundations of historic human community, the collective creation and development of civilisation and humanism, the motive forces and the aims of the human, as the creator of the world with the characteristics of struggle, justice, freedom, truth, beauty and education.

The significance of the Pediment lies in the ethos and the humankind, during the process of its development, completion, constant perfection, prosperity and emancipation or in the confrontation of human as a corporal, cosmic, politic and intellectual entity and as a *person*.

The spirit of constant culture, education, transformation and renewal controls these relations.

The somatological and morphological characteristics of the Pediment are in accordance with the general *order of module*, struggle, harmonious motion, modernity and brightness.

The relation between free spirit and physical figures; expression and style; motion and immobility; struggle and peace; myth and history; victory and defeat; symmetry and chaos; wildness and culture represents a *general reason*: the human, cultural and educational triumph.

The typical Greek profile of figures, the faces, the heads, the hair, the noses, the foreheads, the upright posture, the controlled motion and action, the nudity and garments, the mouth, the eyes, etc as reflected in ancient Greek sculpture are representative of beauty and of the "absolutely expressed corporal individuality" and human spirituality.

Natural forces are represented lying down. The eyes, the look of these figures does not strive after showing meditation, nor expressing some sentiments, nor showing introversion, nor taking a turn for self-subjectivity; it aims at the *totality of the external appearance*. Instead of an instant look, it represents the *totality of the individual in terms of* soul, body, historic existence and cultural factor. In this way, these statues do not observe, nor say, nor hide, but they *mean*; the meaning of historic, corporal and spiritual individuality in a sys-

tern of civilisation and education. These figures do not preach, nor propagandize, nor impose themselves, nor disturb; they do not constitute portraits, nor symbols; they constitute *representatives* and *measures* of human struggle and on the basis of the attraction powers that they have, being historical indexes, they acquire the characteristics of the supreme, the great and the sacred, in terms of *memorandum of theory and practice*.

Within the hilarity, the emptying and the glory, the struggle and the victory, a *public horizon* is being established, where each *observer* can freely enjoy the present and the past, the race's and the human's *dignity*, the citizen's and education's *value*, the *meaning* of struggle and victory; which means to enjoy a wider and superior world in order to change from observer into a "deemer". For him, the meaning of the Pediment lies in a single name: "Beautifulization". The "beautifulization" of human and of the world. The "beautifulization", the amelioration, and the course to the beautiful and honest: the *benevolence*.

In this way, the Pediment constitutes the *key* to comprehension and interpretation of ancient Greek Olympia.

The meaning of education and instruction, known as *Olympic tradition*, is the "beautifulization" of human, on the basis of his physical culture and athleticism, his completion and his perfection.

This constituted the educational system. Let's take the example of the red Amphora, that dates back to the 5th century, in Avezzo museum, the "Abduction of Hippodameia" (1639) by Rubbens in Brussels museum, the poem "Pelops and Hippodameia" (1857) by M. Grove and the following operas

- Pelope e Ippodamia, P. Collona 1672 (text by Campezzì)
- Hippodamie, A. Campra 1708
- Pelope, N. Jomelli 1755 (text by M. Verazi)
- Pelop's Brautwerbung, Z. Fibich 1890 (part of the "Hippodameia" trilogy by J. Vrchlický) etc.

From all that we conclude that all the pedagogic goods that derive from Olympia took their road to the modern world and the planetary era.

TWENTY-NINE YEARS OF TEACHING OLYMPISM AND OLYMPIC GAMES HISTORY AT THE PENNSYLVANIA STATE UNIVERSITY (1970-1999)

by Prof. Emeritus John Apostol LUCAS (USA)

Lesson # 1 Ancient Greek Civilization: Homer; Philosophers and the Pan - Hellenic festivals.

Lesson # 2 Greek words, phrases, concepts and their connections with "pure" sport-athletics:

a. anthropomorphism

b. arete

c. agon

d. gnothi seauton (know thyself)

e. hubris (vulgar lack of humility)

f. adikia (injustice on and off athletic field)

g. antipeponthos (justice in all things)

h. stade

I. asketes (disciplined citizen and athlete)

j. eudaimonia (one who orders his life well)

k. sophrosyne (human wisdom less that of gods) and hundreds of words/ideas directly connected with honorable life and athletics.

1. "The intense enthusiasm which was excited by the Olympian Games was the chief cause of the remarkable development of Greece" See page 70 of "The Martyrdom of Man", by Winwood Reade (1892).

Lesson # 3 The antique Olympic Games 776 B.C.E. - 393 A.D.

Lesson # 4 The European Interregnum 393 A.D. - 1894 A.D.

Lesson # 5 Baron Pierre de Coubertin's Sorbonne Conferences.

Lesson # 6 The Games of the First Olympiad, Athens 1896.

Lesson # 7 The Games are "weak" - 1900-1916.

Lesson # 8 Recognition and Vigor: The Games 1920-1932.

Lesson # 9 A "Watershed" Olympic Games - Berlin 1936.

Lesson # 10 3 IOC presidents preoccupied by "amateurism".

Lesson # 11 4 Olympic Games cancelled - 1940 and 1944.

Lesson # 12 65 years - An amateur athletic giant: Avery Brundage.

Lesson # 13 Tumultuous years of IOC's Lord Killanin.

Lesson # 14 Enter IOC President # 7: Juan A. Samaranch.

Lesson # 15 The "special" configuration of the IOC.

Lesson # 16 The Olympic Tripartite (IOC-NOC-ISF).

Lesson # 17 Olympic Entrepreneurship - From Peter Ueberroth to IOC "irregularities" - 1984-1999.

Lesson # 18 IOC's Solidarity funds - a billion \$ gift.

Lesson # 19 Sydney, Salt Lake City and Athens - 2000 and 2004.

Lesson # 20 PROBLEMS and SOLUTIONS.

Thank you Dean and ladies and gentlemen.

I thank you because without an audience and people in the auditorium we would have no lectures, we would have no school, we would have no teaching, we would have no learning.

My first comment will be of a philosophical nature. I'm a historian so I will be very brief. My paper is a single sheet, one paper. Over here on my left is Dean Georgiadis, and his PhD dissertation is 750 pages, two volumes and I'm not sure why I'm here and he is over there. It's a question, a Socratic question, you deal with it as you wish.

In the United States of America we have more than 2,000 universities. Each of these universities is unique and has no direct ties to any curriculum in Washington D.C. Each university teaches precisely what kind of curriculum it wishes to teach. 2,000 different universities, 2,000 different curricula. I'm only guessing that there are possibly 30 or 35 universities in the United States of America that have a course on the Olympic Games; philosophy, history and Olympism. It's only a guess. Of course, each of these universities and each of these professors teach this course precisely the way they wish. There is no control from anybody other than the administration, and faculty of each university. No connection with Washington D.C. to direct to the universities how they shall teach or what they shall teach. Therefore, I have delimited my presentation to my curriculum and my course at the Pennsylvania State University for 29 years, without interruption.

Last year I retired and the privilege, honor and difficulty of teaching such a course went to another I.O.A. person that is so very familiar to many of you, professor Elisabeth Hanley. She is now in

charge of the course and I wish her very good luck. There are 22 lessons and each of these requires two hours for a total of 44 hours of discussion and lectures. It is very challenging for me and it was hopefully very challenging for the students to learn and to be tested on each of these topics as I see fit.

So the course is very unique and not necessarily something that your university should copy, that you should take and in a mindless way repeat for your students. I can only say that it works at my school and I have had so many wonderful graduate students, more than 22 PhD students from my university have studied the Olympic Games and they are now all over the world. One of them is here in this room, I'm so very happy to say.

The 1st lesson always must begin at the beginning with ancient Greek civilisation, the poet philosopher Homer and many other philosophers and writers, sculpturers and artists from the ancient Pan-Hellenic festivals at Isthmia, Nemea, Delfi and Olympia.

In lesson No 2, even though I'm not proficient in the English language, I've read as much as it's possible for me to read and for my brain to absorb and each of these concepts, and there are many many others, were very important in the ancient Greek world, in the ancient Pan-Atheic games and of course these concepts were adopted by baron Pierre de Coubertin into the modern games. Words like anthropomorphism, the kind of philosophy, theology that the Greeks believed in and so very much believed in that they knew that the gods were real, they knew that the goddesses were real, they were real to them and that was important.

Arete, this concept of the ever lasting eternal search for perfection was so very important to the Greeks and that is why they became probably the greatest of ancient civilisations. Surely they wrote more than any other ancient civilisation and their impact is not only in the western world, but world-wide. The search for perfection, *Arete*, does this not have a connotation for their Olympic Games and for ours.

Agon, the struggle, the constant struggle here on earth for some kind of vision, some kind of perfection, as a modal human being knowing we are here only a short time. The gods are immortal, we are not. And as we make this short voyage through life GNO-THIS-AFTON, to know ones self hublus this concept, which is so lacking

in so many of our civilised worlds and so much of our modern Olympic Games, regrettably.

Adikia: Injustice on and off the athletic field what would be more relevant then and now.

Antipeponthos: this concept of justice not for select, elite group, but for all social classes, economic classes for everyone. Demos or Democracy, a concept invented by the Greeks. The stade we were at the stadium today and its 190m we have changed it to 200m today and the world record is 19 seconds. Can you imagine running one stade in 19 seconds? I would be hardly off the 10 marble blocks before Johnson would be at the finish line.

Ascites: disciple, citizen, athlete.

Omonia: one who orders his life well.

Sophrosene: human wisdom less than the gods, but still extraordinary.

Something to search for, to reach for, to move forward and upward not always in a straight line, up and down peaks and valleys, we are human not or goddesses. But we can aspire to be like gods and goddesses, said the Greeks and so we say, today, there are hundreds of words like this.

An old book written in another century, *The Martyrdom of Man* by Winwood Reid said on page 70, "the constant enthusiasm which was excited by the Olympian Games was the chief cause of the remarkable development of ancient Greece". It's a fantastic statement.

A sporting event would make a powerful impact on a civilisation that lasted 10 centuries. Sport can do that in ancient times, to a lesser degree it can do the same in our modern late 20th and early 21st century societies.

I spent 2 hours with my students on Lesson No 3; The Ancient Olympic Games from 776 B.C.E. (in my country it's politically incorrect, it's not allowed in my country's universities to say "before Christ". You cannot say it in American Universities, you must say B.C.E. before The Common Era, sometimes I forget and I apologise to my students because some of them go UUH! But I hope they understand).

Lesson No. 4. Two hours of course on the European Interegaim 393 A.D. until the important year 1894. Many interesting things

were happening, not only the Dark Ages, not only the Middle Ages, not only the Renaissance, not only the Age of Science, not only the Age of Nationalism in the 19th century. Many things were happening, many books were written and thanks to the Dean we now know so much more about Olympian - like Games, right here in Greece.

And then we bring in the great man in lesson No. 5, Pierre de Coubertin and his two Sorbonne conferences, one so utterly failing and the second one so gloriously successful and the Games began 2 years later, after the formation of the International Olympic Committee in 1894.

The 6th lesson, two hours of course (I won't repeat that again), were The Games of the 1st Olympiad, in Athens, Greece, water-shed Games, imperfect. Every single Olympic Games have been imperfect because every single Olympic Games is the creation of imperfect human beings, most of them striving to be better.

Criticise the Olympic Games if you wish because they are imperfect, but remember, so are you and so am I and so are the organisers of the Olympic Games. We can only hope and pray that they are sincere, men and women who are striving to be better, like the gods and goddesses who were perfect and unlike humans, immortal. That's our task today.

Lesson No 7 is a re - iteration of the 1st Summer Olympic Games; there were no Olympic Games for the winter time, so you know, until 1924. The Games were weak by any standard of organisation, sports performance, attendance etc, etc... These Games in Paris, in St. Louis, in London, in Stockholm, were imperfect because there were no people from Africa, there were no people from Asia, there were no people from Central America, there were no people from South America, how could they be good? How could they be good with so many nations and so many people not in attendance?

The fault was Coubertin's to a degree, but shall we talk for 3 hours about imperialism and colonialism and other factors around the world that prevented the little baron from making them truly international? And we need not talk about the Olympic Games of 1916, scheduled for Berlin. We have a vulgar phrase in the English language, at least in the U.S.A.... zippo... no games....

Coubertin was terribly, terribly concerned, he was beside himself with grief and fled to Switzerland where he spent the rest of his life,

not in sorrow and contemplation, but preparing for the Games after the war. And they took place in Antwerp in 1920.

Lesson No 8. Recognition and Vigor. We have lots of fun in my classes, half of them are graduate students, others are upper level undergraduate students. I'm sure 18 year old freshmen are very intelligent, but I can't ask them to come to my class. In the 2nd year of the university, they are 19 and 20 years old and I think once I allowed such a person in the class, but they have to be a little bit more mature having taken European History, American History, some Sociology, maybe even some other courses at my university, the Pennsylvania State University.

In State college Pennsylvania, in the central part of Pennsylvania, we just passed 42.000 students, 3.000 professors. I'm not happy about it, it's too big. It's too big, but they like Penn State University, maybe because I was the teacher there, but maybe because Joe Paterna has a wonderful football team and maybe because it is a good university, maybe all three.

Lesson No 10. If you only knew how many thousands, tens of thousands of pages were transcribed by secretaries during the 1920's and 1930's with regard to amateurism. Amateurism. Amateurism. Even Pierre de Coubertin became ill in talking about amateurism so much. He disliked to talk about the subject. He knew it was a bottomless pit, an empty hole, impossible dream to have every athlete, and every Olympic Games, including the great Champions all the way down to the young man or young woman who failed to even pass the opening rounds. For all of them to be pure and totally amateur it's an impossible dream. But they spoke about it and they worked hard for it and we talk about it with the first 3 presidents of the Internatinional Olympic Committee.

Lesson No 11. Four Olympic Games have been cancelled. By now of course, there are winter and summer Olympic Games and 4 of them were cancelled in the greatest, worst world war in the history of human civilisation. 59 million people died from 1939 until the Armistice in late 1945. 59 million dead. Of course there were no Olympic Games in 1940 winter and summer. Of course there were no Olympic Games winter and summer in 1944. But the IOC now reduced in numbers. Some of them died in the war, some of them were too old to serve, some of them were disillusioned and gave up

their membership in the IOC and in 1946 five of them met in London, England. Just five IOC members and they talked about dreaming of reviving the Olympic Games and once again like in 1916 the Games were revived in 1920. The IOC revived the Games in London, England in 1948. I was a young boy in school trying my best to be a good student and a good athlete and I almost made the Olympic team (but that's another story) I haven't time for such reverent and personal history.

Lesson No 12. Sixty-five years, Avery Brundage was an amateur spot leader in the United States of America, a Member of the International Olympic Committee and president of the Olympic Committee. He served without salary 65 years. He was very rich and it is estimated that he spent over 7 million dollars of his own money to travel all over the world and pay for his own hotel and travel fees and he donated generously to the IOC which for 80 years had no money. No money for 80 years. It's entirely topsy-turvy now and exactly the opposite today. He was a giant and controversial figure and I interviewed him four times in writing my own doctoral dissertation. I also had the great privilege of having interviewed during my doctoral dissertation in the year 1959, Marie Rothaine-Coubertin. Mme Coubertin, I think that I am the only one ever to have interviewed this great lady and I asked her: "tell me about your husband". She was 101 years of age when I interviewed her in Genova. She was 5 years older than Pierre. She said, "my husband was crazy". Of course my French is imperfect. Everything I do is imperfect. But I asked her again. "Please, what about your late husband?" She wore black clothes. He had died but in 1937, as you all know. This was 1959 but 22 years is nothing for an ancient and French lady mourning her husband. She was dressed in black, and she said, "he had a double dream". A double dream? "Yes, he hoped some day, long after his death, that all nations would come to the Olympic Games". It happened only in 1996. In Atlanta. 197 countries. The first part of the double dream". And Mme Coubertin, what is the 2nd half of the double dream?". Well, my husband was preoccupied with so many things but he shared this dream with me that if all the nations of the earth could come to the Olympic Games, or if they performed honestly, without cheating, and in the highest realms of fair play and the judges were the same, and the audience were polite, then

something good would have come from these Games, and when the young men and young women went home, not only they would have become taller and greater in stature, and better human beings, a finer young man and woman, but they might contribute to world peace. That was the second half of the double dream. It's in my dissertation. University of Maryland, 1960.

Lesson No 13. Tumultous! I like that word. It's fantastic. After 8 years *Lord Killanin*, who passed away only 5 weeks ago, aged 90, his 8 years were fantastic. He was exhausted after 8 years. Physically exhausted! And so much so that he had a stroke and he remained in a wheelchair for the rest of his life until his death only 2 months ago. He was a brave man. He was unable to cope with many of the problems of being the IOC President. Mainly because world political leaders were unable to cope with the situation in the world. The next 2 topics are very technical and my students don't like to talk about it because as American students from Pennsylvania they really do not understand what I'm talking about when I talk about the IOC and its administration, and then they really are dumb-founded when I talk about the IOC and the NOCs and the international Sports Federations, the Olympic Family and the triangle of power of this triple administrative international body. I am not sure I understand it, so it's perfectly clear that they have difficulty with it also.

Lesson No 17: And I'm almost finished, Olympic Entrepreneurship-Business-Money-Commercialism. The very thing that the IOC and the Olympic Movement did not have for 85 years. Now we had it in extraordinary amounts and there in lies the glory and the benefit of the Olympic Games and at the same time, the other side: the vulgarity and the Materialism and the compromise of individual men and women on the IOC and in the big committees, problems that must be solved and maybe, hopefully, prayerfully, are at this moment being solved. After all, Mr. Filaretos is in Lausanne to talk about these problems at this moment. But, if I had time, I would tell you about the greatest, most fantastic organizer in any Olympic Games and in the entire 100 years history and I have studied him carefully: Mr. Peter Uberoff. Organizational genius, fiscal genius, commercial genius, brilliant man. I wish he could be in Washington D.C. but it's impossible - it's impossible. The IOC Solidarity Funds, I will not insult you by telling you what the solidarity Funds is, but I must

take more than 30 minutes with my Pennsylvania students to explain to them what solidarity means. It is a gift of the IOC which has so much money, a gift to those who deserve financial help and I won't say anything else except that in the 19 years that Mr. Samaranch has been president of the IOC the solidarity fund has given away 1 billion dollars. You will not read that in the New York Times, Washington Post or any other newspaper in the world. I am not here as an apologist for Mr. Samaranch, he has made mistakes, serious mistakes as he approaches 80 years of age but still I'm a historian, you weigh everything in the balance. Panultimately, I like that word, I don't know what it means, but panultimately.

Lesson No 20. Sydney, Salt Lake City in 2002 and Athens, Greece, in 2004 each has significantly different problems, each has similar problems in a thread of commonality that runs through all of them. If there are differences between them and also similar things then we need to pull them apart and understand that they're all the same and they're all different. This is not a contradiction; and so each of them must work their own destiny in the various continents: Sydney, Australia, Salt Lake City and here in the bowels of the Balkans, in the heart of antiquity, in the glorious place that I love so much. I ran for 65 minutes to Miraka this morning and I will run every day. I've been running (Dr. Freud would have a good time with me), I've been running 50 years and always in circles, coming back to my origin. These are significant problems, there are hundreds of problems and the students ask more questions than it is possible to answer and so we have a very, very good time and from this mash, from this yeast, comes good ideas, good discussions. I am the better for it, I am younger for it at age 73, and feel good because I have spent my entire life working with young men and women that are interesting and bright and they are the future of the 21st century and if I can only live long enough in the 21st century I think that some of these people from my University, from your university, will do a better job in the 21st century than my generation did in the last half of the 20th century.

THE PARADOX AND CONTRADICTIONS IN SPORT

by Paul Lino BUGEJA (MLT)

It is nigh impossible to come to Olympia without feeling the imprint of its character - the spirit of place. Forgive me if I wax lyrical in this idyllic setting amongst sacred pines and hallowed shrines. Nostalgically I recall my first experience of Olympia twenty-four years ago.

The Olympic Academy, conceived through the idealism of two great Olympians, John Ketseas and Carl Diem, is presently the major Olympic institution which has blossomed into a Centre of Olympic Studies as envisioned by Pierre de Coubertin, *"providing the intellectual and moral buttress"* for sport as gradually the 20th century (the century of sport) fades away ushering in the third millennium.

The time is past when it was necessary to introduce this critique about the paradox and contradictions in sport, with flowering eulogies to sport. We have been overtaken by events, and whatever the Cassandras say, it is still with great satisfaction that we record that throughout this century, sport has had its great victories not less renowned than achievements in the technical and scientific spheres.

From very modest beginning at the turn of the century, thanks to the pioneering work of the founding fathers of the Olympic Movement, modern sport has evolved into a very powerful popular movement. Paradoxically sport is now described as *"the greatest thing of no consequence in the world"* and hailed as the discovery of the century and the panacea for all ills. If Ponce De Leon were alive today, he would know where to look for the *"Fountain of Youth"*.

This extraordinary development so characteristic of the 20th century has placed sport as a primary and indispensable activity, making it no longer a privilege but a God-given right and an expectation. Sport has now become the most potent force in the world practised in many forms: as elite sport culminating in the Olympic Games, or as a leisure-time activity for the masses. Yet, the strength of sport lies in its humble humanitarian aims, that of improving the quality of life, to make life more worth living.

Unfortunately but understandably, sport has become a victim of its own success. Rightly or wrongly sport is mirror's society and sport it as good or as bad as the society in which it is practised. So has sport become an anachronism? Has it outlived its purpose? Who is sick - sport or society? Maybe there are no clear-cut answers to these questions but unless we analyse the present problems that are plaguing the sports movement, unless we are more aware of the inherent nature of sports, unless we update our sports education methodology, we should be compared to present-day Neros *"fiddling while Rome burns"*. It is imperative that we *"keep abreast with the times, to revitalise the Olympic Movement and not remain static"* (Juan Antonio Samaranch. From a speech at Univ. of Calgary, 1985).

Recent events in the international arena compel me to point out the stark realities of sport; for sport is passing through a most difficult period, its credibility is at stake, its values are questioned, its moral fibre is threatened. Here, in this Centre of Olympic Studies, we have the potential to delve deeply into the nature of sport, with its inherent dualism, contradictions and paradox.

Understandably, there is a feeling that the age of innocence in sport is truly over... and an air of cynicism is amongst us clouding our beliefs in the most pervasive activity in the world. The values we so consistently attached to sport, have become too burdensome, too anomalous, too paradoxical in high performance sport. However, let us take some consolation in the thought that throughout history, mankind has never succeeded in complying with the rules of morality... and sport is no exception. There will always be a few individuals who will succumb to the least temptation, who are not prepared to toe the line.

In spite of all accusations levelled at sport, I proudly echo, with my head held high the words of the Russian poet Yuri Yevtuchenko:

"Just because dirty greedy hands have stained the flagpole, it does not mean that the message on the flag is wrong".

The Nature of Sport

The very nature of sport lies in its contrasts, its contradictions, its paradox which are best expressed in terms of *"the agony and the ecstasy, beauty and the beast, or as the angel and the devil"*. Synder

and Spreitzer point out this dualism when focussing on the positive as well as the negative aspects of sport for the individual and society. There is no end to these contradictions and it is important that we should be well aware of them... because:

"Sport is filled with both violence and tenderness, joy and despair, beauty and repulsiveness, order and disorder. The ecstasy of the peak experience must be accepted with the awareness that sooner or later one will also be the goat. Cheers are inevitably followed by boos, the sweet wine of victory followed by the gall of defeat".¹

Howard Slusher highlights this perennial antithesis:

"The hard is made soft and the soft appears hard. The athlete is both tough and tender, free and other-directed, fated and free-willed, personally concerned and other-concerned

We have constantly to remind ourselves of this harsh dualism because *"sport can be the best or the worst of things"* warns de Coubertin in his memoirs ***Le Respect Mutuel***

"it can occasion the most noble passions or the most vile; it can develop impartiality and the feeling of honour as can love of winning; it can be chivalrous or corrupt, vile or bestial; one can use it to consolidate peace or to prepare for war".

Coubertin's conversion from *"Sport for war"* to *"Sport for peace"* earned him the unenviable title of the *"Olympic Frankenstein"*... and thereby hangs a tale worth retelling.

De Coubertin's deep sensitivity and unbridled patriotism in his younger days in the wake of Prussia's overwhelming victory over France in 1871 prompted him to search for different methods to refurbish (rebronzer) French youth. His objectives are encapsulated in that resolution and, in spite of his obsession with the classical past, he embarked on a period of intensive study of current educational systems, particularly the English system which was, in his view, the perfect model as *"the battle of Waterloo was won on the playfields of Eton"*. He paid several visits to England and was particularly impressed by the ethos of Rugby School and the legacy of its great head master Thomas Arnold where sport in the form of games (not physical exercises) served as a vehicle for character formation. The Rugby school milieu was later immortalised by Thomas Hughes, an Arnold disciple in his famous book **Tom Brown's School**

day, published in 1857. Coubertin was impressed and sport as a means of education became the bedrock on which all his energy and financial resources were founded. This institution, the International Olympic Academy, owes a lot to his conversion.

On a historical note, it is well to point out the diversity of aims, contrasts, and the contradictions emanating from the educational system prevalent in England at the time. An important feature emerged: -

- team games, promoting qualities like team-spirit, a sense of camaraderie, perseverance and loyalty, qualities essential for the training of the **officer** class in which public schools like Rugby School excelled....and
- Gymnastic classes (better known as drill) intended to provide fitter and healthier soldiers and workforce.

As we sadly face the realities of present-day sport, it is imperative that a sports education programme is initiated highlighting these sport anomalies - some of which are inherent, others man-made, deliberate intended to exploit sport. The importance of commercial success in popular sports is a potential threat to sport, leading to exaggerations, cheating, excesses and parody. And people are noticing. As James Michener, the well known author of so many best sellers like **The Source, Centennial, Sayonara** etc, puts it,:

*"in 1946, boxing and wrestling were still taken seriously, but when they began to grab for the nearest dollar, the quickest laugh, the most grotesque parody of violence, their credibility was destroyed. When people begin laughing at the exaggeration of any sport, it is doomed"*³

Comrade Lenin exposed this feeling more succinctly

"In order to destroy an institution, it must be made to look ridiculous".

We are so much exposed to sport that we have taken it too much for granted. We lose sight of the fact that sport is a very delicate instrument and like all instruments that man has invented, it may be used for good or evil. *"Used well,"* says Aldous Huxley,

"sport can teach us endurance and courage, a sense of fair play and a respect for rules, co-ordinated effort and the subordination of personal interests to those of the group"

and then this brilliant essayist sounds a word of warning

"Used badly, it can encourage personal vanity, greedy desire for victory and hatred of rivals, an intolerable esprit de corps, and contempt of people who are beyond a certain arbitrarily-selected pole".⁴

For sport was, and is, in the service of the means to many ends. It was used to honour the gods - and these hallowed precincts owe their origins when sport was an activity of worship. More recently, in the memorable film, **Chariots of Fire**, we have seen the religious commitment of Eric Liddle in the Paris games of 1924 as a worthy representative of the Muscular Christians. His expressions are well known:

"I run in God's name".

"To run is to honour Him".

"When I run I feel His pleasure".

Is this an intrinsic value of sport? Sport has over the years been used to strengthen fighting spirit - from Ancient Sparta till the present day. The examples are too numerous to mention.

Rightly or wrongly, sport is a cheap commodity and surely not immune to exploitation. We offer too readily "bread and circuses" to mask the degradation of human dignity. The malicious exploitation of sport still goes on unrelentlessly as its popularity reaches new peaks from its modest beginning early this century. On the other hand, we are too prone to present sport as the panacea for all ills in the world. Recent history has shown us to what extent unscrupulous leaders are prepared to use sport. The alienation and manipulation, like Tennyson's "*Brook*", seems to "*go on for ever*". Just remember how under certain regimes young athletes were degraded to screen dots in staged and allegedly devout, gymnastics displays.

This sense of contradiction, expressed in the terms "*beauty and the beast*" is manifested in many sports these days where the beauty of the high performance, reaching great artistic heights of achievement with graceful and elegant movements, is nullified with drug taking and violence. The sensational press, conveniently oblivious of the many athletes who toe the line, wants to give the impression that the balance of this sport dualism is presently heavily tilting towards the "*beast*". In a vein of cynical disdain, Lewis Mumford, in his revealing study "**Technics and Civilisation**" makes this chilling remark:

"the really successful sports hero, to satisfy the mass-demand, must be mid-way between a pander and a prostitute".

Maybe it is this strong element of paradox that helps to explain why all social classes are attracted to sport.

The Contrasts

James Michener pays tribute to sport and his massive book on **Sport in America** is an expression of his indebtedness to sport. Basketball saved him from delinquency in his teens and in his late fifties, after a severe coronary attack, vigorous sport activity helped him to return to normal life.

In spite of its early reservations, the Church movements are massively involved in sport. Pope Paul VI in 1975 called sport "a school of virtue" following in the footsteps of his namesake St. Paul, one of the founding fathers of Christianity. In his epistles to the Corinthians and the young Timothy, St. Paul extols sport and uses the sporting metaphor to perfection. To Timothy: *"No athlete can win a prize unless he had kept the rules"*. To the Corinthians: *"You know (do you not) that at the sport arena, all runners run the race, though only one wins the prize. Like them, run to win"*. We applaud these cogent remarks about creative competition encouraging the individual to outreach himself.

However we cannot escape the irreconcilable conflict. **"Sports against drugs"** is contradicted with **"Sports is infested with drugs"**; the slogan **"Sport for a World of Peace"** is confronted with **"Sport is full of violence"**, to the extent of producing more than its share of wars and riots.

As the most popular game, soccer is more exposed to violence even though it is not considered a violent sport. However soccer's popularity renders it more prone to riots and violence, in the majority of cases on the terraces and very rarely on the football field. In 1964 in Lima, Peru nearly 300 spectators were killed when rival supporters clashed over a disputed referee's decision. In January 1971 the traditional rivalry between Celtic (Catholic) and Rangers (Protestants) produced 68 dead bodies crushed to death during a stampede. This tragedy should not be blamed on sport but it shows to what extent emotions can be exacerbated making tragedies a remote possibility.

The recent incidents in the Heysel Stadium, Belgium amongst the spectators are too gruesome to be recalled.

In 1969, riots in the World Cup qualifier between El Salvador and Honduras prompted the former to invade Honduras and in the ensuing conflict 2000 people were killed in this "Soccer War" and perhaps as many as 100,000 were made prisoners.⁵

Who is the sick man? Sport or Society?

The psychiatrist Arnold Mandel in his book **The Nightmare Season** pins the blame of such violence to larger forces than sport, relating to a terrible experience with the defeat of his football (American Football) team when in one crucial match the so-called "supporters" came very near to physical violence".

"I'm beginning to see that the real source of the madness is the unconsciousness of the crowd... win or be killed is a thing of our culture. It's everywhere in all of us .

On the positive side it should be put on record the "breaking of the ice" between the USA and the People's Republic of China in April 1971 when 15 members of the USA table-tennis team accepted an invitation to play against China ushering in the establishment of relations between these two great nations after 20 years of cold war between them. According to Robert Higgs

"It paved the way for President Nixon, a football fan, to meet with Chairman Mao, an avid supporter of Ping-Pong. Just as President Nixon believed that the lesson of sports was applicable to politics and war ("when the going is tough, the tough get going") so Chairman Mao believed that war provided instruction for sport"⁷.

Even the Olympic Motto is challenged: "the most important thing is less to win, than to take part" is contrasted by a win-at-all-costs' mentality, so manifest in our highly industrialised society, and epitomised by the high priest of competition Vince Lombardi in his motto "Winning is not everything - it is the only thing".

Pierre de Coubertin, the visionary, visualised the Olympic Games as the catalyst that "brings the athletes of the world together in a great quadrennial festival of sport thereby creating international respect and goodwill and thus helping to construct a better and a more peaceful world". The saintly Pope John XXIII⁸ and former President

Eisenhower⁹ were firm believers in the power of sport for international understanding.

Yet the conflict between the "*goodness*" and "*badness*" of sport is brought into focus by incisive critiques like that of George Orwell, author of the brilliant satire **Animal Farm** and **1984**. Orwell, the eternal realist, describes sport in these striking terms: "*It is bound with hatred, jealousy, boastfulness, disregard for all rules and sadistic pleasure in witnessing violence - in other words it is war minus the shooting*". Could it be that in describing the odd phenomenon of 20th Century international sport as "*war minus the shooting*" argue the gentleman/athlete Chris Cataway and Philip Goodhard, Orwell was producing not a condemnation of sport as he thought, but its ultimate justification¹⁰.

Yet for many years we have taken sport too much for granted blindly and glibly accepting that sports builds character. Of course it does! But it can also destroy it. Cheating, bribery, corruption, negative and aggressive mottos, character assassination, excessive motivation so rampant in highly competitive sport today are the ingredients for character destruction. Strangely enough two pioneers in modern sports psychology Bruce Ogilvie and Thomas Tutko, in their research work arrived at the rather surprising conclusion that there is no empirical evidence to prove that sport builds character¹¹.

Sport helps in the development of the personality, as Abraham Maslow's "*Hierarchy of Human Needs*", amply demonstrates, with sport providing ample opportunity for the development of the whole personality- the physical, the mental and the psychological. But sport can also destroy it! It has the means to be the negation of personality development. When players, young and old, are abused, shouted at, ridiculed, exposed in "*Halls of Shame*", when the vanity of the coach or teacher exploits the honest endeavours of an athlete, personality is shattered! Read the brilliant expose of Alan Sillitoe, in his book **The loneliness of the long distance runner** and you will know what I am talking about.

Let us take a cursory glance at the printed word. The academic journals and educational literature is constantly reminding us of the importance of sport in child development and also as a life-long activity. The United Nations and UNESCO have included play and

games in the Charter of Human Rights and "*Sports for All*" is the pious hope of every state in the world.

On the other hand, the popular press, with a far greater circulation and appeal, spurns these values and panders to mass hysteria. Soccer victories are equated with military victories - to some sport commentators, England vs. Argentina on the soccer field was a re-enactment of the Falklands War. On the day of the ill-fated Liverpool-Juventus 1986 European Cup Final at Heysel Stadium in Belgium, I was in Rome. The Italian press went beserk in its frantic efforts to whip up the already smouldering embers... "*Juve, L'ora è solenne*" and "*Juve, L'Italia sogna con te*".

But nothing beats the comment in the now notorious editorial, which appeared in an English newspaper on the eve of the Football World Cup Final in August 1966, when England met Germany at Wembley Stadium. As Germany were the favourites the editorial offered some respite. "*And if per chance on the morrow, Germany should beat us at our national game, let us take some consolation that twice we have beaten them at theirs*".

Who is the sick? Sport or Society?

Unfortunately, high performance sport is increasingly becoming "*sportive nationalism*" and it would be misleading to suggest that highly developed countries are immune to these tantrums. The outburst of a Norwegian soccer reporter following Norway's 2-1 shock victory over England in 1981 are a case in point. At the end of the match, the commentator obsessed by uncharacteristic, un-Norwegian display of hysterics screamed: "*William Shakespeare, Francis Drake, Winston Churchill.... we've beaten you all!*"¹²

Of course similar incidents abound in other cultures, but I have only cited some of those with which I am quite familiar.

Exploitation of Sport

"*There are constants in sport*" says Richard Mandell, in his outstanding book **Sport - A cultural History**, "*constants that transcend the barriers of time and space*". Politicians and administrators have always jumped on the sports bandwagon when it suited them and yet sport has rarely been given the place it deserves as a recreational activity for all. The manipulation and exploitation of sport is not new; this dichotomy of "*sport*", sport working at two diametrically

opposite levels, pervades the history of mankind from the Pharaohs to the present times.

The Pharaoh, born and bred in isolation and luxury, more familiar with the harem and the banquet, nurtured the idea that he was an athlete and a hero represented as *"possessing the strongest arm, the truest eye and the bravest heart....High performance sport was socially stabilising propaganda"*¹³. City-states in Ancient Greece used sport to enhance the physical powers of their citizens to make them better soldiers. So did the Romans who in later years developed "sport" events as part of their circus to control the masses. In the 18th and 19th Century, the growth of nationalism again revived the importance of sport for national fitness.

The above characteristics are still prevalent at the international level mainly because of competing ideologies, in that athletes are used by the state to symbolically represent national strength - a victory on the playing field is a triumph for the state. This view remained central in political history well into the present days. It is said that Bill Clinton made the Atlanta Olympic Games in 1996 the focus of his election campaign. Political observers go as far as to point out that the Democrats succeeded in equating success in the Olympic arena with success for the Clinton clan. It is also argued that the result of the 1996 European Nations Cup in soccer determined the election date of the United Kingdom. The then Prime Minister John Major believed that a win for England *"would bring back Britain's long-lost feel-good factor"*.

Friends and Colleagues. It is indeed very gratifying that we in this Academy still believe in Ortega Y Gasset's vision of sport: *"Sport has meaning when it has no meaning"*. What a paradox! We attach so many intrinsic values and attributes to sport that for us, true believers in Olympism, sport has become a holy icon, not to be debased or tainted with scandal or contempt. What a high price we have paid, and are still paying, for these pristine values, for trying to maintain the purity of sport. Take doping. It is bad for the athlete, for sport, for society.... it goes against the tenets of fairplay... it is cheating. The I.O.C.'s recent stand against these cheats is very commendable and deserves our massive support. Yet we seem to condone drug abuse in other spheres. Society reacts aggressively when an athlete tests positive and rejoices when reduced from "hero to zero".

But does it do the *same* for the pop star, the poet, the novelist or the singer? Why not? Because sport is the only human activity to which we attach values. And in my opinion it is the responsibility of this Academy to ensure that these high standards of decency are always upheld. With Homer, we believe in values when we send our athletes off to compete:

*O Friends, be men, and let your heart be strong.
And let no warrior in the heat of the fight
Do what may bring him shame in others' eyes".*

What is our 'poison' is the other man's 'meat' as society implicitly condones drug abuse in other spheres. Its attitude is ambivalent and shifts according to its whims manifesting double standards. And here lies the paradox. We are glad when our youngsters re-discover (and here excuse my familiarity with English Literature) Samuel Coleridge, Oscar Wilde, De Quincy and Dylan Thomas who all found relief or stimulus in their chosen drug. We do not protest, let alone disqualify, when a song in the Top ten Charts is sung in a haze of pot. As far as I am aware, Oscar winners are not urine tested for alcohol or drugs. Many contemporary literary figures, some of them self-confessed drug addicts still compete in the prestigious Pulitzer or Booker Prize.

Why these double standards? It is a question of values.

Unless we inculcate in students these high standards of values that we demand from sport, we shall be failing in our duties. When our youngsters in their formative years are exposed to this form of adulation, to these giants of pop culture and literature, is it surprising that they succumb to the first opportunity in their chosen sport, in their quest for gold and fame! Only a massive sports education programme highlighting the intrinsic values of sport will help to unmask this hypocrisy.

Allow me to underline one final contrast, an apparent contradiction with which we, as teachers and administrators, are confronted in the course of our profession. The Olympic motto "*Citius, Altius, Fortius*" implies a certain amount of paradox.

If Coubertin's adopted motto (actually coined by his mentor, the Dominican Fr. Didon), is pursued assiduously to its classical conclusion, many sociologists believe that we will ultimately come to a stage where physical records are only possible by "*pharmacological*

means", or in plain language - doping. However, Coubertin's message was more humanistic than classical, comparative rather than superlative. The ideal classical example was Homeric inspired by Peleus' parting words to his son Achilles (Homer's angry young man) before the battle of Troy: *"Be the best, distinguished amongst all others"*. By comparison, Coubertin's message is humanistic; it is comparative, meant to compel us to always improve on our previous best. It is a message for all. It applies to me amongst the oldest in this assembly, and to the youngest participant present. This urge to improve, to do better, is brilliantly expressed in Robert Browning's poem dedicated to the Renaissance painter Andrea Del Sarto, who strived against all odds in his successful attempts to reach great artistic heights: -

*"A man's reach must exceed his grasp,
Or what's a heaven for?"*

This lofty view gives the Olympic Motto a humanistic dimension, unconsciously adding another attribute: Citius, Altius, and Fortius and *"Humanus"* where the finest principle of humanitarian effort, that of non nocere (do not harm) prevails, and where we realise the nonsense of carrying the noble aims of Olympism to perversion.

Friends and colleagues, throughout my lecture I have tried, hopefully with some success, to demonstrate that a truly comprehensive sports education programme would be lacking if it does not include current trends and issues, together with an awareness of the inherent sport dualism, contrasts and contradictions. Sport *"this hallowed pastime, this princely gift to enrich our hours of leisure"* ¹⁴ is replete with paradox - even the language of sport is violent: victory, defeat, smash, hit, defend, attack, strike, blast. This dualism is incomprehensible to many, particularly to children and we need to buttress our physical education programmes with more sport education.

Undoubtedly, our lack of attention to the educational, philosophical, social and semantic characteristics of sport in influencing people for good or evil, may have contributed to the misunderstandings, indifference, alienation and aversive attitudes many students, athletes and parents develop as the contradictions of sport unfold.

I have touched only briefly on the points I wanted to raise on this highly debatable topic, but I trust I have made a humble contribution that will enhance your discussions.

Notes

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GLOBAL SPORT: IDENTITIES, SOCIETIES AND CIVILIZATIONS

by Prof. Dr. Joseph MAGUIRE (GBR)

Today, I will seek to describe and analyse the *existing* structure of the global sports system. When referring to the global sports system I am not overlooking how modern sport systems vary from one country to another. Sport sociologists, however, in addition to examining the national character of sport, must also explore how modern sport is bound up in globalization processes. This exploration of the global condition is certainly becoming a dominant theme within Western sociology and sociology of sport. In exploring the global sports process sociologists can potentially reveal important insights into the global human condition. This is, in any case, the argument I will present to you today. If the challenge of examining global sport processes is taken up then what we as academics may find may be more significant than the data produced by more traditional views on the function of sport sociology.

Mapping the global sports system: points of departure

In mapping the global sports system there are three key points of departure that can guide this task. First, it must be grasped that studies of sport that are not studies of the societies in which sports are located are studies out of context. Here, emphasis is being placed on the need to examine the interconnected political, economic, cultural and social patterns that contour and shape modern sport and how these patterns contain both enabling and constraining dimensions on people's actions. Yet, this observation itself needs modification. Societies are no longer - and except in very rare cases - were never sealed off from other societies. Ties of trade, warfare, migration and culture, are of long standing in human history. More recent globalization processes have unleashed new sets of interdependency chains that have interconnected people from distant parts of the globe. It is in this context, as well as in the context of inter and

intra nation state relations, that the study of sports needs to be located. It is here where the practice and consumption of elite modern sport can be best understood.

Secondly, in order to trace, describe and analyse the global sports system sociologists are best advised to adopt a process sociological perspective. That is, sociologists must avoid the tendency to examine the here and now with no reference to the dimensions of time or space. Sociologists must use a historical and comparative approach. They must seek to explain how the present pattern of global sport has emerged out of the past and is connected with a range of civilizational struggles. A model of the emergence, diffusion and globalization of modern Western sport forms, personnel and ideologies will be presented shortly.

The third point of departure concerns the concept of globalization itself. What does the concept refer to? It is sufficient to note here that the concept refers to the growing network of interdependencies, political, economic, cultural and social, that bind human beings together - for better and for worse. Globalization processes are not of recent origin. Nor have they occurred evenly across all areas of the globe. These processes - involving an increasing intensification of global interconnectedness - are very long - term in nature. Nevertheless, the more recent history of these processes would suggest that the rate of change is gathering momentum. Despite the 'Hinevenness' of these processes, it is more difficult to understand local or national experiences without reference to these global flows. The flow of leisure styles, customs and practices from one part of the world to another, such as the Olympic games, is an example of these processes at work.

People's living conditions, beliefs, knowledge and actions are intertwined with unfolding globalization processes. These processes include the emergence of a global economy, a transnational cosmopolitan culture and a range of international social movements. A multitude of transnational or global economic and technological exchanges, communication networks and migratory patterns characterises this interconnected world pattern. As a result people are experiencing spatial and temporal dimensions differently. There is a speeding up of time and a 'shrinking' of space. Modern technologies enable people, images, ideas and money to criss-cross the globe with

great rapidity. This leads, as noted, to a greater degree of interdependence, but also to an increased awareness of a sense of the world as a whole. People become more attuned to the notion that their lives and place of living are part of a single social space - the globe. With these three key points of departure in mind we are better placed to examine modern sport.

The Global Condition and Modern Sport

The idea that modern sport is bound up in a global network of interdependency chains that are marked by uneven power relations can be illustrated with reference to the consumption of sports events and of leisure clothing. Consider the example of ice - hockey. Citizens of countries spread across the globe regularly view satellite broadcasts of National Hockey League (NHL) ice - hockey matches. In these games perform the best players drawn from North America, Europe and Asia. The players use equipment - sticks, skates, uniform etc. - that are designed in Sweden, financed in Canada, assembled in the USA and Denmark. This then is sold on to a mass market in North America and Europe. This equipment - skates - for example, is made out of alloys whose molecular structure was researched and patented in the USA and fabricated in Japan. Several transnational corporations are involved in the production and consumption phases of this global cultural product. The product screened to the consumer is itself provided by a global media sport production complex and is viewed on a television that itself was manufactured as part of a global telecommunications network.

The sport/leisure wear industry can also be used to highlight how people's consumption of cultural goods is bound up with global processes. As a fashion item, the wearing of sports footwear has become an integral feature of consumer culture. One premier brand is Nike. The purchase and display of this footwear are but the final stages in a 'dynamic network' involving designers, producers, suppliers, distributors and the parent or broker company, in this case, Nike. Though its headquarter is located in Oregon, the range of sub-contractors involved straddles the globe. Its suppliers and production companies are located in different south-east Asian countries, Thailand, Singapore, Korea and China. Its designers attempt to provide shoes with a world - wide demand that will also appeal to local

tastes. Local franchise operations ensure appropriate distribution backed by global marketing strategies. Here again, Nike uses the media - sport production complex by endorsing sports stars and / or sports - leisure festivals. In addition, Nike use advertising within the television schedules that carry these sports and other programmes deemed appropriate. This much is clear: cultures communicate, compete, contrast and conflict with each other in a more interdependent manner than was previously the case. This intermingling and status competition between cultures occurs on a global scale and is patterned along the five main dimensions shown in Figure One.

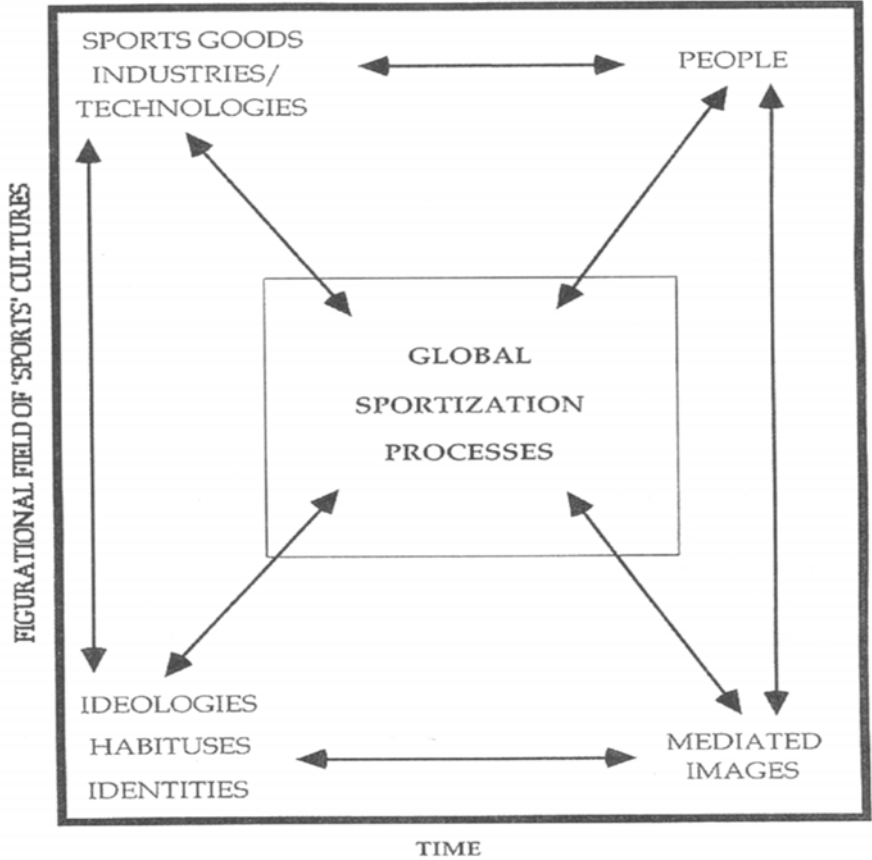


Figure 1. Global Sportization Flows

One dimension involves the international movement of people such as tourists, migrants, exiles and guest workers; the technology dimension is created by the flow between countries of the machinery and equipment produced by corporations (transnational as well as national) and government agencies; the economic dimension that centres on the rapid flow of money and its equivalents around the world; the media dimension entails the flow of images and information between countries that is produced and distributed by newspapers, magazines, radio, film, television and video; and finally, the ideological dimension is linked to the flow of ideas centrally associated with state or counter-state ideologies and movements.

All five dimensions can be detected in late twentieth century leisure and sports development. Thus the global migration of professional sports personnel and artistic performers has been a pronounced feature of recent decades. This appears likely to continue to be so in the future. The flow across the globe of goods, equipment and landscapes' such sports complexes and golf courses has grown to the position as a multi-billion dollar business in recent years. As such, it represents a transnational development in the sports sphere. Regarding economic issues, clearly the flow of finance in the global sports arena has come to centre not only on the international trade in personnel, prize, money and endorsements, but on the marketing of sport along specific lines. The transformation of American sports such as basketball, baseball and American football into global sports is part of this process.

Closely connected to these dimensions has been a development at the level of the media. This media-sport production complex projects images of individual sports labour migrants, leisure forms and specific cultural messages to large global audiences. The marketing of the basketball player Michael Jordan is an example of these processes at work. The pervasiveness of the media - sport - capital nexus, has forced a range of leisure practices, in local' places, to align themselves to this global model. Failure to do so would place in question their ability to survive in the global media - marketplace. At the level of ideology, global sports festivals such as soccer's world cup and the Olympics have come to serve as vehicles for the expression of ideologies that are transnational in character and, at times, lie outside the scope of the 'state'. Before seeking to explain how to make sense of these global sport flows, it is important, as noted

at the outset, to trace how this present pattern of modern sport has emerged out of the past. In what follows I seek to do just this.

Towards a Model of Global Sport Processes

Where does modern sport come from and where did it first emerge? In making sense of these early phases four key points need to be grasped: (i) very long term structured processes were involved; (ii) there was a varying balance of centripetal and centrifugal forces involved in the developing chains of interdependence; (iii) there is a need to examine the changing balance of power between those groups and institutions that benefit and those that lose out at various stages in this process; and (iv) there is a need to avoid both natio-centrism and Euro-centrism and view the emergent European sport structures in the context of wider, and increasingly global network of interdependencies. Although there is evidence of cultic activities, folk games and recreations in the ancient worlds and civilisations of Europe, Asia and South America, *modern* sport, like the steam engine, emerges first in England. Let me outline these phases and in so doing refer to Figure Two.

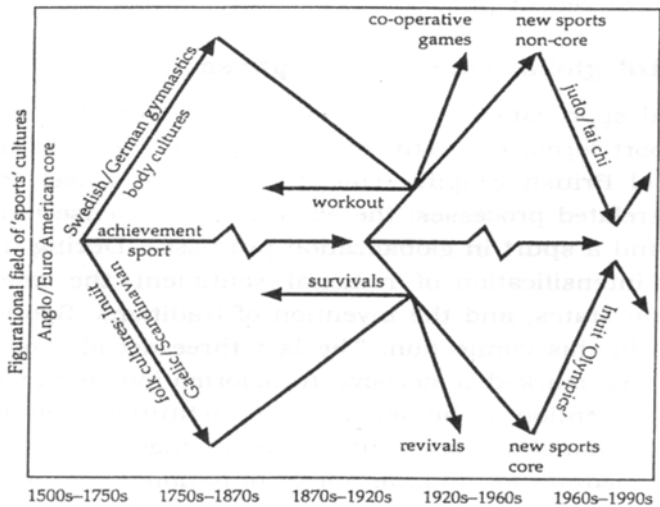


Figure 2. Preliminary model of diminishing contrasts and increasing varieties in global sportization processes.

The initial phases in the sportization of English pastimes

The initial sportization of English pastimes occurred in two main phases: a 17th and 18th century phase in which the principal pastimes that began to emerge as modern sports were cricket, fox hunting, horse racing and boxing; and a second, 19th century phase in which soccer, rugby, tennis and track and field began to take on modern forms. This argument may be developed by proposing a third sportization phase during the late 19th and early 20th century overlapping with a fourth phase that lasted from the 1920's through to the 1960's. In this fourth phase, sportization processes were powered by Western notions: struggles between the Western core and non-Western nations were however, evident. In addition, there were also struggles for ascendancy between the core nations themselves. More recently, beginning in the late 1960's, a fifth phase of sportization processes has begun to unfold. The emergence and diffusion of these modern sporting forms on a global scale is closely connected to broader globalization/civilizing processes. I will concentrate here on the three most recent phases.

The third global sportization phase

The third sportization phase entailed the differential diffusion of 'English' sport forms to continental Europe and to both the formal and informal British Empire. This diffusion was closely connected to two interrelated processes: the emergence of intense forms of nationalism, and a spurt in globalization processes. During this period we see the intensification of 'national' sentiment, the emergence of ethnic nation states, and the invention of traditions. Sport played a crucial role in this connection. The last three decades of the nineteenth century marked a decisive transformation in the spread of the old, the invention of the new and the institutionalization of most sports on a national and even international stage. In this way, sport became the medium for and barometer of national identification and competitive community struggle. While the rise of sport provided new expressions of nationalism through the choice or invention of nationally specific sports, it is also important to note that such nations

were doing so in the context of the dominant standard setter, the English.

Several indices of the take - off phase in globalization processes can be identified: an increase in the number of international agencies; the growth of increasingly global forms of communication; the development of global competitions and prizes; and the development of standard notions of 'rights', citizenship and humanity that are increasingly standardized internationally. It is suggested here that the third phase in sportization processes connects to this take off phase. Several aspects of sports development highlight these interconnections. The last quarter of the 19th century, for example, witnessed the emergence and spread of sport, the establishment of international sports organizations, the growth of competition between national teams, the world-wide acceptance of rules governing specific sport forms, and the establishment of global competitions such as the Olympic games. The twentieth century establishment of world championships in many sports, are also indicative of the occurrence of globalization processes in the sports world.

Several important issues are raised by these interconnections. In this phase of sportization, 'Westerners', and in particular, the English, were the dominant 'players'. But they were not alone: Danish and Swedish gymnastics, the German Turnverein movement and the spread of skiidraet from Norway to North America, and beyond, are all examples of the Europeanization phase in global sport development. Though the diffusion of sport personnel, forms, ideologies and images were not part of some global marketing ploy, at this stage it did reflect the prevailing balance of power in cultural interchange. Increasingly, however, North American sport personnel, forms, ideologies and images began to compete with and supersede their English equivalents. During the 1920's and 1930's, sports such as baseball, basketball, ice-hockey and volleyball, diffused to those parts of the world more centrally linked to the 'American' sphere of influence - Europe, South America and parts of the Asian Pacific rim. There has been a struggle for hegemony since the 1920's, but in sport, this occurred not only between the West and the rest, but also within the West itself.

While there were intended and unintended aspects to this process, the main long term effect was a reduction in the contrasts between

global 'sports' cultures. In addition, some of the more recent aspects of global sport development had their equivalents in the third and fourth sportization phases. For example, during earlier phases, attempts were made to establish transnational teams to compete against what was rapidly coming to be the most powerful sporting nation, the United States of America. This is evident in the attempts to form a British Empire team for the 1912 Stockhohn Olympics. This attempt to form a transnational team parallels the efforts, in the fifth sportization phase to form 'European' teams to play the USA in sports such as golf and tennis and indeed the European Commission has suggested that one EU team be formed to represent the Union at future Olympics. Despite this, traditional sports bind people to those dominant traditions associated with 'nation' / sport formation in the third sportization phase. Folk games also survive and both regional and national identity politics are still a crucial part of European life.

The fourth global sportization phase

From the 1920's through to the late 1960's then, the West regulated the field of play, sport organizations, the surplus value associated with sporting festivals and the ideological meanings associated with such events. 'Western' and 'non - Western' people actively - as opposed to passively - embraced some aspects of the sports that diffused out of the Anglo / Euro - American core. Sport was and is a carrier of deep culture and structure and in the fourth phase this culture was Western in orientation. Indeed, sport can be said to have become a 'global idiom' in this phase. Globalizing sport also entailed a specific type of Western masculine culture. Sport is thus arguably one of the most powerful transfer mechanisms for culture and structure ever known to humankind, but in suggesting this it would be unwise to overstate the extent to which Western domination of global 'sport' cultures' was and is complete. On occasions, non - Western people not only resisted and reinterpreted Western masculine sport personnel, forms, models and marketing, they also maintain, foster and promote, on a global scale, their indigenous recreational pursuits.

While competitive sports carry a message of Western social cosmology, this does not mean that people from non - occidental or

indeed occidental cultures accepted them uncritically between the 1920's and the late 1960's. Studies of Trobriand cricket, baseball in Japan, the diffusion of sport to Papua New Guinea, and the early 20th century development of 'Finnish baseball' all highlight the dynamic interchange between the local, national and the global. Indeed, indigenous cultures have proved adept at embracing a sport form, reinventing it and then recycling it back to the country of origin. Ironically, American football is a prime example of this as it diffused out of an English context in the form of rugby. In turn, the core country also embraces cultural flows from the outsider culture and the 'reinvented' sport form diffuses further around the core. It should also be observed that this phase of global sportization witnessed the slow decline of modern sport's founding nation. In the emerging global sport figuration, Englishmen were being beaten — in the early stages of this fourth phase, by fellow occidentals — at games that they felt they had, by birthright, a 'god given' right to be winners.

Whereas the fourth phase of sportization clearly involved an elaborate political economy in which hegemonic control of sport lay with the West, control was never complete. Resistance took a variety of forms such as the cold war rivalry between the West, the former Soviet Union and the Communist bloc more generally that was also played out in the sports world. There also occurred the slow assertion of women's rights and the challenge to hegemonic masculinity. The latter stages of this fourth phase were also characterized by the rise of non-Western nations to sporting prominence, and, sometimes, pre-eminence. Non-Western nations began to beat their former colonial masters, especially the English. They were doing so, however, in terms of their former masters games, and not their own indigenous recreations, and success was confined to the sports field.

The fifth global sportization phase

The changing balance of power intensified in the fifth phase of sportization beginning in the late 1960's, and is apparent in a range of sports including badminton, cricket, soccer, table tennis and track and field. Here, African, Asian and South American nations were and are increasingly to the fore. Anglo / Euro - American control of global sport has also waned off the playing field. The control of international sport organizations and the Olympic Movement is be-

ginning, although slowly and unevenly, to slip out of the exclusive hands of the West. These trends are being reinforced by the accelerating commingling process occurring between sport cultures. Eastern martial arts as well as a range of folk games have and continue to diffuse into and around the Western core. The media sport production complex markets 'sameness' - especially in the form of American sports - and the global political economy that regulates global flows ensures that the local does not freely choose which cultural products are consumed. Yet, this should not lead the analysis to overlook the point that global marketing strategies also celebrate difference. That is, the cultural industries constantly seek out new varieties of ethnic wares. These ethnic wares are targeted at specific 'niches' within a local culture. The spread of Japanese Sumo to Britain and Asian martial arts more generally are examples of this. There is also reason to suggest that national cultures and identities most affected by these processes appear to be those at the 'centre', not the 'periphery' of the global system. Globalization processes are also unevenly distributed within central regions.

Just as in music and food, so too in sport: this fifth phase of global sportization involves the creolization of sports cultures. When both national identity itself - and the sport forms of the culture as a whole - are undergoing a pluralization process, it is increasingly difficult to sustain the notion that a *single* sport represents *the nation*. The global movement of sport labour reinforces the problems of multiculturalism and polyethnicity. With these trends in mind, perhaps it is less surprising that Western sport personnel and administrators may be experiencing aspects of the self - doubt and uncertainty that can be detected in Western nations in general in the most recent globalization phase. These sport processes may parallel what has termed the 'decentring of the west'. As these processes gather momentum new power balances have emerged and new identities forged.

Conclusion: making sense of global sport processes

From what I have argued it is possible to conclude that in world terms Western societies over time became the equivalent of the established groups within particular European nations. The spread of 'civilized', i.e. Western patterns of conduct occurred through the set-

tlement of occidentals or through their assimilation by the upper strata of other nations. Crucially, the same 'double-bind' tendencies that marked the upper classes' colonisation of outsiders within the 'West' was and remains evident in the West's dealings with 'outsider' (non - Western) nations and peoples. With this spread came a particular, contested view of civilization, of humanity as a whole. The members of 'Western' societies were acting as a form of established group on a world level. Their tastes and conduct, including their sports, formed part of this, and these practices had similar effects to those of elite cultural activities within 'Western' societies themselves. They acted as signs of distinction, prestige and power. The rise of the 'West', however, was contested and its 'triumph' was not inevitable. Furthermore, 'Western' culture had long been permeated by non - Western cultural forms, people, technologies and knowledge. In a word, these cultural interchanges stretch back to long before the 'West' became more dominant in cultural interchange.

There are other key points that need stressing. Both the intended and unintended aspects of global sport development need probing. That is, while the intended acts of representatives of transnational agencies or the transnational capitalist class are potentially more significant in the *short-term*, over the *longer-term*, however, the unintended, relatively autonomous transnational practices predominate. These practices 'structure' the subsequent plans and actions of transnational agencies and the transnational capitalist class. In addition, the consumption of non-indigenous cultural wares by different national groups can be both active and heterogeneous. Resistance to global sportization processes is possible. Yet, there is a political economy at work in the production and consumption of global sport / leisure products that can lead to the relative ascendancy of a narrow selection of capitalist and Western sport cultures. Globalization can therefore be understood in terms of the attempts by more established groups to control and regulate access to global flows and also in terms of how indigenous peoples both resist these processes and recycling their own culture products. We are witnessing the globalization of sports and an increase in the diversity of sports cultures.

It is possible then to overstate the extent to which the West has triumphed in terms of global sports structures, organizations, ide-

ologies and performances. Non - Western cultures resist and reinterpret Western sports and maintain, foster and promote, on a global scale, their own indigenous recreational pursuits. While the speed, scale and volume of sports development is interwoven with the broader global flows of people, technology, finance, images and ideologies that are controlled by the West, in the longer term it is possible to detect signs that this is also leading to the decentring of the West in a variety of contexts. Sport may be no exception. By adopting a multi - causal, multi - directional analysis that examines both homogeneity and heterogeneity researchers will be better placed to probe the global cultural commingling that is taking place. Looking to the future sport sociology research would indicate that sport will increasingly become contested, with different civilizational blocs challenging both nineteenth and twentieth century notions regarding the content, meaning, control, organization and ideology of sport. In examining this contestation sports sociologists will be highlighting some important aspects of the global human condition.

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CHANGES IN MODERN SOCIETIES. CONSEQUENCES FOR PHYSICAL EDUCATION AND SCHOOL SPORT

by Dr. Bart CRUM (NED)

The *main* issues of my talk in this conference are the cultural changes that can be observed in modern, affluent societies and the implications of these changes for the compulsory movement lessons (PE) and optional school sport at the secondary school level. From the very beginning it seems important to emphasize one caveat. Focusing on general cultural changes in modern societies and in particular on changes in body and movement culture and looking for consequences for schooling, we are faced with sweeping cross-cultural discontinuities. By comparison to Western Europe, or more particularly to the Netherlands, in other, less affluent, parts of the world body and movement cultures and sport systems as well as school systems might be quite different. Since my reflections are very much determined by my Dutch perspective, it is possible that a number of my observations and recommendations do not really correspond with your work situations. However, I assume that the development of the 'global village' has already resulted in an increase of cultural similarities.

1. PE's mission and quality standards

Considering the development of PE in contemporary society - I have in mind particularly the changes by political authorities (in many countries the PE curriculum has already been or is in threat to be substantially reduced) - it could be argued that PE is not such a valuable subject in today's schools. However, I can assure the PE teacher educators in this room, that they not only represent a *fine* subject, but also a *very important* subject. For that reason, before entering on the central issues of my paper, I will shortly elaborate on the importance and relevance of PE in contemporary schools. Therefore, I share with you my conceptual starting point concerning

PE and school sport and the resulting quality standards for daily practice in schools.

Schools can be viewed as society's answer to the problem of juvenile development in a culture with growing complexity. Their main mission is to qualify youngsters for future participation in socio-cultural life (in work as well as in leisure situations). Indeed, school education should also open opportunities for personal development. In my view, however, the personal development aspect of the school is a derivative of its socio-cultural qualification task. Since a growing number of subjects claim room in the time table, the school should concentrate on subjects that can be valued as emancipatory and prepare youngsters for a relevant, humane and independent participation in socio-cultural life.

Movement culture, an umbrella term which comprises all leisure actions in which the human moving act is at the centre, can be viewed as society's reaction to the retreat of the experience of embodiment and movement in daily life. Think, for example, of the exclusion of the body that takes place in the domains of labour and transportation due to the advancement of technology. In modern societies the number of people who look for compensation of this 'denial of the body' and highlight their embodied existence by engagement in movement culture is growing. By an active participation in movement culture they unfold a rather central aspect of their being and gather experiences of self-realization, vitality, health and recreation. Therefore, this participation contributes importantly to the quality of their lives. This fact justifies the striving of the modern Olympic Movement to enhance the possibilities for sport for all.

In my view, today the main rationale to include PE as a compulsory subject in the school curriculum lies in its potential to qualify youngsters for an emancipated, satisfying and lasting participation in movement culture. Consequently, I think that PE, like the other school subjects, should be a teaching-learning enterprise. In the same way that English contributes to an introduction into a language culture and mathematics into the world of numbers and calculations, so PE has the mission to introduce youngsters into movement culture and to qualify them for participation in this cultural domain. In this way, movement culture is fundamental when considering the arrangement of PE classes with utility value.

Much more could be said concerning PE's legitimation in contemporary schools and its desirable learning outcomes (cp. Crum, 1989, 1993b). I waive that because of time limitations. However, there are two points that need to be underlined in order to avoid misinterpretations.

Firstly, the idea that PE should be arranged in such a way as to promote learning with utility value for the movement culture outside the school, does not mean that the compass needle should only be oriented to future participation. Whilst having relevance for the future, PE should also have relevance for current developments. Therefore, not only the future adult movement cultural modes, but also the present juvenile movement culture should be a point of reference.

Secondly, on the one hand, organising PE classes as real teaching learning situations constitutes the heart of the PE enterprise. Only by didactic transformations of movement culture and keeping exercise, play and sport at 'arm's length', students are invited to transcend the level of just performing exercise and sport or just playing. It is then that they can learn to understand movement culture as socially constructed and changeable. And only by planned teaching learning situations they can systematically acquire the tech-nomotor and sociomotor skills needed for a satisfying engagement in a sport practice. On the other hand however, the decontextualization caused by the didactic preparation of exercise, play and sport, brings the risk of boredom and lack of interest. The consequence must therefore be to associate the pleasure and fun with compulsory learning oriented classes and, at the same time, to take care that the optional school sport activities offer opportunities for relevant learning besides the central experiences of excitement, fun, celebration, competition and achievement.

For physical education and school sport in secondary schools the following applies:

- (1) the movement culture (as existing outside the school) should pre-eminently be the point of reference for the selection of content as well as the organization of the compulsory PE lessons and optional school sport;
- (2) PE lessons and school sport have utility value, demonstrate quality as to the degree in which they contribute to:

(a) the students' development of a positive attitude towards movement, exercise, play, sport and dance,

(b) the students' competence to solve a range of technomotor problems (here are technical and tactical skills at stake),

(c) the students' competence to deal with personal and interpersonal problems and conflicts, which are always present in skin-close and exciting movement situations,

(d) the growth of knowledge and insight, which are necessary to understand the rules of movement and sport and to adapt them appropriately if so desired,

(e) the enrichment of the actual school life.

The quality of the PE programme in a particular school can and should be assessed on the basis of these five criteria.

2. Postmodernity, individualization and the rediscovery of the body

The achievement of quality in PE and school sport has never been an easy task. There were always a number of impediments and shortcomings to be surmounted. Think of the lack of time in the curriculum, insufficient facilities, or shortcomings in the competences of PE teachers. However, that are not my issues today. Here I wish to focus on the fact, that the quality of PE is increasingly endangered by changes that occur in the interests, attitudes and behaviours of many secondary school students. In order to examine and interpret these changes, I firstly wish to consider '*postmodernity*', '*individualization*', and '*the rediscovery of the body*'.

In the current sociological literature the notion of '*postmodernity*' is of the order of the day.

Modernity can be seen as the era of ideological certainties and a firm trust in the capacities of mankind and progress. Our predecessors grew up within strong traditions such as Islam, Hindoeism, Calvinism, Catholicism, Socialism, Communism or Liberalism. These so called 'big stories' have a clear pattern of values and norms, which offer directions and certainty. As a youngster in those times, one knew exactly where to belong and simply followed a clearly marked, collective road. Today, much of this certainty, clarity and security has disappeared. Humanity has observed the horrors of wars and genocides and is increasingly confronted with the threat to nature

and humanity created by modern science and technology. Consequently the idea that 'God is dead' and a fundamental scepticism has won ground. Modernity turns into postmodernity. The most fundamental characteristic of a postmodern society is the retreat of the big stories and the certainties of the classical ideologies. Also the traditional collective agencies - such as the social class, the church, the labour union, and the family - have lost status and relevance. This results in a society which is characterized by pluriformity of values and ethical relativism.

The loss of stable and guiding frames means that the postmodern person is thrown upon his or her own resources for the creation of personal lifestories. Lifestyle, school career, residence, partner choice, profession and also sport participation are increasingly less self-evident determined by authority or collectivity. In today's society, particularly young people, can decide or better have to decide who and what they want to be and how they want to live. 'Self-realization' is no longer an option, it is a cultural imperative. Hermann Lübbe, a Swiss social philosopher, once called 'self-realization' "a radiant star of the modern attitude to life" (Lübbe, 1988). In his view modern people do not have any other possibility than to choose the pathway to self-realization, because of the many degrees of freedom due to the increase of free time and money. The postmodern process of increasing personal autonomy is generally labeled '*individualization*'.

It is not surprising, that in a socio-cultural environment, characterized by scepticism, relativism, change, fleetingness, superficiality, fragmentation and contingency (all traits of postmodernity), human beings resort to their bodies, to their corporeality. Amidst all uncertainty the body can be seen as a relatively stable crystallization point for self-realization, individual distinction and the acceptance of being (cp. Bette, 1993). This is reflected in the way in which people try to present themselves by extravagant dressing, make-up, haircut, hair-colour, tattoos and piercing. It is also an important factor in the spectacular qualitative and quantitative growth of the body and movement culture. This is not the only domain in which one can establish self-realization and experience personal autonomy. However, in modern societies, there is no cultural domain which is more accessible as a medium for the experience and training of self-de-

termination and self-realization for so many people, irrespective their sex, social class and level of education.

There is another influencing socio-cultural factor that contributes to the explanation of the rise of movement culture. That is what the German sport sociologist Karl-Heinz Bette has labeled the paradoxical simultaneity of on the one hand the denial of the body and on the other hand the rediscovery and upgrading of the body' (Bette, 1989). In our daily life the denial of the body advances due to the development of modern technology. The physical demands made on the body have largely disappeared as a result of the increase of the use of machines, engines, robots and computers in work and transportation. In previous times trading and finance were directly related to the physical presence of the business partners, nowadays are abstract acts which are stripped from all physical involvement. The inventions of telephone, television and telefax ensure that more people communicate at increasingly larger distances without being physically close. The gen-technology opens the possibility of procreation without physical intercourse between a man and a woman. Obviously, in a society that is controlled by modern technology, the experience of embodiment is neglected. However, the human body does not accept this. It protests and takes revenge with stress symptoms, psycho-somatic problems and cardio-vascular diseases. In turn, the society reacts to these self generated symptoms, problems and diseases by an explicit thematization of embodiment. The body is rediscovered and all kind of body-processing agencies experience a boom. Think of the growing health business, the spectacular growth of body and movement-oriented psychotherapies and also of the growth of the movement culture and the participation in sport.

Together, the shift towards postmaterialist values, the craving for self-realization, the trend to individualization and the rediscovery of the body have procured a process, that can be labeled as the sportification of the society' (cp. Cachay, 1990; Crum, 1992; Digel, 1990; Grupe, 1988).

3. Internal differentiation of sport and the engagement of youngsters

The 'sportification' process can, for example, be noticed in the spoken language. While in former days the Dutch language was full of metaphors derived from the Bible and sailing, the world of sport

now becomes an important source for metaphors. Another indication of the general sportification can be found in the advancing of the Nikes, the New Balances, the Reeboks and the training suits in non-sport contexts.

Apart from the sportification of language and clothing, the 'sportification of society' has emerged in the domain of sport. The 'Sport for All' concept invited or seduced the traditional sport system to extend its own borders in order to facilitate new needs and expectations and to try to fulfill a range of new functions. Moreover, it was not only the traditional sport agencies, associations and clubs, that tried to accommodate the differentiation of needs and expectations of sport consumers. New sport agencies, most of them with a commercial orientation, shot up like mushrooms. Although the traditional sport club is, for the majority, still the pre-dominant place for participation, it has lost its original monopoly.

The sportification of society has resulted in a striking process of internal differentiation of the sport system. This differentiation process is characterized by two opposite developments: on the one hand, the '*sportification of sport*', and on the other hand, the '*de-sportification of sport*'.

First, a few words concerning the 'sportification of sport'. This label is used to indicate the process in which the original characteristics of sport, namely achievement maximization and competition, are radicalized. This process, initiated by the cold war politicization of sport, is continued by the commercialization, mediaization and scientization of sport, which interact as cogwheels. In many countries, the 'sportification of sport' resulted in a by state and/or business financed elite sport system. Excesses, such as child labour, doping and injurious training methods, are intrinsic to this sport mode. In this media covered, sometimes extremely highly paid but often outrageously lowly paid elite sport, glorification of the body and body-hostile exploitation go hand in hand.

The 'de-sportification of sport' can be interpreted as a counter-move. Due to the 'sport for all' idea, thresholds to sport participation have been lowered. This was done by deemphasizing the achievement orientation and by encouraging motives such as pleasure, fun, togetherness, . communication, recreation and health. This trend boomed on the up-current of postmodern values such as self-reali-

zation and fitness and related narcissism and hedonism. Alternative sport modes (for which the Germans use the paradoxical label "non-sportive sport") - in which pleasure, enjoyment, adventure, body sensation, fitness and appearance are in the foreground - have developed. These modes are often organized in commercial settings.

Under the influence of the 'sportification of society' and the 'desportification' of traditional sport, the once relative homogeneous sport system has differentiated into a rather heterogeneous movement culture. Movement-cultural sub-systems develop beside each other as different shops with different assortments, each with internal rules for varying groups of clients, who have individual needs and expectations. For the time being, the following heuristic classification of sportive sub-systems, each of them part of a different social convention, could be useful (Crum, 1992):

- (1) Elite sport - the dominant motives are: absolute achievement, status, money. This sport mode is often commercialized and requires (semi-)professional participation.
- (2) Competitive club sport - here the dominant motive is a cocktail of the excitement of competition, pursuit of subjective achievement, relaxation and social contact.
- (3) Recreational sport - dominant motives are: relaxation, health and togetherness. Recreational sport is offered by sport clubs as well as by local authorities; often it is privately arranged.
- (4) Fitness sport - the dominant, even isolated, motive is: physical fitness. This mode is mostly offered by commercial agencies and also privately staged (e.g. jogging).
- (5) Risk and adventure sport - adventure and thrill are the dominant motives. Think of the mostly commercially organized, expensive activities such as Himalaya-trekking, helicopter-skiing, hang-gliding, repelling, scuba diving, rafting and parachuting.
- (6) Lust sport - hedonism, exclusive pleasure is here the focus. Think of the commercially organized (often in combination with tourism) forms of S-sport (sun, sea, sand, snow, sex, speed and satisfaction).
- (7) Cosmetic sport - focus is on appearance. Think of the commercially organized narcissism of body-building, -styling and -shaping, with a 'warming up' or a 'cooling down' on the sunbed.

Now, a brief look at some peculiarities of the way in which contemporary youngsters participate in the movement culture seems relevant. Youngsters in a postmaterialistic culture are increasingly children of what can be called an '*excitement society*' ("*Erlebnisgesellschaft*", cp. Schulze, 1992). The German sociologist Gerhard Schulze coined this concept as distinguished from the traditional '*Überlebungsgesellschaft*' ('survival society'). While in the 'survival society' scarcity was pre-dominant, the 'excitement society' is characterized by an abundance of possibilities. Abundance in every respect: fruits, vegetables, breads, wines, beers, clothes, shoes, cd's, tv channels, holiday resorts and also sport scenes. People start to suffer from the enormous range of possibilities. Under the pressure of the imperative "live and look for excitement in your life", the main problem is not a problem of means, but of making choices. The abundance of exciting experience options means that modern people "amuse themselves to death" (Postman, 1985). Different from the 'survival society', in which people had to cope with a material crisis, members of the 'excitement society' have to cope with a crisis of meaning, a crisis of orientation. For that reason a considerable number of youngsters do not view their youth as an unqualified pleasure. They have problems in finding orientations and producing their own biography. This causes uncertainty and hampers the formation of identity.

The youngsters of today form a heterogeneous category. So, generalizations are dangerous. Nevertheless, the following phenomena are striking. The majority of secondary school students (in my country even more than 60%) are still engaged in more or less traditional sport club activities. Yet, for many of them the mode of club engagement is changing. Because they have so many options for leisure in general and for sport in particular, a clear choice for one option implies the missing of another. Consequently, an increasing number of youngsters prefer to zap along the spectrum of sport clubs and other leisure options like they zap along the tv channels. There socio-cultural life has a staccato-character.

Another category of youngsters are those who never enter any sport clubs or drop out, because they do not feel that regulated competition in a ball game or running between two lines or exercising on gymnastic apparatus gives fun or excitement. In so far as they

are physically active, they may engage in quite different sporting subcultures. There is, for example, a group that stresses its own distinctive features in the narcissistic body-styling and body-building scene. A second group prefers to emphasize the expressive dimension of moving and tries to find identity in the skateboard scene around the half-pipe or in the streetball scene with its trendy outfit. This is highly marketed by sellers of sport commodities and their infectious tv ads. Other examples are the subcultures of the mountain-bikers, the inline skaters and the windsurfers (cp. Brettschneider, 1990; Brettschneider & Bräutigam, 1990; Brinkhoff, 1992).

Finally, in this context, a few words about *mediation*. In our postmodern culture, watching (and this is different from reading) has become the most important mode of perception and understanding. The impact of movie, tv, videoclip and viewing screen on the perception and way of thinking of particular youngsters is extremely strong. The new media are the dominant catalysts of as well as distributors for continuously new fashions, images and life-styles, and particularly so in the domain of corporeality, movement and sport. The virtual reality, with the ads of Nike, Reebok, Coke, etc. and the programmes of MTV, Eurosport and Supersport, dictate how sport and sportive should be defined and what should be done. Moreover, gameboy and other computer simulation games offer opportunities to play basketball or golf or to mountain-bike without leaving the chair.

4. Crisis in secondary school physical education

In their daily work at school, PE teachers are increasingly confronted with youngsters who are children of the 'excitement society' and have been exposed to individualization and mediation. They have more freedom and also considerably more options for choice and consumption than earlier generations. Alas, often they do not know how to make choices and they also have problems with bonds and commitments. They often view form and design as more important than function, and presentation as more valuable than achievement. Disengagement and fleetingness seem to be their hallmark.

Is it then any wonder that a growing proportion of these youngsters can hardly be motivated for school PE, that they think the exercises, or better tomfoolery' in the gym, the schoolfield or the

track are just boring and useless? It might be painful to admit, but if we dare to be honest and ready to remove our professional blinkers, then we can only conclude that it is no wonder at all! No wonder, but definitely a problem. A serious problem, because one of the consequences is, that a growing number of youngsters cannot find a way in the complexity of the movement culture or run the risk of following the wrong track.

In trying to specify this problem, I underline that it is not my intention to blame the corps of PE teachers. Certainly, now and then lack of motivation or competency can be registered. However, the crux of the problem has rather to be looked for in the apparent self-evident and unassailable structure of school PE than in the failing professionalism of an individual teacher. Generally speaking, the changes in movement culture and the fashionable trends of juvenile movement scenes do not really penetrate or influence official PE programmes. Too often there are considerable discrepancies between what is going on in PE classes and what is going on in the movement culture outside the school. Starting from the conception that 'introduction into movement culture' should be the heart of the PE matter, this state of affairs must be judged as problematic. The discrepancies might be a basic cause for the crisis in secondary school PE, a paramount reason for students' judgment that PE is boring (cp. Locke, 1992; Tinning & Fitzclarence, 1992).

5. What can be done

I think that sport pedagogy should face this problem. Consequently, sport pedagogy is obliged (a) to set pedagogical criteria for an evaluation of present trends in movement culture, (b) then to develop didactic filters in order to draw consequences for the PE curriculum. Please, do not expect that I am going to present final solutions to these problems. That is not only beyond the time limits set, but also far beyond my expertise. I will try to present some initial considerations.

My first consideration focuses on pedagogical-ethical aspects of the problem. Some postmodern thinkers have developed a way of thinking in which relativism, irony and cynicism are important ingredients. The adagium is then: long life to normative relativism, "everything goes!". Such an attitude gives the mental flexibility to

cope with social pluralism and relativism, with lack of orientation, with "the end of history" (Fukuyama) and with the misery that we daily get dished up by the media. It is my firm belief, however, that pedagogues cannot allow themselves such an attitude. If they do so, they commit an intellectual treason and become accessory to the lack of orientation to life of the new generation.

Some decades ago, in a number of European countries PE was inclined to turn into the direction of a mere reproduction of the content and methods of competitive sports; the so-called 'realistic turn' ("realistische Wende"). For a part of the sport pedagogical community this turn gave cause to a clear critical stance. Starting from the viewpoint that sport is a domain of human action, which is historically situated and socially constructed, an uncritical taking over of the achievement orientation of the organized sport was dismissed. Dismissed on the basis of the insight, that 'achievement' is a social construct and that the achievement benchmarks of competitive sport and the related skill teaching methodology would enhance inequity and implicit exclusion of (less skilled) students and restrict the development of a personal movement identity. In that period, sport pedagogy produced lenses for a critical evaluation of competitive sports.

Today, I have sometimes a sneaking feeling that those sport pedagogues, who have been (or still are) rather critical towards competitive sport (the 'real' sport), are much more tolerant in judging the 'alternative', 'non-sportive' movement cultural modes. If that is true, they don't see the pitfall of trying to exorcize the devil with Beelzebub. For, it is really naïve to think, that in the alternative sport modes embodiment and human moving would not serve as sites for social struggle and would not reflect social relationships in which social control and oppression dominate individual development.

Sport pedagogues should feel responsible for an introduction into movement culture under control of the following leading values:

- (a) respect for the subjectivity of the individual (keyword: emancipation),
- (b) respect for the fellow human (keyword: solidarity), and
- (c) respect for the natural environment (keyword: ecological responsibility).

Consequently, sport pedagogy should review and evaluate the alternative sport modes in the light of these values. Then for example, it would become evident that:

- the instrumentalization of the body-machine, which often takes place in the setting of fitness sport, violates the integrity of subjective embodiment,
- the narcissistic obsession with mesomorphy in cosmetic sport reflects a macho ideology;
- the hedonism in lust sport runs the risk of seeking fun and satisfaction at the cost of others,
- many forms of risk and adventure sport imply severe ecological damage,
- compared to other sport agencies, the sport club has a relatively high potential for offering youngsters a clear and durable structure for healthy experiences and the possibility to develop a personal identity in the domain of embodiment and movement (cp. Crum, 1996).

My second consideration concerns the question how modern movement cultural forms should be represented in the PE curriculum for the upper grades of the secondary school. How should these modern forms be transformed in a didactical way? Since every didactical transformation should be arranged in the light of the teaching objectives, it is worthwhile to return to the objective-question. Earlier in this paper I set the following objective: "to qualify youngsters for an emancipated, satisfying and lasting participation in movement culture". Taking into consideration that movement culture is continuously in change, and moreover that because of process of ageing the meaning of sport for an individual is changing, so that his or her sport participation will be differently staged throughout life, it may become obvious that "qualification for an emancipated, satisfying and lasting participation" implies at least the following aspects. Firstly, a basic competency to solve technomotor and sociomotor problems (if you want you can call this 'skills') is required for such a participation, but secondly, also a thorough understanding of the social making of the movement culture. I think that the first aspect will meet with full agreement. I am not sure that the second will meet the same. For that reason I underline why this understanding is important. If students understand the rule char-

acter of sport and the conventions of movement culture, then they are able

- to change rules if that is appropriate in the situation,
- to value and to organize exercise for fitness and health,
- to act as critical consumers in the market of sport, health and happiness,
- to keep distance from the often misleading messages about sport that are spread out by the mass media.

The realization of a basic technomotor and sociomotor competency and a thorough understanding of sport requires reflective teachers, who arrange their classes in such a way that students are invited to become reflective learners (cp. Crum, 1993a). Reflective PE teachers will avoid falling into didactic actualism when making decisions on the movement activities that are going to be thematized in their classes. They do not view the present hitlist of juvenile sport activities as the first point of reference, neither do they make holy cows of traditional forms. They judge the value of a particular movement activity or sport form for a relevant teaching-learning process to be much more important than the fun and excitement value of that activity. They are ready to adopt a methodology of displaying the social making of movement culture (cp. Dietrich, 1992; Ehni, 1993). They are not afraid of a school PE curriculum that gives students possibilities to choose. Sport pedagogy is called to accept the challenge of developing, testing and evaluating such curriculums and methodologies.

Maybe so far, my proposals are still too abstract. Therefore I will try to make my view of the desirable PE in the secondary school of tomorrow more concrete by elaborating on the organization of (firstly) the 'normal' curricular program and (secondly) the extra-curricular school sport programme.

The restrictive time and space conditions, the often old-fashioned facilities and the compulsory grouping, which are so characteristic of the normal PE classes, mean that the PE activities are highly decontextualized. Most of the time they are only a weak extract of the real movement culture outside the school. At the one hand this decontextualization (that is the didactic preparation and thematization of a particular movement activity) has to be valued as the power of PE. The 'holding at arm's length' of movement, play and sport

activities and their didactic preparation enhance reflection, learning and understanding. At the other hand, however, the decontextualization of movement and sport in the traditional lesson becomes the Achilles' heel of PE, especially for students over 15 years.

Many PE teachers try to soften the Achilles' heel pain by taking the easy way. When the higher grades enter their gym, they flee to the entertainment scenario and try to keep the students happy by just rolling out the ball. I think that this is too easy and call for a more radical way of thinking. My proposal is to develop and start experiments with '*an ecological PE programme*' for students beyond the age of 15. In an ecological PE programme decontextualizing and demotivating conditions are expelled. Demotivating conditions are highly correlated with traditional PE curriculum characteristics such as

- students are obliged to participate in activities chosen by the teacher,
- for the students there are no options to choose between different activities,
- time schedules, space restrictions and facilities limit the chance for real learning experiences,
- students are invited to act as consumers and not as producers.

The alternative, an ecological PE programme, is characterized by the following elements

- students are obliged to choose from more options; options that are different qua content as well as qua teacher,
- the learning experiences are presented in thematic units and in relatively long time periods (a project-afternoon, day or even week) and as much as possible in real settings (real qua facility and real qua staging),
- students have a substantial share in the preparation, organization and evaluation of the programme; the sport specific know-how of particular students is incorporated into the programme.

I underline that my plea for an ecological PE curriculum for the higher grades of the secondary school is based on the assumption that a firm basis of movement vocabulary and movement grammar competences is laid by a longitudinally planned PE curriculum in primary and lower secondary school.

Finally, I underline the importance of 'institutional openness' in combination with a large extra-curricular school sport programme. The following indications can be helpful for the development and organization of a school sport programme with open windows and doors to the community outside the school.

(1) Develop broad and varied school sport activities. Offer not only competitive activities but also properly staged recreational, fitness and adventure sport activities.

(2) Involve local sport agencies in the development and organization. Do not fear cold feet and look for cooperation with sport clubs, dance schools, fitness centres.

(3) Do not forget that the task of a sport pedagogue is to look for balance between mere adjustment to and criticism of the movement cultural status quo. In this respect the earlier mentioned keywords 'emancipation', 'solidarity' and 'ecological responsibility' might give direction.

(4) Avoid the pitfall of sport pedagogical actualism. Do not just follow the easy track by focusing on the sportive 'hitlist' of the students. On the other hand, do not see the sport activities, which played a major role in your own biography, as 'holy cows'.

(5) Enhance the independence and responsibility of the students by involving them in preparation, organization, realization and evaluation of the school sport activities.

(6) Ask for engagement, dedication and depth when students have made a choice.

(7) Arrange the activities in such a way that festivity, celebration and community as well as competition, adventure and fair play can come to the fore.

(8) Take the (im)possibilities of the natural environment and the seasons into consideration when planning the activities.

(9) Control the financial aspect in order to avoid exclusion of economically disadvantaged students.

If a substantial part of these recommendations could be realized, then PE would certainly survive in the schools of the 21st century.

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THE PRACTICAL CONTRIBUTION OF PHYSICAL EDUCATION AND SPORT TO THE COGNITIVE DEVELOPMENT OF CHILDREN AND YOUNG PEOPLE

by Prof. Dr. Theodore AVGERINOS (*GRE*)

Society is a system within which the social process that supports social evolution is unfolding. Social process means "changes and developments withing a given institutional order, i.e. the acceptance of social rules and values as part of socialization, the rise and fall of a given structural stratification and action..." (Heinemann K.S. 157, 1998).

Sport and Physical Education form as social subsystem which embraces all those related to it. Any person practising sport and physical education undergoes socializing influences. Socialization is the process through which an individual becomes part of a social group because it shares its rules, values and expectations, invested in roles which derive from a particular status requiring specific skills and abilities. (Fuchs W. et al. S. 707, cf. also Hurrelmann K., 1986).

The socialization process is a long chain where many factors come into play and which can be schematically represented in Table 1.

During the first socialization stage that usually occurs within the family, the individual's initially undefined and varied needs and tendencies are socially determined; everything else will be built on them later. During this period, the individual acquires primary confidence, develops his emotional supports of the "emotional guarantee that he is welcome into this world" (Koenig R/S/96).

After a while, the individual becomes gradually integrated within the wider social context until he becomes full part of it. This integration, the result of society's influence, is achieved through the acceptance of established behaviour patterns and established control modes by the participants in the social processes. This means, that the individual accepts the rules of a given society and joins its social groups. Society, however, faces the individual, through the social

Table 1.

Socializing factors		Environmental factors
• Family		- social tratum
• Peer group	Previous socialization stages	opportunities of social environment
• - ...		- ...
		• sociobiological data (sex, age..)
Main others		
• parents		
• friends	Socialization in sport and phys. Education	Attractiveness of sport and phys. Education
• School		
• Mass media		
Sport		
Performance level	Method and basis of link with sport	- Opportunities - Financial status
Duration of practice		- Availability of options - Biographical situation
Results of socialization		Context conditions
• Regulative, identification		Mode of application
• Power of self	Socialization in sport	- Institutional adjustment
• Self identification		- Cultural organization
• Solidarity		- Reference individuals
Structural similarities in social environment	Transfer of socializing effects	
	To other areas of life	
		Heinemann K.S. 158

groups, in *a.* supportive, threatening and on the wole coercive manner, in order to force him to comply with estalbished action patterns and assume certain roles. In other words, this means that socialization is a process during which man becomes integrated in society, but not smoothly and simply. The acquisition of social identity is achieved with problems and conflicts, hence we observe deviant behaviour leading to delinquency.

Every society consist of institutionalized subsystems which in turn socialize individuals by means of the specific values, rules, and roles which apply to them. These may be for example, the army, the church, education, sport, etc.

Socialization is different from one subsystem to another; in all cases, however, the individual must be able to function on the basis of symbolic activities, which are in harmony with the rules in force. Such interactions presuppose a knowledge of the rules, values, roles, symbols, aptitudes and skills. The ability and readiness, therefore, to act within a system o r subsystem is characterized as "rule compliant". Socialization, however, dos not only mean accepting social reality, but also man's subjective contribution to daily social activity. This ability is described as "self identification".

In social interaction, the results are not always exactly what individuals expect. Thus, the capacity to accept disappointment, and at the same time organize new action frameworks, is characterized as the "power of self". Through te socializing process, the individual should also link and integrate in the social context, the power and identification of self, within an awareness of his social responsibility. A capacity that we call "solidarity" (Avgerinos Th. P. 87, 1989).

The question that is now raised is whether sport and physical education, as a subsystem, contribute to the individual's socialization and in what way?

The socializing effects of sport and physical education can first of all be divided in the following three categories:

- Effects on physical and intellectual development
- Effects that promote man's sociability
- Effects that contribute to the individual's pedagogical development.

It is widely accepted that sport, through training and exercise, cultivates and shapes the body, as a whole, as well as individual parts and systems depending on the discipline.

The tendency towards improved performance and excellence, mobilizes the individual's powers and whole being. As a result, the individual's industry, endurance, ability to concentrate and readiness to act will be influenced.

Competition sport in particular, enhances the basic elements of man's capacity for high performances, because it shows that health, physical fitness and self-confidence should be constantly improved.

In addition, the athlete will acquire higher physical skills and abilities, that differentiate him from those who do not exercise and confirm his improved cultural level compared to that of people in the past, since today's sports performances and records can be achieved with the help of science and technology.

Sport and physical education strengthen and consolidated the capacity for socially determined action, performed in accordance with specified rules, values and roles. Such interaction takes place within a given set of rules, non compliance with which is considered as deviant behaviour which is punishable.

In sport and physical education, the individual learns social behaviour manners, such as adjusting to the team's demands, solidarity towards fellow athletes, cooperation, discipline, courage and deference, since all activities, one way or another, are always performed in cooperation with others. In this way, sport and physical education promote man's sociability, which is so important for his ability to function within a large, wider society.

Sport and physical education function in such a way that they compensate and delete in the individual flaws and the negative effects which result from failure in the wider society. In this way, the negative effects resulting from the inability to become part of certain social groups can be compensated. Negative effects that is which lead to reduced kinetic expression for example, because of lack of self-confidence, in one's abilities or strong aggressivity, resulting from the individual's subjective perception of not belonging to that particular society or being treated with hostility by that society.

At the same time, sport is conceived as an institution which can help those individuals who have problems in adjusting to the socialization process.

Sport and physical education are able to improve man's abilities and strengthen his inherent qualities. Sport thus offers the possibility to men, more so than any other social activity, to establish their own values and achieve them through personal effort.

In sport and physical education one is obliged to prevail over some opponent at all times, to be successful, but be also able to accept defeat. Performance, as a characteristic element of sport, strengthens the sense of direction and urge to perform. Sport com-

pels the individual to plan his life, to show persistence and perseverance in achieving the desired goal.

Sport is considered as an activity which furthers the development of social communication, within which specific symbolic ritual signals, acoustic and non acoustic, have and can be developed, whose knowledge is essential for the practice of sport.

People practice sport and physical education in individual or team sports events. However, both the high jumper and the shot putter who compete in individual events, will have to function as members of a team, since it is not anonymous individuals who take part in the competition, but a whole team, which means that athletes of individual sports have to operate within the team. G.H. Mead has identified in team games all the important factors and mechanisms which contribute to the socialization of participating individuals. In team games, the individual can find personal fulfillment, develop a social "self" relying on the attitudes and demands of the social whole (Mead G.H. § 77, 1934).

The team game is not just a system of roles. It is a system of structured roles. The team game has rules. In the team game, the individual must determine his attitude, depending on the attitude of each and all players, who form an entity during the game, an entity that becomes an "other" resulting from the attitudes of all those who participate in the same process (Wespe H.S. 161). Compared to the other society institutions, sport and physical education are governed by much more specific rules that have to be strictly complied with. Any departure from these rules will bring sanctions, while compliance is rewarded. We therefore see that the aspect of "rule compliance" is part of sport.

Many people will be trying for victory in sport and physical education, but very few will win. As a result, athletes much more often have to face disappointment rather than success; they have to accept with dignity the feeling of bitterness and frustration. The slogan that is constantly repeated in sport is that "the athlete should know how to lose". This is where the "power of self" factor intervenes.

The athlete, whether competing in a team or individual sport, will always be asked to sacrifice his personal desires and act collectively, to allow the team to win. During competition the athlete is bonded to his fellow athletes, helping them whenever he can. The "we" feeling

is very strong in this case. We can therefore say that the socializing factor of "solidarity" is an integral part of sport and physical education.

Sport and physical education are mostly based on movement, which has beneficial effects both on the body and the mind, on the sportsman's intellectual-cognitive-emotional world.

The athlete's activity is expressed through movement which allows him to be at all times aware of time and space, of his body's coordination and synchronization, as well as of its balance, complexity and rhythm. This activity reflects the social context and contributes to improve knowledge, understanding and assimilation of reality (Le Boulch, S 15, 1977). Internal mental processes include, on the one hand, perception, i.e. the understanding, processing and memorizing of information originating from the environment and the body and, on the other hand, oriented activity which, as the overlying factor, regulates perception and movement.

The individual who competes in individual and team sports and events, in his attempt to overcome the opponent causes his brain to work intensively, with creativity and imagination. Intellectual faculties are thus cultivated as well as the sportsman's ability to confront the complex problems of life.

The above clearly indicate that physical education and sport have an impact on the individual's physical, mental and intellectual faculties, thus contributing to the fulfillment of children's and young people's personality, which remains the ultimate goal of modern education (art. 1 of law 1566/1985).

However, we cannot say with certainty to what extent the beneficial effects of sport can be transferred to the other areas of life. Moreover, there is general skepticism about whether sport and physical education have only positive and no negative effects.

"Formally organized sport" (sports organizations) and institutionalized physical education (school sport) have a different internal structure and function and so the roles, rules and values which the members of these organized social groups are asked to play are also different. Furthermore, the state, the economy, the media and technology have an important part as well, affecting the extent and intensity of socialization in these social groups. As we know, depending on the views, incentives, interactions, aims and goals, the level of

socialization will be different since, next to the many positive effects of sport and physical education (solidarity, creativity, discipline, deference, etc.), there are also many which are negative, such as hostility, antisocial aggressiveness, hatred, envy, selfishness, if one looks at sport from the viewpoint of the other values and rules of society. Research into the structure and interaction of sports teams has shown that certain functions of sport are not present in all sports (Helanco R. § 246, 1986). Such analyses stem from sociopsychological processes, related to performance problems within each team, depending on whether a democratic or autocratic style of leadership is used, mutual esteem among team members, depending on assiduity and activity, as well as on the effect of all these variables on other areas, the effectiveness of different modes of communication, friction within the team and its impact on performance level and motivation.

A research project that we carried out at the Doukas private school in Athens, during 1993-94, 1994-95, 1995-96, among secondary education boys and girls, for the study of sociability and ethical attitudes (two years), in relation to the effects of intensive sports activity (five hours more than the three compulsory hours on the weekly programme) in conjunction with the children's family and social status, showed that the groups investigated (boys and girls) had a higher sociability score (cooperation, comradeship, solidarity, communication, discipline) than the control group, that practiced physical exercise only during the three compulsory hours.

On the other hand, as regards ethical attitudes, mainly expressed as inhibition towards aggressive behaviour, the group's results were totally different and this was interpreted as an increased tendency among those practicing sport to strive for success, which helps them to overcome certain inhibiting factors.

This fact could mean that children who practise sport, boys in particular, have a stronger competitiveness, expressed as a propensity towards performance and excellence, two healthy elements that is of the social perception of progress and meritocracy.

SOCIABILITY COMPARISON

(boys group)

Boys practicing sport

Boys who do not practise sport

SOCIABILITY COMPARISON

(girls group)

Girls practicing sport

Girls who do not practise sport

COMPARISON OF ETHICAL ATTITUDES OF GROUPS

Group practicing sport

Group that does not practise sport

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THE PRACTICAL CONTRIBUTION OF PHYSICAL EDUCATION AND SPORTS TO COGNITIVE AND PSYCHOLOGICAL DEVELOPMENT OF CHILDREN AND YOUTH

by M.A. Daniel MATAMOROS (*HON*)

Psychology views development as a continuing process that involves the progressive acquisition of skills and abilities, enabling the individual to achieve his or her potential, and occurring in a series of definite and interdependent stages. This includes physical, cognitive, moral as well as psychosocial development. Sports and physical education can play an important role, and in modern society, often a crucial one, in developing each of these dimensions. It can be crucial, because in many societies, physical activity is associated with hard and unpleasant physical work, and in others, including the more developed countries, the means by which children and adolescents amuse and entertain themselves involve a minimum of physical activity.

Cognitive Skills

Cognitive abilities include a series of mental processes such as perceiving, thinking, knowing, understanding, problem solving and remembering. Cognitive models are concerned with how information and knowledge becomes organized and structured, to provide the basis for a solution to a present problem. This includes a wide range of abilities, from playing chess to driving a car, the way to hit a ball and the technique that a high jumper needs to clear a bar. It includes the learning of rules and their interpretation during a sporting event, and the strategy that is necessary to score the winning goal in a football game in a school playground. Naturally, man's cognitive skills are not devoted mainly to sporting activities, but to the daily problems of existence, including academic and professional tasks, and are an essential tool for our survival and progress. As we have stated, sporting and physical education programs can stimulate the

development of these skills, since they include an important practical component. They are directed towards solving an immediate and urgent problem, the subjects are highly motivated, interested in winning or enjoying a physical challenge, and the learning process does not remain at a theoretical level, but involves a specific physical activity which can determine how well the lesson has been learned or the problem solved. The following is a list of the cognitive skills that are developed or improved in association with these programs, according to different researchers:

- Increased visual discrimination

- Increased capacity to focus attention towards a specific objective

- The enhancement of our perceptual field, including ourselves as part of that field

- An increase in thought efficiency

- An increase in spatial aptitude

- Strengthens the tendency to direct our thoughts towards new challenges forming a positive attitude towards reaching pre-determined goals (de Diego and Sagredo, 1992).

Sports and physical education also increase mental skills such as anticipation, creativity, the ability to evaluate our successes to maintain and repeat them, and to evaluate our failures in order to find our mistakes and correct them.

In a sporting situation this ability increases with age, as well as the ability to analyze a situation and plan a strategy. A young boy or girl will tend to emphasize repeating the same strategy or stroke, while an older boy in his teens will be more capable of making a successful adaptation to the challenge, discovering or creating a new solution.

One of the most interesting studies in the cognitive processes has proposed that children are motivated by two basic goal perspectives: **mastery and competitiveness** (Roberts & Balague, 1981). When a child has a mastery goal perspective, he or she is concerned in demonstrating mastery at the task. The ability to perform a specific task is a sufficient reward for the child at this age and stage. When a child has a competitive goal perspective, that child is concerned with demonstrating a higher ability compared to others. Nicholls (1978) was the first to discover that children were unable to distin-

guish between the concepts of effort and ability before the age of 12. A younger child believes that to succeed he or she only needs to apply themselves and make their best effort, which is the message we present our children in primary school. This is a strong argument in favor of not promoting serious competitions young children, be it in sports or in any other activity. A teenager can understand that some of his peers have more or less ability in performing a determined task, and can see the difference between ability and effort.

Psychological Development

Sports psychologists (Morilla Cabezas & Naranjo Orellana, 1996) have emphasized the benefits of sports and physical education programs in child development, listing a series of important lessons that are valuable in daily life and in social relations. Among these are

- A more positive disposition towards work and physical activity
- A willingness to accept responsibility
- Effort and perseverance in completing a task
- Respect for rules and for property
- A critical attitude
- Autonomy
- A spirit of cooperation
- A keener sense of justice and the adherence to rules
- Leadership qualities
- The ability to work in groups
- A better knowledge and appreciation of one's body
- An appreciation of the importance of exercise, games and competition for mental health and happiness
- More appreciation of the natural environment
- Better nutrition and hygiene habits
- A greater sense of belonging and sharing
- A better understanding of the integration and emotional, rational and physical aspects of existence

Language Skills

Sports and physical education programs are important means by which to promote abilities such as following verbal, visual and non-

verbal instructions, and the participation in group games is very useful in the development of communication skills.

The various statistical aspects of modern sports reinforce mathematical skills. Scientific principles are studied and learned through sports, including the trajectory of objects in flight, the effect of drugs on the body, and the impact of exercise on general well being. A youngster's knowledge of Geography and Social Studies is greatly increased by following different international sporting events, including the Olympic Games and major regional professional tournaments. Any boy in Latin America knows which countries are part of South America by remembering soccer's America's Cup, and countries such as Italy, Spain, Germany, England, and Holland are familiar television visiting sites each weekend through the televising of soccer games.

Values and Morality

Both sports and physical education programs emphasize the development and practice of values that will be maintained throughout life, such as the importance of hard effort, a sense of fairness and justice, the need to respect and follow rules, the importance of fair play, the struggle for personal excellence, and the need for creating and striving towards goal. One of sports fundamental lessons is that in competition we are trying to establish not who is the better athlete, but, of a group of good athletes, who is the best of them. No competitor is lesser than another, but one of them will, in the competition, be the best of them that day. The idea of a brotherhood of man, and the global village concept are in a large sense a product of the Olympic Movement, in its promotion of the Olympic Games as a reunion of the youth of all the world, and not only of certain regions or developed countries. The principles of equality, that state that everybody can participate, without any form of discrimination, is reinforced in childhood through sports. A young boy or girl's hero can be of any ethnic origin or nationality, and their posters can be found in most countries decorating their walls.

Moral principles are also learned according to the mental development of the child or youth. Kohlberg (1985) has offered a model that presents a series of stages through which the youngster pro-

gresses in his childhood and adolescent years. Applied to sports, the model can be presented in the following manner:

Level I.	Preconventional Morality
1. Obedience and punishment	If I break the rule, I will be punished (If I hit my opponent, I will be expelled)
2. Naive egotism and instrumental orientation	Rules are obeyed simply to obtain rewards (If I train hard, the coach will give me a chance to play)
Level II	Conventional Morality
3. Good boy/girl orientation	Rules are conformed to in order to gain approval and avoid disapproval (I didn't commit any fouls, so I am a good boy, aren't I)
4. Authority - maintaining orientation	Social conventions are blindly accepted to avoid criticism from those in authority (You can't serve this way, because the umpire will take a point away)
Level III	Postconventional Morality
5. Contractual-legalistic	Morality is based on agreement with others to serve the common good and protect the rights of individuals. (Drugs could give me an advantage and help me win an Olympic medal, but if everybody used them, sports would be totally corrupted)
6. Universal ethical principle orientation	Morality is a reflection of internalized standards (The search for excellence is constant, but not through provoking damage to myself or others.)

Sports can be an excellent training ground for a moral education and development. A competitor who cheats or who does not present his best effort or behavior will most probably be detected quickly by his teachers, his classmates or teammates, and by society in general, depending on the context. A player in a friendly game during recess

can be severely criticized by his classmates if he doesn't follow the rules, more than if he hurts a rival by being too aggressive, because learning and following the rules are one of the key accomplishments of a 8-year old child, as Piaget discovered.

A teenager understands the need to respect, admire and obey his coach, as a guide in his sports development, and only demands that the coach be loyal, truthful and devoted in return.

Self-esteem

Modern sports and our general physical condition are the domain in which young boys use social comparison processes in order to determine their standing among their peers, according to Veroff (1969). Peer acceptance is essential to a child and to a teenager, and sports and physical fitness are important ways to obtain approval and to be valued by other children (Duda, 1981). According to Erik Erikson's model of psychosocial development, in the fourth stage of a person's life, from 6 years of age to puberty, the main struggle is to achieve and be adequate in basic social and intellectual skills. Today, sporting skills are included in this list, at least for boys.

Popularity among peers and even grownups is closely associated to sporting abilities, and these aspects are linked to more status, higher self-esteem and more social success (Evans, 1985). In many of tests designed by psychologists to measure a youngsters' psychological adaptation, there are specific items that ask if the person considers himself or herself as physically strong, or as capable as other children in sports.

Undoubtedly, there are many youngsters for whom the sporting activities are more a source of frustration and unhappiness, as a result of having lesser physical abilities, or being perceived as such. This is a problem, which must be tackled by educators throughout the world. Fortunately, sports are not the only activity in which a child can earn the respect or admiration of his classmates. In a pilot study recently completed in Honduras, only 25% of the children surveyed stated that they most admired the sporting ability of other classmates, while over 40% stated that they themselves would prefer to excel in their grades. (Matamoros, 1999).

Motivation and Emotion

Sports and physical education programs can be an excellent training ground for facing and overcoming challenges, learning to handle pressure, to control and direct emotions and feelings, learning to manage aggressive impulses, motivating ourselves to strive towards success and victory, and to handle good and bad moments (de Diego and Sagredo, 1992). One of the important lessons we learn from sports is that there will be, most of the time, another game to play tomorrow, with another chance to succeed.

There are many other practical benefits of sports and physical education programs. Some of these are: 1) The process of individuation, of developing a personal identity and knowing oneself. Sports can provide an important reference point for this process, and many adults remember as the most important moments in their childhood their sporting moments, or the friends with they shared games or sport matches. 2) The ability to have fun, to enjoy life in a friendly game. 3) A positive attitude towards physical activity. For many adults, the only physical activity that they would gladly participate in is a sporting event. This is evidenced in the friendly soccer games that workers organize in their lunch hour at work on a daily basis in many countries, in contrast to their negative attitudes towards other forms of physical activity, including walking for exercise, or doing chores at home. Aristotle complained in his Politics about the Lacedomians, who were transformed into brutes due to excessive physical work programs implemented to develop their bravery. In many countries, children are forced to carry out excessive strenuous physical activities that leave them with a desire to never again exert themselves physically. Only sports can revive that interest, in most cases.

Research in Honduras

In Honduras, physical education programs are almost totally absent in elementary schools, since Physical Education is a degree offered to teachers who will work in High Schools. The effect of this situation is that children are deprived of these programs at an age when they would be most beneficial for their growth and develop-

ment. Two studies carried out help us emphasize the need for a change in this situation

1 - Pavón and col. (1986) carried out a survey of high school students in relation to the benefits of their physical education programs. The students indicated, by a large majority, that these programs were highly beneficial in the areas of health and well being, in the improvement of their grades, that it helped them to stay away from bad habits, including drugs, contributed in their maintaining a better emotional balance, and improved their motor and coordination skills.

2 - A second study, carried out by a teacher's national university in 1991 to evaluate an experimental program of providing a physical education program to elementary level students, indicated the following benefits: Important social abilities increased, such as leadership and teamwork; Both sexes participated with enthusiasm, without any reports of discriminatory or demeaning attitudes. Self-esteem increased in the majority of the students, and many cases of extreme shyness (which is a characteristic of rural Honduran children) underwent many positive changes. Enthusiasm and a positive attitude towards school developed, and students seemed to improve their enjoyment of life. As an additional benefit, students' abilities to focus their attention, and to follow instructions, were also increased.

The Importance of Olympic Philosophy in Relation to Sports and Physical Education

Pierre de Coubertin stressed the importance of physical education programs, as a means to develop a stronger and healthier youth, emphasizing the need to develop the mind, the body and the spirit.

Coubertin warned us of the need of the educator to "spread the benefits of the lessons learned in sport to the different aspects of future life". He stated: "The educator's task is to make the seed bear fruit throughout the organism, to transpose it from a particular circumstance to a whole array of circumstances, from a special category of activities to all of the individual's actions" (1918). Without the proper orientations, sports can suffer from various distortions, two of which are

- 1) "Empty sports", in which the daily practices, the training, and the competitions are not combined to increase a sense of purpose or direction, or by an intention to improve character and develop

social and personal skills. In this manner, sporting activities can have diversion as their only purpose, even with older teenagers. This creates a problem when a coach is trying to form a competitive team.

- 2) The second problem could be considered more severe, and involves a distortion of the Olympic ideals of excellence. In some countries, high school athletes are becoming a special and separate social class, and its' members consider themselves superior to other students. These attitudes are reinforced by what Peter Marin (1985) called "the new narcissism", a view of oneself as endowed with qualities and accomplishments that many other people lack, and reaching the conclusion that people who suffer deserve their fate because of this inferiority. A dramatic example of this attitude was demonstrated in relation to the recent shooting incident in Colorado, United States. According to press interviews of high school athletes, they considered themselves as "perfect". Reports of physical harassment of other students were previously disregarded by the authorities, including "ganglike" behavior from groups of athletes (Time Magazine, 1999). This is not what de Coubertin intended.

As a last point, I would like to share a special memory. Some years ago, while working with refugee camps in the Honduran border with El Salvador, I observed a group of children with a sad demeanor, passive and almost motionless due to the severe conditions and their chronic problems of malnutrition. After a few hours, a glass of milk was served to each of the children by the Red Cross volunteers, and an instantaneous change occurred in them. They started playing a football game, using up probably the energy that the milk provided them. The joy of life was back in their bodies and hearts, and they could not find a better way of expressing it than through sports. In this moment, I became much more committed to the idea of providing the youth of my country with the opportunity to enjoy physical education classes in school, and organized sports as a way of expressing and developing their individuality.

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EDUCATIONAL TECHNIQUES FOR PROMOTING THE OLYMPIC INSTITUTION IN THE EDUCATIONAL SECTOR

by Irene BOURNAZOU (*GRE*)

Introduction

We live in a world that is characterized by rapid changes, social movements and technological evolutions which, however, become often obsolete. In contrast, the Olympic institution¹ successfully survived over thousands of years and enjoys an international recognition. This fact cannot be due to a chance. Rather it should be accounted to the qualitative elements and processes underlying the construction of the Olympic institution. Some of these elements are: The main question around which the Olympic institution was built, that is the question of harmony among mind, body and spirit which is a time-enduring question. Other building elements are the principles, values, emotions and attitudes promoted by the institution, such as the principles of fair competition and solidarity among nations, the emotion of enthusiasm, the attitudes of self-control and self confidence. Finally, equally interesting is the element of the periodical implementations of the Olympic Games. Such an element makes the institution viable over time and permits adaptations to the new situations, worldwide.

It should be noted, however, that this universally accepted institution is greatly limited to the athletic world. For this reason, the educational efforts aiming at getting students acquainted with the Olympic Games and its philosophy are - to a large extent - associated with the Physical Education programs or with other educational activities that have mostly an athletic and/or a spectacular character.

Yet, we know that not all students are equally interested in the athletic subjects. In fact, there are students who have social interests or cultural interests. Furthermore, students at their majority are greatly reflecting on their personal and professional future.

Thus, from an educational viewpoint, it would be interesting to study the Olympic institution and examine whether it could respond to the interests of students who are not directly involved in the athletic and/or in the Olympic Games activities.

This could be achieved provided that the Olympic institution could give answers to new questions. Such questions might be: "Can we adapt the building elements of the Olympic institution in the educational, social, cultural and professional areas of the Olympic institution in the educational, social, cultural and professional areas of our lives? And, if so, will the Olympic elements yield a constructive impact in the previously mentioned areas?"

The above questions assume a decoding of the Olympic institution for better understanding its elements and mental technologies. This analysis would, in turn, be very interesting for the educational sector, because it would lead to a systematic development of educational programs aiming at getting students better acquainted with the Olympic ideals, philosophy and lifestyle.

At first glance this analysis seems quite difficult. For instance, how could we decode abstract and complicated terms and expressions such as the "Olympic lifestyle", the "Olympic Spirit" or the "Olympic Ideals"?

It is obvious that these issues neither could nor should be answered by one person only. Nevertheless, they could not be covered within the limits of a brief presentation either.

For this reason, my intention is not to answer all these questions.

My intention is to show that today we have the necessary techniques for solving this type of problems.

Therefore, the present paper makes an attempt to respond to a part of the previous questions and submits a proposal for further discussion and consideration.

The proposal consists of two parts. The first part describes an educational program that could be undertaken by any school. The *purpose* of the program is the development of attitudes² to students as regards a number of Olympic elements³. The *content* of the program includes the study of two environments: the Olympic athletic environment⁴ and the professional environment. The second part of

the proposal shows how the program could be organized in an international setting. An important tool of the program is the Critical Incident Technique.

The conceptualization of this technique is attributed to J.C. Flanagan (1954). The proposed program uses a modification of the technique that is based on the writings of the American professors K. Wexley and G. Latham, as well as, on the experiences of the writer who used the technique at the Greek Ministry of Education.

The Critical Incident Technique is used in various fields such as the fields of management (including the educational management), professional training, psychology and evaluation. In literature, the technique is mostly classified as a job analysis technique and it is used for identifying the critical tasks and the critical requirements of a given job.

Briefly, the technique can be described as follows: A job analyst meets competent employees working at a particular job. The analyst asks employees to recall job-related incidents describing respectively effective and ineffective job performance.

There are many other techniques for doing job analysis. However, what distinguishes the Critical Incident Technique from other techniques is its ability to extract observable behaviors. For example, incidents should not describe that an individual⁵ showed self confidence or self-control. Instead, they should describe "what exactly did the individual *do* that indicated" (10, p.31). self-confidence or self-control.

Thus, the proposed program uses this key question for translating the Olympic elements in observable terms (or in functional pictures).

A. BASIC PROGRAM CHARACTERISTICS

Since the proposed program was inspired by the Olympic institution it uses "metaphors" for transferring Olympic patterns, symbols and processes in the educational context. Other program characteristics are:

A1. - The program is addressed to the students of the Lyceum (or the Senior High School) and it can be implemented within the limits of the ordinary school timetable. Students are invited to participate in the program on a voluntary basis, since volunteerism itself consists an Olympic principle. Thus, it could be claimed that

once entering the program, students are exercising this Olympic principle. Furthermore, through their voluntary participation, students demonstrate their interest in the program.

A2. - Student efforts will be supported by their teachers. All specialities of teachers may initiate and implement the program. The number of teachers will be depended on the number of students participating in the project. It is estimated that the analogy "one teacher per thirty students" will be satisfactory. This analogy, however, is not a "must" and can be adapted to the local school conditions.

A3. - Students are assigned to collect and report incidents associated with a number of Olympic elements. Throughout this text we are going to use as an example the following five Olympic elements: Self-control, self-confidence, solidarity among nations, fair competition and the emotion of enthousiasm.

A4. - Incidents will be collected by individuals or groups of individuals. We shall call them sponsors⁶. In our program sponsors could be:

- Athletes of the Olympic Games
- Professionals working in occupational fields selected by students.

A5. - The program includes the following steps:

- Students are informed on program purpose and objectives and are given guidelines on the process they should follow. Five Olympic elements are selected to be studied in accordance to students proposals.
- Students collect incidents (They may work individually or in groups).

These discussions involve analysis of incidents and student comments on the utility of each incident. In addition, students are assigned the task of sending letters to the sponsors for expressing their compliments on sponsors support.

- Attitude reinforcement: Attitude development programs cannot be limited to a single assignment. Students should have additional opportunities for getting actively involved in the study of the selected Olympic elements. Therefore, teachers could utilize the existing school resources and situations in order to periodically reinforce the study and reflection on the particular elements.

Some techniques that could facilitate attitude reinforcement are:

(a) discussions on the occasion that the elements appear in school events and/or in the content of the teaching material, (i.e. history class), (b) cooperation with the teachers of physical education and/ or the teachers of other disciplines for the study of the specific elements in a different context (i.e. have students construct electronic representations of the incidents or represent them in role playing sessions), (c) inviting sponsors in school or visiting athletic and professional organizations, (d) assigning students to compile a list of incidents and present it to other groups of students or to other schools.

- The next school year the program is repeated through the study of other Olympic elements or other environments such as the cultural or the social environment.

A6.- The objectives of the program, that is, the desired student outcomes are: By the end of the proposed project it is expected that students will *at least* be able to

- Describe actions demonstrating self-control, self-confidence, solidarity among nations, fair competition and enthusiasm in athletic and professional environments.
- Make comments and arguments on the positive impact of the five elements in the previously mentioned environments.
- Demonstrate their interest on the five elements by actively participating in various program stages (i.e. selecting and reporting incidents; cooperating with their peers, their teacher and the sponsors).

Other program objectives are: Students will have the opportunity:

- To get acquainted with modern educational techniques such as the Critical Incident Technique, data collection techniques and data reporting techniques.

B. - COLLECTION AND REPORTING OF INCIDENTS

Bl. - COLLECTION OF INCIDENTS

As it was already mentioned students will be assigned to collect and report incidents. Specifically, students will ask sponsors to recall incidents that brought a positive impact in the athletic or in the professional environment. In our example, all incidents should be

associated with the elements of self-control, self-confidence, solidarity among nations, fair competition and enthusiasm.

For incident collection students may use interviews, invitations (of sponsors to schools), visits to athletic and professional places, electronic mail or simple mail et al.

B2. - HOW TO WRITE EACH INCIDENT

B.2.a. Each incident should refer to *only one* individual. In our program such individuals could be:

- Athletes of the Olympic Games
- Professionals working in occupational fields selected by students.

B.2.b. Each incident should include *three* components which are:

i) the conditions under which the incident took place (for example, information associated with the athletic and/or the professional qualifications of the individual; where and when the incident took place; to whom the individual was speaking; what means were used; e.t.c.).

The writing of conditions is necessary, because different conditions produce different results.

ii) the specific actions of the individual written in observable terms. We must not forget that our objective is "to take a photo" of the actions of the individuals so that we could represent them and teach them. Thus, students must collect data describing observable behaviors. As it was already mentioned each incident should describe what the individual *did to demonstrate either one of the five elements*. For this reason, it is necessary that action verbs will be used.

Some examples (of action verbs) are

...he (she) said the following:..... he (she) walked towards he (she) read loudly the letter and said..., he (she) organized an event with the following characteristics:..., he (she) invited the..., he (she) gave his (her) hand and said...

Depending on the incident- it is possible that only one action verb will be used or that a sequence of action verbs will be used describing step by step the actions of the individual. It is also possible to write descriptions of body language, i.e. on the way he (she) looked at, and provide any other information that could help in visualizing more effectively the actions of the individual.

iii) Sponsor's Comments: At this point, students will ask the sponsor to state the reason for which the incident *did actually* faring *positive results* in the particular athletic and or professional environment.

Examples: because it is useful (to whom, where and why) or because it is easy to be adapted in every professional field... or the incident shows that the individual respected the Law or the Ethics of the particular place... or used effectively the particular data... e.t.c.

B3. - CRITERIA FOR INCIDENT COLLECTION

It is proposed that incident collection should comply with the following criteria:

B3. a) Sponsors should be preferably competent in the respective field so that they could easily recall the required incidents.

B3. b) Incidents should not describe the behaviors of the sponsors but the behaviors sponsors observed to other athletes or professionals.

B3. c) Incidents should not make any reference on the names of companies, athletic associations, sponsors and individuals involved.

B3. d) Incidents should bring current information so that to be able to adapt and utilize it in current life situations and educational settings.

B3. e) Incidents should be useful in the educational setting. This implies that students might -if they wish- use them for their personal and career development. For this reason, incidents should not refer to extreme or rare situations. Incidents that have no probability to occur in the future or refer to extreme situations should be avoided.

B3. f) Incidents should cover a variety of situations (i.e. relations of the individuals with their associates, supervisors, subordinates, clients, friends). This would help in broadening the content of incidents in various areas.

B3. g) No restriction exists as far as it concerns the length of an incident. It is desirable, however, that it should not exceed the length of one page.

B3. h) Finally, students are not going to write incidents that are vague, or difficult to be understood or imply an ambiguous effectiveness, (incidents rather positive or rather negative).

Note: The next paragraphs describe a multicultural version of the present program. Under this perspective, additional criteria should be added con-

cerning adaptations to the cultural, legal and ethical thinking and standards of each country involved.

C. INTERNATIONAL ADAPTATION OF THE PROGRAM⁷

The proposed program could function in all five continents by using the core organizational design of Figure 1 which permits various alternative solutions depending on the desired number of participants (i.e. organizations and individuals).

One alternative could be that the program would function under the auspices of I.O.E. and I.O.A. which, among other things, will establish program qualitative standards and offer advice and training as regards the planning and implementation of the program in each country.

In this case, the program is proposed to be undertaken by the city and country that each time is hosting the Olympic Games. Specifically, a Central Committee will be set up by the host country. Committee members will be representatives from the educational, athletic and professional domains. In addition, five Regional Com-

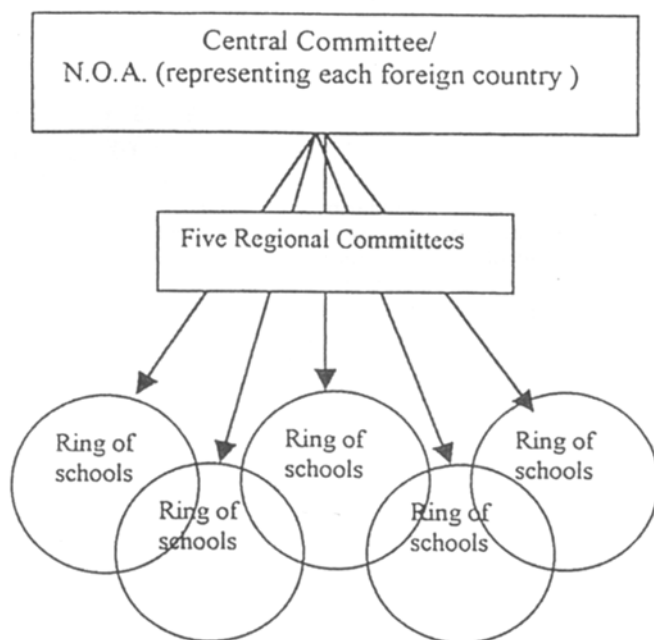


FIGURE 1.

mittees will be set up for supervising and supporting the work in the schools of the host country.

The Central Committee will make an announcement inviting other countries to participate in the program. Participation involves the undertaking of a pilot study foreign schools and other activities. Each foreign country will be represented through its N.O.A. (or alternatively through N.O.C. and N.O.A.) which will cooperate with the national, educational, athletic and professional authorities of the particular country.

The program will function for a period of four school years, that is during an Olympiad, as follows:

1st School Year: The schools of the host country are divided in five groups, each one corresponding to a ring of the Olympic flag. In some countries, for example in the case of Greece each ring could include students of Greek origin living in all five continents, because the Greek Ministry of Education cooperates with their schools. Each ring of schools is assigned a different unit of the project. A possible distribution of assignments is shown in Table 1.

TABLE 1

RING 1	RING 2	RING 3	RING 4	RING 5
UNITS	UNITS	UNITS	UNITS	UNITS
Incidents of Self-Control in the field of	Incidents of Self Confidence, in the field of	Incidents of solidarity among nations in the field of	Incidents of fair competition in the field of	Incidents of Enthusiasm in the field of
1) Athletes 2) Olympic Games Staff (*), 3) Health & Nursing Professionals 4) Legislators 5) Physical and Engineering Science Associate Professionals	1) Athletes 2) Olympic Games Staff (*) 3) Health & Nursing Professionals 4) Legislators 5) Physical and Engineering Science Associate Professionals	1) Athletes 2) Olympic Games Staff (*) 3) Health & Nursing Professionals 4) Legislators 5) Physical and Engineering Science Associate Professionals	1) Athletes 2) Olympic Games Staff (*) 3) Health & Nursing Professionals 4) Legislators 5) Physical and Engineering Science Associate Professionals	1) Athletes 2) Olympic Games Staff (*) 3) Health & Nursing Professionals 4) Legislators 5) Physical and Engineering Science Associate Professionals

(*) Olympic Games Staff: Persons working in fields concerning the athletic programs of the Olympic Games.

The results (incidents) of each ring are sent to the respective Regional Committee which examines whether they comply to the guidelines of par. B of the present paper. After that, the incidents are mailed to the Central Committee. The latter translates the incidents in two commonly spoken foreign languages (i.e. English and French) and cooperates with the participating countries for assessing the importance of each incident in an international setting.

Specifically, the official athletic and professional association of each country will rate each incident in terms of two criteria

- whether the incident applies to the cultural, legal and ethical standards of the country.
- whether the incident is important in the athletic or professional domain.

This assessment may be done: through questionnaires; or through an international meeting (with representatives from all interesting groups) organized by the host country.

2nd School Year: The Central Committee eliminates from the list those incidents which were evaluated as inappropriate or unimportant and sends the new list of incidents to N.O.A. Each N.O.A. will make provisions for the translation of incidents in the local language and will support the Educational authorities of the country while conducting the incidents and evaluate them in terms of their utility in the educational context.

3rd School Year: The Central Committee, after receiving the evaluations of schools, compiles the final list of incidents and edits an Educational Guide (preferably split in five boklets, one booklet per ring) which will include

- the final list of incidents,
- guidelines for the implementation of the program in any school,
- a list with the names of the countries, schools, teachers, N.O.A.'s members and other committee members involved in the project.

The Educational Guide will be edited in three languages (English, French and the language of the host country).

4th School Year: Schools of the host country organize discussions or other events associated with the proposed program. These events are organized at a local level and utilize the existing resources of each school and its environment. They may also be enriched with

other Olympic educational activities that are eventually undertaken in their region.

Assuming the existence of adequate financial support, it would be possible for the host country to organize an international event in cooperation with the foreign schools that participated in the project (the event includes TV discussions, exhibitions of students work such as electronic representation of incidents, et al).

It is also proposed that all students will be awarded an honor diploma (symbolizing a medal) for their participation in the program, because it is small efforts that form big achievements.

The next Olympiad the program is repeated and new incidents may be found in other fields (such as the cultural or the social field). It is also possible to speed up and refine program processes by using more sophisticated technical and electronic equipment. Furthermore, it is desirable that a follow-up study will take place for re-assessing the old incidents in the light of the new conditions. Thus, the new editions of the Educational Guide will be appropriately updated.

D. - PROGRAM ADVANTAGES

At an international level, program advantages are considered to be the following:

- **It is feasible** to be done, because it utilizes the existing school resources and personnel, as well as, the existing organisation schemes of the educational, athletic and professional organisations in each country, (such as N.O.A., N.O.C., schools, Educational and Professional authorities in each country).
- **It encourages the open school concept** through the interaction and cooperation of schools with their outside environment.
- **It provides motives** by respecting and valuing the opinion of all participants in the various decision making processes. In addition, students will be awarded honor diplomas for their participation while the names of the participants will be listed on the final product (: Educational Guide).
- **It is flexible.** It can work with one school or with the schools of all five continents. Project assignments permit both group and individual work, splitting of tasks, cooperation of school units and any combination that could facilitate adaptations to the local

school systems and conditions. It is also possible to organize programs for other educational levels by using the organizational design of figure 1.

- **It is financially affordable.** It can be implemented at any school at almost no cost. An international version of the program would yield the following expenses approximately:

- a) Host country expenses: Translation of incidents in two foreign languages; edition of an Educational Guide in three languages (language of the host country, English and French); reproduction of collected incidents; mailing of questionnaires (or alternatively, organizing an international meeting).

- b) The expenses of each foreign country concern: Translation of incidents in the home language so that they could be used in the pilot study; printing of students honor diplomas; reproduction of translated incidents and mailing to schools; and eventually transportation costs.

- c) Finally, the possibility that the host country will organize an international educational event depends entirely on the existing resources.

At this point it must be mentioned that the present program is an attitude development program and less a program of formal teachings that demand an expensive equipment. The success of the program will be to have students involved and reflected on situations concerning the Olympic elements. This may happen at any moment and at any place as indicated by the Olympic institution itself which was expanded all over the world, **at no charge**.

E. FURTHER DISCUSSION AND CONSIDERATIONS

There is a number of issues that should be further addressed and discussed. For this reason, the program is written in observable and measurable terms. Therefore, it could be easily discussed, evaluated and improved.

EPILOGUE

This paper claims that the institution of the Olympic Games, though 2000 years old, is actually very young because it can be an inspirational source for other stadiums such as the educational, the cultural, the professional and the social stadiums of our lives.

The Olympic institution deserves to be further studied and decoded, so that the mental technology and other elements underlying its construction could serve as a model for creating new institutions in favor of people and society.

I will close by making a comment. At the end of this year, billions of monetary units will be spent all over the world for celebrating the entering of the new century. This is okay, I wonder, however, what is more important: to spend effort and money for celebrating a point in time - provided that time is relevant -or to intensively study and promote mental qualitative products that survived over time. What would you say?

Notes

1. Olympic Institution: Throughout the text, the term "Olympic Institution" implies an entity including the Olympic Games, its philosophy, processes and other elements, as well as, the organizations and activities supporting it.
2. Attitudes: thinking and opinions.
3. Olympic elements: The building elements of the Olympic Institution (such as values, beliefs, principles, attitudes, emotions, mental processes and technologies).
4. Olympic athletic environment: Athletic programs and events that are associated with the Olympic institution.
5. Depending on the situation individuals may be employees, managerial staff et. al.
6. The term "sponsors" is used to denote individuals and organizations from the athletic, cultural, professional and social environments. Sponsors provide the educational world with information on the Olympic elements. When applicable, sponsors may serve as a model of an Olympic lifestyle.
7. In its international version the program is proposed to be called "Olympic Relay".

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SHORT PAPERS

OLYMPIC EDUCATION IN THE PROGRAMMES OF HIGHER PHYSICAL EDUCATION INSTITUTES

by Prof. Victor ALBU (*ROM*)

The impact of the high ideals of physical education in Ancient Greece has lasted through time drawing the admiration of posterity, fanning the desire to return to the glorious era of physical exercise practiced in the name of beauty and harmony.

The Olympic Games which dominated antiquity for almost 12 centuries, have often inspired the wish to revive them. We owe the reestablishment of the modern Olympic Games to Baron Pierre de Coubertin (1863-1937).

A complex personality, a lover of history, literature, pedagogics and sociology, he succeeded in having his name in the Olympic Hall of Fame and led the International Olympic Committee for more than 25 years (1896-1925).

On the occasion of the Berlin Olympics in 1936, Coubertin expressed his concerns about the protection of the Olympic Movement against possible "deviations". He felt that a cultural institution was required, an institution whose object would be to study the Olympic ideals and principles linked to the training of specialists who would study the way in which Olympism could evolve in pace with the needs of contemporary society at a certain historic period.

Unfortunately, the spiritual father of the International Olympic Academy (IOA) did not have the chance to see his generous idea of an institution entrusted with the preservation of the Olympic Spirit to become reality.

The task was taken over by his faithful co-workers, the Greek John Ketseas and the German Carl Diem and the IOA, founded in 1961, has thus become the world center of Olympism.

1914 is a milestone year in the history of the Olympic Movement for our country, as it marks the establishment of the Romanian

Olympic Committee. On 22 March 1991, the Romanian Olympic Academy was created by decision of the Romanian Olympic Committee's General Assembly. Through this institution, the Olympic Movement in Romania has acquired a new dimension, contributing to the promotion of Olympic sport in a decisive way. The regional chapters of the Romanian Olympic Academy are responsible for the propagation of the Olympic Message through their multilevel activity in the different regions of the country.

The Constanza chapter operates within the Faculty of Physical Education and sport of the "Ovidius" University. Among all the factors that ensure the development of the Olympic Movement, the faculties of physical education and sport have a special role to play. This is why in the training programmes at universities and other educational institutions, priority is given to the training of the future specialists who will be able to promote Olympism.

Among the subjects taught to the students, special priority is given to the history of physical education and sport, to help familiarize students with the major concepts of the Olympic Movement.

In this context, subjects like the ancient and modern Olympic Games (Pierre de Coubertin and the revival of the modern Olympic Games), the International Olympic Committee, the Romanian Olympic Committee, the International Olympic Academy, the Romanian Olympic Academy, the Olympic Motto, the Olympic Flag, the Olympic Flame, the Olympic Day and Week, etc. are being developed.

These themes are examined in greater depth during the workshops. Olympic Education is also present on the sports sociology curriculum.

For the bachelor's degree the following themes are proposed: the presence of Constanza athletes at the Olympic Games, the ways, means and methods of promoting Olympism among pupils and students, etc. Of course, teaching is not limited to theoretical aspects. Students are also given opportunities for practical action.

As part of the educational programme and the practice of top performance sport, students organize in the educational institutions which they attend a series of activities, with the help of their professors. They also have the possibility to organize and take part in activities aimed at the promotion of Olympism during the 8 weeks of practical training (for the 3d and 4th year students).

Furthermore, courses on civic conduct where Olympic topics are presented and discussed should also be mentioned.

In the faculty we have organized an Olympic circle where one can watch films on the Olympic Games and where debates on themes like fair play during competition civilized behaviour in every day life and in the sports arena, the fight against doping, etc. are held.

Students help us a lot in the activities of the Romanian Olympic Academy. Together with their professors they participate in the organization of Olympic circles within the school units, as well as in the implementation of special programmes during the school year.

We also do not forget the young elite athletes of Constanza's first School Sport Club and the Navodari Olympic Rowing Centre.

The "Olympic Week" is an important moment in the training of future specialists. The Constanza chapter, in cooperation with the District Youth and Sports Directorate organize a rich and attractive programme of sports activities each year. The students of the Faculty of Physical Education and Sport are also involved in this programme, as organizers or competitors in some of the physical activities like the Olympic cross-country and others. It is an established tradition of our faculty to organize a scientific session on an Olympic theme during the Olympic Week at which our students present their papers.

We believe that the way in which the education process of our future specialists is designed, organized and implemented, allow us to meet present as well as future requirements for a large part.

Our participation in the 4th International Session of the International Olympic Academy in Olympia will allow us to expand our knowledge on the Olympic Games, visit the sacred sites of Olympism, identify new training methods and techniques for the preparation of our future experts and participate in a useful exchange of views and experiences.

All this will help us bring a new dimension to our activities and extend the experience thus achieved to the whole of sports education in Romania.

PHYSICAL EDUCATION AND HEALTH

by Klas ASTRAND (SWE)

Introduction

My name is Klas Astrand and I work as a teacher, I am also, right now, head of the Department for Physical Education and Health at the University of Kalmar, Sweden. In the Swedish schoolsystem the schoolsubject that is involved with physical education is now named "Physical education and health".

The University of Kalmar

The University of Kalmar is a rather small university with about 6000 students in the south east of Sweden at the Baltic sea. Of this 6000 students approximately 1000 are enrolled in teacher training programs. In Kalmar there has been teachertraining in one way or another for more than 150 years. We have pre-elementary-, leisure-, elementary-, secondary- and high school programs. The department of Physical education and Health is involved in all these programs. Our biggest involvement is in within the program for secondary teacher where we have 60 points of physical education and health. 60 points evaluate to 1,5 years of studies.

Our idea

Our main idea is that the studies should be kept together as a whole. Our view is holistic which means that all our subjects correspond to each other in one way or another. For example, when we study physiology we are relating to phenomenon in gymnastics, track and fields, Wintersports, etc. This means that it is natural for us to relate to the Swedish national curriculum for physical education and health. In this curriculum it is stated that students in secondary school should be acquainted with sports history and they should also be aware of fair play and sportsmanship. As an effect

of this we have sportshistory and the history of physical education in our local curriculum together with sportsman - and leadership.

Where in our programs

During the first 20 points the students study sporthistory and the history of physical education in forms of lectures and literature. Here we try to connect the history of education with the history and the development of the sport movement. We look at the Olympic idea from the beginning and evaluate the uprising and fall, from the ancient Greece to the Roman era. Parallel to this we study the development of physical education during history. We work with questions like what did the physical education contain, who was the education meant for and why. As we see it the history of physical education points out the male and the purpose was mainly welfare in one way or another. This we can take up as a discussion and relate to the Olympic ideas. We also discuss why and what made it possible to take up the Olympic idea in 1896. Here we discuss the changing in the western part of the world and also the ideas that made it possible to restart the Olympic games.

Sweden and the Olympic games

In Sweden we also had a great supporter of the Olympic idea, Viktor Balck who is known as the father of the Swedish sports movement. He was also the general manager for the Olympic games in Stockholm, 1912. When we discuss the late 1800 we evaluate changes in the Swedish community and also discuss the involvement of military personnel in all sports. As a conclusion we want our students to see that changes in society also effect the development of sport and also the development of the Olympic idea. Here in Sweden we had the Olympic games in 1912 and in our studies of Olympic and sport history we look at the, mostly, positive effects that the games had on our country. Here we take in the official policy from the government and also the rising interest from the Swedish people after the Olympic games in Stockholm 1912. After that we look upon the Swedish schoolsystem and what influence the Olympic idea has had for influences both on the curriculum and out in society.

Ethic

When we move in our studies we take up a more ethic discussion with the Olympic ideals as a platform for sportsmanship both in the gymnasium during physical education and out in the sporting field after school. Here we discuss right and or wrong in the means of pupil-pupil, teacher-pupil and the same in the context of voluntary sports. After that we lift our view to the society and what is happening in the national and international arena. Is it the Olympic ideals which are our guidance and if it is the Olympic movement, today, something that we can have as an example for fair play etc.?

During the studies 21-40 points we just relate to the Olympic ideals when we discuss competition in physical education. Here we look at competition for whom, why and when.

41-60 point level

When we then come to 41-60 points the students do their examine in physical education and health and here they work with big projects. One of the projects is "Olympic Games in school" and here they have to search for information in the Swedish schoolsystem, on Internet, in libraries etc. The examination has to be four hours and here they have to satisfy all the seven intelligences. That, gives as consequence, that their performances together and in front of the other students must be both dramatical and vocal. In compliment to their four hours presentation they have to produce a written report that contains their presentation and all their background work. As a teacher during this examination I must say that the students, and myself, have deepened the knowledge of Olympism and the way you can work with it in the Swedish schoolsystem.

As a result of what I have just described we are going to give a 5 points course this coming semester that is named "Ethics in sports". To conclude this I will say that the Olympic movement and the education about it is one base for educating the next generation of teachers in physical education and health at the University of Kalmar, Sweden.

OLYMPISM: THE OLYMPIC EDUCATION IN THE CURRICULA OF THE HIGHER INSTITUTE OF PHYSICAL EDUCATION

by Rajesh D. BAJRACHARYA (NEP)

I would like to visualize Olympism in three different stages. The first is the ancient Greek world of sports, the second how the modern Olympism was revived and the third how the present state of Olympism came in to existence and how a person from some small developing nation would like to see the importance of Olympism in the curricula of Higher Education of physical education:

Olympism symbolizes the glorious evolution of sporting world. It reflects upon the ancient Greek world when they had magnificent culture of sports. The various ideas of running the sports, the important aspects of the fitness and excellence in their performance, the reflection of the burning spirit of human and the glories they achieved. All these views were lying in the form of archaeological monuments in the Greek World. The concept of sacred truce "Ekecheirea" known as Peace Truce, the way the athletes were honored are some of the points we learn from the past which dates back to 1300 BC it existed till the end of third century.

Perhaps it would be interesting to know how the forgotten past glories of sports once buried in the sand and storm was retraced to create the present global family. How the modern Olympism started. The sports world, which was lying like a mysterious hidden treasure, was retrieved. There was a person known as Dr. Penny Brook of Shropshire whom Pierre de Coubertin introduced as a man without him the Game could not have been restored. Dr. Brook carried the dream of reviving the sporting world for nearly three decades from 1860 till 1890. Before his dream finally vanished in the air it was at the turn of 1890 that Coubertin the founder of the Modern Olympism saw the flickering light in Dr. Brook. To create the global sports world it required enormous dedication, endeavor, knowledge, resources and the strong will power to establish. Coubertin possessed

all these qualities. Baron Pierre de Coubertin fired by the enthusiasm to recreate the concept of Global sports world returned to Paris. With his tireless effort Coubertin successfully materialized the Modern Olympism by initiating and establishing International Athletics congress of Paris in June 1894. And finally the 1896 first Modern Olympic Games were staged in Athens.

How the present sports family of the world is formed with 197 member nations. It took so many years of dedication and endeavor to come to this age of spectacular Sports. This sports world is developed by Coubertin who conceived the Modern Olympism. He presented it as philosophy of life in order to encourage to become physically and mentally fit with will power. This philosophy is blended with culture and education. Later it was developed as a way to shape life based on the joy for pursuit of excellence. In the processes of this evolution etiquette of sports was practiced to respect the universal fundamental ethical principle. It serves harmonious development of man. It strives for the preservation of human dignity.

The global family of sports is guided and taken care through the formation of the International Olympic Committee. Sports have flourished under that guidance of the IOC. The Olympic Movement started with a view to make a beautiful and peaceful world through sports. It emphasizes practice of sports without discrimination of any kind: race, religion etc. It encourages mutual understanding with a spirit of friendship, solidarity and fair play. Following all these principle the five rings symbolizing the five continents of this world were brought together.

The basic knowledge or the depth knowledge of the different relevant topics for guidelines would be very essential to make it a part of curriculum of Higher Institute of Physical Education. As sports is rapidly growing to become a part of high tech the up to date knowledge of these scientific effects needs to be incorporated sensibly. We should also learn to deal with ethical issues of doping and fair play with logical attitude. It also becomes necessary to develop the method of perceiving the illusive facts through the practice of proper and critical analysis.

In term of sports education in developing countries we have our own peculiar problems. It would be ideal if such problems could be classified and included to suit the particular situation of such coun-

tries. This part of education with the guidelines of Olympism is necessary to face different situations. It would be highly appreciable if certain measures could be taken to improvise the quality of physical education with the concept of Olympism. For examples there are moments like when an athlete comparatively find himself at the bottom line. However, it would be a lot better if suitable atmosphere could be created to ease such situation. We see it very essential to provide different aspects of physical education including the psychological. For instance, in the Olympic out of thousands of athletes only few emerge victorious. The participation of the whole world reflects that their excellence was proven amid the global gathering. In facts all these athletes from all over the World form an Olympic family. They could be motivated to become better. Nevertheless, they should be made aware of the fact that everyone could not be a winner. But every one can have an honor of participation in the global sport meet, the Olympic Games.

If the magnified subjects of this Olympism is included in the Higher Institute of Physical Education it would significantly contribute in disseminating the education of Olympism through that Institute to other schools as well.

**IGNITE THE DREAM TOUR.
AN EDUCATION TOOL FOR THE SYDNEY 2000
OLYMPIC TORCH RELAY**

by Janet CAHILL (AUS)

The Olympic Games is about being part of something bigger than yourself, sharing the history, spirit, ceremony and tradition of the most enduring and admirable human event of all time, and the Torch Relay literally and figuratively embodies this sense of sharing - from the simple connection of two individuals as the Torch is passed from one to the next, to the sharing of the spirit of the Torch Relay with all Australians and the entire world [Mission Statement of the Sydney 2000 Olympic Torch Relay, (SOCOG, 1998)].

Australia has a reputation to uphold: In 1956 Melbourne staged the longest torch relay of the modern Olympic Games to that time. In 2000, the torch relay will again travel the longest distance in the history of the modern Olympic torch relay.

Australia is a large country with a population of nearly 20 million dispersed widely around the coastal perimeter. Only one fifth of the population lives in the Sydney region, the host city of the 2000 Olympic Games.

Thus the importance of the Sydney 2000 Olympic Torch Relay in ensuring all Australians are touched by the Olympic Spirit.

Departing from Australia's centre on June 8, the relay will cover twenty seven thousand kilometres in Australia alone (including fifteen hundred by rail, nine thousand five hundred by rail and sixteen thousand by road), and will travel within one-hour's drive of eighty five percent of the population. It is expected that the torch route will travel through more than one thousand Australian towns and suburbs, sixty five percent of which will be through rural Australia providing many opportunities for Australians to take part in the experience and the celebrations.

To prepare Australians for the torch relay experience, and to excite and motivate them into participation, the *Ignite The Dream Tour* will commence from Sydney on 16 March 1999. It will also prepare com-

munities for the international media focus that will accompany the Sydney 2000 Olympic Torch Relay, and most importantly, ensure that these people feel very much a part of the Sydney Olympic Games.

The *Ignite The Dream Tour* is presented by the Team Millennium Sponsor, and Presenting Partner of the Sydney 2000 Olympic Torch Relay, AMP. A part of the AMP Vision is "to help people achieve their dreams", and that is what this tour hopes to achieve as it travels through 145 local communities until December 1999.

A free entry to the exhibition ensures that everyone has a chance to experience this event. The tour consists of four exciting displays contained within two 300 m², custom-built semi-trailers. The Sydney 2000 Olympic mascots: *Syd* the Platypus, *Olly* the Kookaburra and *Millie* the Echidna; and the Paralympic Games Mascot *Lizzie* the Lizard all assist in guiding visitors through the exhibition. These displays focus on:

The Sydney 2000 Olympic Torch Relay	➤ A replica of the Sydney 2000 Olympic Torch is on display, and visitors can have their photo taken with this revered icon of the Olympic Games. ➤ Information on how to register Interest in being an Olympic Torchbearer is available - offering all Australians the chance of being selected to partake in the first Torch Relay of the new Millennium.
The history of the Olympic Torch Relay	➤ This display showcases a full collection of Olympic torches from the inaugural 1936 Torch Relay in Berlin to Atlanta's in 1996.
The Sydney 2000 Olympic and Paralympic Games	➤ A high-tech video presentation of Sporting triumphs and information about the Sydney 2000 Olympic and Paralympic Games is designed to kindle enthusiasm to be part of these Games.
150 years of AMP	➤ AMP demonstrates the commitment they have made to the Australian community over the past 150 years. ➤ A model of the Sydney AMP Tower includes the three 12 metre high steel sculptures that grace that tower: a Gymnast, Sprinter and Wheelchair Basketballer.

The displays are interactive and provide exciting and memorable experiences for all visitors. There are opportunities to meet and photograph Olympic Heroes as well as *Olly, Syd, Mille* and *Lizzie*.

In addition, every celebration site is being presented with a community flame cauldron. *Each cauldron will be lit by the Olympic flame when it travels to that community during the Sydney 2000 Olympic Torch Relay.*

Therefore the *Ignite The Dream Tour* will assist in educating many Australians about the Olympic Games, and the Sydney 2000 Olympic Torch Relay. It will provide these people with an opportunity to experience and participate in the lead up to the Olympic Games by "igniting the Olympic Dream for all Australia" (AMP, 1999).

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1. AMP Media Release (1999), "AMP Ignite the Dream Tour: Sydney 2000 Olympic Torch Expo" Sydney.
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Images

Will be obtained once the tour commences on 16 March 1999, and available for presenting as part of this presentation.

UNIVERSITIES AND THE OLYMPICS

by Richard CASHMAN (AUS)

Introduction

During the 1980s and 1990s a number of universities have become more directly involved in Olympic education. Centres for Olympic Studies were established at the Autonomous University of Barcelona and the University of Western Ontario in the late 1980s and at the University of New South Wales and the University of South Australia in 1996. There is an increasing amount of Olympic teaching, research and documentation taking place at many other tertiary institutions.

Issues

What can tertiary institutions contribute to Olympic education? What type of relationship should exist between universities and the Olympic Movement? What ways can Olympic education enhance the curriculum and program of tertiary institutions? Olympic scholarships?

Centre for Olympic Studies (UNSW)

The Centre was launched on 21 May 1996 and has established close links with the Olympic Family including the Australian Olympic Committee and the Sydney Organising Committee for the Olympic Games.

Centre Activities

Teaching: The Centre teaches two subjects, which are open to undergraduates, one on the history of the Games and one on "Staging the Games: The Event and its Impact".

Research: Theses on Olympic topics are undertaken at the Centre.

Information: The Centre responds to requests for Olympic information both from students and academics and also from the general public. Information is also provided on the Centre Home Page.

Data Base: The Centre will produce a Directory of Australian Olympic Research for the 2000 Games.

Documentation: The Centre has established its own Olympic library, which is open to students and scholars undertaking Olympic research.

Academies and Conferences: The Centre co-hosted the National Olympic Academy (organised by the Australian Olympic Committee) at the University of New South Wales in 1997. The Centre will hold an important international conference in September 1999 on "The Olympics in the Next Millennium", speakers include Dr. Jacques Rogge and Ms Anita DeFrantz (from the IOC) and some prominent international Olympic scholars.

Publications: The Centre is publishing a number of monographs including a course textbook: *Staging the Games: The Event and its Impact* (July 1999).

Involvement in the Games: The Centre will assist in the Main Press Centre during the Games and the Director will contribute to the Post-Games Report.

Internships and volunteers: The Centre has already placed some students in internships in an Olympic marketing company and is facilitating the placement of others as specialist Olympic volunteers.

Post-Games activities: The Director has written a paper on the "Legacy of the Games", which raises issues about post-Games planning and has participated in discussions about the creation of an Olympic Museum.

Networking: The Centre has established close links with other Centres and scholars involved in Olympic research.

Public outreach: The Director publishes a weekly column in some local suburban newspapers on Olympic issues.

Role of the Centre in Olympic education

There is an ongoing challenge for those involved in Olympic education to re-define what Olympic ideals mean in a changing world, to explain the core ideals in language which can be understood by students and the general public. These can best be presented in a

broader historical context, in which students are exposed to the long history and evolution of Olympism and the Olympic Games. Teaching needs to be supplemented by ongoing research and documentation.

Education should frankly deal with the strengths and weaknesses of the Olympic Movement considering both the opportunities as well as threats to its future. However, all the established Centres for Olympic Studies are supportive of the Olympic Games as an institution and of the ideals of Olympism.

There is also a great public thirst for Olympic information, particular in the lead-up to the Games period. The Centre can assist Olympic authorities in dealing with this public interest.

A Centre can provide the students of its own (and other) institutions with an Olympic experience facilitating their involvement in the Olympic Games or by encouraging them to be part of an Olympic academy, like this one.

Centres can provide a wider knowledge base for the Olympic Movement and also promote more discussion and create more interest in the Olympics. Centres can act as a bridge between the Olympic organisers and the general public, thereby creating a greater public sense of involvement and "ownership" of the Olympics.

SUPPORTING PROGRAMME FOR HONG KONG ELITE ATHLETES EDUCATION AND CAREER

by Dr. Bik CHOW (*HKG*)

The intention for this paper on "Supporting programmes for Hong Kong Elite Athletes Education and Career" is first to report the past and current development of providing systematic support for athletes education and career. The second intention is to share and solicit information from other representatives in terms of what their countries have done or are doing to help with the athletes' personal development.

Past Development

Before 1990, Hong Kong athletes affairs were mainly took up by the individual sport coach. Conscious effort for helping athletes education, career and retirement from sport was considered as non-existence. When each National Sport Association's (NSA) goal was to train athletes and to promote particular sport, their athletes' non-sport training affairs were not deemed to be of high priority. With limited funding and staffing (most NSAs employed only a few full time staff) for amateur sports (soccer is the only professional sport), athletes were often left alone to handle their studies or career. For elite level athletes in Hong Kong, they were expected to make personal sacrifice. Some athletes kept changing jobs to get time-off for training or competitions in overseas. Some athletes, being school drop-outs, did not obtain higher school certification. Some athletes faced hardship in life upon retirement from sport (opinions formed based on articles about athletes' life, published by the HKSI and interview data from retired female athletes).

The first coordinated effort for supporting Hong Kong elite athletes education and career was observed in 1990, when the Hong Kong Sports Institute (HKSI) set up an "Athletes Career and Education Department" (ACED). The department contained one full time residential staff who mainly acted as house parent role for the residential

athletes in the Institute. Since HKS1 had live-in athletes ($n < 60$), this particular staff was required to organize recreational activities for the HKSI athletes, helping athletes in solving daily life problems and locating secondary schools for athletes to attend when they were expelled from the school. The function for this staff in providing elaborate support was quite limited as evidenced by the lack of staff support. In 1993, the department employed another person in charge and added two social workers to take care of athletes' social, intellectual and emotional development. More activities were organized. In terms of athletes education, the department helped them to enroll for study programme, which was limited to the local context.

Current Development

From 1995 and up to current scenario, the HKSI set up a new department replacing the ACED and named it "Athletes Affairs Department" with a new appointment for managerial grade supervisor. Currently, the department contained one manager, one assistant manager, two officers, one administration assistant, and one warden. In its conception, the job specifications seemed to be clearer in objectives for supporting athletes career and education as well as their personal development. The work for this department expanded in view of the problem of having higher number of young drop-out athletes. As in local Hong Kong environment, higher education level nearly dictates a much higher opportunity in getting higher-paid jobs. Students including young athletes in traditional schools face tremendous academic pressure with numerous tests and examinations. The reality from parental, peers, and community pressure has often forced young athletes to quit training. Thus, the department's work is to liaise with schools, teachers, and parents so that they understand what training life the athlete entails. The message is to change the community view so that people realize sport is important for personal development. Their work encompasses three dimensions as: liaise retired athletes with current athletes, athletes education and career.

To liaise with retired athletes, the department helped with the formation of "Friends of HKSI" in 1996 as affiliated association with retired athletes and current scholarship athletes being members. The association promotes community services and organizes fund raising

activities with administrative support provided by the department. For athletes education, the department hires tutors for the 60s residential athletes to catch up with studies (skipping classes when competitions in overseas). Tutors also provide skills training for athletes with jobs. A plan is initiated for a local school to provide education of senior higher school level to athletes in the form of evening school programme. Another area of support is to search for scholarships for athletes to attend universities in overseas, mainly in USA and in Beijing, China. Local universities nowadays are also willing to provide conditional offer to athletes if they fulfil the minimum university entrance requirements.

The "Job Opportunity Programme" is an initiative to liaise with commercial companies providing attachment schemes for athletes. Flexible working hours and training are negotiated for the athletes so that they can get a job. Furthermore, "Occupational Interest Inventory" is also adopted by the department to help obtaining information about the athlete's intention for future career development. However, the move will be from using inventory to offer career consultation services, which is seen to be a more direct approach.

Further development includes a set-up of multi-media laboratory in the HKSI to provide information technology training and computers venues for job searching and communications. Lately the department has also solicited corporate funding to launch a more elaborated athletes enhancement programme.

PHYSICAL ACTIVITY, AN AREA OF FREEDOM AT THE SERVICE OF THE CHILD'S HARMONIOUS DEVELOPMENT

by Prof. Cécile DELBNS (*BEL*)

Background

Physical activity can and should contribute to the child's harmonious development.

Harmonious motor development, supported by a reasonable amount of physical and sports activity, does not necessarily imply an optimum social, emotional or cognitive development.

We have to abandon the Utopian notion that physical activity is a miracle remedy that can fill all the gaps in a child's development.

Indeed, to look for a simple link between motor development and overall harmonious development would require an oversimplified model, a model that does not take the system's complexity into consideration. A child will develop according to his own dynamic process, involving all the dimensions of his being motor, cognitive, affective, relational or social as determined by his genetic heritage and the unique environmental conditions to which he is subjected. The motor skills that the child will acquire are certainly very important, however the child will only use them if the proposed development project is acceptable to him.

To be able to contribute to the overall development of the child, physical education and sport should be able to propose complex (but not necessarily complicated) tasks to the child requiring total involvement on his part. The child's involvement in the task will be total only if the task has a *meaning for him*.

How can we give meaning to a task which the child is invited to perform? Certainly by making sure to propose motor situations that best meet the *child's needs*.

As a result, the physical activity proposed to the child should, before anything else, respond to his needs: the need for movement naturally, but also the need for rest, the need to explore his motor

potential, to respond to individual challenges, but also challenges that are experienced as part of a team, the need to let out steam, but also to concentrate on a task...

The list of the needs that can be satisfied by physical activity and sport is very long. The difficulty may reside in the varied and changing nature of these needs: two children do not experience the same needs at the same time and what's more, especially in the case of young children, the length of time during which they will concentrate on a task is short. As a result, there is very little margin for the educator to propose to each child "the ideal activity at the ideal time".

Working assumption

Part of the solution could possibly be to put more trust in the child's spontaneous activity, by providing him with a stimulating environment and an area of freedom where he can really find an answer to his needs, where he can learn how to manage his physical life and through it his relations to others and to human activity.

During the development stage, the intervention of physical education should not be limited to a list of exercises and techniques, however well designed; the intervention should rely more on motor situations to be experienced. These motor situations can be included through the appropriate layout of the environment, carefully designed to provide opportunities for exploration and motor challenges adapted to the motor skills, relationship, cognitive and affective capacity of the children.

A research project is being conducted by our Institute, based on this integrated multidimensional development model. As part of this experiment, a physical activity situation is created in which the adult's intervention mainly consists in providing the appropriate environment and being discreetly present to guarantee the physical and affective safety of the children, while giving them enough freedom to explore their environment.

The object of this short paper is to present some preliminary results based on the systematic analysis of what happened when the child is given the opportunity, in small groups to experience free physical activity in a challenging environment, specially arranged to promote his psychomotor and social development.

Methodology

We are dealing here with an experimental process, with the required level of systematization that also makes it possible to proceed to a quantitative evaluation of the behaviour patterns observed, as systematic experimentation is essential. The significance of these motor situations experienced by the child for his harmonious overall development needs to be demonstrated.

Two groups of children (3 girls - 3 boys) coming from the same class, either the third kindergarten year (5 to 6 years) or the first primary school grade (6 to 7 years) participated in physical activity sessions lasting about twenty minutes each, organized at the same time of the day, on the same day of the week, during 5 consecutive weeks. Schematically, the facility was divided into four separate zones promoting:

- session and motor enjoyment (slide, ball pool...),
- motor challenges (climbing and balancing zone, low or high beam, bars...),
- visual-manual coordination while performing fine movements,
- resting, possibly isolation and the possibility to quietly observe.

There are two-way mirrors and cameras for filming and direct but discreet observation.

The written consent of the parents was of course obtained, but the children are not aware that they are part of an experiment. Moreover, the adult present in the room is known to the children.

The observations recorded during these physical activities have also been correlated to the child's behaviour within the school environment (this, however, exceeds the scope of this presentation)

Results

The presentation of the results will be intentionally limited to three elements which were observed and which emphasize the interest of such a programme of physical activities for the mobilization of significant psychomotor and social skills for the child as part of his overall development process.

1. The difficulty which children aged 5 or 6 often have to concentrate has often been underlined. His tendency to jump from one thing to the other should gradually be replaced by the ability to remain focused for a lengthier period on a particular task.

The results of our observations indicate that, from session to session, the children who are free to explore a stimulating environment will not be so easily distracted and tend to concentrate more on one task. As a result, *the average time devoted to the exploration of an area, before a spontaneous activity change*, increases significantly from the first to the last session.

2. Listening to one's needs and adjusting one's behaviour accordingly is an ability we want the children to develop. Stress as we call it, this difficulty we have to stop for a moment to reflect, to take a breath, in order to resume our activities with renewed strength, is something children may suffer from as well. For a more autonomous management of one's physical life to reach harmonious development, one should be able, inter alia, to accept the need for some rest.

When adults recognize this need of the children and allow them to pause in the course of their activity, the children will learn to respond to the need for rest.

Thus, as sessions progressed, children seem to be able *to pause for a little longer in the course of their activity*. The levels of activity at these sessions are higher than those usually observed during conventional physical education courses. Furthermore, the pause in the activity is not a period of waiting with trepidation for the activity to resume, but a real period of rest, used outside any organizational constraint.

3. The third and last finding we want to report here is the evolution of peer interaction.

From session to session, the group activity changed. Thus, when children take part in any activity as a group, *they can either play in parallel*, one close to the other, without the activity of one child conditioning the activity of the other, or really *cooperate* in the activity. The observation of children in an experimental situation will show that real cooperation is steadily developing during the sessions.

Conclusions

Do we dare to say, based on these three significant findings that induced motor situation will lead to the skills required for the child's harmonious development? Certainly not. This would mean returning

to the oversimplified model. These *preliminary* results do show, however, that certain types of physical activity have gradually enabled the children to *express* and *practice* interesting skills for their overall development.

Physical activity can and should contribute to the child's overall development, but it will only do so efficiently if it takes into account, as part of the educational intervention, the complexity of the development, process in which the child is involved. Focusing on the child and the wealth of motor situations proposed both appear to be fundamental for physical education's contribution to development.

Physical education could become a privileged area of freedom and interaction to others in a challenging environment.

Notes

1. This research project enjoys the support of the Scientific Development Fund of the Catholic University of Louvain as well as that of the Elbe-Belgium Company.

OLYMPISM AND SPORT ACTIVITIES IN IRAN UNIVERSITIES

by Dr. Reza GHARAKHANLOU (IRI)

I would like to take this opportunity to present a short report on sport activities in Iran universities, by which I would also like to express my deep respect and appreciation to "Olympism". What you are watching is a brief presentation of sport events in Iran universities. Based on our Islamic instructions it is a duty to keep the body and mind healthy and it must be observed if someone is trying to have a balanced lifestyle. So, physical education and sport are part of our culture and part of our life. In this concern I should mention that what is known as "Olympism" or "the spirit of Olympic games" are consistent with our cultural values, and we try to respect it throughout our sport activities in universities.

There are more than 140 universities and higher education centers in Iran in which 1.5 million students are involved in sports and physical activities. 26 of these faculties/departments are educating teachers, experts and researchers in physical education and exercise sciences at Bachelor, Master and Ph.D levels that I do not have time to explain their programs and aims. But with respect to the theme of our session I want to explain shortly about the plan of Universities sport organization which includes three major programs as follows

- To organize competitive sports between universities inside the country,
- To prepare the students to participate in international events mostly organized by International students sport federation (FISU),
- To develop the mass sport and sport for all students.

The students find themselves in happy time during sport activities and try to consider three key words-as their slogan- which are "knowledge- Insight- Effort". Beside their meanings, when we pronounce these words in Persian there is a pleasant harmony: "DANESH - BINESH - KOOSHESH". The students are encouraged to respect the rules of fair play and to strengthen the sport friendship,

which are important aims of Olympic Movement and the big majority of them do so.

It should be mentioned that in past five years we have hosted many students from other countries who participated in world students wrestling competition and solidarity games among students from Islamic countries. FISU named the wrestling games as a "Renaissance" and strongly appreciated it, as it was reorganized after 27 years.

Indeed it is always exciting to see the flags, torch and flame, the five holly circles, marching people who smile and swear to love each other, to help each other and to be a real human.

Regarding the issues concerned in this session, one important point which I would like to mention is that based on the suggestion of the president of Islamic Republic of Iran, the year 2001 is named as the year of the "conversation between civilizations" by UN. So in Iran we are trying to design some research projects to highlight the marvelous effects of sport events on human unity and friendship or "conversation between civilizations". It seems this is one of the best ways by which we can strengthen the "Olympic Movement" by showing that the sportive events have been, are, and hopefully will be as a warm and safe nest to keep all the members of human family close to each other. Therefore, hereby I draw the attention of all you respected colleagues to this issue for your comments and contribution, specially by sending the abstracts to the international scientific conference which will be held during this year in Tehran and you will be informed about it soon.

OLYMPIC MOVEMENT NEEDS PHYSICAL EDUCATION

by Jin JICHUN (*CHI*)

1. The Effects of Physical Education on Olympic Movement

There is no movement whatsoever which does not need the support of education. We should not only cultivate skills necessary for the movement and make known of its importance, but also train young successors to carry on the tradition of the movement. Otherwise, no one would continue to undertake the movement, which would finally come to a premature end. Olympic Movement as a glorious undertaking for human beings has been recognized as an effective tool to build up the people's health and further the mutual understanding, friendship and peace between nations. The Movement advocates that the young be well developed morally, intellectually and physically, and educates them to enjoy the pleasure of sports in the process of their interacting with the natural environments, and hereby provides opportunity for them to go forward to the state of "Citius, Altius, Fortius". Thirdly, it values rules for observation and fair play, opposes violence and allows the society advance more harmoniously. In this sense, Olympic Movement needs education, especially physical education, to pass its ideals on to the future generations. Meanwhile, a large number of qualified sport professionals with noble ideals, comprehensive knowledge, and higher scholarship should be cultivated in order to attract more people to participate in Olympic Movement.

Hundreds of physical culture institutes and thousands of departments of PE in universities play a positive role in forming the Olympic Movement's scale and influence of today. If Olympic Movement is wished to be an evergreen undertaking, more importance to the effects of education should be attached and the PE undertaking should be further developed.

2. China's Commitment to the Development of PE

Fifty years ago, there was no physical culture institute in China. The first physical culture institute whose aim was to train sport professionals was Shanghai Institute of Physical Education that was founded in 1952. Beijing University of Physical Education (BUPE), the largest of its kind, was established in 1953. At present, there are 15 PE institutions and 150 departments of PE in normal universities in China that turn out some 15,000 graduates each year. The graduates not only work as PE teachers at school of all levels, but also hold other positions, such as coaches of sports teams, researchers in sport science research institutes, and administrators in sports organizations and gymnasiums. Since the first PE institute was founded, more than 300,000 well trained sport professionals have been assigned to work all over the country. They are the forces who lead China's sport to the vigor and vitality.

3. Beijing University of Physical Education as a Key PE Institute of Higher Learning in China

With a history of 46 years, our university, the Beijing University of Physical Education, was founded on November 1st, 1953. By the support of our government, BUPE has grown from the grass-roots into a comprehensive PE institution. At present, there are 3,000 students of different levels. The university programs are offered through the following academic units: the Department of Sports Training in which the coaching excellence education is the dominant program; the Department of Physical Education where the future teaching resources for middle schools and universities are trained; the Department of Wushu that serves to cultivate professionals for Chinese martial arts teaching and coaching; the Department of Biological Science of Sport bears the mission to train the instructors and researchers for the disciplines such as exercise biomechanics, exercise physiology, biochemistry and physical therapy and rehabilitation; and lastly the School of Sport Administration in which the sport administrative professionals for government, non-profit organizations and private clubs management are trained. In addition, there are Graduate Department where the doctoral and masters programs are offered; Adult's Education Department that is responsible for correspondence

and long-distance education; and International Students Office that deals with international students affairs. There are about 150 international students currently enrolled in our various programs.

Beijing will be the host of the 2001 World University Games and we are working hard to bid the 2008 Olympic Games. Fitting with such circumstances, BUPE is ready to provide the best to contribute to both of the events. BUPE will further carry out reforms of the university and open wider to the outside world. Our mission is to improve the conditions of the school operation and promote the quality of teaching, academic researching and training. Furthermore, we will strengthen our friendship with other sister institutions all over the world, learning from each other for common progress and development.

THE MUSEUM KIT OF THE OLYMPIC GAMES: A VEHICLE FOR GLOBAL EDUCATION

by Despina KALESSOPOULOU (*GRE*)

The Children's Museum is a non profit organization with an educational and cultural object. Since it was established in 1987 until today it has been very active, implementing educational programmes both within its premises and in other museums.

The Children's Museum mission is to help children understand and enjoy the world in which they live. To this end, it promotes exhibits and educational programmes which provide children with a variety of stimuli and experiences, from the past and from the present, on the basis of the pedagogical principle "learning how to learn". Through active learning in a stimulating educational environment, the Hellenic Children's Museum aims at the balanced intellectual, mental and physical development of children building their character and personality.

These principles represent the foundation of humanist education from which the idea of Olympism is derived and to which it contributes.

The first systematic contract of the Hellenic Children's Museum with the Olympic principles was in 1992 as part of a cooperation project with the City of Athens' Youth and Sports Organization. The programme "A healthy mind in a healthy body" was implemented for one year in all the municipality's Youth Centres and was aimed at primary school children. Then, during school year 1995-96, in cooperation with the Hellenic Olympic Committee, a 15-member multidisciplinary team from the Museum went to Ancient Olympia, to the IOA's facilities, in order to put together an educational programme for the centennial of the Games' revival. This programme was intended for children aged 4-12 years and its main objective was to discover the structural elements of the Olympic Games through a series of activities, using appropriately designed educational material. It was first implemented in Olympia for kindergarten

and elementary school children and then in Athens, as part of the celebrations for the 100th anniversary of the Olympic Games, staged in the Children's Museum in March 1996, with the participation of 2000 children.

Evaluating the educational programme and the response to it, we arrived at the following conclusions

- Through the Olympic Games, we can link learning with the children's daily life.
- Sport and Olympic education are not restricted to physical education courses; they can be extended and integrated in all the courses of the school curriculum, as well as other areas.
- Olympic education can constitute the basis of education in all fields of knowledge.

One of the methods used by museums to expand their activities "extra muros" and provide services to the community are the museum kits. These are educational kits which include a large variety of materials and activities around a given theme and can be taken to the schools or any other place where groups of children are staying, e.g. camps, hospitals, sports, associations.

The Hellenic Children's Museum has developed a museum kit for the Olympic Games in order to promote the idea of integrating Olympism in daily school practice.

The museum kit "**Olympic Games - Then and now**" was completed in the spring of 1997, using the educational programme" material and developing a special aid for the creative use of this material in the classroom. Educationists may borrow the museum kit for ten days to use in their class in order to develop the subject with the help of instructions we provide and their own original methods, as part of any course they might choose. The use of the museum kit and the development of its theme is not limited to these ten days. The project also involves preparations for its arrival and activities once it has been returned.

Let us now examine the contents of the museum kit. The general education aims are to help children:

- Realize the value of sport as a means for physical and intellectual development, character building, socialization and recreation.
- Become familiar with Olympic events and their features which they will then compare to the ancient Olympic events.

- Discover sport's historic continuity and position in Greek culture, become aware of the significance attached and attributed to the fact that the Olympic Games were born in our country.
- Get to know the history of the modern Olympic Games and the meaning of the Olympic Idea's revival.
- Collect information on the aspects of modern Olympics (opening ceremony, mascot, flag, etc).
- Become more aware of issues related to sports ethics and fair play and understand the value of rules and the role of judges and referees.

The muse's activities and material are structured around four thematic units

- a) The Olympic Games in ancient Greece
- b) The revival of the Olympic Games
- c) The ceremonial of the modern Olympics
- d) Modern Olympic events.

The kit contains a vast array of support material (maps, official Olympic posters, a representation of the sanctuary in Olympia, photographs from the first modern Olympics), educational activities packs, including instructions and brochures for the children, leaflets from associations connected to the Olympic Movement (e.g. the International Olympic Academy, the 2004 Bid Committee) and folders with information on the Olympic Games from newspapers and magazines.

The first thematic unit provides us with ample opportunities to establish a link.

- With history and mythology by acquainting the children with ancient Greek civilization and its ideals (Time chart of historic periods, reconstruction of the sanctuary in Olympia, educational activity pack "The east and west pediment of the temple of Zeus", a reconstruction - plan of Zeus' temple in Olympia, educational activity pack "The Olympic events in ancient Greece").
- Physical education and social and civic education by means of comparisons to modern sports, examination of the rules of sports conduct and the setting of the games ("educational activity pack, "Olympic events in ancient Greece").

- Aesthetic education through the study of ancient athletes depicted on vases and statues and the weaving of the kotinos (photographs of statues of wrestlers and female athlete).

The second thematic unit is associated with

- Geography and history, with information on when and where the Olympic Games have been staged, as well as research on each Olympiad's major events (educational activities "Host cities of the Olympic Games", "Memory game", The passport of the Olympic Games", official Olympic posters, world map).
- The study of the environment and aesthetic education through the study of the clothes worn by athletes at different events and their comparison from Olympiad to Olympiad (Booklet "Dress the athlete").
- Mathematics, by solving Olympic mathematic problems on the multipliers of 4: When you will be 30 years old which Olympiad will be opening? When your grandfather was 40 years old which Olympiads had already been celebrated?

The third thematic unit is linked to

- Aesthetic education (design and production of the Olympic mascot, the flag of the Olympic Games, the athletes' clothing, the official Olympic poster, medals).
- Geography (plotting of the torch relay's route, linking the Olympic flag to the five continents).
- History (Torch relays: the flag of the Olympic Flame ceremony, The Journalist: the honorary place of Greece during the opening ceremony).
- Language (educational activity "The journalist" for the opening ceremony, Olympic anthem and athlete's oath).
- Drama (dramatization of the lighting of the flame or the victory ceremony).
- Music (listening to or executing the Olympic anthem).
- Social and civic education (professions involved in the organization of the Olympiad, the ceremonies and symbols of the Olympic Games and their significance).

The fourth thematic unit is linked to

- Physical education (educational activity "Olympic events") combined with mathematics (time measurements, ranking of events,

size measurements and comparisons, e.g. between a basketball, volleyball and tennis ball, etc.).

- The study of the environment (research on the structure of a stadium and the different material and technical infrastructure required for each event).
- Language (terminology glossary, hypothetical interviews with Olympic champions, the good athlete's decalogue).

The teacher or physical educator who shall use the museum kit **"The Olympic Games - Then and now"**, will be able to choose from a vast range of activities in order to blend the mind with the body. The best way to close this exploration of the Olympic Games as a culmination point and reference throughout the school year, would be to stage a school Olympiad where children will be able to display every thing they learned with the help of the support material and by playing the kit's games. The school Olympiad will be an incentive for teaching the principles of Olympism and educating students along the ancient model of "Kalos Kagathos". Sport, this all human ideal, can thus become a vehicle for global education, furthering the harmonious development of intellectual, physical and moral faculties and making man the highest value of life.

NOA OF GERMANY

by Claus KRETSCHMER (GER)

Stemming from the interest of the German NOA for a study of the situation of physical education in Germany they have recommended that some of the present objectives need to be reconsidered from the didactic viewpoint. For 15 years authors have focussed on the question how Olympic education can be established in the curricula and can evaluate physical education as a school subject in order to develop new concepts for physical education. Since then various ideas and projects have become an important part of the work of the NOC and NOA.

Mostly the areas of work are related to primary and elementary education. As for example: Since 1988 - the Seoul Olympic Games - our NOA has produced workbooks for pupils and teachers of elementary schools for all following Olympic Games. The title of these books is "Take part in the School Olympics". In correspondence with the curricula of elementary schools, the book gives information and ideas on the Olympic Movement by means of working sheets and programmes for almost all subjects for teachers as well as for children from age 6 to 11. A detailed survey of all works concerning Olympic education for this age-class is published in Gessmann-Schulz - Olympic Games - an important theme for pupils, in Sportunterricht, Nr. 5, Mai 1984, Karl Hofmann, D-73603 Schorndorf.

As the former treatments of this topic mainly considered aspects of elementary education I want to give you in the following a summary of past, present and future activities of our previous considerations and discussions on this topic focused on senior high level education in Germany (age-class 16 to 19).

In our work we of course refer to the previous results concerning primary and elementary education which is already sponsored by the NOC of Germany but try to restrict the search to the senior high level.

Starting in September 1999 both groups will produce a CD-ROM with sport and Olympic topics and a special link to the Olympic education part of the German NOC internet homepage (www.nok.de).

The German NOC has started a separate seminar on Olympic education for German teachers. This year the 4th seminar for teachers will take place here in Olympia. Up to now 400 teachers from different kinds of schools have taken part in our programmes, which include different subjects of Olympic education. These teachers are not only multipliers of the ideas but they are also responsible for the distribution of our material.

Even universities are interested in these topics as seminars at Essen, Greifswald, Köln and Mainz have shown.

As for universities and academical institutes two different activities are planned for 1999. First of all, there is a competition of graduate students and their theses on Olympic subjects and secondly, there is a seminar of students from different universities both in Olympia.

In April 1999 a study group has been formed - teachers, students and university teachers from various federal states - whose first intention is to research the different curricula for senior high level education seen from the point of view of the manifold approaches to Olympic education not only concerning physical education but also subjects like history, art, languages, sciences, music, etc. to answer the recent political demands on education for more active involvement and comprehensiveness, enhanced cooperation among different subjects and the actualization of physical education contents within the frame of Olympic education in schools. The results of the empirical data have not come in yet.

Referring to the physical education curriculum of Berlin I want to show you by different examples that there are perspectives of Olympic education.

Curriculum for physical education for the senior high level in Berlin

Search: In how far are Coubertin and his Olympic Thought, the Olympic Education and the Olympic Games constituted in the curriculum?

Theory of sport is represented in the

Profilkurs (11th grade)

Grundkurs (basic course or selected fourth exam subject for graduating high school students),

Leistungskurs (selected second exam subject for graduating high school students).

General goals

Students are to be enabled to define positions of sport with society. Their education should empower the students to take logical steps on their own as well as to render well founded statements in discussions and talks.

Profilkurs Sport

With the help of examples it is made clear to the students in how far sportive behaviour might be examined and interpreted and which evaluations of sport are possible within society.

Here, an in-depth treatment of individual aspects of occupation is to be preferred to a multitude of aspects.

Grundkurs

As two areas of teaching can be chosen in sport theory (just as prescribed for the Leistungskurs below) area 1 - sportive training - as well as area 3 or 4 - sportive behaviour and sport within society - present themselves.

Leistungskurs Sport

The possibilities of applying theory are to be worked out as well (e.g. fair play). Each course section has its main emphasis, but can also be related to other areas of teaching. The contemplation of cultural communal import of sport has to be ensured. Issues of competitive, but also of popular and leisure sport are to be considered.

Course theory section: Sportive Training

Evaluation of training concepts under the perspective of increase of performance as well as positive and negative influences on health issues (biologic-medical and psycho-social).

Course theory section: Sportive Behaviour

Links to

- sport-psychology and sport-sociology are to be established,
- theories of assessing human conduct in sport,

- sportive achievement, competitive thought, motivation, aggression, sport and personality development, sportive areas of action are contents of this course.

Course theory section: Sport within Society

Links to sport-sociology, economy and politics are to be established. Themes to be discussed:

- marketing, commercialisation, professionalisation,
- conflicts/excess of top-class sport (doping, violence, hypnosis),
- sport in mass media, advertising
- sport success as means of national representation,
- means of carrying out political conflicts (boycott),
- sports as means of international understanding,
- sport and environment.

Submission of a Distinct Learning Achievement

- seminar paper (two terms)
- project (paper)

Addendum: Areas of work of the NOA of Germany

IOA		SCHOOL			UNIVERSITY	OTHERS
Session	Participants	Teaching Material	Competitions	Teachers		
Represented in all IOA sessions since 1966	Annual publication of IOA circular	Primary School Brochure: "Mach mit" (join us)	Essay Competition 1984	Events for service seminars in Olympia since 1991	Competition of examination and dissertation theses on Olympic themes	Preparation and distribution of a poster exhibition
Selection, preparation of participants and their later assessment	National work meetings	- Seoul - Barcelona - Lillehammer - Atlanta - Nagano - Sydney	Art Competition 1988	Preparation of documentation - brochures - videos	Academic seminars in the IOA - 1988 - 2000	Picture exhibition (poster survey and leaflets) for the 1988 competition
Tours to Greece	Cooperation with former participants on special NOC events	Support of School Olympics		Evaluation meeting with former participants	Allocation of examination theses on Olympic themes	Carrying out of the first NOA conference for middle and north European NOAs in 1998
Speaker for the IOA		Material for School activities: - Barcelona - Sydney		Supporting national events in service seminars		Participation in the national sessions of neighbouring countries with participants and speakers

National Olympic Academy of Germany - Areas of Work (continue)

IOA		SCHOOL			UNIVERSITY	OTHERS
Session	Participants	Teaching Material	Competitions	Teachers		
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Speaker for the IOA		Material for School activities: - Barcelona - Sydney		Supporting national events in service seminars		Participation in the national sessions of neighbouring countries with participants and speakers

**THE PROMOTION OF "SPORTS FOR ALL "
THROUGH THE OLYMPIC MOVEMENT, UNESCO
AND THE WORLD HEALTH ORGANIZATION,
AS WELL AS THE "HEALTHY CITIES AND
VILLAGES" AND "HEALTHY SCHOOLS" NETWORK**

**by Dr. René LAROUCHE (CAN)
and Prof. Clermont SINARD (CAN)**

**1. The Olympic Movement and the promotion of
"Sports for AU"**

The International Olympic Committee, the International Olympic Academy and the IOC's "Spots for All" Commision all have as their mission to promote the Olympic philosophy and ideal as originally defined by baron Pierre de Coubertin.

In Coubertin's mind, the Olympic Games should not be perceived as an undertaking focusing on the show and the athlete's outstanding performances. They **can and should** have a strong influence on the policies of our governments concerning education and health issues, **through the promotion of physical education which has set as one of its main objectives to encourage the practice of physical activity among the whole population.**

"The revival of the Olympic Games does not represent the first step in Coubertin's goals. His aim was to arouse sufficient interest in order to urge governments, educationists and the public, to demand national physical education and amateur sports competitions programmes".¹

Although directly involved in the revival of Olympism, Coubertin was therefore a fervent adept of the démocratisation of sports for all.

"Sports should not be just a luxury leisure-time activity, an activity for the wealthy... or be accessible only to a few privileged groups. It should be open to all, independent of their profession, or social rank." (Boulongne, 1975, 273) (Seurin, 1964, 216).

The wish to give the possibility to the whole of the population to be physically more healthy, reflects the double role of the Olympic Games as conceived by Coubertin: **"to promote a sporting ideal and arouse the people's interest in physical exercise"**. (Seurin, 1964, 211).

The 8th Congress on "Sports for All", that will be held in Quebec in the year 2000, should act as a lever in order to initiate, improve or expand a vast number of physical education programmes during all the phases of life (i.e. for children, adolescents, adults and the elderly) since this approach will increase the practice of "mass sports" and contribute to the education and training of individuals, whilst improving their health and quality of life, as well as the community's.

This event should help us not only to take stock of the present situation but, more important, to also discuss measures, policies and initiatives that the different levels of government will necessarily have to introduce in order to increase in a significant, meaningful, steady and continuous way the practice of sport and physical education by various population groups in a large variety of living environments.

The objectives of this international meeting are totally in line with those promoted by UNESCO², some programmes of the World Health Organization (WHO)³, as well as the "Healthy Cities and Villages" network⁴ and the "Healthy Schools" Movement.⁵

2. "Healthy Cities and Villages": an international movement launched by the World Health Organization (WHO)⁶

All around the planet, healthy cities and villages projects are being implemented with a common objective: health for all.

Although the approach adopted by each country varies according to its culture, needs and resources, all emphasize, to varying degrees, the cooperation between local partners, as well as the participation of the community, by using the available resources in each municipality.

The aim of the "Healthy Cities and Villages" network is therefore to improve the citizens' quality of life, by focusing its in-

interventions on the problems, the needs, the expectations of each community or certain sub-groups.

Pierre de Coubertin's philosophy, as well as the philosophy of the IOC's "Sports for All" Commission, are fully compatible with the objectives of the "Healthy Cities and Villages" network: make the whole of the population more active, more autonomous and more responsible as regards their health care and its improvement.

3. "Healthy Schools": an international movement supported by the World Health Organization (WHO)⁷

According to the United Nations Organization (UNO), "health for all" and "education for all" are two indivisibly linked objectives, that should be reached together, through strong alliances and concerted action, at all levels, between the different organizations active in these two areas.

The World Health Organization (WHO) believes that, in spite of its limited resources, the school offers major advantages as regards health and learning. It represents an important starting point for health promotion, since it offers a most appropriate framework for the improvement of the health of children, teachers, families and the community as a whole, **while furthering respect for the fundamental rights of human beings to education and health.**

Already in 1902, Pierre de Coubertin was speaking about "the need of establish a new form of physical education which should contribute to the development of healthy bodies and be useful for the individual: health, hygiene, well-being, knowledge of the exercises that can help in rescue operations, defense, the possibility to move in all environments (land, water) without aspiring to be first". (Eygne et al., 1966, 115).

The impact of the 8th World Congress on "Sports for AU"

The holding of this congress in Quebec in the year 2000, represents a unique opportunity to aim at the attainment of some of the objectives pursued by the Olympic Movement, UNESCO⁸, the World Health Organization⁹, as well as the "Healthy Cities and Villages"¹⁰ and "Healthy Schools"¹¹ networks, in a concrete way.

This event should make it possible to arrive at a true synergy, a closer functional interrelation on a better complementarity between the organizations concerned and the different levels of government.

Its legacy will be reflected:

- In the wider influence of Coubertin's Olympic philosophy and ideal on the promotion of physical education in the schools, since his dream was that this discipline should contribute more effectively to the development and improvement of the **young** people's health;
- In the **added value** generated by an increase in the regular, safe, efficient and effective practice of physical activity **for the whole of the population, throughout their life and in all the different environments.**

In other words, the Congress on "Sports for All" that will take place in Quebec could certainly leave behind in its wake **this desire to achieve, in a concrete way, a number of social objectives in the field of education and health**, through the initiation, consolidation and increase of physical education programmes to be provided, now and in the future, in schools, factories, recreational centers, homes for the elderly, etc.

Graph 1
Factors determining health and the allocation of resources

Potential contribution to a reduction of mortality rates	Present distribution of health expenses in the US (%)

HUMAN BIOLOGY

ENVIRONMENT

LIFESTYLE

HEALTH CARE SYSTEM

Taken from Genver G.E.A.; An Epidemiological Model for Health Policy, Soc. Ind. Pre. 197, vol. 2

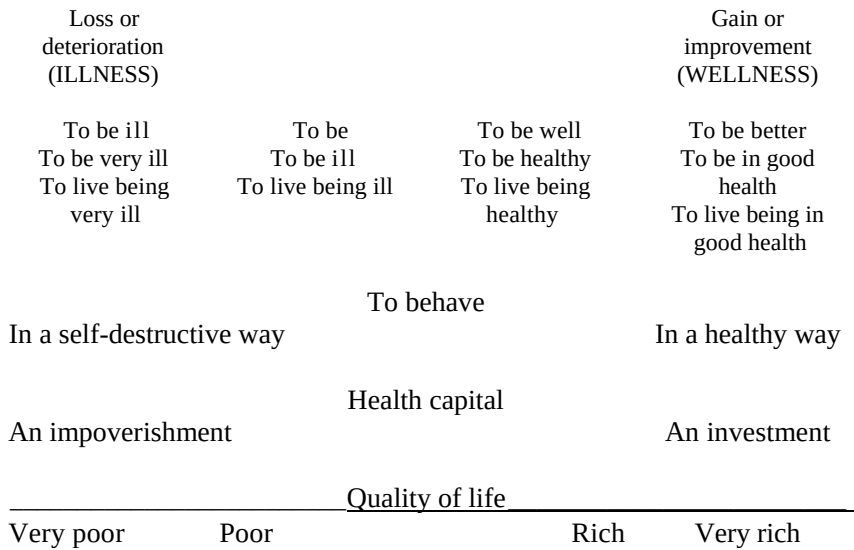
Health care organization (10%)	Lifestyle (50%)
Environment (20%)	
Human biology (20%)	

A US interpretation assigned importance based on contributions to the principal courses of death.

The individual (16%)	Way of life (53%)
Environmental conditions (31%)	
Health system (10,7%)	

Factors which influence knowing yourself.

Process / Continuum



Source: Larouche, René, Ph.D.

Figure 1.
Health or wellness condition of an individual or a community

NATURAL EVOLUTION OF A DISEASE

Example: A cardiac disease of arteriosclerotic origin

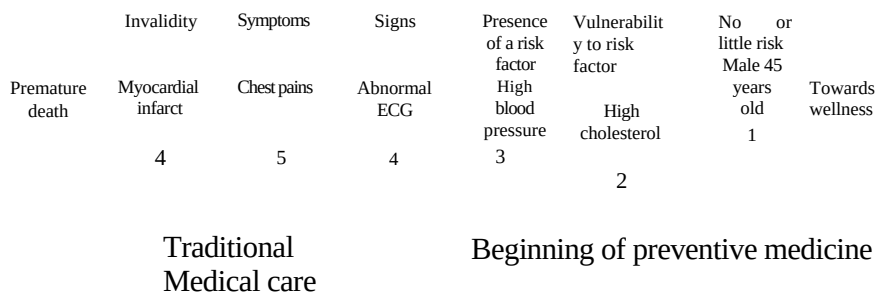
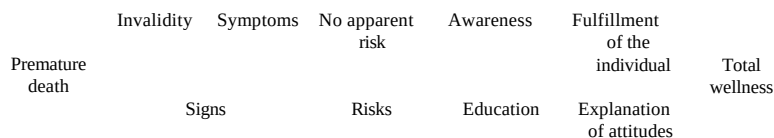


Figure 1e
THE STAGES OF WELLNESS

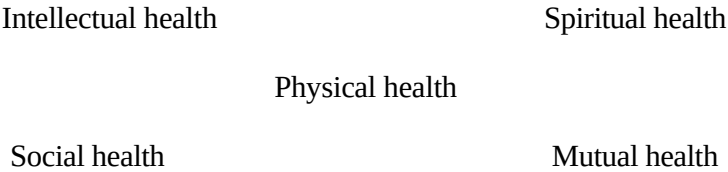


John Travis, The Wellness Book (for health professionals) Mill Valley, California Resource Centre, 1977.

SKETCH OF THE HEALTH AND GLOBAL WELLNESS MODEL

HEALTH CONDITION OF THE PHYSICAL ENVIRONMENT

Health of the human environment
(Meso, exo, macro groups)



Source: Larouche, René, Ph.D.

CHART

Physical education sciences applied to the multidimensional development of the human being and the improvement of his overall health

THE FORMATION OF A HUMAN BEING (healthy – autonomous – multidimensional) Living in a body ... endowed with a unique personality and member of a specific society

	EDUCATION	OF THE BODY	OF THE PERSON	- TO SOCIETY - TO HIS ENVIRONMENT
ADDRESS TO BE CONSIDERED		HEALTH AND PHYSICAL PERFORMANCE	HEALTH AND MENTAL OUTPUT	HEALTH AND SOCIAL ADAPTATION
		BIOLOGICAL SCIENCES	BEHAVIOURAL SCIENCES	SOCIAL SCIENCES
ORIGIN OF KNOWLEDGE		PROFESSIONAL ACTS SPECIFIC AND EXCLUSIVE TO PHYSICAL EDUCATION TEACHERS SINCE THIS GROUP OF PROFESSIONAL CAN CONTRIBUTE THROUGH THIS ACTIVITY TO: - multidimensional development - the promotion of global health - the acquisition of healthy life habits - the adaptation to different physical and human environments - to all the stage of life		
- MOMENTS - PERIODS - AND SITES OF INTERVENTION		FAMILY GROUPS	WORK	RETIRE-MENT
		SCHOOL	RECREATION	

MAIN FUNCTIONS	EDUCATIONAL (train/ socialize) - knowledge – culture: - primary - secondary	INSTRUCTIVE (acquire / integrate) - learning – knowledge - know-how
VALUES SYSTEMS	<u>VALUE = EDUCATION</u> EDUCATIONAL SYSTEM	

Multidimensional development

- emotional
- social
- physical
- intellectual
- moral

(PHYSICAL) e.g. HOSPITALS		(SOCIAL) e.g. DETENTION CENTRES
- birth - childhood - adolescence - young adult - adult - retirement	MENTAL ACTIVITY e.g. RECREATION CLINICS	
PREVENTIVE (warn- avoid) - information - attitudes - habits		CURATIVE (correct/ cure) - recovery - rehabilitation - re-education
<u>VALUE = HEALTH</u> HEALTH SYSTEM		

Promotion of global health

- mental
- social
- physical

Larouche, R.: L'éducation physique en l'an 2000: progression ... stagnation ... ou régression en regard du processus de professionalisation. Actes du deuxième congrès de la CEÉPQ, 1991, p, 76.

functional interrelation

- between education and health systems

EDUCATION

HEALTH

- between the theoretical approach and practical reality

THEORY

PRACTICE

- between disease prevention and health promotion

DISEASE

HEALTH

PREVENTION

PROMOTION

- between physical, mental and social health

PHYSICAL

MENTAL

SOCIAL

- the development of the human being's multiple dimensions

INTELLECTUAL

SOCIAL

EMOTIONAL

PHYSICAL

MORAL

Source: Larouche, René, Ph.D.

The “raison d’être” of physical education (systematic and integrated visions)

René Larouche, Ph. D.
Department of Phys. Education
Faculty of educational sciences
University of Laval
President of FEEPEO

Respond to	needs problems expectations etc.	of individuals of institutions of society	in	education health	- in a complementary way during the different periods of life - in all life environments -improvement: of living conditions, of bonds, support	childhood adolescence adult elder physical human	school, factory accommodation etc. family, class sports club work team etc. particular problems incapacity, inadequacy, mal- adjustment disability, deficiency, difficulties developmental retardation vulnerability, perturbation
					- for each category of individual -strengthen their potential	normal/asymptomatic special with	

KNOWLEDGE TO BE ACQUIRED					COURSES TO ATTEND ON THE PROGRAMME	
DIMENSION	A - 1 PHYSICAL	KNOWLEDGE OF	the structure the functioning	of the human body	OLD	NEW
		STEPS/STAGES OF GROWTH AND DELAYED DEVELOPMENT				
		DEVELOPMENT	physical condition (general, specific)	- appliances, systems		
		- abilities		- abilities		
		- skills		- physical effort		
		- qualities		- skills		
- aptitudes						
		bio-motor	- locomotion - mobility - manipulation			
		of senses	- vision - touch - hearing - kinetic perception			
		cf. other items pp.5-54				
		CONTRIBUTION OF PHYSICAL EDUCATION TO THE DEVELOPMENT OF THE PHYSICAL DIMENSION IN THE	child adolescent adult elder	normal special normal special normal special normal special		
		LEARNING OF/BY A VARIETY OF PHYSICAL ACTIVITIES				
DIMENSION	A - 2 EMOTIONAL	PROCESS/STAGES OF MATURATION OF THE INDIVIDUAL'S AFFECTIVITY AND BEHAVIOUR	normal disturbed	 emotional neurotic psychotic		
		CONTRIBUTION OF PHYSICAL EDUCATION TO THE DEVELOPMENT OF THE EMOTIONAL DIMENSION IN THE	child adolescent adult elder	normal special normal special normal special normal special		
		DEVELOPMENT				
		- interests	control of emotions			
		- appreciations	positive vision of existence			
- beliefs	intrinsic/extrinsic motivation					
- attitudes	cf. other items p. 55					
- emotions						
- feelings						
- enhancement						

DIMENSION A - 3 SOCIAL	PROCESS/STAGES OF MATURATION OF THE INDIVIDUAL'S SOCIAL CHARACTER AND BEHAVIOUR	normal limited bad	adaptation to physical / human environment		
	CONTRIBUTION OF PHYSICAL EDUCATION TO THE DEVELOPMENT OF THE SOCIAL DIMENSION IN THE	child adolescent adult elder	normal special normal special normal special normal special		
	DEVELOPMENT - abilities - skills - qualities - aptitudes	socialization expression cooperation opposition cooperation/ opposition cf. other items p. 57			
	KNOWLEDGE	of the structure of the operation	of different group (box 1)		
	PERSONAL AND SOCIAL TRAINING	life in society interpersonal relations consumption sexuality			
DIMENSION A - 4 MORAL	PROCESS/STAGES OF MATURATION OF THE INDIVIDUAL'S MORAL ASPECT AND BEHAVIOUR	normal perturbed			
	CONTRIBUTION OF PHYSICAL EDUCATION TO THE DEVELOPMENT OF THE MORAL DIMENSION IN THE	child adolescent adult elder	normal special normal special normal special normal special		
	DEVELOPMENT - abilities - skills - qualities - aptitudes	way of life, values ethics towards making it possible to distinguish cf. other items p. 58	one's self the others good/bad true/wrong		

DIMENSION A - 5 INTELLECTUAL	PROCESS/STAGES OF MATURATION OF THE INDIVIDUAL'S INTELLECTUAL ASPECT AND BEHAVIOUR	normal				
		delayed				
	CONTRIBUTION OF PHYSICAL EDUCATION TO THE DEVELOPMENT OF THE SOCIAL DIMENSION IN THE	child	normal special			
		adolescent	normal special			
		adult	normal special			
		elder	normal special			
	DEVELOPMENT • abilities • skills • qualities • aptitudes	• associate cause/ effect • quick judgment • transfer • concentration • cf. other items p. 58	• induction • deduction • will to succeed • memory			

KNOWLEDGE TO ACQUIRE				COURSES TO ATTEND ON THE PROGRAMME	
TYPE OF HEALTH	B - 1 PHYSICAL HEALTH	KNOWLEDGE OF PHYSICAL HEALTH - for the purpose - in order to know - evaluate the extent, advise, guide	of maintaining of developing the signs/symptoms defense mechanisms		
		CONTRIBUTION OF PHYSICAL EDUCATION TO ACTIVE LIFE FOR: - the prevention of physical diseases			
		- the improvement of physical health: • promote a healthy way of life • fight against the negative effects of a sedentary life • develop positive attitudes and healthy habits • maintain /improve physical condition - safety education: • preventive attitude to reduce injuries	infarct osteoporosis back pains MTS arthrosis etc.		
		CAPACITY TO INTERVENE IN EMERGENCY SITUATIONS	number severity first aid RCR etc.		
		KNOWLEDGE OF MENTAL HEALTH - for the purpose - in order to know - evaluate the extent, advise, guide	of maintaining of developing the signs/symptoms defense mechanisms	OLD	NEW
		CONTRIBUTION OF PHYSICAL EDUCATION TO ACTIVE LIFE FOR: - the prevention of mental diseases			
TYPE OF HEALTH	B - 2 MENTAL HEALTH	- the improvement of mental health: • develop positive attitudes and healthy habits • enhance • manage fatigue stress • learn to release tension instead of keeping it inside • increase the joy of life /the good side of life • fight depression/capitalize on the positive aspects	anorexia depression anxiety etc. self image self-confidence self-esteem (mental)		

...i.e. contribute:

A) To the development of the human being's multiple dimensions and certain aspects of his/her personality

1.2.0 NEEDS AND INTERESTS OF CHILDREN (PRIMARY) AND ADOLESCENTS (SECONDARY) ¹

- 1.2.1 need of a positive self-image
- 1.2.2 need to exercise one's body ... of movement
- 1.2.3 need to adjust to one's physical environment
- 1.2.4 need to establish bonds with the others

1.4.0 EXPECTATIONS OF SOCIETY ¹

- 1.4.1 Expectations regarding health and physical condition
- 1.4.2 Expectations relating to recreation
- 1.4.3 Expectations regarding the development of certain personality aspects

1.5.0 CONCEPTION OF PHYSICAL EDUCATION ¹

- 1.5.1 General principle at the basis of physical education
 - 1.5.1.1 Physical education is primarily education
 - 1.5.1.2 Physical education is the education of the individual as a whole
 - 1.5.1.3 Physical education aims at personality development
 - 1.5.1.4 Physical education is a permanent education

B) Improvement of health	INDIVIDUAL	way of life quality of life wellness		
	COLLECTIVE of	young people adults the elderly	in better health	
	ENVIRONMENTAL	life environments living conditions	Physical human	healthy
	GLOBAL HOLISTIC	physical mental social		
through an approach	PREVENTIVE	PRIMARY SECONDARY TERTIARY (Reduce risk factors)		
		(before) (early intervention)	(during) (recovery)	(after) disease(s) accident(s) injury(s)
	BEHAVIOUR:	- by preventing a fall - readaptation, strengthening, etc.		
	- Autonomy	promotion of healthy life habits that generate health		
	-Self-impowerment	change of	self-destructive harmful to health	habits

¹ Ministry of Education of Quebec, Programmes Directorate
Studies Programme: physical education - primary (February 1981),
secondary (October 1981)

Table 1

TO KNOW THAT ...

Practising certain physical activities will contribute, in a significant and unique way, to the prevention of some diseases, to the acquisition of healthy life habits for (physical, mental, social) health and the development, in a unique way, of all the dimensions of man (physical, social, intellectual, moral, emotional).

... will definitely not be sufficient if one is unable to practise such activities because of lack of knowledge of

TO KNOW-HOW ...

means the ability to practise a number of physical activities in a efficient, effective, pleasant and safe way at a level that satisfies needs, expectations or aspirations.

This presupposes as a prerequisite that the body is sufficiently developed at the level of its different systems (cardiovascular, respiratory, muscular, bone, nervous, etc), that the physical condition has reached and maintains a certain level of development (i.e. endurance, resistance, strength, etc) and that the same applies as regards psychomotor and motor skills (reaction time, locomotion, manipulation, etc.).

... the acquisition of these abilities and skills is insufficient if they are not integrated in the lifestyle.

TO KNOW TO LIVE ...

has to do with the adoption of an autonomous and responsible way of life, as part of which the habit of being physically active on a steady and regular basis is enhanced at each life stage, becoming a way of being, thinking, acting, living.

It stems from intrinsic attitudes, values and motivations and favours certain types of behaviour that have a direct or indirect influence on the human being's quality of life and facilitating his/her adjustment to various physical or human environments.

Source: Larouche, René. Supporting document to the paper presented to the Education Commission in Quebec and entitled: "Un peuple moins sédentaire et en meilleure santé à travers l'éducation physique et la vie active – Un projet de société très rentable pour l'enfant et sa famille, l'élève et son école, le travailleur et son entreprise, ainsi que la personne retraitée vivant à domicile ou en institution.

Table 1
Prevention of cardiovascular diseases
Promotion of cardiac health

	Prevention	Promotion
Objectives	• Screen hypertensive, obese individuals, smokers, persons with high cholesterol levels or high risk • Develop programmes for the control of hypertension, smoking, hypercholesterolemia, • Prevent excessive sedentariness	• Promotion of healthy way of life: physical activity, fulfilling and non-stressing work, good nutrition • Promote access to adequate living conditions: income, housing, job. • Recognize the importance of risk "environments": poverty, workplace, consumer markets.
Activities	• Screening / reference systems for risk individuals • Stress management programmes • Health education programmes aimed at young people and adolescents on the risks of smoking and fatty foods • Detoxification clinics • Awareness of doctors and education of patients about hypertension • Availability of equipment for physical activity at work	• Awareness campaign • Interventions at the level of companies, trade unions, health-safety committees on the organization of work and healthiness of the premises • Community action / coalition (social housing, rights of social assistance beneficiaries, economic development of the community) • Education of consumers • Pressure • Nutritional policy in the schools.

Identify your profile by calculating the number of points () for each risk factor				RESULTS
Factors on which you have no control		WOMAN (2) points		MAN (3) points
GENDER	AGE	20-35 (1)	36 to 55 (3)	56 and more (5)
HEREDITY	Parents in good cardiovascular health	(1)	A close relative with cardiovascular disease (father, mother, brother, sister) (3)	More than one relative with cardiovascular disease (5)
Factors which you can control				
EXERCISE	Active work and moderate recreation or sedentary work and recreation 3 times/week	(1)	Sedentary work + recreation or some physical activity once a week (3)	Sedentary work + recreation or any occasional physical activity (5)
WEIGHT	0-5 lbs (2.27 kg) above normal weight (1)	(1)	6 lbs (2.72 kg) to 20 lbs (9.07) (3)	21 lbs (9.52 kg) and more per day (5)
TOBACCO	Does not smoke (0)	(0)	1-10 cigarettes per day (3)	11 cigarettes and more per day (5)
NUTRITION (a)	Diet with practically no butter, margarine, eggs, oil (1)	(1)	Normal diet with eggs but without fried food or sauces (3)	Rich diet with sauces, fried food, sweets, etc. rather frequently (5)
NUTRITION (b)	Reduced meat consumption (0)	(0)	Normal meat consumption (1 meal per day) (3)	High meat consumption (more than 1 meal per day) (5)
CHOLESTEROL	220 mg and less (1)	(1)	220 to 280 mg (3)	More than 280 mg (5)
BLOOD PRESSURE	Normal (0)	(0)	Does not know or known high pressure and treated (3)	Known high blood pressure, not treated (5)
STRESS	No anxiety, good ability to relax (0)	(0)	Anxiety, but able to relax (3)	High anxiety, unable to relax (5)
DIABETES	No (0)	(0)	Controlled (3)	Uncontrolled (5)
Interpretation of results				
0-11 Very low risks	12-22 Average risks	23-33 Real risks but not worrying	34-45 Real to dangerous risks	46-58 Too high and dangerous risks. Consult your doctor

Figure 3

Variety of client groups with special needs, problems and expectations to which the different categories of physical education teachers trained in BSEP can respond in various ways.

Seniors	College	Very active	Elite	Autonomous
Adult age	Secondary	Moderately active	Competitive aspect	Semi-autonomous
Adolescence	Primary	Not very active	Recreational aspect	Not very autonomous
Childhood	Pre-school	Sedentary inactive	Uninitiated	Not at all autonomous
Periods of life	Students	Intensity of practice	Level of practice	Level of dependence

PHYSICAL ENVIRONMENT

HUMAN ENVIRONMENT

HELP GROUPS

LINKED TO HEALTH

SERVICES LINKED

TO HEALTH

PROGRAMMES

OF HEALTH EDUCATION

OF PHYSICAL EDUCATION

"HEALTHY SCHOOL "

**"HEALTHY CITY
OR VILLAGE"**

Functional complementarity and interrelation

Integrated approach between the healthy school and the healthy city or village

Source: Larouche, René, Ph.D.

THE SOCIO-HISTORICAL CONTEXT (Yesterday - Today - Tomorrow)

PHYSICAL ENVIRONMENT HUMAN ENVIRONMENT

The region		Political aspect:
Village/city/	MACRO GROUPS	Levels of
Neighborhood	EXO GROUPS	government:
Workplace/recreation	MESO GROUPS	School
School		Municipal
Residence		Regional
		provincial
		federal

GRAPHIC CONTEXT	Mental health	Physical health	SOCIAL CONTEXT
	Social health	Cognitive health	
	Moral health	Spiritual health	

- The reasons
- Altitude
- Latitude
- Temperature

Economic aspect:
primary sector
secondary sector
tertiary sector
quaternary sector

THE IDEOLOGICAL CONTEXT (Ways of seeing, thinking, acting, reacting)

- Collective culture
(ethnic, linguistic, etc. aspects)
- Group culture
(of belonging, of reference, etc.)
- Individual culture
(sex, age, education, social class, problems, needs, aspirations, dreams, motivation, personality, lifestyle, etc.)

Source: Larouche, René, Ph.D.

OLYMPISM IN MALAYSIA: STRATEGIES FOR IMPLEMENTING OLYMPIC EDUCATION IN MALAYSIAN SCHOOLS AND UNIVERSITIES

by Dr. Ann-Mean LEO (MAS)

Introduction

As a faithful member of the International Olympic Committee and fully committed to the Olympic ideal, Malaysia has played up to expectations its role in promoting Olympism in the educational system of the country.

Olympism in School

Olympism is an integral and important part of the formal school curriculum not as a separate subject but through integration and infusion into the various subjects that constitute the curriculum.

In primary school it is implemented through the KBSR (*Kurikulum Bersepadu Sekolah Rendah*) or Integrated Primary School Curriculum which is the official national curriculum for all schools in the country. In secondary school Olympism is implemented through the KBSM (*Kurikulum Bersepadu Sekolah Menengah*) or Integrated Secondary School Curriculum. Olympism is integrated and infused into subjects such as Physical and Health Education, Moral Education, History, Geography, English Language and Malay Language. Topics on Olympism are integrated into subjects such as History and Physical Education where they are an integral part whilst ideas and exercises related to Olympism are infused into the various subjects where relevant, as in the languages for instance.

Since Olympism is an integral part of the curriculum, topics related to the Olympic Movement are included in the various school and university textbooks. Olympism also features in co-curricular activities in schools, colleges and universities in the form of sports associations and clubs, in celebrating Olympic Day and through *go-tong-royong* or local community self-help projects in urban as well

as rural areas. Olympic youth camps, seminars and workshops could be organised during weekends and school holidays to promote further understanding of the Olympic Movement and foster friendship amongst the youth of the country. To date the National Olympic Academy of Malaysia has organised two National Olympic Academy sessions for young leaders. They were well received and the second session held this year had two invited youth leaders from neighbouring Singapore as well. There are plans to extend this invitation to the youths of other ASEAN countries next year.

Olympism is also found in the curriculum of teacher training colleges particularly for Physical Education and Sports majors. This move will ensure the continued and proper teaching of Olympism in schools. Efforts should be made to prepare training kits and modules as an additional strategy in training teachers on Olympism. Special seminar-workshops could be conducted solely for lecturers, teacher trainers and teachers.

Malaysia has built sports schools in the capital city and several parts of the country. More such schools are in the pipe-line. It is imperative that Olympic education be made a compulsory part of the curriculum of these schools. The formation of Olympic Clubs in these sports schools as well as in all other schools, colleges and universities should be vigorously pursued.

Olympism in the University

Elements of Olympism are also offered in public universities and colleges as well as in private universities and colleges in the country. Olympism however, occupies an insignificantly small portion of the curricula or teaching hours at the present moment.

In these institutes of higher education Olympism is very much a part and parcel of the Physical Education, Sports Management or Sports Science programmes offered in several universities and colleges in Malaysia. The programmes include at certificate, diploma, bachelor as well as at masters level. In the University of Malaya for example, a course on Olympic Education has been prepared and is currently being considered for its Masters in Education programme. At doctorate level several dissertations are presently being written not solely but touches on some aspects of Olympism. There is an urgent need to include the study of Olympism at post doctoral level.

Steps must be taken to promote and encourage research at this highest level of academia, possibly with the founding of research centres on Olympism.

Research is an important component in promoting Olympism. The author is currently conducting a research to investigate the extent of knowledge of the Olympic Movement of high school students, university students, teacher trainees and teachers in Malaysia. Hopefully the findings will be useful in planning further strategies for more effective implementation of Olympic education. The National Olympic Committee should make grants available for research of this nature. To encourage more research on Olympism grants should also be made available to university students interested in conducting research as part of their studies whether at undergraduate or post-graduate level. A university level joint or exchange programme on Olympic research could also be planned and implemented and the findings published and presented in an international sports education seminar.

Strategies of Delivery

As part of the curricular design various strategies for delivering Olympic education are and may be implemented. Besides the traditional mode through face-to-face interaction and via textbooks, more effective and interesting delivery strategies need to be considered. Self-learning or instructional modules as well as multi-media kits may be developed for both teachers as well as pupils. Guidebooks, resource books, correspondence courses and distance learning modes through computer, radio and television may be introduced for Olympic Education. Both print and non-print media has to be utilised in disseminating knowledge of the Olympic Movement and in promoting the aims of Olympism. Conventional audio-visual aids such as audio and visual tapes, slides, photographs, models, exhibits, charts, transparencies, cards, games and other materials may be produced for schools and universities. Radio and television programmes and motion-picture films on Olympism will reach audiences far and wide. Computer assisted learning as well as through multi-media electronic delivery systems such as CD-ROM, the Internet and interactive TV may also be attempted.

Olympic Museum

The Olympic Council of *Malaysia* recently announced that it is in the process of starting a museum for Malaysians to view and appreciate national sports history. Medals, trophies, photographs and equipment used by medal winners in major competitions would be put on display. The museum should be more than just a show case or repository of sports paraphenalia. It should also highlight the history of the Olympic Movement and its ideals through more exciting means such as dioramas or multi-media presentations through a combination of sound, light and drama. In the same light Malaysia can plan for the future, an Olympic Library or Resource Centre which will serve as a centre for study or research on all aspects of Olympism.

Conclusion

In summing, these are the strategies currently being implemented and some strategies being considered for the future of Olympic education in Malaysia. Hopefully these efforts will be successful in promoting the fundamental principles of Olympism through sport and education.

THE SOCIAL ASPECT OF THE PHYSICAL EDUCATION TEACHER AS THE SPORTS EDUCATIONIST

by Dr. Asher MASHIACH (*ISR*)

In October 1986, Professor John Lucas from Penn State University, from the College of Health Physical Education and Recreation, published a short paper (JOPERD) titled "Predications for the Year 2000!".

In his paper he gave 8 different predications of how the profession of P.E. is going to look at the next Millennium:

Predication # 1 - There will be fewer electric "Giants" in our field. The era of people who know the whole of the profession is long since passed. Specialists and super - specialist will dominate the field.

Predication # 2 - The phrase "physical education" will be replaced by a term more relevant to the age. The word "science" will almost be mandatory in the new title.

Predication # 3 - Professionals in the discipline will rarely discuss moral, emotional, intellectual, social and spiritual benefits to be derived from school and after school physical activity.

Predication # 4 - Compulsory physical education during school hours will be a thing of the past.

Predication # 5 - Interscholastic and inter - collegiate athletics will have significantly subsided in its preoccupation of students and community.

Predication # 6 - Several hundred departments of physical education will be gone.

Predication # 7 - Sport scientists will be held in higher esteem than is today's physical educator, The statement in the London Times (march '84) that "there is absolutely no education in physical education" will be irrelevant.

Predication # 8 - The consternation of thousands of physical education persons will have passed away as they become accustomed to the "new order".

We could say today that almost all the predications fulfill themselves. And if it is true that the profession of physical education is going to disappear in few years, the main question is what are we going to do about it? And could we do anything about it? The answer is that we could do something, but it is very little. One topic that has been completely ignored in the last few years, is the social aspect of the physical education teacher. For many years the media presented the physical education teachers as muscular, aggressive, overbearing, manly types of doers not talkers.

May be now are the time and a golden opportunity that we could carry the task of talkers and become Sports Educationists.

One area, which is growing all the time worldwide, is the topic of the Olympic Games. Is not only the interest which becomes overwhelming every four years, is the growing interest of students in the phenomena of the Olympic Movement and the Olympic spirit.

The Zinman College of Physical Education and Sport Sciences at the Wingate Institute in Israel stands unique in Israel's education system. It is the only academic institution in the country devoted to physical education, sports, dance, movement, recreation and rehabilitation through movement, for quality of life throughout the life cycle. The college has tried with collaboration of the Israeli Olympic Committee, to suggest a new field of specialization which will be developed after the three following topics were suggested:

- 1 - The Olympic Movement
- 2 - The Olympic Games
- 3 - Israel in the Olympic Games

The following courses were offered

- The history of the ancient Olympic Games
- The history of the Olympic Movement
- The Olympic Games in view of the press media
- The history of Athletics in the Olympic Games
- Philosophical sights of the Olympic Games
- Organizational aspects of the Olympic Games
- A study tour of the ancient sights and the modern sights of the Olympic Games.

The quality of life in Israel today has benefited from the contributions of the more than five thousand Wingate graduates serving as teachers, instructors, coordinators, supervisors, initiators, think-

ers, researchers and practitioners of the physical education disciplines. In their various roles, they affect the lives of children, youth, adults and senior citizens. Those courses could be a good opportunity to those who feel that there are still in contact with the sport field and can develop the Olympic spirit.

In the Year 2004 the Olympic Games are going to be in Athens, that will be the first time that the Games will be so closed to Israel (one hour flight from Tel-Aviv), and we see it as a big chance and opportunity to send many spectators to view the Olympic Games in Greece.

"MALLAKHAMB" - A NOVEL INDIAN TRADITIONAL ACTIVITY IN THE PHYSICAL EDUCATION CURRICULUM IN INDIA

by Nayana NIMKAR (IND)

This paper is an attempt at introducing "MALLAKHAMB" a traditional and ancient physical art of India to the International Community.

Key words: Mallakhamb, Human Domain, Application.

Malalkhamb is an ancient art of India. It is a part of the physical education curriculum in Indian Schools and an effective activity that conditions the Body and Mind. Research in this area is in its primary stage, however historical evidence and experience have shown that this activity could be used both as a sport and a conditioning tool for games and sports. The financial implications involved make it a very viable activity for all developing countries. The challenging nature of the activity also makes it enjoyable for the children.

History of Mallakhamb

The origin of this activity can be traced to the 12th century in India. The classic "MANASOLHAS" written by Chalukya describes and illustrates exercises similar to Mallakhamb. This art remained dormant for a period of seven centuries, and was revived during the first half of the nineteenth century during the reign of Bajirao Peshawa by a Physical instructor, Guru **BALAMBHATTDADA DEODHAR**. This was an activity used for conditioning wrestlers and warriors by improving their motor abilities. Today the sport has developed in the country and competitions at various levels are held annually.

Mallakhamb - An Introduction

The word "Mallakhamb" says it all. "MALLA" refers to a WRESTLER and "KHAMB" to a POLE, i.e. a **"WRESTLER'S POLE"**. The Traditional Mallakhamb is a wooden pole firmly fixed into the ground. It is wide at the base, tapering towards the top and has a

knob at its upper most point, with a "Neck" just below it. Castor oil is applied over the pole to reduce friction and prevent injury. Safety mats are placed at the base.

The athletes mount the pole and perform breathtaking displays of grips twists, turns, hooks, suspended positions, various Yogic Asanas and even acrobatic feats. The activities need to be rhythmic and done in unison. Each athlete performs a series of elements on the pole. These could be of a compulsory or voluntary nature. All the movements require a great deal of **agility, strength, dexterity, mobility, quick reflexes, coordination and concentration.**

Types of Mallakhamb

Innovations have led to many variations in the traditional form. At present there are three different types of Mallakhamb in practice.

1. Fixed Mallakhamb (wooden)
2. Hanging Mallakhamb (wooden)
3. Rope Mallakhamb

Boys and girls both perform on the Mallakhamb. The boys perform on all those types of Mallakhamb, while the girls perform only on the Rope Mallakhamb.

Description

- Fixed Mallakhamb

It is a vertical wooden pole made of teak wood or rose wood which is firmly fixed in the ground. Castor oil is applied to the pole in order to minimize the injuries due to friction.

Dimensions

Height of the pole above the ground	260 - 280 cm
Height of the pole below the ground	80 - 90 cm
Circumference - Lower end Upper end Neck Head	53 - 55 cm 30 - 35 cm 18 - 20 cm 35 cm.
Width of Head	07 cm
Height of Neck	18 - 20 cm.

II) Hanging Mallakhamb

A small version of the fixed Mallakhamb is suspended from a scaffolding. The degree of difficulty increases while performing on this variation due to its free swing and rotational movement.

Dimensions

Height of the pole	170 - 190 cm.
Height of the pole below the ground	65 - 70 cm.
Circumference - Lower end Upper end Neck Head	45 - 50 cm. 18 - 20 cm. 18 - 20 cm. 30 cm.
Width of Head	07 cm
Height of Neck	18 - 20 cm.

III) Rope Mallakhamb

A cotton rope with a sleeve around its periphery is hung from a scaffolding. Wax is applied on the rope to facilitate easy movement. Various Yogic Asanas are performed on the rope by entwining the rope between the legs and other parts of the body. This is done without any knots being made in the rope.

Dimensions

Length of the rope	500 - 550 cm
Width of the rope	1.8 - 2.5 cm

Exercises performed on the Mallakhamb

Before starting exercises, an athlete applies Castor oil to the pole and his body to reduce the friction between the pole and his body.

Various exercises are as follows.

1. Turning exercises

These are basic exercises

- a) Simple Holds
- b) Multiple Holds

2. Twisting exercises

These exercises strengthen muscles of the vertebral column and shoulder girdle.

- a) Creeping exercises.
- b) Needle and Thread exercises.

3. Balancing exercises

These exercises are performed at the top of a Mallakhamb.

- a) Vertical straight balance
- b) Vertical inverted balance
- c) Horizontal balance
- d) Side balance
- e) Hand balance

4. Dismounting a Mallakhamb

Somersaults of different types can be performed while dismounting a Mallakhamb.

5. Group exercises

Spectacular exercises in the form of Pyramids can be exhibited on a Mallakhamb by varying number of athletes.

6. Yogasanas

Yogasanas performed on a Mallakhamb are very skillful and versatile. An athlete masters full control of the body and mind by performing Yogasanas on Mallakhamb.

7. Yogasanas on Fixed Mallakhamb

- a) Kukutasana
- b) Mayurasana

8. Yogasanas on Rope Mallakhamb

- a) Pashchimotlanasana
- b) Padmasana
- c) Natrajasana

9. Variations and *Demonstrations*

Mallakhamb feats are performed by tying daggers, knives, swords to the parts of the body and also by holding swords in both hands. Sometimes it is demonstrated by experts by keeping it on a plank or small table supported by bottles, one at each corner.

Mallakhamb - A Different Form of Exercise

Mallakhamb may look like a display of unabashed showmanship but there is no denying its exercise value. Unlike many gymnastic work-outs such as high impact aerobics, it avoids jerky movements and hectic routines. It is an exercise form the movements are in a vertical plane and exercises the spine.

This is an exercise form that emphasizes smooth, balanced movement, grace, poise, symmetry, creativity, rhythmic and controlled breathing. Mallakhamb incorporates many of the Asanas and breathing techniques of yoga while at the same time the different holds, coils, twists and turns, bending and suspended positions exercise every part of the body.

Advantages of Mallakhamb

1) Mallakhamb and the domain of Human Performance

- a. Muscular Strength** - Regular conditioning on the Mallakhamb would improve the muscular strength of the hands, legs and things. The muscles work against the body weight as resistance and thereby increase the strength.
- b. Agility** - Exercises involving holds, quick round moves, twisting movements and change in direction performed in quick succession over the entire length of the Mallakhamb would definitely develop an agile body.
- c. Anaerobic Power** - Continuous practice of the routine performed in a stipulated time frame and the breathing techniques would help develop anaerobic power. The inverted positions would improve the venous return.
- d. Flexibility** - The various holds and twists extend and flex the joints to their maximum and thereby increase the flexibility and range of movement in the joint. This is practically the only ac-

tivity where maximum flexion of the vertebral column is observed.

- e. **Balance** - Balance, the ability to maintain total body equilibrium in a static or dynamic position is enhanced by conditioning on the Mallakhamb by performing different kinds of balances in the supine, prone, lateral and inverted positions.
- f. **Kinesthetic perception** - Mounting, Dismounting and many difficult positions require the athlete to perceive his body position in space thereby improving his kinesthetic perception.

II) Application of Mallakhamb.

Training on a Mallakhamb is very useful for other games.

a. Wrestling and Judo

"Shoulder vault" on Mallakhamb will improve the wrestler's "Shoulder Throw".

b. Gymnastics

Practising a "Fish on Mallakhamb" will strengthen a gymnast's shoulder girdle for a "Fish on the Roman Rings".

c. Athletics

A "Side balance" on a Mallakhamb will take an athlete a long way in "Pole vault".

d. Tennis and Badminton

A "Ladder on a Mallakhamb" will straighten the muscles of the shoulder, girdle and forearm. It also increases the suppleness of the wrist joint.

e. Cricket, Football and Basketball

A "Side dive catch" on a Mallakhamb will train a cricketer to dive for a catch and Football and a Basketball player for a goal.

f. Swimming

Dismounting a Mallakhamb would be a basic training for a swimmer for diving.

g. Horse riding

A "Horse mount" on a Mallakhamb is exactly similar to a "Horse mount" in Horse riding.

///; Other Benefits

- a. Mallakhamb requires very simple apparatus, which is inexpensive and requires minimum space therefore being cost, effective.
- b. It is the only gymnastic apparatus which is perpendicular to the ground. Tremendous variety of exercises can be performed. (140 exercises).
- c. The performance can be done by an individual or a group in a short time.
- d. Exercises help improve Concentration and Neuromuscular Coordination.
- e. The athletes' body is naturally massaged as he applies castor oil to the pole before commencing.
- f. The athlete becomes active, strong, agile and daring. He develops confidence.
- g. Handicapped children can also perform this activity,
- h. Children enjoy this activity.

Research

The preliminary research findings have shown that conditioning on the Mallakhamb for a period of six weeks improves agility, muscular endurance, strength, flexibility, and anaerobic power. Scientific research in this area is in progress which would further validate these preliminary findings.

Conclusion

To conclude, I would like to say that this Ancient Art of Physical Exercise is sure to provide the challenge to the physical and stimulation to the mind as we approach the next millennium.

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PROMOTING THE OLYMPIC IDEAL THROUGH SPORT FOR ALL AND WOMEN'S SPORT

by Virginia OPRISAN (ROM)

"Sport for All is a recent and impressive worldwide development as it relates to health, culture, economy and particularly to education".

(Declaration of Barcelona 1998, VII World Congress Sport for All under the I.O.C.'s aegis.)

Last year's VII-th World Sport for All Congress in Barcelona, organized under the aegis of I.O.C., has settled a new course for the future development of sport. The enhancement of democracy, whose genuine values originate in ancient Greece, from the times when heroes were honoured as gods and gods were jealous of human endeavours, has enabled an unprecedented participation in sport.

Putting aside the unanimously recognized achievements of high level sport that has so far revealed the full meaning of "Olympism" and to which we usually assign the entire "Olympic" signification, one should consider that there also exists another face of the same Movement, closer to the always called "unique" but ordinary people: this is Sport for All. Seen in Barcelona's Congress as "a human right that society has a collective responsibility to ensure", Sport for All means a freely assumed physical activity practiced by any individual, on an organized or non-organized basis, to the extent of one's capabilities, for the sheer joy and well being. Could we assign the same "Olympic" signification to Sport for All? Indeed we can, because Sport for All preserves the real values of sport, sharing the goals of Olympism, as described in the Olympic Charter: *"creating a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles"*.

An almost semantical analysis will help us demonstrate this truism exemplified with specific Romanian data:

"Creating a way of life". Statistics show that only one Romanian out of four practices any kind of physical activity sport being practiced mainly by young male people. The biological potential of the

population is in decline. The public sports structures had to assume the responsibility of improving the situation and thus, in 1992, was created the Romanian Sport for All Federation as an associative organization, part of the new sports system, with a specific role in promoting Sport for All and influencing other policies such a health, education, culture, environment, social protection, etc. Its first present goal is to educate people and induce a change in their mentality (by promoting the Sport for All concept) and in their life style (by implementing its programmes), with the view to integrating physical exercises into one's life. This desideratum will take years to come true and involves sustained efforts.

"The joy found in effort". If we take into account the general hedonist principle and the "playing" nature of man, one cannot convince children and youth to take sports by giving them reasons such as: "it is healthy", "it provides physical and mental equilibrium", "it teaches you good moral values", "it provides social status", etc., but by urging them to move simply because "it is fun" and "it brings friends together".

"The educational value". We are evolving towards a global society the advancement of which supposes globally accepted values. Olympism is one of these globally recognized assets. Through Sport for All, the Olympic Ideal is linked to every day people. In time, it will gain a mass dimension. The negative social conducts that still exist, including in sports, can be corrected through education. That is why, the Romanian Sport for All has placed education at the core of its activities.

In the federation's opinion, education helps changing the attitude of:

- a) the citizens - as individual beneficiaries of Sport for All, towards enjoying life, remaining healthy, being active, socializing, etc.
- b) the state - as global beneficiary of Sport for All, providing stronger work force, reduced costs for medical assistance, development of sports services, enhancement of the private sport sector, improved social behaviour, perpetuating cultural and sports traditions, creating image.
- c) sport policy makers, in order to create better opportunities for general sports practice.

This brief presentation will only mention the educational activities intended to create specialized personell in Sport for All. Such a specific training is not provided so far by the traditional sports education system. Since its foundation, the federation organized each year several Sport for All instructors' courses (1992-1998), two advanced courses in recreational sports coaches (1996 and 1998) the first Balkan international course for Sport for All experts (1997). There resulted 558 trained Sport for All instructors, 90 recreational sports coaches and 49 experts, amounting to 695 trained personnel, out of whom about 70% are involved in Sport for All programmes as fully employed or volunteer staff.

"Good Example". Families are the first to prepare the way for a future active life style. An American statistics on the athletes in universities revealed that parents's encouragement to take up sports played a central role in socializing sports people.

TABLE 1

Parent	Encouragement level	
	Moderate	Intense
Father		
Male athletes (%)	51,8	26,0
Female athletes (%)	48,8	21,1
Mother		
Male athletes (%)	60,7	9,8
Female athlete (%)	55,2	13,4
Data from "Sport Marketing", Mullin B. et al, Human Kinetics Publishers, 1993		

The meaning is evident: family represents an important environment for any message conncted with initiation in general, including initiation to sports. Special notice should be paid to mother's role.

Michaela Penes, famous gold medalist in Tokyo and Mexico "in javelin throw), now Secretary General of the Romanian Olympic Committee, also confesses: Mother took me for the first time to the stadium when I was 7". Indeed, although only 14% of women practice recreational sports in Romania, 78% of them wish that their children would, being aware of the importance of physical exercise for their future personal accomplishment.

LuckiŃy, in Romanian sport, women were always well represented. Olympic champions like Lia Manoliu (discus throw), Iolanda Balas (high jump), Michaela Penes (javelin) as well as world or national champions, such as Ana Pascu in fencing, Letitia Pacuraru - Miclescu in skating, Elena Francu in handball, not only succeeded in sport, but also in sports administration. Other women athletes names have resonance today: Laura Badea in fencing and Ecaterina Szabo in track and field. They represent role models for all of us, not to mention the tremendous impact of a world famous role model: Nadia Comaneci.

Still, woman's condition in society is not an easy one. Even after having proven her competence in a career, in raising her children, society did not absolve the woman of what the economist J.K. Galbraith called the "socially convenient virtue", i.e. the burden to "administrate consumption" within the family. And she assumes this task with a sense of duty, affection and dedication. As Mrs Anita de Franz, President of the I.O.C. Women's Commission, plastically declares, "the woman holds half of the sky".

Women's issues have been intensely approached by the I.O.C. and the international forums in 1998. The I.O.C. amended the Olympic Charter to include an explicit reference to women's role in the Olympic Movement stating that *"the IOC strongly encourages, by appropriate means, the promotion of women in sport at all levels and in all structures, particularly in the executive bodies of national and international sports organizations, with a view to the strict application of the principle of equality between men and women"*. (Art. 2, paraS). In this connection, the I.O.C. has adopted the decision that women in high sports administration should represent about 10% by the year 2000 and about 20% by 2005. Two international forums were dedicated to women's issues last year: the I.O.C. Regional Seminar on Women in Sport, in Zagreb, Croatia, and the 3-rd European Conference on Women and Sport organized by the European Working Group on Women and Sport, in Athens.

Finally, the Olympic Spirit means the *"respect for universal fundamental ethical principles"*. This is the ultimate meaning of Olympism, a sort of Commandment that could be added - figuratively, of course, and in the line of thought of sports philosophers - to the other ten sanctioned by religion, as it appeals to the highest possible system of values. Its observance will certainly lead to better people in a better world.

THE OLYMPIC MOVEMENT IN EGYPT

by Nagy Ismail Hamed OSMAN (EGY)

Egypt is gifted by the Nile, one of the longest rivers in the world, she is the meeting of the three centuries ASIA, AFRICA and EUROPE, was and still the ground, water and air passage between East and West. Through the ancient Pharonic paintings and pictures on the walls of the temples, cemeteries and what ever left by the ancient Egyptians from trails, refers that they had took a great deal of interest in the sports games and practiced it from thousand years and their Heroghlefic writtings provides an absolute Evidence for that.

An introduction for sports and the Olympic Movement in ancient and modern Egypt will be presented

THE CLASSIFICATION OF THE EGYPTIAN JOINING IN IOC

No.	Years	Olympic Committee
1	1894	FRA
2	1894	USA
3	1895	GRC
4	1895	GER
5	1895	AUS
6	1895	HUM
7	1900	NOR
8	1905	GBR
9	1905	DEN
10	1906	BEL
11	1907	CAN
12	1907	FIN
13	1909	BOR
14	1910	EGY

From the schedule above we can find that the EOC is founded at 1910 and joined IOC as the 14th member.

THE EGYPTIAN OLYMPIC SPORTS FEDERATIONS

No.	Federation	Date of Foundation	Joining the International Federation
1	Track And Field	1910	1912
2	Soccer	1921	1923
3	Rowing	1907	1925
4	Tennis	1923	1926
5	Swimming	1910	1927
6	Boxing	1923	1930
7	Fencing	1929	1929
8	Weight Lifting	1930	1930
9	Tennis Table	1932	1934
10	Basket Ball	1930	1934
11	Wrestling	1934	1940
12	Cycling	1910	1942
13	Equestrian	1942	1942
14	Hockey	1942	1943
15	Gymnastic	1936	1946
16	Shooting	1950	1951
17	Rowing	1953	1953
18	Volley Ball	1946	1954
19	Hand Ball	1957	1960
20	Judo	1962	1965
21	Modern Pentathlon	1975	1976
22	Taekwondo	1978	1979
23	Badminton	1992	1992
24	Archery	1998	1999

Egypt Joining in the Olympic Tournament

Tournaments Number	Place	Date	The Games	The number of the participants	
				Adm. judge trainer doc.	player
5th	Stockholm	1912	Fencing - One Player Ahmed Hasanin	-	1
7th	Antwerp	1920	Track And Field - Gymnastic - Fencing - Soccer - Roman Wrestling - Weight Lifting	2	20
8th	Paris	1924	Track And Field - Cycling - Boxing - Weight Lifting - Soccer - Fencing - Shooting	7	43
9th	Amsterdam	1928	Diving - Fencing - Weight Lifting - Soccer - Roman Wrestling	4	32
11th	Berlin	1936	Track And Field - Swimming And Diving - Soccer - Fencing - Roman Wrestling - Boxing - Weight Lifting - Shooting - Basket ball	8	37
14th	London	1948	Track And Field - Swimming - Diving - Water Polo - Rowing - Soccer - Basket Ball - Boxing - Weight Lifting - Roman And Free - Wrestling - Fencing - Gymnastic - Equestrian	53	104
15th	Helsinki	1952	Track And Field - Soccer - Rowing - Gymnastic - Weight Lifting - Fencing - Swimming - Diving - Water Polo - Boxing - Basket Ball - Equestrian	54	108
16th	Melbourne Stockholm	1956	Egypt Did Not Participate In Melbourne Because Of The Threshold Attack At It, But She Participate At The Equestrian Events which had been held at Stockholm In Mid June 1956	2	4

17th	Rome	1960	Egypt And Syria Joined As One Country In 12 Games: Track And Field - Soccer - Weight Lifting - Rowing - Gymnastic - Wrestling - Diving - Water polo - Equestrian - Boxing - Shooting - Fencing	21	82
18th	Tokyo	1964	Rowing - Soccer - Weight Lifting - Wrestling - Boxing - Fencing - Shooting - Water polo - Gymnastic - Track And Field	23	79
19th	Mexico	1968	Weight Lifting - Wrestling - Boxing - Water polo - Diving - Fencing - Shooting	11	32
20th	Münich	1972	Egypt Assigned Her Participant In The Events Of Trach and Field - Boxing - Wrestling - Swimming - Basket Ball, but because of the circumstances which appeared as a result of the attack of the Palestinian Warriors at the Israel expedition in the Olympic Village at the 5th of Sept. the Egyptian expedition left Münich early at the 6th of Sept.	14	28
21th	Montreal	1976	Egypt Assigned Her Participant In The Events Of: Weight Lifting - Wrestling - Volley Ball - Basket Ball - Boxing... And It did not join the Ceremonies of the Opening and then Quit from the Tournament after the starting of the events with the African Countries as a protest for New Zealand's joining in the Tournament and that because it's sporting meeting with South Africa in the American Football game	16	38

22nd	Moskow	1980	Egypt Did not Participate In The Tournament With The Other Countries As A Protest For The Soviet Invasion to Afghanistan.	-	-
23rd	Los Angeles	1984	Track And Field - Basketball - Volley ball - Swimming - Diving - Synchronized Swimming - Weight Lifting - Shooting - Boxing - Modern Pentathlon - Wrestling - Fencing - Judo - Yachting	51	114
24th	Seoul	1988	Track And Field - Swimming - Wrestling - Basket Ball - table Tennis - Shooting - Judo - Taekwondo - Modern Pentathlon - Fencing - Equestrian	7	65
25th	Barcelona	1992	Weight Lifting - Wrestling - Fencing - Boxing Judo - Handball - Modern Pentathlon - Table Tennis - Soccer - Shooting - Swimming - Taekwondo - Hockey	15	100
26th	Atlanta	1996	Swimming - Boxing - Rowing - Weight Lifting - Wrestling - Judo - Handball - Shooting	20	29

Honor Document

Gold, Silver and Bronze medals holders

Through our participating in the Olympics, and starting from "Antwerp - 1920" their still names that we cannot forget in our sports history and that in because they printed their names by golden letters in the Olympic honor pages since they scored medals and victories for Egypt in the most important sports festivals all over the world.

Gold stars

Al said Nosir	Weight Lifting	Amsterdam 1928
Ebrahim Mostafa	Roman wrestling	Amsterdam 1928
Khedr El Tony	Weight Lifting	Berlin 1936
Anwar Ahmed Mesbah	Weight Lifting	Berlin 1936

Ebrahim Shams	Weight Lifting	London 1948
Mahmoud Faiad	Weight Lifting	London 1948

Silver Stars

Farid Semika	Diving from the steady leader	Amsterdam 1928
Saleh Mohamed Soliman	Weigth Lifting	Berlin 1936
Atia Mohamed Hamoda	Weigth Lifting	London 1948
Mahmod Hassan	Roman wrestling	London 1948
Eid Othman	Roman wrestling	Rome 1960
Mohamed Ali Rashwan	Judo	L.A. 1984

Bronze Stars

Farid Semika	Diving from the steady leader	Amsterdam 1928
Ebrahim Shams	Weigth Lifting	Berlin 1936
Wasif Ebrahim	Weigth Lifting	Berlin 1936
Ebrahim Orapi	Roman wrestling	London 1948
Abd. El All Rashed	Roman wrestling	Helsinky 1952
Abd. El Monien Eel Gendy	Boxing	Rome 1960

ACTIVITY FRAMEWORK AT THE OLYMPIC GAMES

by Dr. Endre RIGLER (*HUN*)

Man loves to play... and confront others. He puts *a* lot of personal effort in both cases, so that he finds pleasure in the activity itself. But the greatest joy is to win. The feeling which victory over an "opponent" - "compelling nature" on another individual - brings is a great feeling of course, but the most glorious act is to triumph over one's self.

The choice of activities in the course of which we wish to test ourselves, has always been a question of great importance, giving rise to many controversies. Today, it is prevailing fashion, the public's taste, the media that determine our choice. But what was the programme chosen by competitors in ancient times?

We can group the events of the ancient Olympic Games (cf. fig. 1) in a specific way, according to the skills they required and the competition's common requirements

- overcome distances
- guarantee versatility
- triumph over an opponent with similar abilities
- establish a relation between man and horse to achieve a common performance.

While in the first two categories, preparation is basically individual, in combat sports, tactics play a more important role, victory has to be snatched from an active environment and in equestrian sports it is the capacity to cooperate that is predominant.

Peaceful competition invented and promoted by the Hellenic world has flourished again with the modern Olympic Games. In what ways, however, has this beautiful heritage become richer?

We feel that development can be witnessed in the creation of new versions of the classical events. It is apparent in the change of environment, the diversity of sports implements, in the introduction of different distances, categories of body weight and sports tech-

niques. The arrival of apparatus gymnastics and swimming has also enriched the programme significantly.

Figure 2 shows us the development of sports following the introduction of different ways of overcoming distance, the variety and diversity of jumps and throws.

The participation of women in the events was an unprecedented novelty.

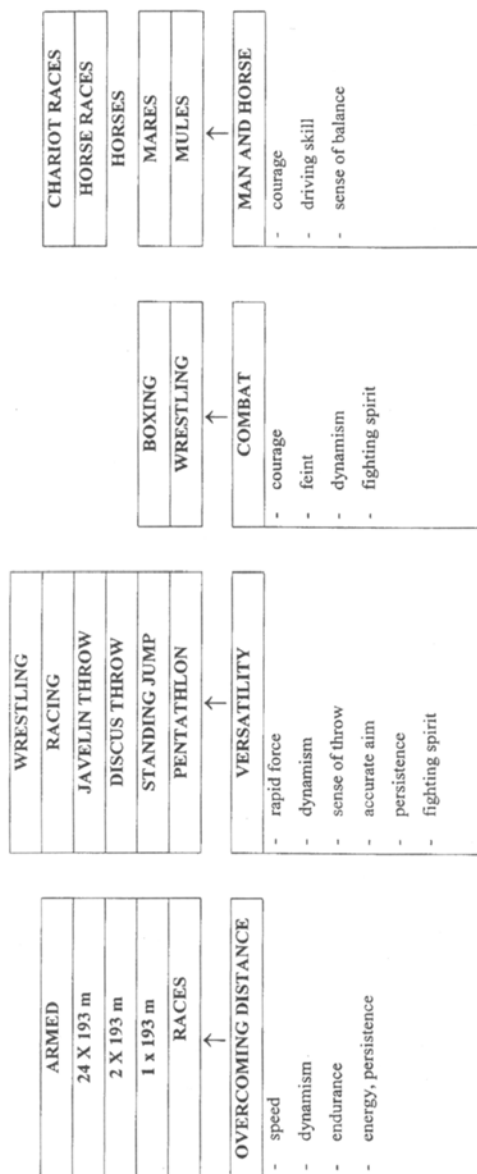
The possibilities to confront the opponent have increased significantly (fig. 3); in contrast, the role of equestrian sports is becoming smaller (although they have kept their exclusive character).

It is, however, the ball games that have brought about the greatest change. The rapid movement of the ball enhances the uncertain character of the games; hitting or avoiding it gives pleasure to both the player and spectator, a pleasure derived from the game itself, rather than competition.

The process has not been completed; we can expect the emergence of new sports that will require and promote other skills.

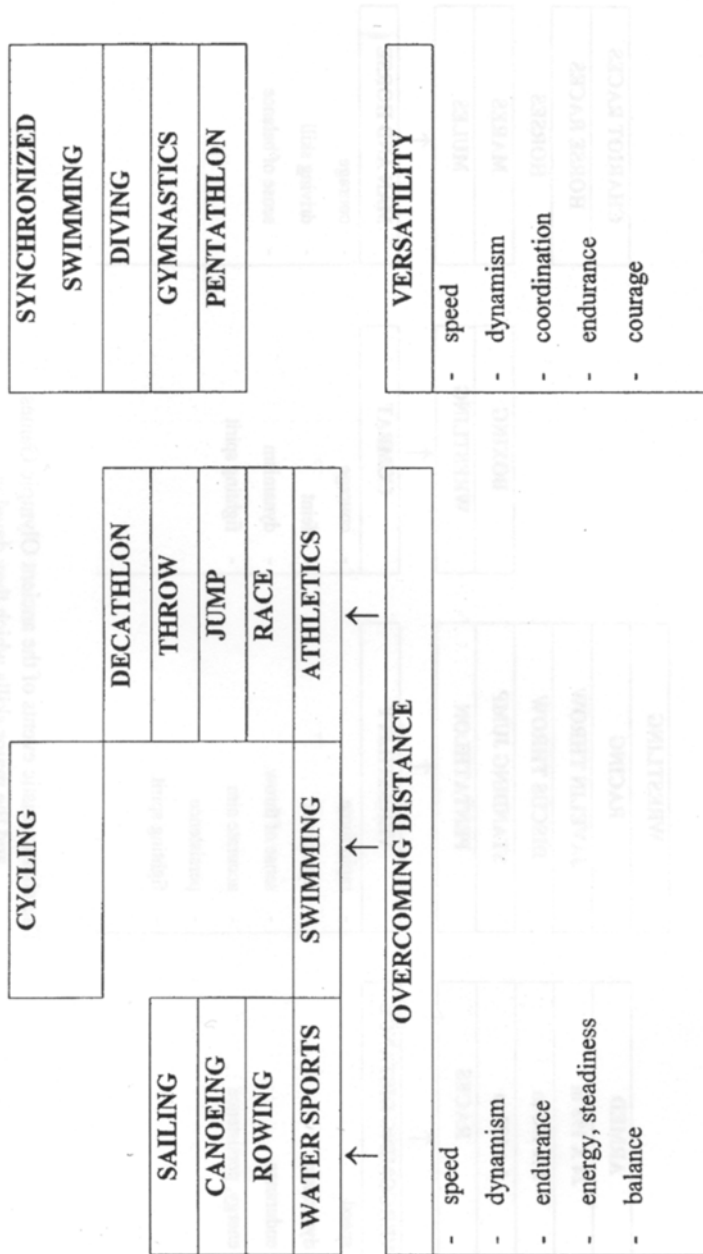
The important thing is to make sure that we can keep for a long time our love for challenge and the game!

Figure 1.



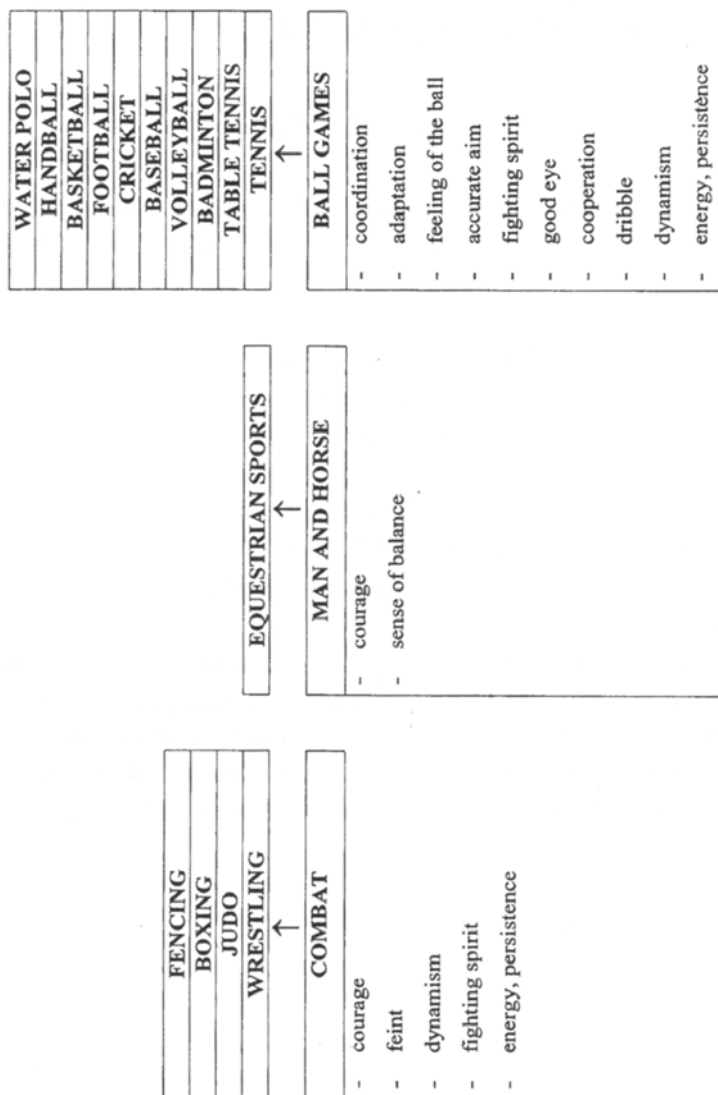
The characteristic events of the ancient Olympic Games
and the major skills which they develop

Figure 2.



The characteristic sports of the modern Olympic Games
and the major skills which they develop

Figure 3.



The characteristic sports of the modern Olympic Games
and the major skills which they develop

THE HIGHER INSTITUTE OF PHYSICAL EDUCATION AND SPORT: FERTILE SOIL FOR THE DEVELOPMENT OF OLYMPISM

by Hocine ROUIBI (ALG)

Since the subject of this paper is Olympic education as dispensed by Higher Institutes of Physical Education and Sport, what would be more logical than to take as our first reference point the concept of Olympism?

The Olympic Charter gives us the following definition:

"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".⁽¹⁾

Question: Isn't this life philosophy conditioned by progress and civilization for all?

The **second reference point**, that will guide us in this reflection, is related to Pierre de Coubertin's interest and passion for teaching and pedagogics. His revolutionary ideas and reforms can be applied to the field of sport which he described "as school of chivalry and moral purity, as well as a means for individuals to become stronger and spend physical energy".⁽²⁾

Question: How can the identity elements be integrated in the "transcultural" social sports phenomenon?

The **third reference point** is related to the trends of a "modernized and mechanized" sport.

Question: On the eve of the third millennium, how can we reconcile the booming stock market of sport with the need to preserve humanistic, educational and moral values?

Finally, the **fourth point of reference** is a quotation from the IOC President Juan Antonio Samaranch's message on the occasion of the celebration of the 50th anniversary of Human Rights:

"At a time when the wind of democracy blows across the continents it is important to recall the significance that we attach to the development of a policy that promotes education for all, health for all, peace for all, sports for all and the respect of human rights for all..."

Question: Among all these rights to which should we give priority?

Our objective is not to offer recipes or some panacea or other in response to these questions; it is, basically, to shed some light on the vast issues of modern Olympism, in its relation with a sport that is becoming more performing, more competitive, more technological... and less and less human.

Theoretical preconditions

1. For the future, it is imperative that we turn for guidance to the Olympic values and ideals: sport should not be allowed to deviate from its course under the influence of the scourges of a "high risk" society, but base its action on ethics and education.
2. The regulation of sport and all its activity should rely on qualified individuals, standing out for their moral and intellectual integrity in addition to their technical skills. In other words, administrators properly trained and prepared in Higher Institutes of Physical Education and Sport will have the important mission of preserving and defending the pedagogical and educational aims of sports.
3. Whilst complying with the requirements of a modern "commercial and consumer" sport, we should also uphold its noble and spiritual values through those who have chosen it by predisposition and made it their profession. Any actor in the field of sport has the obligation to explain the symbolic significance of the competition, game and performance.

Thesis

The Higher Institute of Physical Education and Sport is the ideal ground for the development of the Olympic Ideal. Indeed, the propagation of the Olympic message is the task of academics and students

who have voluntarily chosen to specialize in physical education and sport. Pierre de Coubertin already declared in 1928:

"Undoubtedly, students will want to give to it (the Olympic Ideal) a larger place in their academic pursuits. What is important is that, at all levels, from adolescence to maturity, we all strive for the propagation of the spirit of sport..."⁽³⁾

The Higher Institute of Physical Education and Sport (or any other equivalent training institution) should be the natural link and liaison with the International Olympic Academy through

- its *status*: its objectives being fully compatible with those of educational and vocational training;
- its *unique character*: meeting point and crossroads under constant and regular renewal: athletes, teachers, researchers, children, managers, leaders... all the actors of the Sports Movement will pass through it;
- its *diversity*: a stage for cultural (exhibition), sports (competitions) and scientific (conferences) events;
- its *wealth*: it combines the theoretical practical and pedagogical aspect of Physical Education and Sport;
- its *topical nature*: the site of applied scientific and technological research and a continuing renewal of knowledge;
- its *readiness*: to produce educational documentation and audiovisual material, promote information and communication;
- its *mission*: to develop training programmes for those who will take over physical and sports activities, i.e. a wide range of jobs and professions (school physical education and sports, coaching, competition sport, recreation, industry and equipment, sports medicine...).

This list is by no means exhaustive, it is just an educational tool that illustrates the above thesis. The best arguments, however, can unquestionably be found in the following words, borrowed from the Dean of the International Olympic Academy, Dr. Georgiadis:

"... the physical education teacher who can act as a multiplier for the propagation of the idea, is the best promoter of Olympic Education..."⁽⁴⁾

In our opinion therefore, the investment must be made in human resources, but at the point of origin, i.e. in the institution where

initial training is provided. This could significantly contribute to the preservation of the Olympic Ideal in time and in space.

Conclusion

The analysis of the varied and complex aspects of the training programmes and their continuous promotion and development should be guided by the principle that Olympism must be part of such programmes. It should have its place in all graduate and post-graduate university courses relating to physical education and sports or sports related recreational and leisure - time activities. The implementation of such a project, however, will require a consistent investment on the part of the Olympic institution and a new strategy on the part of higher training establishments throughout the world. The project should be promoted with a global vision of the future of societies and their growth dynamics. Many nations have a whole array of official texts which preach for a sport that promotes "mutual understanding, the spirit of friendship, solidarity and fair play".⁽⁵⁾

But between theory and reality what can we say? and above all, what can we do?

References

1. Olympic Charter: p. 8, 1997, IOC.
2. Coubertin Pierre: Notes on Olympic Education, 1901.
3. Coubertin Pierre: Message to the participants of the Games of the IX Olympiad in Amsterdam, IOC Official Report, p. 15, 1928.
4. Georgiadis Kostas: Prologue by the Dean of the IOA, 35th Session of the IOA, 5-18 July 1995, p. 8.
5. Olympic Charter: p. 8, 1997, IOC.

"THE OLYMPIC SPORTS" COURSE IN A CURRICULUM OF NATIONAL UNIVERSITY FOR PHYSICAL EDUCATION AND SPORTS OF UKRAINE

by Prof. Constantin SAKHNOVSKY (UKR)

Before scrutinising one of the most important aspects of the Olympic education system in Ukraine it would be appropriate to mention that Ukraine is placed among the top ten countries according to results of the Olympics in Atlanta. It is our country that has enriched the Olympic sports with such outstanding athletes as Larisa Latynina owning the world's richest collection of 18 Olympic medals; Boris Schakhlin, a seven-time Olympic champion who was awarded the Olympic Order and recognised the strongest sportsman of our planet; Serghei Bubka, a six-time world champion and a 35-time world record holder, etc; as well as it is in Ukraine there was published a first hand-book "Olympic Sports" for higher educational establishments, and also "Mémoires" by Pierre de Coubertin, and quite new, perhaps the most contemporary, "Olympic Sports Encyclopaedia" printed only half a year ago.

A central placé in the Olympic education system in our country is assigned to National University for Physical Education and Sports of Ukraine, whose 70th anniversary we are celebrating soon. The University has got staff of world known specialists in the field of the Olympic sports and where there is successfully operating Olympic Research and Education Centre that combines the world first Department for Olympic and Professional Sports, the University Olympic Glory Museum, a specialised Publishing House "Olympic Literature" and a journal "Science in Olympic Sports" that is being published in co-operation with the International Olympic Committee and highly appreciated far outside Ukraine.

However in the first place the particular role of the University in the Olympic education system teachers and coaches, sports managers, specialists in the field of physical rehabilitation learn the "Olyrn-

pic Sports" discipline in details but the most complete 80-hour course consisting of 26 lecture hours, 46 seminars, and 8 hours for a course paper preparation is given to future teachers, coaches and sports managers. Four main sections constitute this course. The first section "The Olympic Games history" compiles 5 themes - "Subject, content, and basic notions of the Course"; "The Olympic Games of Ancient Greece"; "The Olympic Games revival"; "The contemporary Olympic Games". The second Section - "The international Olympic System" includes three themes - "General structure of the international Olympic system"; "The International Olympic Committee and its activity grounds", and "The International Sports Federations and the National Olympic Committees". The third one is devoted to "Social-political, organisational-legal and economic basis of the Olympic sports" that includes three themes - "The Olympic Movement legal fundamentals"; "The Olympic Movement economic base"; "The Olympic sports and politics". Section Four is entitled "The modern Olympic Movement actual problems" and compiles also three themes - "The Olympic Games program"; "The description of sports on the Olympic Games' program"; "The modern Olympic sports actual problems".

A significant component of this discipline study is student's work over preparing a course paper on one of 35 themes covering the whole course material. Whereas the lecturers consult the students during their work over the paper and help them to make a choice of necessary literature being available in abundance at the University library, the funds of which is constantly replenished owing to the University Publishing House activity whose profile exactly reflects its name "Olympic Literature".

The students learn the Olympic sports in the second half of their study at the University (students of day time form of study - in their third year, and students of Correspondence Faculty - in the fourth year of their study), and when it will be able for them to comprehend the material on the base accumulated while learning various adjacent disciplines.

The students acquire the knowledge in the field of the Olympic sports under a guidance of the University lecturers from Olympic and Professional Sports Department headed by Prof. V. Platonov who in co-operation with Prof. S. Guskov wrote the above mentioned world first hand book on the Olympic sports which was presented

by H.E.J.A. Samaranch, the IOC President, at the Jubilee Olympic Congress in Paris. One of the particular features in the work of the Department's lecturers is that alongside delivering general knowledge they present the material reflecting some science contradictions being discovered by specialists from other countries, and also different directions and schools. The hypotheses, ideas, and alternative opinions being under consideration are supposed to promote developing of student's critical thinking on cause and effect relationship.

Besides the "Olympic sports" discipline the students learn a course "General theory of athlete preparation in Olympic sports" that ensures the appropriate serious all-round knowledge. Its high quality is secured by Prof. V. Platonov's fundamental handbook "General theory of athlete preparation in Olympic sports", the publication of which was timed to the II International Congress "Modern Olympic Sports" being held on the basis of National University for Physical Education and Sports of Ukraine in 1997.

The disciplines "Olympic Sports" and "General theory of athlete preparation in Olympic sports" are taught simultaneously and to a certain extent can supplement each other, and so that can help the students to acquire profound competence in a system of sciences that is so necessary for further efficient professional activity.

OLYMPIC EDUCATION PROGRAMMES OF THE ROMANIAN OLYMPIC ACADEMY'S GALATZI CHAPTER

by Prof. Dumitru SARBU (*ROM*)

To implement Olympic Education programmes in the widest possible social environment means to protect Olympism against present dangers. The programmes that were implemented this year by our Chapter were aimed at pre-university and university students. They were more numerous and more attractive compared to previous years.

The context of these programmes, the actors involved in their production, as well as the 11 Olympic circles, have already established a model, the "Galatzi model" for the promotion of Olympism. This model is presented in the annexed table. Our experience, but above all, our observations directly derived from the organization and staging of these activities have highlighted a number of aspects which have given us food for thought.

First of all, we have realized that the success of educational programmes on Olympism is an indicator of the level of development of sports and Olympic activities in a given geographical area.

Their success and their scope are the result of cultural, socio-economic and historic factors; one cannot rush historic developments or tradition.

Secondly, our model is neither better nor worst than any other. It could become, from now on, a reference point for us who are convinced that the model which is based on free initiative or private initiative has not brought the expected results. Neither the trade unions, nor political interventions - which can prove to be rather dangerous - have been able to complement or expand our educational programmes.

For the implementation of these programmes, in the case of Galatzi at least, one organizer has taken the lead: the Romanian Olympic Academy's local Chapter.

The activities that are presented in the table may seem rather numerous, even for a certain category of young people: those who learn, who study.

In fact, however, if you leave aside the festive aspect, we believe that they are not sufficient to contribute fully to education or to complete the process of education by promoting the Olympic dimension.

This is why we have to admit that the activities presented in the annex to this paper have not allowed us to fully promote Olympism.

We are aware that in order to achieve the transformation which we are aiming at and which involves respect for the winner, no humiliation for the defeated, fair struggle for requalifying in sport as in society, the extension of active life, self-control and control of one's feelings, the development of an Olympic personality, the promotion of the ethics and specific culture of every geographical area (e.g. the relentlessness of the people living in the Delta, the ambition of the Hungarian, the perseverance of the German, the Bulgarian's pragmatism, etc.) we still have a lot of work ahead of us.

We intend to use to the full all opportunities to publicize through the media the events on which our model is based, events which are by way of becoming a tradition.

In addition, we are planning for next year, when we will celebrate our faculty's 20th anniversary, the organization by the Romanian Olympic Academy's Galatzi Chapter of an international scientific meeting, a course on the history of the Olympic Movement, open to other faculties with a similar profile, a mini-Olympiad or "Danube Games", with the participation of riverside countries, an international congress on "Theology - Christianity - Olympism" and other activities.

At the same time, we hope to obtain approval for PhD studies on the history of the sports phenomenon at the Lower Danube University, for history teachers, both national and foreign. We will also be publishing a bulletin entitled "Historic Research", covering this vast field of culture and civilization.

We believe that discussions and the theoretical approach to the question of Olympism should be pursued, on the basis of more concrete elements, in particular:

- more audiovisual promotion material,
- sports gear and equipment with Olympic inscriptions,
- pins, pennants, etc.

As regards the presentation of themes inspired by Olympism, a field that is included on our educational programme, I want to draw your attention to the topics that have been added to the course "History of Physical Education" that is taught to our faculty students:

1. The Olympic Games as a historic source
2. The Olympic Games and the Olympiads - the most lasting institution in ancient history.
3. Equipment and facilities at the time and during the period of the Olympiads.
4. "Ekecheiria" or Olympic truce, sacred peace or general armistice - the central message of the ancient games.

The Galatzi Olympic education programmes at pre-university and university level The model of the ROA's Galatzi Chapter

Organization of the annual curriculum		
Pre-university level (11 circles)	University level (1 circle)	Actors involved in the programme
- "The Olympic Days" - football championships for the 7 th grade of the 11 Olympic circles (April, school no 28)	- Mini-course on physical education and Olympism aimed at different groups.	- The management of the ROA's Chapter
- "Lia Manoliu" cultural-sports memorial - for the 3 special schools of the city (29-30 May)	- Films on Olympic themes	- Physical education chairs
- Competition preparing for the "Special Olympics" (April-May)	- Lecture on Olympism as part of the course on the history of Phys. Ed.	- Former and present Olympic athletes
- Commemorative and anniversary tennis and boxing contests.	- Degree theses on Olympic subjects	- Parents
- "Olympic Week" contests	- Occasional contests	- The teachers of "Palatul Capiilor" (Children's Palace")
- "The winners are those who know" contest on Olympic themes (schools no 26 and 28)	- Reports and papers on Olympic subjects presented at the scientific meeting of teaching staff and students	- Local Radio and Television
- Drawing and painting contest (annual) on "The Olympic Games in children's imagination"	- Contribution of the written press, the Galatzi radio and TV	- The media - "Viata Libera" (Free Life) and "Impartial" ("Objective")
- Lecture: "Schools and Sports". "The sports myth - cultural convergences"	- Photo exhibitions on sports themes organized at the University (30 November 1998)	- Cooperation with DJTS and the Foundation of Youth and Sport.
- Meetings with former and present Olympic athletes (Fita Lovin etc.)	- "The Christmas Mini-Olympics", only for other categories of students (1998, second rendition)	

Pre-university level (11 circles)	University level (1 circle)	Actors involved in the programme
- Photomontage like "Infosport" with reproductions of "Palestrica" in particular, tables with statistics, results, standings, etc.		
- Production of pennants, flags and the Olympic rings.		
- Viewing of cassettes on Olympic themes (one Olympic theme)		
- Presentation of the conclusions and summary of discussions during the "Teaching Week" organized by the ROC at Poiana Brasov.		
- Other activities organized by the class teachers with the pupils' parents, managers, businessmen, Olympic athletes and the leadership of the Olympic Movement.		

OLYMPISM - A COMPULSORY COURSE ON THE CURRICULUM OF THE FACULTY OF PHYSICAL EDUCATION AND SPORT OF THE KOMENSKY UNIVERSITY OF BRATISLAVA (SLOVAKIA)

by Frantisek SEMAN (SVK)

The Bratislava Institute of Physical Education and Sport was established 40 years ago. It became a Faculty of Physical Education and Sport in the '60s. Olympism was originally taught as part of the course on the "History of Sport". This was not enough however and so, starting from the academic year 1990/91, Olympism has become a separate compulsory course of our programmes.

The Faculty of Physical Education and Sport trains future physical educators and coaches. During the first year of their studies they must follow courses on Olympism.

These courses include lectures and workshops. Lectures are not compulsory but the seminars are.

We have divided the course on Olympism in three parts

1. Olympic philosophy
2. Olympic history
3. Olympic education

Olympic philosophy. The philosophy of beauty and goodness (according to Plotinus for ex.) is taught, their role in the education system of ancient Greece is analyzed, as well as the practical significance of beauty and goodness in man's life and participation in the ancient Olympic Games. The role of the Greek polytheist religion and its contribution to Olympism during antiquity are examined and Coubertin's philosophy, the Olympic idea, the spirit of chivalry are presented.

Olympic history. This part of the course is devoted to the Olympic Games in antiquity, the sports and events of the ancient games, the venues, participation in the contests. Then, the causes of the disappearance of the Olympic Games in direct relation to the development of the Catholic Church are analyzed, as well as the reasons

which led to the revival of the Olympic Games of the modern era. The personalities of Pierre de Coubertin, Henri Didion, etc. are presented and at the end the growth of the Olympic Games in the 20th century and the Olympic Movement in Slovakia are developed.

Olympic education. The most important part of the course. The synthesis and practical application of the knowledge acquired concerning Olympic philosophy of the positive elements of Olympism in the life of contemporary society is emphasized. We explain why and how children and sportsmen should be guided towards Olympism and why the rules of the game have to be observed on the playing field and how they can also be applied in daily life.

For Olympic education we cooperate with the Olympic Academy of Slovakia. Every academic year our faculty organizes a "scientific conference for students", where our students can also present the results of their work on Olympism. Our department also contributes to Olympic education at national level. With the cooperation of the Slovak Olympic Academy we have published a number of brochures for Olympic education programmes in primary and secondary schools.

This is all I wanted to tell you for now. If you want to know anything more about our knowledge, our experience... I am at your disposal.

PHYSICAL EDUCATION: VALUABLE AND FULL OF VALUES!

by Dr. Henk VAN DER LOO (*NED*)

Introduction

Within the Olympic Movement participating is considered more important than winning. To meet other people during and in the context of participation in sports competition, that is what matters. But this presupposes the ability to participate in the first place. This is equally true for the modern Olympic Games as for the Paralympics, the Olympic Games for disabled participants, and this ability to participate required preparation.

Here lies a major task for Physical Education. For the age group between 4 and 18, the weekly Physical Education lessons at school provide the foundation. The lessons are either given by the regular teacher of the class, or by a specialised PE teacher. The latter has been trained at one of the 5 Academies of Physical Education (ALO) in the Netherlands. Personally I am the vice-principal of the Academy at Tilburg, in the south of The Netherlands.

On this occasion I am happy to address you on the subject "Physical Education, Full of Value(s)!"

I am going to approach the subject from two different angles

1. Physical Education, it is valuable and
2. Physical Education, full of values.

Physical Education, it is valuable!

All pupils between 4 and 18 are given at least two hours of instruction in Physical Education during their school years. These lessons focus on two main objectives: the development of the pupil's movement behaviour to prepare the pupils for active participation in the sports culture. So we are talking about both movement and sports. For the young, Physical Education functions as an eye-opener for the entire field of the sports culture. This introduction will, we hope, eventually result in long-term participation in it.

In that case a choice needs to *be* made from the wide range of options available in the movement and sports culture. Once this choice has been made, the child can join a sports club, which in its turn will belong to a sports association. For the umbrella organisations NOC*NSF, (Dutch Olympic Committee*National Sport Federation), the "Nederlandse Katholieke Sportfederatie" (Dutch Catholic Sport Federation), the "Nederlandse Christelijke Sport Unie" (Dutch Christian Sports Union) and the "Nederlandse Culturele Sportbond" (Dutch Cultural Sport Association) an important task lies in the provision of conditions under which sports participation can take place in an atmosphere of safety and fair play.

Physical Education at school. It is valuable! Is that true? The essence of Physical Education is moving. I consider movement a fundamental form of behaviour. In terms of education movement is an anthropological constant and a culture-historical variable. Anthropological constant in the sense that, wherever children move, in their movement here will always be a relation between

- the moving child (the I-component)
- the things with which and in which the movement takes place (the material component) and
- the persons whom the child meets in this dialogue with the material world, the Fellow-being.

We can think of fellow-movers, players in the child's own and in the opposing team, and the teacher responsible for appropriate movement education. In the sports context this will be the trainer.

From a human perspective we can speak of a relation between the I, things and the fellow-human. In that relation/dialogue the child acquires an awareness of its personal possibilities and limitations, but also of the characteristics and the possibilities of the things with which the movement takes place.

For young children this will, in the first instance concern individual movement among and with material things. For older children the fellow-mover, as a team-mate or opponent, but also as a teacher and/or trainer, will open up a new range of fascinating possibilities in terms of comparison, standard or stimulating example. Boundaries are widened; new situations are discovered.

In other words, in the dialogue between the I, things and the fellow-human the focus is on cooperation, in which the fellow-human

teacher can and must take conscious steps to achieve the primary objective, the optimisation of movement behaviour. These steps will lead to changed behaviour, which will enrich the possibilities of the situation chosen by or attractive to the child. Enrich in terms of abilities, knowledge, courage, endurance and volition. Enrich also in terms of "more" or "different".

In the educational setting the responsible teacher will have the duty to provide movement situation for the pupils which is at the same time inviting, safe and useful. If a situation meets these requirements, the child will be able to learn something if the child learns things in the perspective of the two main objectives, optimisation and preparation for sports participation, then Physical Education at least has a certain degree of value.

You can assess this on the basis of pupils' reactions. When they have a successful experience, when they dare or can do a certain thing, when they get to know something, their reaction is often: "Look Sir / trainer, what I can do, how well this goes". Receiving stimulating feedback (or, in case of failure, encouragement), will lead to repetition and a desire for more, so to continuation and perseverance.

If Physical Education is practised well, i.e. in an informed and responsible manner, during primary education, this will inevitably lead to added value in terms of greater ability, knowledge, courage, perseverance, etc.

The concrete teaching objectives will result in changed behaviour. This changed behaviour will better enable the pupil to cope with his world. It will enhance his possibilities for comparison with himself and with fellow-humans.

This comparison provides a child with information about the progress of his development and his relative position vis-à-vis the other children in his own class and age category. Who am I really, what is my position? To know these things is valuable in itself.

Physical Education, full of values

In my position as president of Thomas of Aquino, the Roman-Catholic fraction in the "Koninklijke Vereniging van Leraren Lichamelijke Opvoeding (KVLO), and as vice-principal (Head of Department) at the Academy in Tilburg, I was involved in the realisation

of a project "Physical Education and Identity in Catholic Primary Education". In good co-operation with the "Nederlandse Katholieke School Raad" (NKSR) and the "Stichting voor the Leerplan Ontwikkeling" (Institute for Curriculum Development) we gave a new impulse to the Physical Education curriculum of the Primary schools in The Netherlands and specially to the primary school "the Biedonk" at Hilvarenbeek.

On the basis of a Roman-Catholic conviction, a Christian perception of Man, we drew a line from a vision of "education in perspective", through a concept of the subject straight to the educational practice. The vision of "education in perspective" stresses the importance of a good education, of assisting children on their way to independence and grown-up behaviour. We distinguished a number of values and asked ourselves the question whether and to what extent these values could be relevant to the pupils during the practice of Physical Education.

The central question was: in what situations can I make the pupils sensitive, open up their hearts, their eyes and ears to matters underlying movement. And in that very practice situations occur that centre around *respect, care, attention, enjoyment, personal and collective responsibility and belief in one's own actions*. These are values that cannot be ignored in the practice of Physical Education and sports. Teachers and trainers must be aware of this. The project has created a link between an abstract vision in the schooling concept, the more concrete vision in the subject curriculum and the concrete practice.

If the world of sports is to contribute to ideals of fair play in an up-to-date sort of way, then Physical Education provides a broad basis for this.

If we believe that Physical Education is valuable for the future of each individual child, then this valuable contribution will also be full of values, if the responsible teacher at school and the trainer at the sports club are fully aware of this objective. In his role as fellow-human he will render his pupils sensitive to matters of value underlying the movement as such.

High-quality instruction in Physical Education will then be a proper educational tool and will contribute to a renewed awareness of values and standards. Such a renewed awareness cannot be ig-

nored by any school, sports club or sports federation. The Olympic Movement can be of great value in this context. Our children's future is at stake here and therefore it is important for all of us.

In conclusion I would like to repeat once again: Physical Education, so valuable and full of values, that it cannot possibly be ignored!

OLYMPISM: PERSPECTIVES FROM SINGAPORE

by Dr. David James WATERS (*SIN*)

Background and Introduction

Singapore is an island nation republic that is located off the West Malaysian peninsula in Southeast Asia. It lies 130 km. north of the equator and has a constant tropical environment (avg. max. temperature = 31; avg. min. temperature = 23). A former British colony founded in 1819, it became a separate nation in 1965. Its principal languages are English, Mandarin Chinese, Malay, and Tamil (all official). While scarce in natural and physical resources (640 sq. km. in size), it boasts high standards in health, education, and housing; transportation services are also an asset with one of the world's largest ports and best airports. Economic industries include: ship-building, oil refining, electronics, banking, textiles, food, rubber, lumber processing, and tourism. The population of Singapore's main island and nearby 60 islets is approximately three million. Its main peoples are: Chinese (77.3%), Malay (14.1%), Indian (7.3%), and Eurasian (1.3%) (reference 1).

The Olympic Movement in Singapore

The driving force behind the Olympic Movement is the Singapore National Olympic Council (SNOC) which was formally recognized by the International Olympic Committee in 1948. The SNOC was known at first as the Singapore Olympic and Sports Council. From its debut at the London Games of 1948, a fifty-year history has been accomplished with participation by all the racial groups of the Republic of Singapore (reference 2).

Though it will never compete at the top of the medal tables the nation knowingly subscribes to the tenets and foundations within the Olympic Movement. Pertinent examples of this are the yearly organization and promotion of the Olympic Day Run in June and the creation of a Museum at the National Stadium which highlights

Singapore's Olympic Games efforts as well as those of the Commonwealth Games, Asian Games, and the Southeast Asian Games.

In 1998 at the 107th Session of the International Olympic Committee one of Singapore's sport leaders was appointed as an IOC member - the first to be selected. As an avid sportsman and administrator, Mr. Ng. Ser Miang will bring competence to this important global sport role.

The Singapore Olympic Academy (SOA)

Officially established as the 68th Olympic Academy in 1994, the SOA is housed with classroom facilities and library at the School of Physical Education within the National Institute of Education. It serves as the education arm of the SNOC and quests to study and investigate the social and pedagogical principles of Olympism within the cultural context of Singapore.

The SOA selects several representatives to travel to Athens and Olympia, Greece, each year for the International Session for Young Participants. To date, the Academy has sponsored eleven such Participants who are Singaporean teacher trainees; three representatives attended in 1994, while two each attended 1995-1998. These "alumni" of the International Olympic Academy are then encouraged to become spokespeople for Singapore's Olympism effort. They are urged to share their experiences (e.g., literature, photographs, memories, and ideas) in both formal and informal settings upon their return. It is hoped that they develop into strong leadership role models as they move beyond their career as physical education teachers - and employ themes of Olympism they have learned and experienced along the way.

In other educational venues besides its promotion of Olympism within the School of Physical Education course modules, the SOA hosts an Annual Academic Session for all degree and diploma PE students. Conducted over three days, the Session brings graduating students, alumni, invited local and international speakers, and members of the SOA together in communal living arrangements and in-depth learning environments. Keynote speeches, small-group discussions, debates, and group games are integral components of the Session. The most recent Session was attended by 140 participants. Later in November 1999, the SOA will invite regional delegates from

Southeast Asia as well as Oceania to its 3rd International Academic Session. The dialogue between local and regional participants expands the reach and knowledge of the Singapore Olympic Academy; too, it has been seen as a way to facilitate international goodwill.

Indeed, the Singapore Olympic Academy has been honored and privileged to have hosted and been moved by a great many Olympic educators, administrators, and even athletes who have presented papers and workshops at these Sessions. Themes have included: Olympic terminology, historical overviews, ethics and values, personal perspectives, practical application of Olympism in schools and communities, and future directions of the Olympic Movement - to name just a few.

The SOA highlights its programs, workshops, and research in the yearly creation and dissemination of its newsletter, "AGON". Students have actively contributed in the process and production of "AGON". Libraries, schools, and other Academies are issued copies upon request. In the recent year, the newsletter has added an online edition available through Internet access. This site also includes an Olympic Education section, which has been utilized extensively in Singapore schools (the site can be found conveniently at: <http://www.spe.ntu.edu.sg:8080/soa/Olympic.html>).

Lastly, in 1999 an honors - degree student implemented the formation of an Olympic Club as an accredited extra - curricular activity at a Singapore secondary school. This initial application of a conceptual framework, developed by Dr. Peter Horton (Head of Studies, SOA), attempted to advance philosophies and ideals of Olympism through broader, educational aims as well as Singapore's "National Education" programs. Too, it advanced students' use and understanding of information technology through their activity in the Club. It is hoped this modest attempt might be replicated in greater numbers of primary, secondary, and tertiary - level schools in the near future.

Conclusion

It is hoped this brief introduction to the Republic of Singapore and its part in the global sport system known as the Olympic Movement has enlightened you. The author would like to extend his in-

vation for collaborative research in promoting Olympism in the school sport delivery system. You may reach him at:

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CONSOLIDATED REPORT OF THE DISCUSSION GROUPS OF THE 4TH JOINT SESSION FOR EDUCATIONISTS

Theme of the session

The importance of sports education on the dawn of the third millennium

- The standing of sport is lower compared to other sectors of activity. Weaknesses can be identified such as the absence of facilities, equipment and weight on the school programme.
- The objective of physical education in the schools is to train skilled, competent and enthusiastic athletes.
- Immediate goals of sports education:
 - a. assessment and opportunity for sports participation in areas of strategic importance;
 - b. the existence of responsible leadership;
 - c. team work;
 - d. evaluation of the ceremonial of different sports;
 - e. separation of athletes, depending on their level of development;
 - f. application of the knowledge acquired to refereeing and coaching, in conformity with the rules of fair play.
- The International Olympic Academy and National Olympic Academies should have more influence on the educational system (e.g. financing of educational programmes, invitation of athletes by schools for direct contact with the children), to allow children to become more familiar with the ideal of Olympism.
- Big and influential sponsors are needed to support educational programmes for the promotion of Olympism.
- Dissemination of Olympism's humanistic philosophy to all men, to all cultures.
- Staffing of NOAs, in all the countries of the world, with personnel trained by the IOC/IOA.
- Redefinition of Olympism in the context of globalization, awareness of environmental issues and concern for health and physical condition.

- Job opportunities in sport are not the same in developed and developing countries.
- Models should be drawn from sport as an inspiration to children.
- Involvement of the IOC in the mass media sector: a) formation of its own TV company, b) educational ads about the values and mission of Olympism.
- Fight against the use of anabolics, unsporting behaviour and the commercialization of sport.
- The relation between Olympism and the Olympic Games is not satisfactory. The ideals of Olympism are not reflected in the staging of the Olympic Games today.
- Change in the way host cities bids are evaluated by the IOC.
- Physical education teachers should:
 - a. be properly trained and prepared in order to work in Olympic Education;
 - b. keep competent politicians informed about activity;
 - c. inform parents and students on the way sports activities should be practised.

**10th INTERNATIONAL SEMINAR
FOR SPORTS JOURNALISTS**

1-6 June 1999

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MODERN GREECE MEETS ANTIQUITY. THE REVIVAL OF THE ANCIENT GAMES IN THE LAST CENTURY

by Prof. Christina KOULOURI (*GRE*)

The Olympic Games and sports represent today the main component of world culture with extensive political, economic and social ramifications. The place of sports in the written and electronic press, the public of sports events, the significance of sports and physical education in and out of school, the rapid expansion of exercise and sports facilities, sports advertising and the financial burden of sports competitions are some of the aspects which confirm the above statement. Furthermore, no one questions the fact that the modern Olympic Games represent one of the most important 20th century institutions, reflecting world developments. I will only mention the Olympic Games of 1936 in Nazi Berlin, or the events that marked the Munich Olympics in 1972.

The observation that sport represents a "global" or "total" phenomenon which epitomizes the society in which it develops, is important in order to understand the role of sport in ancient society (during the classical, Hellenistic or Roman period), as well as in last century's European society, which, precisely after 15 centuries, proceeded to revive the ancient Olympic Games. From 393 A.D. when the last Olympic Games were held (293 Olympiads were celebrated every four years during antiquity) until 1894, the Olympic spirit like the Sleeping Beauty, had fallen into a deep slumber. We shall not be talking today about who gave her the kiss that awoke her i.e. who first conceived the idea of reviving the ancient games; if we want to be absolutely fair, it seems that the idea of reviving the ancient games had been widely expressed both in Greece and in the other European countries. Working in parallel and without necessarily imitating one another, different educationists, politicians and intellectuals had conceived and implemented the idea of reviving the Olympic Games. Let me just mention two distant cases:

1. The Olympian Games organized from 1860 to 1883 in England by Dr. William Penny Brookes,
2. The proposal of the Greek Minister of the Interior to king Otto in 1835 for the establishment of annual panhellenic contests, along the model of the ancient Olympic, Isthmian, Nemean and Pythian games, in celebration of the Greek revolution of 1821 against the Ottoman empire, that led to the creation of the modern Greek state.

But also in ancient times, there have been attempts to imitate the Olympic and Panhellenic games in general. When Alexander the Great ruled over the world, the "Isolympia" were held in faraway Asia, on the model of the games of Olympia.

We therefore see that the attempts to copy a glorious example, past or present, are present throughout history and a mere reference to them would not be enough to understand what lies behind these attempts. To be more specific, the main question that arises in connection to the revival of the Olympic Games is not who was the first to conceive this idea, but why this idea appeared in the 19th century and not before. Let me point out, at this juncture, that many previous centuries had turned to ancient Greek civilization for inspiration and food for thought. From Rome to Byzantium until the Italian Renaissance and the period of the Enlightenment in the 18th century, the arts, philosophy and literature have borrowed many elements from the time described by European culture as the "golden age". And still, until the 19th century, to our knowledge at least, there had been no attempt to revive the ancient games.

The second question that we shall be considering has to do with the relationship between the ancient and the modern Olympic Games, i.e. their common features both in respect to their content (sports, rules, etc) and to their cultural and ideological foundations (the ideals which they promoted, their impact on society, etc.). This question is linked to the previous and can be answered almost at the same time since no one believes that ancient society and culture can be identified or that they at least have some common characteristics with last century's society and culture.

Consequently, just as the establishment of the Olympic Games in ancient times can only be interpreted in historic terms, the phenomenon of their reemergence in the 19th century should also be

approached from a historic viewpoint. We should also try to avoid anachronisms and not confuse the distinctive features of the ancient and modern games respectively. This confusion is made easier by the fact that those who re-instituted the Olympic Games often drew a parallel between them and their ancient models.

In order to understand, however, the differences between them, as well as the specificities of each historic period, it would be necessary to describe briefly the ancient Olympic Games. This will provide us with a measure of comparison in relation to the modern games. Let me also note that the comparison should involve both the Olympic Games, as they were revived in Europe in the 19th century and the Olympic Games of the last decades of the 20th century, because it is obvious that there are very few common points between the games of Athens in 1896 and those of Atlanta in 1996.

In ancient times, the Games were not an autonomous recreation activity, but an integral part of worship rituals in honour of the dead and the gods. Religious feeling was the ideological pillar of ancient sport, as shown by the sacrifices and processions that were held during the games, the adulation shown to some Olympic victors, the location of competition sites next to the sanctuaries. Moreover, it was customary to honour dead heroes with funerary games as we know.

At the same time, sport was a way of life for the ancient Greeks, part and parcel of their daily reality and one of the fundamental ideals of their civilization. The fact is that we cannot understand the spirit of archaic and classical Greece unless we understand the cultural content of sport and the games. During all the periods of ancient history, sport reflected the society's structure and predominant ideology. In the archaic period (7th - 6th century B.C.), when the aristocrats were the ruling class and there were strong political rivalries between city-states, sport expressed the ideal of excellence. Competition revealed the best athlete, the winner who prevailed over all others. In classical times (5th - 4th century B.C.) democratic ideals which promoted the balanced development of the body and the mind, as expressed in the ideal of "Kalogagathia", were predominant. In those times, sport was the basis of the whole educational process aimed at forming able soldiers and worthy citizens. The gymnasia were not just a place for physical exercises, but a place that catered both for physical and intellectual training. It is by no means acci-

dental that the term *gymnasium* was chosen in modern times to describe a particular type of secondary school in Germany first and later in Greece.

During the ancient contests, performances were not recorded. The only thing that mattered was victory, the first place. This is why the length of the discus thrower's throw was not measured, nor the runner's time. The events rules were of course codified and there were specially trained judges, the *hellanodikai*, who decided who the winner was, since there were no chronometers or photofinish devices at the time. Women were not allowed to be present at the games, either as competitors or spectators. In ancient society, a woman's role was restricted to the household and its care.

This whole world with its way of life and thinking, and sport with it of course, disappeared around the 5th century B.C., as Christianity finally dominated throughout the geographical area ruled by the Roman empire. In 393 A.D. already, emperor Theodosius I, had abolished the Olympic Games permanently. This was not a simple formality, since the Christian perception of the world did not allow any sports activity which it associated with sin. In total contradiction with ancient thinking, Christianity considered the body as the worthless vessel of the soul. The body had not intrinsic value, its purpose being just to serve the soul. It is not strange, therefore, that sport had disappeared throughout the Middle Ages, which anyway were ruled by the Church, but also during the early modern times. There were of course popular or aristocratic contests, but there was nothing to connect them with the ancient athletic games.

The Enlightenment in the 18th century, by its criticism of religion, that bordered on atheism and by introducing new values and conceptions, opened the way for a significant change in morals which extended to the attitude towards the body. The triumph of science pushed all metaphysical considerations aside, imposing the idea of total rationality. Human knowledge became the primary object of philosophical and scientific thinking: the human mind, the human body and the human species (as part of natural history, as yet another living being) constituted the main pole of this philosophical movement. It was then that the science of anthropology appeared for the first time, as a general discipline for the study of man, which

included physical anthropology, as well as ethnology and linguistics. We could say that anthropology was "a natural history of man".

Already since the 17th century, the sciences of the body had began to develop - anatomy in particular - while the population was emerging as an economic and political problem (i.e. the relation between population and wealth, population and labour or working capacity, etc.). From the middle of the 18th century, there was a gradual shift from the rational knowledge of the human body (an "enlightened" knowledge, true to the conceptions of the Enlightenment) to a concern for public health. After the fall of the Ancien Régime in 1789 and in the context of the equality ideology, the health care of the body is seen as a social benefit to which all, including the lower classes, are entitled.

The industrial revolution and the advent of the capitalist system have introduced a totally new function for the human body, that of a machine that should be effectively integrated in the production process, its strength captured and rationally used in the new economic system. This new economic function of the human body, the state's interest in matters related to the management of the population and its many variables (birth rate, mortality, health and diseases, nutrition and housing, etc), the organization of national armies and the new role of the soldier-citizen and, finally the new pedagogical concern for the education of children that integrates physical exercise, are just some of the parameters that determine the change of perception about the body and a departure from traditional Christian approach. Anyway, the Church itself, the Protestant church in particular, had fully accepted physical exercise, at the end of the 19th century, based on the ideal of muscular Christianity: a strong body meant a strong soul.

This transition from traditional contemporary society marked by a series of economic, social and cultural changes, was the period during which gymnastics and sport appeared once more on the forefront of history. I believe that what was just said clearly shows that:

1. There was no continuity from antiquity to the 19th century and this is why, the word "revival" is used, quite appropriately and
2. that physical exercise had a completely different ideological and social significance in antiquity, on the one hand and in our modern world on the other.

Let us highlight a few differences

- *The religious character of the games.* As we said, the games in ancient times were part of a wider range of worship rituals and were not an independent activity. In our modern world, sports have been completely dissociated from any kind of celebration, they have become an independent event with their own calendar and an end in themselves.
- *Amateurism.* The ideology of amateurism is a substantial aspect of the revived Olympic Games, reflecting the system of values of the emerging middle class. The fact that amateurism is an element of modern society which did not exist during antiquity, is proven by the fact that physical exercise is practised "for fun" and the pleasure is derived from the sports act itself. For the amateur athlete, it is not just victory, but participation "above all" which is important.
- *Records.* In ancient times, as indicated, only victory counted, not the performance as such. On the contrary, following the revival of the Olympic Games, performances are carefully recorded, at world level, to such an extent that the chase for records has become an end in itself, leading to the notorious doping practices.
- *The position of women.* Although women's position in the world of sport and physical exercise was a marginal one in the previous century, they were allowed to watch the sports spectacle. In contrast to ancient times, women quickly gained access to the sports venues, competing in athletics and other sports. Furthermore, since the beginning of the 19th century, once again in contrast to ancient times, gymnastics were considered essential for the education not only of boys, but of girls as well.
- *Sports.* Our modern world has created new sports which did not exist in antiquity, team sports of English origin in particular, such as football, sports linked to new technologies such as cycling, or car races. From the beginning, the Olympic programme included sports which existed in ancient times but were not Olympic sports (such as swimming, rowing, weightlifting, etc.) and others that were completely new, like tennis. There is no question that, although the revived games followed the ancient model, in practice their content was strictly modern.

The modern Olympic Games therefore are not the continuation of their ancient model. They are derived from the values of the modern world to whose understanding they contribute. This is true for Europe in general and especially so for Greece. So, in order to understand the revival of an ancient institution, we should describe and interpret the particular relation between modern Hellenism and antiquity in the last century and shed light on the specific social and ideological conditions which made this revival possible.

As we know, admiration for ancient Greece and its unique example is evident in all aspects of Greek cultural life during the 19th century. Likewise, Western Europe found its reflection in the mirror of ancient Greece, recognizing itself as the true descendant and heir of classical civilization. Foreign travelers, who achieved their life's dream when visiting this classical land, were looking for the remnants of its ancient glory, Pausanias in hand. They compared the faces of modern Greeks to the ancient statues. This was a rather unfair comparison, although it appears that Greek women passed the test, since we read praising comments about them. At the same time, excavations brought to light art objects which confirmed the splendour of classical Greece. From 1874 to 1881, the German archaeological school carried out excavations in Olympia too.

In Greece, the cradle of the Olympic Games, imitating the ancient ancestors, was seen as the necessary prerequisite for the progress of their modern Greek descendants. Imitation was not restricted to art or cultural creation in general, but also included formalistic elements like the language (imitation of ancient Greek through the written language), the morals and customs of ancient Greeks. Within such an ideological environment, it was unavoidable that some of the scholars of those times would be led to the idea of imitating the ancient contests - an idea which for similar reasons was also gaining ground in Western Europe in that same period.

Conceptions on the body and its training gradually began to change in Greece during those times. The references to antiquity was an additional mechanism that legitimized the value of physical exercise and its integration in education.

The link between sport and antiquity occurs on two levels, on the one hand through the revival of the ancient games and, on the other, through the promotion of the all-greek educational ideal of "kalos

kagathos", i.e. the balanced development of the body and the mind with the help of education. At both these levels, but mostly on the first, symbols play an important role, beginning with themselves and leading to the staging of the ceremonies.

It would therefore seem that while the social function and cultural content of sport are completely different today compared to antiquity, the casing, that is the external symbols are the same. We could, therefore, affirm that the similarity is rather superficial since it relies on external elements.

These external elements are almost exclusively derived from antiquity. The most striking example are the Zappas Olympiads which were organized in Athens from 1859 to 1889, on the model of the ancient games. The events on the sports programme were "dug up from dictionaries and used again", without having any relation with modern reality. And it is not just a question of terminology. Public symbolic discourse expressed in these games - almost experimentally at first and later in institutionalized form - is almost exclusively inspired by antiquity. We could mention, indicatively, the attempt to combine athletic contests with religious festivals (e.g. the "Olympia" contests of 1870, the Tinian games of 1895), the fact that an olive branch was also given as prize in addition to money, the choice of the competitors' uniform which in 1870, had the colour of a mannequin to imitate the nude body, etc.

One can find similar references in other sports activities of ancient Greek inspiration. For example, in both the name and the emblems of Greek sports associations founded during the last quarter of the 19th century. The most popular figures were Heracles, who was the heroic model of the ancient world and the discus thrower, while the titles were derived from local heroes whose name was associated with physical strength. At the same time most associations' stated primary aim was to promote physical and intellectual development, another reference to the ancient Greek ideal of "kalos kagathos".

The way in which competitions were organized, the symbols of sports associations, the grounds for introducing physical exercise in education and the contemporary's world relation with the body are all linked to antiquity, either because of a widespread faith in the effectiveness of imitation or because of a need to legitimize modernism. For we know that any innovation attempts to establish a con-

nection with the past in order to meet with less reaction and become more easily accepted.

The 1896 Olympics were undoubtedly, the culmination of this attempt to link ancient to modern Greece. I do not need to insist here on all the aspects of the games which invoke ancient memories and ancestral glory. The similarity can be found everywhere, in the words, the images, the bodies and beauty of the athletes. The Olympic Anthem of poet K. Palamas, who invites the "immortal ancient spirit" to shine on the modern games, concisely expresses this evident link. The games were combined with a torch procession and ancient drama performances. The athletes received as prize olive branches from Olympia. The symbolism of the kotinos (wild olive branch) is also present during the interim games of 1906, also held in Athens. The olive branches are picked in Olympia and brought to Athens to be given to the athletes, while in the following year, 1907, the decision was made to transplant 50 roots from Olympia in the area above the Panathenean Stadium.

The stadium itself is the primary symbol of the continuity of the games venue that links the classical past to the modern Greek present. Another venue that ensures this continuity of athletic effort, are the gymnasia, founded by sports associations and where modern Athenians believed that the youth of modern Greece will blossom into manhood, in direct analogy to the young men of classical Athens. Indeed, around the end of the century, the pedagogical theory that supports the significance of physical exercise as a means to achieve national health and the moral education of youth, is gaining ground. The gymnasium is presented as the counterpart of the coffee-shop and the idle life it entails.

The modern world therefore discovered ancient Greece and integrated it in its value system. The reference to the ancient paradigm was of course purely symbolic and limited to external and formal elements. Modern sport expressed modern values and modern lifestyles, totally different from those of the ancient Greeks. This did not mean that the modern games, when established, were not inspired by lofty ideals. Noble competition and emulation, equality among competitors, independent of their social origin, the codified rules of fair play which ensure a fair result, are all elements of modern sport inspired by a bourgeois liberal ideology. In the century

that has elapsed since then, however, sport has gone through significant changes, in trend with historical developments. The advent of professionalism and commercialization in sport are perhaps the two most important indicators of such changes. The problems of contemporary sport, however, cannot be faced by clinging to the past and dreaming romantically about the "golden ages". Before we propose solutions, it would be useful to understand the historical context of modern sport's development, i.e. to use an analysis similar to the one I have tried to apply to the revival of the Olympic Games. Because the past will not return. As a history professor used to say to the enthusiastic supporters of the revival last century, "the ancient Olympic Games cannot be revived and ancient history cannot be repeated". Although this is true, the modern world has its own values and ideas that can inspire human deeds and guide sports activity.

THE EUROPEAN SPIRIT AND THE ATHLETIC PHILOSOPHY OF DEMETRIOS VÍRELAS, FIRST PRESIDENT OF THE INTERNATIONAL OLYMPIC COMMITTEE

by Petros LINARDOS (GRE)

When the "*International Athletic Congress*" [this is the authentic title of Pierre de Coubertin's vision, a vision which was already in the process of being realized] convened in Paris - in Sorbonne's historic auditorium - in June 1894, only the three last subjects out of ten on the agenda referred to the Olympic Games. Furthermore, they constituted the second part of the agenda and included the following explicit question: "Olympic Games: Is their revival possible?" And this was followed by an enumeration of the potential or rather the expected benefits to humanity by such a revival. [In the program's exact wording: "Benefits which by this revival will contribute to Sport as well as to social morals and the improvement of international relations"]. The final articles referred to participation procedures, different sports and events, the election of an international organizing committee and similar issues. Many of the topics contained in these paragraphs had been taken from the detailed memorandum drafted by the honorary President of the Athletic Congress, *Ioannis Fokianos*, who was also President of the Panhellenic Gymnastics Association and an eminent sports pedagogue [summarized and translated into French by Demetrios Vikelas].

However, as this whole effort was *Pierre de Coubertin's* brainchild, the period prior to the Congress did not contribute to either his optimism or peace of mind; and this because, although the opening day of the Congress was approaching, there was still very limited response on the part of potential participants - most of them arrived in the City of Light at the eleventh hour..

De Coubertin did not hesitate to use strong words in order to express his worries regarding the success of the Congress. In his article [dated 7th April, 1896, published in the valued edition by

Charles Beck immediately after the Olympic Games], he wrote: "... by this time only a few participants were here with me, convinced about the importance of our task. We had organized a series of festivities in order to render the sojourn of the foreign delegates in Paris more agréable; *but would any delegates come?* As spring was approaching, this was becoming more and more doubtful. The response up to now has been extremely poor, and it became necessary to repeat our "assault", to persist, yet success was achieved all at once, almost at the eleventh hour... The Greek delegat, *Mr. Vikelas*, being already in Paris, *shared our fears as well as hopes...*"

Those who know how laconic, almost dry de Coubertin's references to third parties were, can realize the major role the future President of the IOC played in boosting the Baron's morale. Vikelas was the only *non-French* person who stood at de Coubertin's side sharing his anxiety. The existing information converges to show that this great Greek of Europe was also the most optimistic person as to the outcome of this enterprise, when a feeling of depression had begun to descend on everybody regarding the threat of its possible failure.

This is the starting point of the relationship between de Coubertin and Vikelas which culminated in the recognition, on the part of de Coubertin of the primordial role of Vikelas in the organization of the first Olympic Games of modern times. Later on, this relationship suffered some strain, yet its epilogue was written by de Coubertin himself in his obituary encomium of Vikelas, in which he stressed, among other things: "nobody has ever had a warmer heart, or more generous intentions, or a more dedicated faith, just to give an idea of all the admirable gifts - social as well as personal - which made Vikelas an exemplary citizen and an exemplary friend... No one worked with greater willingness and patience in order to overcome the difficulties of holding the first Olympic Games..." And de Coubertin's last reference to Vikelas: "... he embodied that kind of Hellenism the worship of which he had never ceased to exercise; a worship which demanded both pagan wisdom and Christian strength".

Vikelas and the other members of the Congress

It is evident, therefore, that Vikelas was de Coubertin's first and most important colleague and moral supporter. The gentlemen who

participated in the Athletic Congress of Paris *were all eminent lovers of sport*, In the sense that they were all involved in some capacity or other in the athletic activities of the time. They came therefore to Paris not only from Europe, but also from faraway countries - and at that time these countries were regarded as far away, as indeed some people still consider them today - such as the USA, New Zealand, Australia and Uruguay [there were 39 delegates who represented 22 sport organizations from 13 states]. Many of them were educators with an intense inclination and involvement in sports. In reality, however, the total number of delegates was much greater, if one takes into account the approximately 80 delegates of French associations and universities. In one way or another, all of them had made a name for themselves in their professional, scientific and sport-loving activities. Some of them even enjoyed an international reputation, as for example the Congress's President, Baron de Coubertin, Senator and Ex-ambassador of France in Berlin; William Sloane, professor at the university of Princeton, USA, one of the most eminent advocates of sport during the last decade of the 19th and the beginning of the 20th century; Charles Herbert, Secretary General of the British Association of Sport. Let me also mention the Swede, Balk, an excellent professor at the Central Institute of Gymnastics in Stockholm, or the Hungarian Franz Kemeny, gymnastics pedagogue. All of them, with de Coubertin first among them, had scientific, social and ethical achievements to their credit, which in many cases had been earned within the framework of the love and propagation of sport and of pedagogy. None of them, however, had the pan-European fame of Demetrios Vikelas. He was a high-caliber intellectual, author and man of letters. His achievements in all these fields are undisputed and extremely well documented.

Vikelas' experiences in the field of sport

But before unfolding and presenting to you the *"European aspect"* of Demetrios Vikelas's personality, may I be allowed to divert a little from my main subject to bring to your attention the first President of the IOC's experiences in sport. It is quite true that when he undertook to represent the famous Panhellenic Gymnastics Association [which had been founded in 1891 and was chaired by Ioannis Fokianos, the eminent Sports and Gymnastics pedagogue, the most

well-known Greek advocate of sport in the Western world who was also appointed honorary Vice-president of the Sorbonne Congress], Vikelas was not at all involved in the sport activities of that period. In Paris, Vikelas was actually representing Greece itself, not merely a sports association, his official capacity being that of the Vice-Président of the Society for the Advancement of Greek Studies ["Société d' Encouragement des Etudes Grecques" with its seat in Paris]. At that time he was 59 years old [rather advanced in age by the standards of his time, whereas Coubertin was only 41]. Vikelas, however, had had direct experiences in sport, which had been forgotten in the course of time; and it is somewhat strange that even thorough researchers studying his literary work have not attached the slightest importance to his athletic past.

Vikelas had a special appreciation for physical education and for walking. This can be attributed to his school years at the Evangelides Lyceum on the island of Syros. As he himself writes in his largely autobiographical life', "from my early childhood and even more from the habits I acquired at the Evangelides Lyceum, I developed an inclination for physical exercise".

When he came to London to learn commerce and trade, but also to acquire the solid foundations of his future literary and social activities, as a student at University College, London, he indulged a lot in *riding*, *rowing* and *fencing*. Moreover, in his most famous literary work, '*Loukis Laras*', he makes special mention of the advantages of physical exercise. It therefore becomes evident that almost forty years later Vikelas's direct sport experiences during his studies in London surfaced again in his memory when he was confronted with the great challenge of the International Athletic Congress in Paris in 1894.

After this short deviation which I feel was dictated on the one hand for reasons of historical truth, and on the other in order to give a complete picture of his personality as regards his relationship to sport prior to the Sorbonne Congress, let us now examine how this truly European intellectual personality sprouted, blossomed and bore fruit.

An author and poet from his early years

Demetrios Vikelas was born in Ermoupolis, Syros, in 1835, i.e. barely six years after Greece was proclaimed an independent state.

Ermoupolis was the capital of the entire island complex of the Cyclades and at the same time one of the most important centers of the 19th century in Greece not only in trade, shipping and industry, but also culture and the arts. His father, Emmanuel, came from Vería, a prominent city of Western Macedonia and one of the centers of Byzantine civilization; his mother's roots, Smaragda, born Mêlas, could be traced in Epirus. From early childhood, or rather from the very first years of his life, Vikelas came into direct contact with the Western world through the French language which he was taught beginning at the age of eight in Constantinople. He continued to study French in Odessa, Russia, following his father's establishment as a merchant in different foreign countries - sometimes with greater, sometimes with lesser success. Already at the age of 14 he mastered French to such an extent that under the guidance and help of a worthy teacher of French, Mr. Weiss, he produced his first work of literary translation into Greek: Racine's tragedy "Esther". This translated play was staged a little later at the Evangelides Lyceum, Syros. Parallel to attending lessons at the local Greek public school, Vikelas went to the Evangelides Lyceum to learn music, foreign languages and gymnastics. At this Lyceum whose headmaster had studied in the USA and had brought with him the newest pedagogical methods of the time, Vikelas was to have his first experiences in literature [he had already composed some poems] and "journalism", together with another youth who was later to become a prominent writer, famous for his searing sarcasm of society, Emmanuel Roides: they had both been assigned the publication of a school newspaper, *"The Lyceum's Bee"*. It can be said that in Vikela's case the seed of Western culture had fallen into an extremely fertile soil; his ancestors, parallel to their activities as merchants had a prolific talent for letters and literature. Furthermore, his mother, Smaragda, who can be regarded as his very first teacher, was guided in his upbringing by Emile Rousseau's famous book *"Emile"*.

Even before the end of his teens, Vikelas, a young promising man of letters, already proficient in French and quite advanced in English as well, arrived in another major center of the Western world, London, to become a pupil of "Hermes, the god of commerce and trade" in the establishment of his maternal uncles, Basil and Leon Melas. The latter, i.e. Leo was the one who encouraged him to systematically

study history and literature over and above the knowledge that he imparted to him in the field of trade. Leon Melas was a great Greek patriot and writer; his greatest work, the short novel "Gerostathis" was the beloved book of whole generations of young Greeks. Melas had also a profound knowledge of law which he had studied in Italy. He had held the post of Minister of Justice in 1840-1843, but gave up politics after refusing to impose total censure on the Greek daily press according to the wish of the then King of Greece, Otto. His ancestors' roots in trade gave him and his brother Basil the possibility to prosper in the City of London.

Vikelas's intellectual blossoming

When Vikelas came to live in London, a dire dilemma began to develop in his emotional world: a battle between Hermes, the patron god of trade and Hermes, the patron god of letters. For many years trade took the first place in his life, although he never neglected his literary endeavors. It was in London that Vikelas first came into contact with the Western intellectual world from which he drew inspiration for his literary and historical essays. His academic degrees, however, were in botany; strange as this may sound, it was the most convenient subject for him in terms of his schedule. To his knowledge of English and German he now added Italian; thus he now translated into modern Greek the poetry and prose of Milton, Berns and Young, of the great Goethe, and of Alfieri. He also wrote poetry himself in modern Greek and translated Homer. *This pan-European spectrum of his intellectual interests developed fully within the short span of a few years.* He now studied the works of great European writers and historians; at the same time his own poems were published in Greek literary reviews. He maintained contact by way of correspondence with eminent European intellectuals and gained a great deal from his acquaintance with a liberal Italian politician who lived in exile in England, Ludovico Settembrini. He became familiar with the work of classical authors, from Dante Alighieri to Schiller. He loved travelling and getting to know new places; he was already in the first phase of an exciting grand tour of Europe which comprised, among other destinations, Scotland and France. He took up contact with outstanding Hellenists of the period in France and translated their works into modern Greek. He explored the different parts of England

and collected travel impressions. In 1866, at the age of 31, he married a Greek young lady living in London, Calliope Geralopoulou. The sad ordeal of her deteriorating health, however, will be a heavy and painful cross for him which he will bravely bear almost up to the first Olympic Games.

By now he had already made a name for himself in the intellectual world of both London and Paris. In the "City of Light", a society for the advancement of Greek studies in France was founded in 1867; according to its statutes, its members should consist of French Philhellenes, yet Vikelas was accepted as a member by way of exception. A little later he became its Vice-Président and later still its President. His title as this Society's Vice-Président is included in the IOC's statement announcing the members of the Organizing Committee of the first Olympic Games. Parallel to his own multifaceted literary achievements, all of them in Greek, he also translated into Greek many important foreign books, even the famous fairy-tales of the Dane Christian Andersen. In Europe, however, he is mainly acclaimed for his work on Byzantium.

Vikelas, the Shakespearean scholar

The year 1875 is a milestone for the prolific translation work of Vikelas, as in that year he completes his first translation of one of Shakespeare's plays, *King Lear*. This was followed by translations of almost all of Shakespeare's tragedies which were later staged in Athenian theatres and met with tremendous success. Viikelas enriched these translations with commentaries and notes. It is generally accepted that it was he who made Shakespeare known to the Greek public through his translations in book form as well as on stage.

It is now evident that at the age of 40 his "European profile" is already established, all the more so after two decades of holding the office of President of the IOC. It is a profile which clearly no other delegate of the Sorbonne Congress could boast of. Now Vikelas met fame in yet another field: his own literary works were translated into different European languages, namely into French and into German [the latter by Walter Wagner]. That same year he began his novel "*Loukis Laras*" which was immediately translated into almost all European languages!

The famous Loukis Laras

The first translation of *Loukis Laras* is into French; this book becomes so popular among the French public that it is soon included in the curriculum of French public schools both for their libraries and in the list of books for examinations in the subject of literature. It goes without saying that this is a great honor for Demetrios Vikelas. Soon there follow translations - together with praising reviews - into German, Danish, Italian, English, Serbian, Russian, Swedish, even into the Catalanian dialect; and, of course, into Spanish, Dutch and into the remaining European languages. In 1893, "*The Sages' Journal*" of Paris published a highly positive review of his translations of Shakespeare's plays, signed by no lesser a personality than the eminent Hellenist Mueller. In many countries his book *Loukis Laras* went through two, even three editions, something quite spectacular for his time. It is the story of a Greek youth at the time of the Greek revolution for independence. Furthermore, publishers in France, England, the USA and other countries are always willing to publish articles by Vikelas in their newspapers and magazines. By now Vikelas had become one of the most prominent citizens of Europe. His fifteenth book, originally published in French under the title "*De Nicopolis à Olympie, Lettres à un Ami*" [*From Nicopolis to Olympia, Letters to a Friend*] became a bestseller of his time with continuous new editions. Vikelas's description of how the journey to Western Greece culminated in his beholding ancient Olympia has come to be regarded as the greatest literary inspiration from that sacred location. All this happened in 1885, when Vikelas was 50 years old.

The Olympic Games

The literary and intellectual aspect of Vikelas's European identity was by now increasingly acknowledged and honored. In Greece itself he was regarded as one of the most prominent novelists of his time and as one who had created a style of writing all his own. Across Europe the name Vikelas was in the foreground of creative writing and his visit to any country constituted a major event for both the literary world and press.

In the meantime, Vikelas developed an intensive patriotic activity and in each of his efforts in this respect was offered active assistance and support by his European friends. The illustrated edition of *Loukis Laras* got enthusiastic reviews from 28 foreign and 8 Greek newspapers. The governments of several countries honored him with distinctions, among which "The Order of the Knight of the Legion of Honor" of France.

In spite of his age, Vikelas's thirst for learning remained inexhaustible; thus, at the age of 58 he learned Spanish, visited Spain and wrote a wonderful essay about the work of the great painter, Dominicus Theotokopoulos, or El Greco - the Greek.

The work of Vikelas was highly respected and appreciated not only in Athens and Paris, but in many other European capitals as well. Such was the official representative of Greek sport, the great European Demetrios Vikelas, when he appeared at the International Congress organized by Pierre de Coubertin in Paris in 1894. The Congress appointed him first President of the IOC. Since then, historical research has documented his important role in reviving the Olympic Games in Athens in 1896.

When the Olympic Games of 1896 were finished, Demetrios Vikelas resigned from the office of IOC member [surrendering his seat to a younger advocate of sport, Alexander Merkatis]. However, until his death, in 1908, he maintained strong links with the Olympic Movement and the international sports community. It was his idea to hold the so-called mid-term Olympic Games in Athens in 1906. Although these games are not included in the official list of Olympiads, contemporary research has greatly appreciated them as an event that practically rescued the survival of the institution of Olympic Games that had been severely tried in the 1900 Games held in Paris and the 1904 Games held in St. Louis, USA.

In 1898 Vikelas participated in the conference of the IOC in Paris. Its main subject was the organization of the 1900 Olympic Games in Paris. He also traveled to the Hague to take part in the International Congress on the History of Diplomacy as the official delegate of Greece. Such was the esteem and respect he enjoyed that among 400 delegates he was elected as one of the three Chairmen of Section B on Eastern European issues. Vikelas's last official contact with his numerous friends and admirers throughout Europe - in the

course of his life he had visited 17 countries and hundreds of cities - was in 1905 when he represented the University of Athens at the Congress of Brussels where, according to de Coubertin, "his old colleagues were so happy to see him, cheerful, graceful and dedicated as always." Only a few years later, this unique fighter of good causes would be defeated - perhaps on a biological, yet never on a historical and moral level - by liver cancer...

Vikelas's sport - loving philosophy

Has Vikelas's active and constructive involvement in Olympism and the development of the Olympic Games in the first decade of their revival molded within the mind and the heart of this first president of the IOC a certain philosophy on sport?

The answer is, of course, in the affirmative, but it should be pointed out that this philosophy of Demetrios Vikelas regarding athletic activity and Olympism was not codified by him in a certain text or essay; it is found here and there permeating his writings. It also pervades his whole work and his activities from 1894 to the beginnings of the 20th century. It could be said that out of all a beautiful mosaic has emerged which reflects not some exact formulae for action but out of which recommendations flow from the depths of his mind and his ever so generous heart; recommendations which maintain their impact even in our day. For his own small country, however, Vikelas worked out a series of suggestions and recommendations for the propagation and development of sport in Greece. These, contained in a long letter, were published in the January 1st, 1899, issue of the "*Cyclists and Sports' Review of the East*", the first Greek magazine on sport and one of the oldest in the whole of Europe. Through this text he sets out in a holistic way a philosophical approach to and a way of life vis-à-vis the broader concept of physical education. Vikelas was of course a world citizen; nevertheless he ceaselessly drew inspiration from the over 2500 years old Greek tradition. His thinking was clearly influenced by his personal experience and involvement in the enterprise of reviving the Olympic Games and holding them in Athens. Therefore, he underlined: "... physical exercise as a means of forming the next generation can and ought to be included in the measures through which we seek to achieve the future development of..." It is quite clear that Vikelas's message

is addressed to the Greek educational authorities; in its broader sense, however, it is a message to each and every country that regards it its duty to strive for the progress and developments of its youth by means of physical exercise.

Vikelas regarded athletic activity as a means of socialization; he rejected all thoughts of elitism. He saw sport as an ethnic, popular and patriotic issue; and with regard to relations between states, not as an instrument of confrontation but as one of cooperation and parallel development.

One of his views is as follows

"... in the same way as we are introduced to the knowledge and use of language through grammar; as the execution of harmonious pieces of music on an instrument has to be preceded by the study of rules and musical scales, in the same way gymnastics can be regarded as a preparatory education for sport."

And he completed his thought with the following words

"The immense importance of sport has been appreciated and propagated by Greece in antiquity and by England today; proof of this is that the English term "sport" has been adopted on a international basis. It summarizes the meaning of the ancient saying "Let both body and soul fare well" [Εὖ ἔχειν το σῶμα καὶ τὴν ψυχὴν].

With the above thoughts Vikelas defines physical exercise as a contribution of the systematic athletic performance to the human organism which he sees as a complex of BODY-SOUL-MIND. But Vikelas, in his ceaseless care for the problems of youth, prior to the first Olympic Games in Athens made a bold innovative suggestion which unfortunately was met with a downright refusal on the part of Pierre de Coubertin. Together with the Swede Berg he suggested during the Sorbonne Congress when it came to examining the different events that made up the competition program of the first Olympic Games, to include in it also some events in which youths of school age could participate - and one of these was boys' wrestling... This idea of Vikelas about boy's events in the Olympic Games was revolutionary indeed and rooted in the ancient Olympic Games where boys' wrestling was an event in many an Olympiad [even the names of six boys who became Olympic victors have come down to us]. Furthermore, the famous Olympic victor Milon of Crotón [who

won seven consecutive Olympic victories] achieved his first Olympic victory as a boy in 540 BC...

I am going to close this lecture on the European spirit and the sport philosophy of Demetrios Vikelas - together with my sincere thanks for your attendance which constitutes a great honor to me - with his proclamation of the ecumenical character of athletic competition, in his capacity as first President of the International Olympic Committee. And I wonder if anybody else before Vikelas had summarized with such simplicity and compactness the authentic meaning of "fair play" in the Olympic Games; these Games that are going through so many trials and tribulations in our day:

"The victory of each and every athlete, whether he be a Greek or a foreigner, *constitutes an honor for Greece as well* [the organizing country for the 1896 Games]; therefore, it should be welcomed with equal enthusiasm..."

SPORTS JOURNALISTS ON THE THRESHOLD OF THE 21st CENTURY. NEW PROSPECTS AND POSSIBILITIES FOR THE MASS MEDIA

by Jacques MARCHAND (*FRA*)

Olympia 1999

"The sports journalists on the eve of the 21st century"

Who will be the sports journalist of the 21st century?

A good and vast question that needs to be asked.

I do not pretend that I have all the answers, because journalism shall always be influenced by the strands of its time, some of which emerge, unannounced and sport prides itself on these uncertainties even as regards its own evaluation. Even if we were to reflect, as much as necessary, on the prospects of tomorrow's press, we still couldn't be sure there wouldn't be any surprises.

There is, however, one certainty on which we can rely - if sport becomes healthy again and does not head towards suicide by collective doping poisoning (I am unfortunately obliged to make this restriction, right at the beginning, which expressed a real concern that I fully share, because it also implies a responsibility for journalists, which they should not ignore) so, if sport continues on its way and grows as a spectacle, which is very probable, sports journalists will have to be more qualified and more professional than in the past, more skilled in information technology and control, more experts in journalism in fact and more qualified and professional in the technique and sociology of sport.

The direct effect being that journalists should be better and more responsible in what they write, in what they say, in what they show with the fixed (photo) or moving image (video). And before that, they will have to be better "trained" and better "educated".

Dear colleagues, you share and have to assume all the responsibilities of the profession you have wanted and accepted, that of sports journalist.

This means that you shall have to cumulate and even reconcile responsibilities that may be conflicting, under some circumstances, i.e. the responsibilities of a journalist and the responsibilities of a sportsman.

I admit that the journalist's responsibilities come first, because they are those of the profession from which we make our living.

There are, however, ethical restrictions, imposed by conscience. Any journalist who works in a democratic environment can, as a rule, rely on the protection provided by national legislation and refuse to publish or to broadcast anything that would be against his conscience.

This is a fundamental rule that one has to know, impose and defend for all forms of journalism and communication - written press, radio, television - be it general information, economic issues, politics, as well as sport, especially sport I would say, an area where relations with the public are very special since they are based on trust and should not be betrayed.

A public that is faithful, well-informed, pressed for time, enthusiastic, demanding

The sports public puts more demands on journalists, than the public that receives general information.

Why more demanding? For three main reasons: it is a public that is well-informed, pressed for time and enthusiastic. Its demands are in fact generated and kept alive by the media themselves. Let me explain what I mean. The readers, listeners and viewers of sports events represent a well-informed public, because often they have practised sport themselves and believe they know it well, but mainly because they have been educated by the press, that provides them with information, explanations, and testimonies, thus allowing them to live the event.

The sports public is more "in a hurry" than any other public because sports news are programmed and therefore predictable, whilst the news in general are unpredictable. Readers, listeners and viewers of sports know the place and time of all events and demand results and a commentary in the next issue of their newspaper and immediately, live, on their radio or television.

They refuse to *wait* and should not be kept waiting. In order to respond to these demands, publishers, eager to please their sports customers, allow their journalists to travel as often as necessary to cover sports events "on location". Sports journalists are those who travel more, their mission being to satisfy the needs of their customers. Keeping them in suspense and exciting their curiosity as much as possible, while keeping their passion alive since this is another element that will ensure the readers' or audiences' fidelity.

Some sports journalists are now playing the game, consciously or not, some allow their pen to go into a lyrical frenzy, while others will shout, will scream their enthusiasm in a way that borders on the ridicule. This makes media owners and executives smile, they find it amusing and do nothing to stop it, although it brings discredit to our profession which needs decorum and dignity.

The dangers of the media spiral

In the following years, journalists must make sure that they will not allow themselves to be swallowed by the media spiral, the result of competition between newspapers, radio and television, whose only aim is to maximize the profitability and commercialization of the sports spectacle.

The sports journalist has to assume his cultural responsibility for otherwise he might see himself pushed aside in favour of a commercial agent and publicity expert who will have borrowed his identity. Because the title of "journalist" is awarded now without any control over quality, competence and even morality.

This is the real danger facing the future of our profession which is already suffering the effects of this situation.

This is not a new danger. It exists since the time when sport in its modern form and the sports press were born together in the middle of the 19th century. Sport could not grow and become acknowledged as a healthy, leisure-time activity or as a show for the public, unless people talked about it. And the press took over this task. It is true that it has served sport well, for more than a century, but it has also used it and is still using it today, since television has amplified this phenomenon and strengthened the complicity by providing huge financial resources.

Sport wants to benefit from this situation; private organizers, but also international federations and even the IOC have become producers of sports shows, with the support of the press, provided that this will bring readers, listeners and viewers in return and of course advertisers as well as the end of the chain.

This is the whole secret behind the globalization and mediatization of sport which develop in parallel and mutually support one another.

So, what role and credit are still left to the sports journalist? It all depends on him or, more precisely, it all depends on us and on our perception of the profession we want to practise and safeguard together.

We must make the proper choice...

The passage from one century to another is always a time when developments within society - political, economic, technical, philosophical - occur at an accelerated pace. Neither journalism, nor sport can escape from this rule. It is also a time of reckoning, as if the change of date would suddenly change the spirit and the habits of the time. Without going to the Pythia, relying solely on intuition, we can predict that our profession will be affected by the media hurricane that is falling on sport. Should we allow the storm to move away and believe in the wisdom of men, of leaders, in particular in order to put sport back on the tracks of the sporting spirit which are made of the same metal as the tracks of the Olympic spirit?

Olympism for me and for many among you is sport that respects itself and therefore also respects its ethics. Detached from the educational values given to it by Pierre de Coubertin and many others, from all nations and on all continents, throughout the years, sport would no longer have a meaning, it would no longer be a game with its fair rules, just a toy abandoned to commercial exploitation.

If this is the kind of development we can expect in the 21st century, because of higher interests, we should say it clearly and substitute for the sports press with a cultural responsibility (to explain, analyze, comment the sport event as a news event, according to specific criteria for handling information) a publicity - oriented press to promote and increase the profitability of the sports event. The job of presenting or commenting an event in a way that enhances it is

not a silly job; for me it is a honorable and even enviable job professionally, for it requires a talent for imagination and communication, but we must be able to see and admit the difference: this is not or it no longer is a journalist's job.

How can he (or she) who has chosen to remain a journalist react, without allowing, him (or her) self to be carried away by the media folly of the end of this century and who wishes to practise his (her) profession in all safety in the new century which is so near?

The past, a guarantee for the future

It is often the past that provides the best guarantee for the future.

The French association of sports journalists had observed in a "White Paper", more than twenty years ago, that: "Sport is a human activity that is part of society from which it originates, but with its own logic and values, without which it would lose both its credibility and educational and cultural virtues. This sports ethics, so often mentioned without any real perception of its specificity and necessity, should become a subject of research and education".

Research on the psychological, sociological, philosophical, meta-physical effects of sport on society has been conducted in universities. The economic impact has been studied by economists, the legal effects by lawyers and the medical effects by doctors with the deplorable results that we all know.

The virtues of sport are taught with very little conviction to administrators and much more to those who practise sport, who, on the other hand, have to undergo intensive preparation and technical and tactical training to get results. Let us say nothing about spectators and fans, nobody worries about their education, the less education they receive, the more effective they will be...

During this whole period that is changing so rapidly, what was the education that sports journalists have provided or at least attempted to provide? It is true that they have had to adapt to technological advances in their work and this applies both to the written and the electronic press, to be able to do their job better and more efficiently. But have they ever reflected on the essence of modern sports journalism and its mission?

Some training seminars have been organized through the efforts of ISPA, with the contribution of a few NOCs. The only significant

achievement is what we see today at the International Olympic Academy.

The day of the Paris Centennial Congress that was devoted to a true debate on the press, with a number of truths that needed to be told and which could be heard, had created expectations about a constructive follow-up. Good resolutions have remained without response since 1994, however.

Publishers and network owners do not think it necessary to provide a specific training for sports journalists. They either trust them to handle this aspect, or simply ignore it.

International federations that were asked at the last GAISF congress in Monaco to promote training seminars for the acquisition of specialized knowledge are still playing a deaf ear.

However, true journalism will be able to override the present storm, only if it can rely on the credibility of those who practise this profession.

Journalists, however, will enjoy credibility in the eyes of their public and the sports world only if they are respected!

Such respectability will rely on three factors: honesty, qualifications, independence.

The first relies on conscience, the second on training and the third is an act of will.

Militant will, may I add.

Independence should not be confused with insolence; it is a constant struggle with one's self, to move away from commercial pressure, resist all temptations, refuse any interests and special advantages and avoid notoriety. It takes a strong character to accept that.

Conclusion

I would like to come back to my original idea about the need for more professionalism, with the double responsibility of knowing and controlling the tenets of journalism and sport and keep a proper balance between them.

To be satisfied with one or the other bit of superficial knowledge can only lead to lame professional practices, a handicap which is not accepted in media competition, just as it is not accepted in sports competition; the lame will always lag behind.

True journalists will also be asked to promote a sports society different from the one we know today which is going downhill.

Next century's sports journalists will be those who will resume the social mission of the previous century's sports journalists. Because sport must be rebuilt on its original foundations for otherwise it will sink, dragging us along.

OBLIGATIONS AND PROSPECTS OF THE PRESS TOWARDS THE HARMONIOUS FORMATION OF THE MORAL STANDARDS AND CHARACTER OF THE YOUNG ATHLETES

by Nickolai DOLGPOLOV (*RUS*)

The topic is a vast one but would like to concentrate my attention and to draw your's to some key points. Being a staunch supporter of the Fair Play activity in sport and in journalism, I always tried to promote the concepts of Fair Play. They are of vital importance especially nowadays and I'll try to explain why.

In my opinion sport of high international, even Olympic, standards is in danger. Too much money is involved and there are now so many stakes that may demoralize any young (and not so young athletes). Due to the flow of money that are supposed to enrich the handful of participants of a competition the motivation of athletes is changing. Try to write an old thing about the noble ideas of physical culture or to mention the motto of baron Pierre de Coubertin that it is more important to participate than even to win. In my country the sport writer won't be laughed at (not yet) but the eyebrows will be raised in a kind of surprise: outdated, forget it, for birds... The new slogan rather typical for the end of the 20th century is in full swing and that is - to win at all costs.

And one specific price that is to be paid is the athlete's health. Didn't You notice the terrible illness that struck most popular and money attracting sports like velo or track-and-field or weight lifting or (sometimes) skiing? Drugs of any kinds have penetrated into these disciplines and have turned out to be the evident and usual reason for disqualification. And we - the sport jouranalists and our readers - have got so much accustomed to the procedure that we do accept the phenomena with the weighed calmness. So let it be? Let the IOC and IAAF struggle against it with all their might and with our silent - at least not that loud approval? To speak frankly I do not remember that much noise produced by my colleagues after finding out that

Mr. X or Mrs. Y was disqualified for using doping. Oh, yes, we devoted full pages to Ben Johnson heroic deeds and family troubles of another track star Ludmila Narozhilenko who ate kilos (forgive me, please, for the exaggeration) of officially forgiven substances. But did we really write any significant piece condemning not the troubles and bubbles of the false champions caught by hands but the real journalistic issue, masterpiece condemning the whole concept of doping usage? My friend and colleague Togay Bayatly, the AIPS president for the second term running, once told me in an official interview published in the biggest Former Soviet Union Daily "Delovoi Vtoric" that the violators of the sport laws (the ones who use doping) should be dealt with the same strictness as the drug suppliers and that sometimes it is even for the criminal courts, not only for sport organizations to open the criminal procedures against them. To my surprise the proposal was not accepted unanimously in our journalistic Russian sport circles.

And here let me have a look at those who according to the organizers of this seminar must or rather may produce the influence upon the formation of the harmonious moral standards of the youngsters going in for sport. I mean us -journalists. Are we really the ones who are able to carry such responsibility? We do not pay too much attention to the subject for our journalistic crowd is heads over heels busy with other vital problems. So many changes in sport especially during the last two decades. Could one only imagine, say, in 1984 that the dream teams of NBA or NHL would take part in the Olympics? Or that even modest tennis players or track runners of average level would get tens or thousands of dollars just for participation in competitions? Who would dare give me the positive answer? And what is the place of us, journalists in this ocean of new Olympic concepts? I have the purely private impression that we are drifting in this open sea with no final direction shown. So, before forming the athletes we must think twice about our own formation. I'm one of the folk. But sometimes I feel myself ashamed of being the member of the family. Yes, sport is commercialized now and there is practically no way out of it. The important producers of sport equipment started to play vital role in the modern sport. And sometimes the sport writers are not against getting a piece of nice pie from the big one given to the athletes. A little souvenir here and

there, tee-shirt, towel, sport bag. Why not? I'm not against it myself never trying to overpope the Pope. But it is not the rare case when the normal desire to get a shirt or a pair of socks transforms itself into the uncontrolled rush for more and more souvenirs. At a Youth Championship I was honored to be present at the press-conference with the young winners. It was not over when a famous company started to distribute caps or belts or something like that in the same room. Only the handful of distinguished journalists remained seated, others rushed to the desk and transformed the modest event of souvenir giving to a crucial battle of Borodino. The three medal holders of the championship looked puzzled, astonished. I swear it was not the sudden case of ill-mannered behavior.

Unfortunately it is turning out to be typical and is concerning not only the sport reporters of the countries that are not so rich or are on their way to development. Because of that I doubt it much that the young athletes will treat us with respect and will be inclined to listen to our piece of advice concerning high moral standards.

One more aspect of the same, at least in my mind, problem.

I have a feeling that big sport goods producing companies are on their way of taming part of the journalists. For example, a company now is not to throw away money as it was done for promotion in the recent years. For instance it is not going to present all accredited journalists with the samples of its production at important sport events. Nowadays the global tactics has changed into finding out a bunch of eager media representatives who are supplied with gifts of some real value. The reporters may not be the best but those picked up will promote the cause of the company free of charge and will do their utmost as promoters, pushers, image-makers... I'm not sure these media representatives will have much time to promote the ideas of harmony or high moral.

And now to the third and the last aspect of the problem. That is the relationship between the sport press and influential sport clubs. Unfortunately, nearly all NOCs and state sport committees of the FSU countries are in financial situation called disaster. The centres of sport life-and money streams-are now not in governmental establishments but in mostly private - owned sport clubs. Such is the case in football, ice-hockey, wrestling... Due to the financial success the owners are able to pay attention not only to "their" athletes but

to journalists as well. And here, to my deep sorrow, one can easily witness the same attempts of taming the press and to transform some of the reporters into obedient servants. It is the same old game. Presents, money donations, invitations to accompany the club teams to away games abroad. And why not encourage the team if your air-fare and accomodation are paid and pocket-money is given by the club? And really it is not that terrible in case of a brilliant victory. And what if it is a loss for which the club is to be criticised? The owners provide the press with the answer: it is the referee, bad weather conditions, anything in the world... But it is not the fault of our young athletes. And the reporter obeys, writing the invented explanations. The youngsters, even the starters, begin to realise that some well treated journalists will be on their winning or loosing side and it doesn't matter if they play weel or not. Is it educational for the young people? Can one call it ethical or moral? So let us try one more time not to turn into yesmen. Try to remain devoted to the ideals of fair-play and proper professional behavior. Only in such case well preserve the moral right to teach, to educate. To remain in the runks of moralisers. We must keep enough dignity in ourselves in order to write, to rub into the minds and souls of the young generation the ideas of harmony and sportsmanship.

Because youngstors now do need our help, advice, experience even more then ever. Here above I indicated what general changes are going on in modern sport movement and what serious mistakes should be avoided by sport media in order to preserve the moral right to remain in the ranks of educators. Now let me pass to the real ogligations of the press towards the young athletes. The most important one is to help to bring up youngsters on the positive examples of the dignified deeds of the outstanding adult athletes; to show the supremacy of humane values over the financial aspects of international sport; to promote fair-play; to inspire the younger generation to go in for sports.

Fair-play must become the silent password, the cherished concept for those competing at the World Youth Games, Olympics and at other events of all levels. Fair-play promotion - in my mind - is the obligation of sport media. And if there are any evident rights in sport we must raise our journalistic voice in defence of, the right "to fair-play" remains the most important. And not being too much pathetic

let us remember and remind the audience Pierre de Coubertins' words who wrote that the *Olympic* ideal is based on "cultivating man's body, which in turn is based on fair-play and aesthetics".

Fair-play is mostly invisible and is not subject of mentioning during the award giving ceremonies. Medals and the fair-play are two different poles drifting apart from each other. And our task is to show to youngsters that the fair-play is of the same golden value. We managed to make it the banner of our All-Russian Youth Football League. The 13 year old captain of the team from the out of the way settlement deliberately missed the penalty kick. Serguey Boudaev was sure that the penalty was a result of referee's mistake and he just kicked the ball out of the field even knowing that his team may loose the game. We wrote articles about it. Then sent the clips to the headquarters of the International Fair-Play Committee in Paris.

And luckily the boy got the diploma "for the Fair-Play". It was sent to Moscow and we succeeded in making much of it. Half a dozen of children football teams were invited to the conference hall of one of the biggest Russian dailies as well as outstanding football stars and a crowd of journalists. Afterwards the awarding ceremony was held at the famous "Dinamo" stadium during the interval of the match between the old world known opponents - "Dinamo" and "Spartak". Tens of thousands of fans were present and they gave the standing ovation to Serguey. It was the holiday of fair-play and of the young football. I'm sure the event was worth our efforts. It was widely publicised, broadcasted and remembered not only by the youngsters.

Together with the Chairman of the All-Russian "Fair-Play Committee" Professor Vladimir Rodichenko we are trying to make celebrations like that regular. I wish I had the proper right to write that after years of our joint efforts we made it big. Alas, our lot is poor. Unfortunately the whole concept of fair-play seems to be rather far from the demands of our daily life. My fellow journalists prefer to write about the examples of fair-play only when it resembles something like sensation. Young athletes (at least in Russia) are so much busy staging their professional sport careers that they do not simply have time enough to think it all over. The general public has got accustomed to tabloid articles dealing with benefits or money losses

of big stars performing abroad or with their love affairs. Stories about honesty and noble deeds are not in big demand. In other words we failed until now to present to the young athletes fair-play as an appropriate life style.

Anyway as the late president of the International Fair-Play Committee Willy Daume wrote "Fair-play does not come from the above, it must be impressed in our souls and we must fight for its survival". So, no thought about retreat or surrender. Believe me, we'll hit the target sooner or later.

And the Olympic education will turn out to be our most valuable partner in this struggle for the young souls. Since ancient times the ideas of Olympic movement inspired youngsters to improve their health and physical abilities as well as to develop the best human qualities. Educative significance of Olympic ideals should not be forgotten.

The I World Youth Games (WYG) of 1998 in Moscow were a kind of contribution to the task of Olympic Education. The WYG were attended by young Olympians from 131 countries. I presume the Games had vital sociological, pedagogical significance. Thanks to evident reasons they were not spoiled by an excessive commercialization (such an ugly word, isn't it?). Youth Games like that may or rather capable of improving the moral climate of important competitions of any level including the Olympic one.

And here I must express the deepest gratitude to the World and Russian national sport media. The journalists who were at the beginning rather sceptical as far as the ideas of the I WYG were concerned, got the real meaning of the Games very soon. And they succeeded in bringing it home to the readers and TV viewers that the WYG did not resemble the stables for the future Olympic Games. The aim of the WYG was not to supply muscle power but to bring up young athletes in harmony. Their final target is to put into practice the humanistic ideas of the "Olympic Charter". The atmosphere of the I WYG, the inner climate, the concept of running the race and not winning it at all costs contributed to the most important target: to include in the Olympic Movement millions of, as we say; "ordinary", not necessarily sport gifted persons, who are eager to participate and to share the Olympic ideals that are sometimes in oblivion now because of excessive commercialization.

But may it be that we are overestimating the importance of Olympic education and our own journalistic role in the formation of the harmonious moral standards of young athletes? My participation in the Olympic Congress of 1994 in Paris proves that we aren't. If I'm not mistaken at the Congress of Centenary the Olympians themselves raised the issue! for the first time in the Olympic history. The Japanese swimmer Hiroko Nacasaki expressed the certainty that if the mass media insisted on Olympic education as a prerequisite for journalistic participation in the Olympic Games, they could be the key element in getting across the Olympic message and the Olympic ideals to the children of the next century.

And one more quotation of Pierre Duran who is a French athlete: Television could join with the Olympic Movement in helping people rediscover (underlined by myself - N.D.) the true value of sport and the inspiration of the Olympic ideals".

And now the opinion of the IOC member Mr. Denis Oswald:

"The media should draw the attention of the public... by emphasizing sportsmanlike conduct or highlighting the committed efforts, idealism and self-denial of those who play or run a sport".

It is not by chance that I underlined the word "rediscover" in M. Duran's quotation. I'm not a pessimist, not at the least, but my experience prompts me that there is a long way in store for us in this particular branch or field. Call it (or judge it) whatever you like, but in the last decade too much attention was paid to the elite sport, that is the sport of the highest order. The Olympic ideas and ideals were praised but at the same time their real values were not used that effectively as they should have been used.

Some important events that occurred not long ago and the attacks at the Olympic Movement make me think that the situation will be reviewed by the IOC authorities. The new programme of the Olympic development 2000 is under consideration and is likely to be adopted as a guideline soon. I had a chance to exchange opinions with the former IOC vice-president who is now working on the 2000 programme as the member of the special commission. It looks like that the definite carefully worked out models of Olympic education will get more support than ever from the ruling bodies of IOC. The concept of fair-play, of harmonious development of an Olympian, of mass involvement in Olympic Movement of millions of ordinary youngsters

will help a lot in the formation of a young athlete of high moral standards.

The first steps of this tremendous job that is in store for every member of the Olympic family including us, journalists, will be weighed, considered, discussed as soon as in July during the Olympic session in Korea. And naturally the first layer that will be (rather should be) touched by the changes is the young generation.

The generation that lacks experience is in position to foresee the things that are invisible for many of those who used to carry the heavy burden of mistakes. Ill never forget in a hurry the I World Youth track-end-field championship of 1985 in Athenes. At the closing ceremony at the Olympic stadium two youth teams of west and east Germany joined their scattered ranks during the final parade. Spectators were surprised, officials from both sides shocked... The development of the modern society proved that the youngsters had an excellent vision and prevision of things.

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OLYMPIC MARKETING: ITS CONTRIBUTION TO THE STRENGTHENING OF THE OLYMPIC MOVEMENT AND DEVELOPMENT OF SPORT WORLD-WIDE

by David S. AIKMAN (CAN)

Normally, I would begin by saying how very pleased I am to be here. But actually I have to say that this morning I am very nervous to be here. Over the last few months, the organization that I represent has effectively been put on trial by the Fourth Estate. And there have been an awful lot of reports about the contribution of money, commercialism and marketing to the IOC's problems.

This attention has, understandably, had a direct impact on the IOC's Marketing programmes. Over the past few months, all the work the IOC has done over the last two decades has been challenged. But I am not sure that the whole story has been told or that the facts have been put in their proper perspective. Therefore, I can only ask that you listen and give me a fair hearing.

The IOC has faced many crises over the past 100 years - boycotts, terrorism, doping scandals, political interventionism, and near bankruptcy. The current crisis, though, is much, much different. It cuts to the very heart of the Olympic ideal - its ethical values. It is also a crisis of our own making - not that of some third party trying to attack or use the Olympic Movement.

It does not matter that the sums of money involved in the "corruption" were relatively small in comparison to reported scandals in other organizations such as the EU, or companies such as ELF. The Olympic Games are unique, in part, because they are based on universal ethical values - something more than just sport. We put the Olympic Games on a pedestal because we are looking for that affirmation that the human race is capable of something far nobler than the every day rat race. And to that extent, even a scandal of a few hundred dollars would undermine what the Movement and the Games represent.

From the outset, the IOC tried to act as quickly and decisively as its structures allowed. We moved to gather the facts on what had happened and separate those from the rumours. There was no question in our minds as to the gravity of the situation: if the IOC did not have the courage to make the tough decisions needed, the IOC's Marketing Department could forget about trying to renew agreements

- there would be nothing left to sponsor.

I think it is important to review the steps that have been taken over the past few months before going on to review the impact on our marketing programmes:

- First and foremost, the IOC and its leadership have apologized to the athletes and all of the Olympic fans throughout the world for breaking their trust.
- Second, the IOC moved to clean-house. Six members have been expelled, four members have resigned and investigations continue with one other member.
- Third, the IOC has moved to become more transparent and published its first annual report, with full accounts audited by Price-waterhouse Coopers, to the highest international accounting standards.
- Fourth, the IOC modified the election process for the 2006 Olympic Winter Games, banning all site visits by members, or City visits to members, along with all forms of gifts.

These were the minimum steps that needed to be taken to stop the "patient" from haemorrhaging. Then the IOC began to take steps toward treatment, and hopefully, eventually, recovery:

- The IOC established a new Ethics Commission, with a majority of independent members known for their integrity - Former US Senator and White House Chief of Staff Howard Baker; Former UN Secretary General Javier Perez de Cuellar; Former Swiss President Kurt Furgler; Former President of the French Ministry of Justice Robert Badinter, along with an elected athlete from the IOC Athlete's Commission, 4-time Olympian Charmaine Crooks from Canada. The Commission has been drafting a Code of Ethics which is to be presented at the upcoming IOC Session in Seoul. The Ethics Commission will then move into the role of an Olympic ombudsman, to which any future accusations of improprieties can be brought.

- And finally, as you will have noticed from your colleagues report over this past week, the IOC set up a Reform Commission called IC 2000, to look at the whole structure of the IOC - from the membership through to how future cities are elected. Some of you may have picked up the wire reports from this Tuesday and Wednesday of the week, but we are very pleased with the meetings. There is clearly a lot of work to do this summer, as the working groups have set a very full and ambitious timeline, but the advice we have received from the outside members of this panel has been very constructive.

These past few months have taught us that it is time to re-examine some of the fundamental principles that have guided the activities of the IOC over the past century. We believe that the philosophical basis of the Olympic Movement remains entirely sound and perhaps even more relevant than ever before as society evolves. However, the manner in which the IOC has been established and organized should now be reassessed to see if it can be improved in light of the vastly changed nature and extent of sport in the world today. But the ideals at the heart of the Olympic Movement must remain sacrosanct. We must create a stronger structure to protect and nurture those ideals. We must ensure that the ideals reach into every corner of the Olympic Movement - especially our marketing programmes.

The Olympic Ideal is worth protecting, worth nurturing, because it is a source of inspiration around the world. It is a treasury of human hopes and dreams, inspiring literally hundreds of thousands of young athletes in every generation to push themselves toward a higher goal.

The IOC is committed to take the steps necessary to ensure the enduring value of this Ideal. The steps we have already taken represent a significant response to the crisis - and I am personally convinced that the IOC and the Olympic Movement will eventually come out of this a much, much stronger and better organization, as we enter the new millennium. In time, I believe that people will look back and see this time as a defining moment in Olympic history, where, in the end, an awful lot of good will come out of a very difficult and ugly period.

It is important to maintain a certain perspective, as one reflects over this situation, so that the good is not superseded by the bad. Consider the following achievements over the past twenty years

- Olympic boycotts have become a relic of the past - they had the potential to destroy the entire Olympic Movement, and the IOC has played a pivotal role in demonstrating that the unique nature of the Olympic Games should raise them above being held as a political hostage.
- The Olympic Movement has become united and is a powerful and effective social force for good throughout the world.
- The IOC has broken down the barriers to participation of women at the highest levels of international sport and has led this effort by example in its own structures and decision-making bodies.
- The IOC has increased the involvement and importance of Olympic athletes in its decision-making structures, including the establishment of an Athletes Commission the majority of whose members are elected directly by Olympic athletes at the Olympic Games.
- The Olympic Movement has become universal, including some 200 different National Olympic Committees. Of the 197 National Olympic Committees that existed at the time of the 1996 Olympic Games in Atlanta, every single one participated in those Games, an achievement unrivalled by any other organization in the world.
- Through the efforts of the IOC, the Olympic Movement has achieved a significant degree of financial independence, which enables all national Olympic Committees and international sports federations to benefit. In fact, 199 National Olympic Committees receive direct support from the IOC, enabling some of them to prepare a National Olympic Team and send it to the Games to compete before the world. For some, this support and the recognition it earns creates a deep sense of national pride through sport.
- In addition, the revenues now available directly or indirectly through the IOC - many already committed on a long-term basis - make it possible for host cities to finance the Olympic Games from non-tax base funds. This makes it feasible for smaller countries to now consider the possibility of hosting the Games. Just as examples, both the 2000 and 2004 Olympic Games were

awarded to the countries having the smallest economies of all the candidate cities amongst the finalists: Australia and Greece. Without the reserves generated through Olympic television and marketing, there would otherwise have been a significant financial burden on those countries. The Olympics can now be organized, pretty much, on a self-funding basis.

These last two achievements especially have been possible through the support of Olympic Marketing. The programmes we have built over more than a decade have provided the tools for the sports leadership to build this Olympic Movement.

These changes did not take place overnight, nor was their success ever guaranteed. Nor, I must add, were such changes necessarily welcomed. One of the biggest debates within the Olympic Movement over the past decade has been the potentially negative impact of commercial interests on sport.

This is where I am afraid I have shifted into the more didactic side of my presentation to you this morning. I feel it is important to give you a basic primer on Olympic Marketing, its development and historic role, and let you know where our programmes are heading. Against that background I want you to ask one question - Is it worth it?

There is a great temptation to think that Olympic marketing is a product of late 20th century excess and flourishing economies. That the Olympic Movement was getting along just fine without corporate involvement before the IOC initiated the world-wide Olympic sponsorship programme in the '80s.

You might be surprised to learn that, in fact, Olympic Marketing has been around, in one form or another, since the Games of the First Olympiad in Athens 1896. Companies (including one of our current sponsors, Kodak) provided much needed revenue to the organizers through their purchase of advertising space in the souvenir programme.

The first Olympic "sponsors" *per se* date back to the Games of the 5th Olympiad in Stockholm 1912 where ten Swedish companies purchased exclusive rights to sell memorabilia at the Games.

At the following Games in Antwerp 1920, organizers continued to increase their reliance on financial support from local companies - the official programme was so full of advertising that by some ac-

counts it was practically impossible to find any information about the events or the athletes.

In Paris in 1924, organizers sold advertising boards inside the Olympic stadium to generate additional revenue. Had Organizing committees been left to their own devices, the practice of in-stadia advertising would probably have continued to the present day, but thanks to IOC intervention, such practices were stopped by the following Games. This continues to be an important difference between the Olympic Games and any other major sporting competition.

While corporate involvement continued to play a part in the Games, its revenue was quickly outstripped by that derived from the sale of television broadcast rights. From the \$3,000 contract with the BBC in 1948 (which was never paid) television broadcast revenues grew, by fits and starts, to over one million dollars by the Games of the 17th Olympiad in Rome, 1960.

Forty-six companies had commercial relationships with the Rome Games - some of the notable products supplied to athlete were perfume, toothpaste, soap, and chocolate.

In Tokyo 1964 more than 250 companies had commercial associations with the Games - including a cigarette company which produced a new cigarette brand for the Games called "Olympia" and generated over a million dollars for the organizers. The Winter Games in Grenoble 1968 had two brands of licensed cigarettes, each named after an Olympic venue!

By Montreal 1976 commercial associations with the Olympic Games had reached almost ridiculous proportions - there were 628 official sponsors and suppliers. And yet this corporate programme generated less than \$7 million for the organizing committee. Although the 34 million dollars in television revenues helped the OCOG cover its operational costs of the Games, the Montreal Games were seen by most as a financial disaster - the stadium remained unfinished at the time of the Games, and to this day the citizens of Montreal continue to pay high taxes on the \$1 billion capital construction costs.

Twenty years ago, the Olympic Games were very commercial, but despite these numerous companies being involved with the Olympic Games very little financial benefit was attributed to the OCOGs and NOCs. Almost no revenue was attributable to the IFs. And it was

the athletes who were the big losers - with no more than five National Olympic Committees had any independent sources of revenue (most were solely funded by the state), athletes had to pay for their own training, thus precluding universal participation in the Games based on athletic merit, which is a condition in the Olympic Charter.

In 1985, the IOC created a world-wide sponsorship programme to provide additional revenue to the IOC, OCOGs and every Olympic team attending the Games. The IOC had seen the financial success of the Los Angeles Olympics, which left a \$215 million legacy to support youth and sport education programmes, and wanted to emulate that. Approaches were made to leading international companies whose products were either essential to the running of the Games or global in their reach. In order to prevent the uncontrolled use of the Olympic symbols and to command a higher rights fee for exclusive association, the IOC decided to limit the number of participating sponsors. There were 9 TOP Sponsors in 1988 and today there are 11.

We are operating on the premise that Less is More, but it seems that some think that Any is Too Much. There is a fundamental question to be asked about Olympic Marketing to which I alluded earlier - Is it worth it? Has the IOC mortgaged its ideals for a few bucks? Has the IOC exploited its heritage for short-term gain?

Those are very faire questions. I'm honestly not sure that I have the answers. As I said earlier - every choice, every political solution has its cost. But I do think there is a cost-benefit equation figure this out: on one hand you have the potential cost to the IOC (in terms of how sponsors exploit their relationship to the Olympic Movement), and on the other side the benefit the IOC receives.

Why do companies sponsor the Olympics?

- *Awareness / Recognition* - The Olympic Symbol (the five interlocking rings) is one of the most universally recognized symbols in the world. In a global study back in 1995, across 9 countries (USA, UK, Spain, Brazil, Australia, China, Japan, Malaysia and South Africa), an average of 93% of people spontaneously identified the Olympic Symbol. By using the Olympic Symbol in their advertising and promotions, companies can benefit from this recognition.
- *Positive Association / Goodwill* - In the past, research has also shown that the Olympic Symbol evokes the following associations

- Sport (86%), Excellence (77%), World Peace (66%). Through Olympic sponsorship, some of these spontaneous associations and the emotions connected with them are transferred to the companies and their brands.

Even amidst this crisis we have seen that the public's attitude to sponsors' involvement in the Olympic Games remains high - in a global survey 73% of respondents said the scandal had not changed their attitudes toward sponsors. Some 33% said they "strongly believe" that Olympic sponsors deserve their business.

- *Return on Investment* - Companies do not sponsor the Olympic Games out of charity. Olympic sponsorship and the "halo" effect it gives can help companies to achieve important corporate goals:
 - During the Nagano Winter Olympics, Kodak (Film) experienced a 375% percent increase in its market share, traditionally weak in Japan.
 - VISA (Credit Cards) reported that VISA Card payments in Nagano accounted for 20-40% of transactions, against an average level of 2% for Japan, thus helping VISA to penetrate a market that does not traditionally use credit cards.
- *Product Differentiation* - Olympic sponsorship can be a competitive point of difference and distinguish a company from its competitors.

That is all very well and good for the Sponsors, but what does the Olympic Movement get in return? Is the price of this association too high? Do sponsors profit at the movement's expense?

The IOC gets 3 things in return: Value-in-Kind, Marketing-in-Kind and cold, hard Cash.

- *Value-in-Kind* - Olympic sponsors contribute services, personnel and equipment that is essential to the staging of the modern Olympic Games. A look at recent Olympic Games gives you an idea of the scope of this commitment:
 - Over 10,000 technical and service personnel were seconded to the Nagano Olympic Winter Games from our sponsors to ensure that technology ran smoothly.
 - In Atlanta, Panasonic provided 3,000 monitors, 1,000 digital video recorders, and 200 digital video cameras for the Games broadcasters. In Nagano they also provided 20 giant video screens to make the spectators experience more enjoyable.

- As some of you may have experienced, IBM provided results and statistics to thousands of journalists. During the Nagano Games their systems processed a trillion bytes - which I am told is the equivalent of a stream of paper stretching from here halfway to the moon!

In addition, sponsor VIK contributions are essential to the running of the administrations of the Olympic Movement - it would be very hard to co-ordinate our global operations on a day-to-day basis without all those computers, photocopiers, and faxes. • *Marketing-in-kind* - In order to derive the benefits from their sponsorship, TOP partners must advertise and promote their relationship with the Olympics. We work very closely with sponsors, in order to manage how they communicate their association with the Olympic Movement. One of the key opportunities for this promotion is during the broadcast of the Olympic Games - Sponsors purchased the majority of advertising time available. The benefits to the IOC are twofold:

1) First, by working closely with the Olympic Sponsors, we can ensure that they are communicating messages which benefit the Olympic Movement as well as move product. Gone are the days when a sponsor could slap the Olympic "rings" on something and promote the "Olympic Widget".

Let me show you a few examples.

[VIDEO - Commercial showreel]

Do these commercials sell sponsors products or the Olympic ideals? The reality is that the IOC could never afford to produce those kinds of slick commercials or purchase that kind of air-time, nor is it our mandate - the IOC's role is to invest in sport. But the sponsors can tackle this kind of media buy, and they have the expertise in knowing how to get this message out to the broadest possible public.

2) The second benefit to the IOC is the "multiplier effect" of Olympic sponsorship. As I said, the sponsors *purchase* this broadcast advertising time. So, while the TOP Sponsorship Programme has grown from \$95 million in 1988 to generate nearly \$500 million in this quadrennium, sponsors have spent at least twice that much again in order to promote, advertise and activate their sponsorship. This has had a direct impact on Television Broadcast Rights Fees -

since 1988 they have risen almost 200% percent to over \$2 billion for the current quadrennium, as broadcasters use advertising revenue to fund these rights fees.

- **Cash** - The entire Olympic Movement has benefited from this growth. Whether we like it or not, there does not seem to be any way to separate the running of sport from the business of sport - it takes money to train athletes, organize sporting competitions and administer sport. But unlike in the past, the financial benefits generated from Olympic sponsorship and broadcast programmes have been passed on directly to the Olympic Family - and I do mean the whole family.

- There has been a tremendous amount of misunderstanding about where all of this money goes. The IOC has been attacked for being too rich, and for a lack of financial transparency. So, let me set the record straight right here and now - the total revenue for this quadrennium is just over \$3 billion. Where does it go? Well, it is true that most of it is collected by the IOC. That is logical, because the IOC owns the rights to the Olympic Games - we are responsible for "leasing" those rights to others.

However, the IOC itself retains 7% of these revenues to cover direct operating and administration costs. Although 7% of \$3 billions is still a lot of money, percentage-wise I believe we are doing a lot better than most other non-profit organizations.

The rest of the revenue, 93%, is redistributed to the following sporting organizations

- ***Olympic Games Organizing Committees (OCOGs)*** - The bulk of this revenue (78%) is passed on to the OCOGs. In the current quadrennium the Sydney OCOG will receive more than \$1.8 billion in broadcast and sponsorship revenues combined. Nagano received over \$700 million from broadcast and sponsorship programmes. This represents between 60% (Sydney) to 75% (Nagano) of the OCOGs budget and allows OCOGs to provide additional support to NOCs and athletes such as free accommodation in the Olympic Village and travel subsidies to the Games. More athletes than ever can attend the Olympic Games based on their athletic merit, not their economic means.

It also means that there is less of a financial burden on the city hosting the Games. While there are still important capital costs in

staging the Games, the bulk of the operational budget is now secured.

It also means a very different relationship between the IOC and the OCOGs. Thirty years ago, the IOC effectively said "Congratulations on the honour of being selected to host the Games - see you in six years!" Now we work hand-in-hand with the OCOGs - and have a lot more leverage when it comes to tackling problems, because we write some of the checks.

- **International Federations (IFs)** - Unlike the majority of sports governing bodies where the national governing bodies pay membership dues to the head office, the IOC has allocated over \$150 million in support to international sports federations, for the promotion and development of sports at the grassroots level. As the IFs have their own sponsorship programmes and do not actually cede rights to the IOC, their share of the revenues is currently 5%.
- **National Olympic Committees (NOCs)** - The remaining 10% of revenue is attributed to NOC support. NOCs benefit directly from the TOP programme (the smallest NOCs receiving \$40,000 and the largest several million) and indirectly through Olympic Solidarity. Olympic Solidarity is a major tool for the IOC to promote Olympism directly and provide aid where it is needed most - budgets have increased by 230% since 1988 to over \$121 million per quad. This increased support has doubt strengthened the athlete and NOC programmes. In Atlanta 1996, 18 medals were won by athletes supported by Olympic Solidarity training grants.
- **Other programmes** - the funding generated through these marketing programmes allows the IOC to undertake special programmes such as humanitarian efforts, environmental programmes as well as provide important funding to sports organizations (such as the International Paralympic Committee). The IOC also covers the costs of many of the international meetings necessary to administer world sport.

More nations, more athletes and a wider range of sports than ever. The Olympic Games are the most widely watched sporting event in the world. More than 214 countries and territories televised the Centennial Olympic Games and cumulative global television audiences averaged more than a billion viewers a day. The Nagano Olym-

pic Winter Games were broadcasted to over 180 countries (vs. 120 in 1994) and for the first time, the Winter Olympics were covered extensively across the South American and African continents. Never in the history of the Olympic Movement have the Olympic Games been so accessible to the broad spectrum of humanity.

But I am not here to tell you that everything is rosy and that the IOC should pat itself on the back for a job well done and carry on with business as usual. The threats to the Olympic Movement - both from within and without - are real:

- The Olympic Movement must manage its image and its festival very carefully. The Olympic Games are special because they are the only sporting event based on a powerful ethical ideal - that though sport, friendship, and fair play the world can be united in peace. If we trivialize or tarnish those ideals, we will lose our universal appeal. People will cease to notice the Games, sponsors will cease to advertise, networks will cease to broadcast. The entire self-perpetuating cycle of private funding through sponsorship and television will grind to a halt.
- In addition to protecting our image, we must also enhance it. We must work harder to implement and promote Olympism, and work harder to communicate more about what the Olympic Movement is doing in 200 countries around the world, 365 days a year.
- In doing this, the Olympic Movement will grow. And as it grows, there will continue to be ever increasing pressure from within to generate more revenue to support more worthy programmes. This kind of pressure can force OCOGs into precarious positions, as was the case with Atlanta, and is currently the case with Sydney.

So, what is the IOC doing to combat these threats? 1. *Understanding* - While marketing is not the cure-for-all-ills, there are some basic business disciplines which we are applying to the Olympic Movement which are useful. In order for the IOC to better understand what the public thinks of the Olympic Games, and also what kind of programmes they are willing to see associated with their Games we have undertake, and recently completed a "Brand Audit" of the Olympics - across 11 countries, from Russia to Senegal we asked people from all walks of life for their input.

There aren't too many surprises - people are telling us that the Olympics are highly emotional and aspirational. They're about "Friendship" and "Fair Competition". They are "Global", "Dynamic" and "Festive". They are about "Being the Best" and about "Striving". They are "Youthful" and "Peaceful".

What is surprising, though, is the high level of sophistication and realism that people have toward commercial involvement in the Olympics. 75% of people surveyed agreed that they would welcome commercial association if it helped fund the Olympics. And 79% said they wished the Olympic sponsors would link their advertising and promotions back to the Olympic ideals they mentioned above.

The IOC has an obligation to this public to ensure that our commercial associations do not have any impact on this public trust.

2. *Combating "overcommercialization"* - It doesn't take exhaustive research to learn that the perception of the Olympic Games being too commercial is a threat to our ideals. While the Centennial Olympic Games were fantastic for the athletes and our sponsors, the media was very critical of the perceived "over-commercialization".

The IOC has moved to correct many of the elements which led to that perception, for example, by strengthening Host City Contracts to increase co-operation between the City and OCOG (to discourage uncontrolled street vending). The IOC has also been encouraging more co-operation between government and the private sector to find a better balance of capital cost sharing.

The IOC continues to fight against "parasite marketing", where companies try to mislead the public or use Olympic imagery to get the benefits of an Olympic sponsorship without actually supporting the Olympic Movement.

One area that was of considerable debate in Atlanta was the behaviour of the sporting goods companies - trying to push the boundaries set forth in the Olympic Charter by branding their athletes contact lenses, having them tattoo marks on their bodies or launching shock-ad campaigns trashing the Olympic values. The IOC brought together the sporting goods industry to establish an Olympic Marketing Code to encourage these companies to play fair. Among other things, the code addresses trademarks (ensuring companies respect the Charter guidelines on size and placement) and ensuring that

advertising is in line with the Olympic ideals. The industry leaders • Nike, Adidas, Reebok, Mizuno and Asics have all signed the agreement.

3. *Strengthening existing programmes* - After more than a decade together with our sponsors, our relationship has evolved into a true partnership. You might be surprised to learn that all of the IOC's commercial partners agree to abide by the principles of the Olympic Charter. This combined with the valuable information we have garnered from our research allows us to create some powerful programmes with our partners. Here is an example of the kind of things we are pioneering:

[VIDEO - John Hancock - Sarajevo Fund - raiser] With our broadcast partners it is the same story. We collaborate closely to ensure the broader promotion of the Olympic Movement and the Olympic ideals. Let me highlight a few programmes:

- *PSA* - This year we will be launching another Olympic Public Service Announcement, aimed at promoting the upcoming Games and reminding people about the fundamental values of Olympism.
- *Olympic Programming* - Many of our broadcasters now have weekly or monthly Olympic shows, aimed at providing information and some of the stories behind the Games, following the athletes in their training, and helping viewers to appreciate the athletes' Olympic dreams.
- *Games - broadcast* - The nature of the Games-time broadcast has also evolved. Although there is a legitimate question to be asked about how much sport and how much human drama should be shown, I want to show you a little background piece that was shown in the US before the weightlifting competition broadcast. While whimsical, it does give an awful lot of information about what really happens in the sport - outside of those few seconds of glory.

[VIDEO - NBC vignette]

4. *Informing* - It is important for the IOC to make as much information as possible available to you, the world's media, in easily accessible formats. I mentioned earlier our Annual Report, which

has been well received by the financial and business media as good first step toward greater transparency. We are also in the process of revamping our Web Site to become a major resource for journalists and Olympic fans. There is a tremendous amount of information there, and we are now having live webcasts of all of our press conferences so that people can follow from the field. All of our reports - Bid City Evaluations, IOC 2000, Ethics Commission, etc. are published on that site in easily downloadable formats.

5. *Developing* - In addition to the more cause-related type of marketing initiative that we just saw for Sarajevo, the IOC has launched two major new marketing programmes which are based far more on education and information than on revenue generation.
- *Olympic Glory* - The first of these is "Olympic Glory" the first large-format film of the Olympic Games. I don't know how many of you are familiar with the 70mm format, but it brings exceptionally crisp and breathtaking imagery to some of the biggest screens in the world. As most of these theatres are located in Museums and Science Centres, the film has some solid science content as well as pretty pictures. It gives the IOC the chance to educate as well entertain.

Here is a sneak preview of the film which is showing in 16 theatres around the world at the moment. Even though we do not have a large format screen, I think you will be able to appreciate that this medium allows people to experience the Games as never before.

[VIDEO - ifNTSC available)

- *Olympic Spirit* - The second big initiative we have launched is something called "Olympic Spirit". Not many people have the opportunity to attend the Olympic Games, even when the Games are in their own country. Even for those of us deeply involved in sport, it is difficult to know what it is like to participate in the Olympic Games.

In March, we opened the first interactive visitor experience on the Olympic Games - a place where people can try different Olympic sports and learn about the achievements of Olympians. Here's a short programme that probably explains it better than I can.

[VIDEO - TVS Programme]

That is a little taste of the future of Olympic Marketing.

We have covered a lot of ground this morning, and now I want to take you back to my opening remarks. There is a great deal for which the IOC has been, and should be, criticized. As an international sporting organization based on fundamental ethical issues, we have not lived up to our own ideals.

But there is also a great deal of which the IOC has to be proud. And I am not certain that this is being kept in perspective in the current climate.

Not all of this has been accomplished without cost, in political and organization terms. The IOC has had to make concessions to accomplish its sport/political objectives. No political accommodation, whether in sport or politics in general, can occur without making choices and each of these has its own set of consequences. It is easy to second-guess any such choice. The Olympic Movement today is quite different from what it was in 1980.

Perhaps the current problems are part of the consequences of our success. When the IOC was poor and had no money, nobody cared how the IOC operated or how the Games were awarded. Now, with its billions at stake, everyone is suddenly interested. Clearly it is now necessary to make adjustments to correct some of the disequilibrium that has been created, but we must try to do so without undoing the good work that has been achieved.

A fundamental part of the problem is that the IOC has not done a good job at communicating what it does on a day to day basis. How many people know, for example, that the IOC will be providing Olympic Solidarity training scholarships to over 500 athletes for Sydney 2000? Or that 18 of the medal winners in Atlanta were IOC scholarship holders? How many of your colleagues write about the IOC subsidizing television broadcasts to the African continent?

Regardless of whether we have been successful in communication so, we have been continually striving to improve our programmes - not only in the bottom line that we deliver in funding to the OCOGs, IFs, NOCs and athletes, but also in improving the quality and purity of our Olympic message.

Our programmes are by no means perfect - but we do believe they offer realistic, viable solutions that allow Sport to determine its own destiny.

Is it worth it? You be the judge.

CONSOLIDATED REPORT OF THE 10th SEMINAR FOR SPORTS JOURNALISTS

by Dr. Konstantinos GEORGIADIS (*GRE*)

- All participants recognized the significance of D. Vikela's role in the history of the modern Olympic Movement, while agreeing that his contribution is often forgotten.
- The seminar was mainly aimed at the journalists of the written press, instead of including television journalists as well. Moreover, it focused more on the past than on future technology.
- It is imperative that journalists adopt a moral stance toward sport.
- The Olympic Games should remain open to all.
- The IOC could reward athletes who break national records at the Olympics for their performance and contribution.
- Awarding of the Games to countries which have not yet hosted them.
- Organization of a meeting between journalists and the IOC, away from media associations.
- More journalists from developed countries should attend the seminar.
- Education about Olympism, promotion of fair play through the media, awareness of Olympic institutions that would bring a new dimension to competition.
- Athletes in many countries do not know about the IOC's list of banned substances. This is why it is necessary:
 - a. to hold seminars in order to brief sports journalists about the struggle against doping, so that they can broadcast correct information;
 - b. to set up a sports journalists commission for the fight against anabolics, attached to the relevant IOC department. Its mission would be to contribute to the popularization of all available information on the use of anabolics in the international press.
- Better information by NOCs on fair play and the fight against doping, by means of special expert commissions for such issues.
- Participation of sports journalists in these commissions as regular members.

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