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The International Olympic Academy IOA

**Through its lectures
1961 - 2003**

Translation from the German:

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Acknowledgement

In my capacity as President of the International Olympic Academy, I would like to thank and congratulate Professor Norbert Müller for his very substantial contribution in compiling and editing the report containing all the themes of lectures and names of lecturers of all the IOA yearly sessions for Young Participants from 1961 to 2003 inclusive. It is a most valuable documentation and a useful guide for all those who are devoted to Olympic Education. As of 1998, we shall also start publishing a condensed directory of the lectures of all the other sessions, seminars and forums which are organised by the IOA every year.

Professor Norbert Müller himself started some years ago as a young participant in the IOA sessions and later on became a valuable friend, collaborator and frequent lecturer of the International Olympic Academy. I want to thank him once again for his devotion to the cause of Olympic Education. I also would like to thank wholeheartedly the IOC and namely Mrs. Marie-Hélène Roukhadzé, Chief Special Editions Section who made possible the realisation of this publication.

Nikolaos Filaretos
IOA President

Introduction

Author's remarks

In order to make known the work of the IOA's yearly Sessions throughout the world of the Olympic Movement, the Official Report (or so-called "Blue Book") is published every year. Besides a general overview of all IOA activities, it includes all the lectures given at the Session. It also contains the addresses from the opening and closing ceremonies in Athens and Olympia and photographs taken during the Session. In addition, personal experiences recounted by Olympic participants have been included ever since their introduction in 1970.

The reports from 1962 until 1964 include lectures and summaries of the discussions which followed them. From 1965 onwards, the minutes of the seminar groups have been published, and since 1970, they form the basis of a final document submitted to the IOC.

The Report of the 1st Session in 1961 was published by the NOC for Germany jointly with the NOC of Greece. (1).

A bilingual report containing the lectures, mostly in English and some in French, were published for the Sessions from 1962 and 1967.(2) In 1968 and 1969, the reports appeared in English only. (3)

Since 1970, there has been a French version (4), an English version (5) and also a Greek version.

At first, the total print-run was 3,000 copies. This was later increased to 5,000, and 10,000 copies are now printed per language. These are sent to the participants in the relevant Session, to all NOCs, to the International Federations and all organisations recognised by the IOC, as well as, most importantly, to major libraries and specialised institutions throughout the world. (6).

In many cases, the published version is in neither the mother tongue of the lecturer nor the language in which the speech was delivered. The printed version is therefore not always free of translation errors; this problem even affects some of the titles of the lectures.

The following documentation of the lectures includes all 699 official presentations made during the 42 International Sessions for young participants from 1961 until 2003, but not the lectures of other Sessions and meetings held within the framework of the International Olympic Academy.

To help the reader to make good use of this work, the summaries have been indexed according to the norms of sports literature documentation and given "key words". The headings for each speech are given in the form of published and therefore bibliographically recorded English and/or French titles.

This documentation of lectures was a concept supported by Professor Josef Recla (Graz), the Founder President of the International Association of Sports Information (IASI), who greatly influenced the IOA between 1961 and 1976. He was the inspiration behind the author's Olympic research and also his doctoral thesis on the topic "The Olympic Idea of Pierre de Coubertin and Carl Diem and its effect on the IOA". The documentation for the years 1961 to 1974 was established within the framework of the above dissertation, and was published therein. However, it was completely revised and edited for the present work.

The author has been a member (since 1974) of the National Olympic Academy (NOA) of Germany, of which he was also President 1982-1998. In that capacity, he strove to ensure that as of 1975, the

German participants at the Sessions were helpful in continuing the documentation of the lectures. I should therefore like to thank them for their contributions.

I would like to thank Sheena and Julia Gerling, University of Mainz, for their assistance in the completion of this edition.

I should also like to thank the President of the IOA, Nikolaos Filaretos, who encouraged this work through his advice and his active assistance.

Mainz, March 2003

Dr. Norbert Müller

- (1) = Olympia-Bericht 1961 (German version)
= OAR 1961 (Olympic Academy Report 1961, English version)
Reprint by the IOA, Athens 1973.
- (2) = OAR 1962 (until) 1967
- (3) = OAR 1968 (and) 1969
- (4) = OARf 1970 (until) OARf 1990 (= Olympic Academy Report, French version, 1970 until 1990)
- (5) = OARe 1970 (until) OARe 1990 (= Olympic Academy Report, English version, 1970 until 1990)
- (6) = Information given to the author by the Dean of the IOA, Dr. Otto Szymiczek.

International Olympic Academy (IOA) 1961 - 2003

The Legacy of Pierre de Coubertin, Carl Diem and John Ketseas

Pierre de Coubertin's challenge

The concepts of "Olympism" and of the "Olympic Games" have become incorporated into present-day language almost as a matter of course. The significance of Olympism in ancient times, however, would not have been sufficient to bring Olympism and the Olympic Games into the public eye in the 20th Century. This came about thanks to Pierre de Coubertin, whose aim was at first simply a desire to bring about a physical and moral renewal within the youth of France, making use of the Anglo-Saxon example. Since 1892, Coubertin's efforts led to the development of sport as an international concept with the revived Olympic Games as its basis. In doing so he was particularly influenced by the Philhellenic movement during the 19th Century and above all by the archaeological discoveries at Olympia between 1875 -1881. (1)

For Coubertin, however, the Olympic Games were only an institutional framework for the realisation of these "anthroposophic" principles, which he at first termed "the Olympic idea" and after 1910 usually referred to as "Olympism". A large number of people were to turn this ideal into an Olympic Movement.

In order to promote the deeper significance of the Olympic ideals and their educational possibilities through the Olympic Games, Coubertin was to develop a multitude of projects: in addition to his prolific literary works (2), he convened eight Olympic Congresses between 1894 and 1925, expanded the programme of the Olympic Games by including art competitions, became involved in the establishment of communal sports centres (such as the "Institut olympique de Lausanne" in 1917), and even worked on the development of "Workers' Universities" (Universités ouvrières).

Coubertin's phrase "It is worthwhile to reach the masses" (3), marked his programme after 1918. Although the Olympic Games had gained unexpected significance in the 30 years since their revival, Coubertin's own aim of reaching moral perfection for mankind on the basis of a sports education for both mind and body equally was to remain unfulfilled. This is the only explanation of the fact that after giving up the presidency of the IOC in 1925 he founded the "Educational World Union" (Union Pédagogique Universelle) and in 1926 the "International Office for Sports Education" (Bureau International de pédagogie sportive) with the aim of introducing a „productive pedagogy of mental clarity and rational criticism“. (4)

Even with the help of these institutions, Coubertin did not succeed in securing a real place for his universal concepts within the various educational systems of different countries. He had to recognise that the aims which went beyond the Olympic Games could only be achieved with great difficulty. Nevertheless, how could he abandon a task which had become his main purpose in life?

Continuation of Coubertin's work by Carl Diem and John Ketseas

Coubertin's philosophy was taken up with great enthusiasm in Germany by a member of the next generation, Carl Diem (5).

Diem and Coubertin had in common their philosophical views, their love of the arts and their ideas for reform, all of which represented a modern form of humanism. For both of them, sport was a many-faceted form of physical education and competition was an essential path to renewal for modern man (6).

Like Coubertin, Diem possessed a tireless capacity for work which was particularly expressed in his literary work and organisational talents.

As Secretary General of the Organising Committee of the Olympic Games in 1936, Diem attempted to hold these according to Coubertin's principles, aiming to make the educational side of the Olympic ideal, which went beyond competition, comprehensible to all. In the light of the outward impressions of the 1936 Games, Coubertin approached the German government in Spring 1937 with a view to establishing a "Centre for Olympic Studies", which would serve to "preserve and advance his work" (7).

After Coubertin's death on 2nd September 1937, Diem felt responsible for the continuation of Coubertin's educational concept and thus took over the "International Olympic Institute" set up in Berlin in 1938.

When Coubertin's heart was transferred to Olympia in March 1938, Diem suggested to the Greek Olympic Committee (HOC), and to one of his personal friends, John Ketseas, the idea of founding of an Olympic Academy which, as a permanent "University of Olympism", would bring the Olympic ideals closer to the youth of the world (8).

The IOC took over the "overall control of this institution in the service of the Olympic ideal" in June 1939 (9). The "establishment and running of an IOA" (10) became the official responsibility of the HOC in October 1939.

The second world war halted the Olympic work and brought about an even more radical change in the humanistic values of Olympism than during that of 1914-1918.

The creation of the Olympic Academy

As early as December 1945, Diem once more campaigned for the establishment of an IOA, the purpose of which would be to help reorientate the youth of the world in the difficult days following the war (11).

When John Ketseas, the long-standing Secretary General of the HOC and Diem's close colleague in the organisation of the Olympic torch relay in 1936, was elected to the IOC in 1946, the idea of creating an IOA moved into Olympic circles.

By its 40th Session in Stockholm 1947 (12) and during the 1948 Olympic Games in London (13), the IOC worked on this idea.

The Greek proposal to found an Olympic Academy was greeted unanimously by the IOC at its Session in Rome in 1949 (14).

Nevertheless, the IOA was only to be established twelve years later after numerous difficulties (15). The major reason for this timing was the conclusion of the excavation of the ancient Olympic stadium by German archaeologists and their decision to hand it over to the Greek archaeological authorities for its protection.

Carl Diem, who was also the initiator of these excavations, wanted to hold the ceremony in the presence of all the IOC members who were in Athens for their 59th Session and use this as a trial run. His insistence on following the direction he knew to be right, his confidence and the unreserved support from his Greek friend John Ketseas, were finally rewarded, even though the official participants amounted to a meagre 30 from 24 countries. Unofficially, the 175 students from the Greek Sports University and the German Sports Academy in Cologne, who contributed to the ceremony in the stadium with physical exercises and music, were also included for part of the time.

The IOA's development between 1962 - 1964

As early as 2nd October 1961 the HOC decided to continue the work of the IOA at yearly Sessions and ratified a first, provisional set of statutes. In January 1962 the HOC elected an Ephoria as the long-term executive body of the IOA under the presidency of John Ketseas. In 1962, Otto Szymiczek took over the difficult and important office of Dean and hence responsibility for the educational content of the IOA. With 72 participants from 18 countries, the 2nd Session aroused growing interest. Carl Diem, who was to pass away in December 1962, was once more deeply involved in work on the contents. As the number of participants remained stable in 1963, when 115 students from 18 countries attended the 4th Session, this was a significant increase. The Session, whose official opening ceremony was held on the Pnyx in Athens for the first time, was dedicated to the memory of Carl Diem. This was underlined by the presence not only of his widow, Professor Liselott Diem, but also the participation of the German NOC President Willi Daume.

In order to mark the IOA's link with the founder of the Olympic Movement, both in person and in spirit, the Coubertin stele was moved from the entrance to the Altis to a special grove within the Academy grounds.

Also in 1964, the Museum of the modern Olympic Games, built up by Georgos Papastefanou of Crete and donated to the HOC, was attached to the IOA.

The IOA as a permanent institution

When IOC President Avery Brundage opened the 5th IOA Session, he dedicated it to John Ketseas who had died in April 1965. By 1965 the IOA was no longer provisional, even if the participants still lived in tents. Permanent buildings, as Ketseas had wished, were already in the planning stage.

In 1965, the seminar work took place in the form of discussion groups for the first time, which greatly increased the output from the study sessions. The largest groups of participants in the first decade of the IOA came from Austria and Germany.

The 6th Session of the IOA in 1966 was under new leadership. HRH Georg Wilhelm von Hannover, an educational expert and pedagogue and former elite sportsman and an uncle of the Greek King Constantine, was elected by the HOC as the new President of the Ephoria and therefore of the IOA. The IOC voted him an ex officio member, underlining the importance of the Academy. In 1967, the IOC founded a permanent commission to support the IOA president and to link the Academy with the IOC. This "IOC Commission for the IOA" still exists today. G.W. von Hannover was to

concentrate particularly on the educational aspects of Olympism in his four-year term as IOA President. The example set by great Olympic champions was also to influence IOA participants, and for this reason, beginning with Emil Zatopek, Olympic champions have been invited each year as of 1966.

1967 was a year of change. The first phase of building work at the IOA, including accommodation, a pool and modern sports fields, were completed. However, the lectures still took place in the open air and from 1967 onwards, were simultaneously translated into the Academy languages Greek, French and English.

A memorial stone for the founders of the IOA, Carl Diem and John Ketseas, was unveiled at the beginning of the 7th Session. Since then, wreaths have been laid here and at Coubertin's stele at the opening of each Session.

The 7th Session was dedicated, through his presence and speech, to the reigning Greek King, Constantine, Olympic sailing champion in 1960.

Since 1967, each IOA Session has had a central topic.

The climax of the 8th Session of the IOA in 1968 was the lighting of the Olympic flame for Mexico City, which IOA participants witnessed as in all Olympic years.

During the 9th Session, the inauguration of the 2nd building phase, including lecture hall, refectory, administrative offices and library, was celebrated. Among the lecturers, Jesse Owens, four times Olympic champion in Berlin, made a particular impression. A new record number of participants was reached with 133 participants from 30 NOCs - a result of the generous grants awarded by the HOC and the final week spent by all IOA participants at the European Athletics Championships in Athens.

Expansion of IOA activities in 1969 - 1973

As early as 1962, Carl Diem had proposed expanding the activities of the IOA by opening it to meetings of international sports organisations (16); this wish was fulfilled in 1969. From 1969 until 1998 more than 500 further national and international meetings, seminars and congresses took place at the IOA in Olympia with almost 50,000 participants. Apart from the official Session, a special session for Greek teachers has taken place yearly since 1970. Since 1973, an international Session for education experts has taken place every two years and has alternated since 1978 with a Session for members and staff of NOCs and IFs. The total number of participants at the annual international Sessions for young participants between 1961 and 1998 has been 5222. (17).

HRH G.W. von Hannover was succeeded as President of the IOA from 1970 until 1974 by the long-standing Secretary General of the HOC, Epaminondas Petralias. Responsibility for teaching remained in the hands of Dean Otto Szymiczek, in office since 1962.

1971 saw the conclusion of the third phase of building work, which meant that some of the lecturers and guests could be accommodated in the Academy as well as the participants. The sports area was expanded by the addition of a stadium with a running track and volleyball and tennis courts.

After the lighting of the Olympic flame for Munich, the 12th Session entered into history of the IOA with the inauguration of the new Museum of the modern Olympic Games in Olympia, an integral part of the Academy. Its founder, G. Papastefanou, remained as its first director until his death in 1979 at the age of 87.

The 13th IOA Session was the first to be held along the lines decided on by the IOC Commission for the IOA in 1972, where it had been decided to shorten the lectures and for the lecturers to be more internationally orientated to give more room for discussion. The opening at the IOA of the 1st

International Session for Education experts also formed part of these new guidelines, since the Academy's work had taken on an important new dimension in terms of its worldwide Olympic educational mission.

In the summer of 1974 the Cyprus crisis arose, leading to the cancellation of the 24th Session, although most of the participants had already arrived in Athens.

Organisational and technical expansion

From 1975-1976, E. Petralias' successor as IOA President was Athanasios Tzartanos. Once again continuity was preserved by Dean Otto Szymiczek and Cleanthis Paleologos, who, since 1975, had been Vice-President of the IOA, plus several foreign lecturers with particularly close links to the IOA such as Monique Berlioux, Henri Pouret, Josef Recla, Liselott Diem and Franz Lotz. At the 16th Session in 1976, the author of this work presented the results of his doctoral thesis, which he had prepared between 1970-74 under Professor Recla on the theme of "The Olympic ideal of Pierre de Coubertin and Carl Diem and its effect on the IOA". As had been a student participant at the IOA in 1968, 1969 and 70, the ideals of the IOA had never been far from his mind.

After the death of the highly appreciated Chairman of the IOC Commission for the IOA, Ivar Vind (Denmark) in 1977, the IOC Vice-President at that time, Mohamed Mzali (Tunisia), was to take over and successfully guide the history of the IOA, from an IOC point of view, through the decade to come, dealing with major Olympic topics at almost every session. (18).

In addition, more accommodation was added in 1977. All lecturers could now be lodged with the participants on the premises of the IOA, which considerably enhanced the hoped-for exchanges of views.

The Presidency of Nikolaos Nissiotis

An outstanding personality took over the presidency of the IOA in 1977. This was the Athens Professor of philosophy and psychology of religion Nikolaos Nissiotis, who was to endow the IOA with a new spiritual profile for an entire decade. As a Greek member of the IOC from 1978, he was constantly able to lay emphasis on the needs of the IOA and the philosophical dimensions of Olympism.

His concepts become clear from the lists of lecturers at the Sessions which followed. In 1978 Cardinal Samoré was the first representative of the Vatican to speak at the IOA. A delegate of UNESCO also attended for the first time.

In order to increase the exchange of views between IOA participants, Professor Nissiotis did away with the many different language groups in favour of English and French discussion groups alone. Experts from the circle of lecturers were also assigned as advisers to the groups as of this moment. IOC President Lord Killanin attended a Session for the second time since 1975, where he gave a speech and responded to questions. The German IOC member Willi Daume reported in 1979 on the preparations for the Olympic Congress to be held in Baden-Baden in 1981.

The first working meeting of experienced IOA lecturers with the Ephoria and the IOC Commission for the IOA took place in connection with the 19th Session to discuss the role and the future form of the IOA.

The 20th Session was overshadowed by the boycott issue over the Moscow Games. The major topic of the 21st Session, "The contribution of Olympism towards international understanding", was also influenced by this question.

In 1981, the IOA celebrated its 20th birthday. At a celebration in the ancient Olympic Stadium in the presence of the new IOC President Juan Antonio Samaranch, Liselott Diem spoke to a selection of lecturers whose experience spanned 20 years and 10 Olympic champions in different sports about the motivation which had inspired her late husband, together with John Ketseas, to found this Olympic Academy.

In 1979, the IOA organised an essay competition in memory of the late IOA President E. Petralias on the topic "The contribution of Olympism to the education of mankind". A total of 18 works were submitted and the winner was invited to the 21st Session as a guest of honour. The first prize was awarded to Franklin Morales (Uruguay). The fourth phase of the building work at the IOA - further accommodation on the top level - was completed in 1981.

The appreciation of the IOA as the spiritual centre of the Olympic Movement was stressed by many lecturers at the 11th Olympic Congress in Baden Baden in September 1981. Several delegates requested that the IOA should take over the necessary scientific educational and orientation work within world sport.

At his speech at the opening of the 22nd Session, IOC President Samaranch spoke of international recognition of the IOA. It was for this reason that the IOC had awarded the IOA its highest honour, the Olympic Cup, for 1981.

The IOA as the "Olympic Summer University" has enjoyed increasing popularity since the end of the seventies, as the attached statistics now show. One deciding factor for this is the much valued support from Olympic Solidarity since 1978. This offers each NOC one free place, provided there is one participant of each sex. In 1983 this offer was increased to include 50% of the travel costs for two participants.

In view of the worldwide problems of violence in sport, this topic was at the centre of the 23rd IOA Session. Among the experts present was the President of the International Fair Play Committee, Jean Borotra of France. The presence of a total of 11 IOC members lent special emphasis to this topic and to the evaluation of the work carried out at the Academy. The 24th Session in 1984 was marked by the Olympic Games in Los Angeles. The future of the Olympic Movement in altered political and economic conditions was the main focus of the discussions. The 25th Session in 1985 had as its major topic "Olympic Games as a factor of peace and international understanding", reflecting the current tensions in the Olympic world. Consideration was given to the IOA's contribution towards the resolution of today's problems.

The IOC and the National Olympic Academies

As a result of the first initiatives on the part of the Spanish, Austrian and German NOCs at the end of the sixties (19), former IOA participants from the USA took on the task of systematically spreading the Olympic philosophy of education in the mid-seventies and, in 1976, founded a official itinerant National Olympic Academy. The NOCs of China Taipei (1977) and Japan (1978) followed suit. Through yearly meetings, whose programme resembles that of the IOA, members of the public who are interested in sport are informed about Olympism and made aware of Olympic philosophy on a national scale via the participants at that year's IOA.

In the autumn of 1982 the first meeting of representatives of the existing National Olympic Academies with the IOC-Commission for the IOA took place in Lausanne in order to exchange

experiences. Through this gesture, the IOC wished to show that, like the President and the Ephoria of the IOA, it welcomed and fully encouraged the new trend expressed in the establishment of these NOAs. The IOC President Juan Antonio Samaranch had personally sent a circular letter to the NOCs in 1984 encouraging them to set up NOAs in their own countries. The number of NOAs in existence, which stood at 20 in 1984, had increased to almost 100 by the end of 1998.

The declared goal of the leaders of the IOA and the IOC is for each NOC to found an NOA in order to strengthen the often neglected educational dimension of Olympism. (20) In Article 31 of the Olympic Charter, "Mission and role of the NOCs", "the establishment and activities of National Olympic Academies ..." is expressly included. The NOA also has the task of choosing and preparing participants for the IOA sessions and of carrying out systematic evaluations of those sessions.

1986 - the turning point

The year 1986 was a significant one for the development of the IOA. First of all, its 25th anniversary was celebrated, following which the 26th Session took place under the theme "Olympism and the Arts". The lectures and discussion groups were centred around practical lessons for the first time. There were workshops for painting, theatre and dance, and the NOCs were warned in advance to send art students or at least ones interested in art. The Academy had invited several well-known artists and art experts, and at the end of the Session there were public presentations by the workshops and an exhibition of works painted in Olympia. The Academy gained an important contacts with the world of the arts in 1986, showing a youthful side of the often too theoretical treatment of the Olympic ideal. This kind of artistic work has since become a firm fixture in the annual sessions. Over the past ten years, it has been particularly associated with the English artist Kevin Whitney and the American dance teacher Elizabeth A. Hanley.

In this successful period of the IOA, the sudden death of its President Professor Nissiotis in August 1986 drew a worldwide response. His major lectures had been decisive in establishing the spiritual profile of the IOA since 1976. As President, he had tried to give the IOA an open academic identity and attract high-ranking academics. As a formerly active basketball player and later national coach, he understood athletes' problems. As a theologian and long-standing director of the Ecumenical Institute of the World Council of Churches in Geneva he recognised the benefits of Olympism for mankind. By his personal charisma and his gift for languages, he had the power of filling the "Olympic youth" with enthusiasm every year in Olympia. The users of this work will gain a good impression of his spirituality from the summaries of his lectures - and of a man whose death represented an irreplaceable loss for the Olympic Movement and for the IOA.

The period 1987 to 1992

The IOA gained further popularity in the Olympic World. Following Professor Nissiotis, Nikolaos Filaretos, member of the IOC in Greece since 1981 and long-standing Secretary General of the Mediterranean Games became President of the IOA as well as head of the IOC Commission for the IOA in 1988.

Dr. Otto Szymiczek, Dean of the Academy, remained responsible for the continuity of subject matter. With his death at the age of eighty in August 1990 in Athens, the IOA lost a man who had

helped to shape the Academy like no other member since its early days in 1961. He personified the IOA for almost 5000 participants in 30 years of the IOA and for thousands taking part in the main Sessions and those for educationists, representatives of the NOCs and IFs, as well as in various other conferences. All over the world, he was a popular speaker at the Sessions of the National Olympic Academies and adviser on their creation and development.

It could almost be seen as symbolic that, only two days after his death, Professor Cleanthis Paleologos, the long-standing Vice-President who helped to found the Academy in 1961, also died in 1990. During the first Session of the IOA, Professor Paleologos, at that time head of the Greek Sports Academy, was in charge of the academic programme. His lectures on ancient athletics and ancient Olympic Games and Dr. Szymiczek's speeches on Olympism shaped all Sessions of the IOA significantly, as this documentation will prove.

The significance of the IOA has further increased since 1987, as the primary topics of the yearly Sessions in Olympia have been central issues of the worldwide discussion within the Olympic Movement:

- 1987 The Youth and the Future of Olympism
- 1988 Olympism at the Beginning and the End of the XX Century
- 1989 The Concept of the IOC on Doping as a Counterpoint to the Olympic Spirit
- 1990 Women in the Olympic Movement
- 1991 Olympism and "Sport for All"
- 1992 Commercialisation in Sport and the Olympic Movement

The IOA's discussions in 1989 were marked by the Ben Johnson doping case in Seoul in 1988. The 30th Session in 1990 in particular acknowledged the need to develop stronger involvement of women in the Olympic Movement. The 31st Session in 1991 devoted itself for the first time to the theme of "Sport for All" as part of Olympism; the IOC "Sport for All" Commission made an essential contribution to this Session. IOA President Filaretos was especially concerned with the foundation of new National Olympic Academies. Furthermore, he encouraged the use of IOA facilities in Olympia for the whole Olympic family, thereby giving a chance to thousands of people from all age groups to take part in various seminars concerning Olympic issues from May until September every year. This also helped to enhance the standing of the IOA and the interest in the main Session throughout the world.

In 1992, the 1st Joint International Session for Directors of NOAs, members and staff of NOCs and IFs was held. The large number of newly founded NOAs makes these Sessions, held every two years, a significant forum for exchange of ideas and presentation of projects. This also applies to the international Sessions for Educationists and Directors of Sports Facilities, which have also been held every two years since 1973.

The period from 1993 to 1998

In accordance with their Statutes, the HOC and the IOA Ephoria held new elections at the end of 1992. For four years, from 1993 to 1996, Fernandos Serpieris, President of the Hellenic Equestrian Federation, took over the presidency of the IOA. The office of Vice President was occupied by Martinos Szymiczek, one of the sons of the legendary IOC Dean. In 1997, Nikolaos Filaretos became President of the IOA once more.

In the period from 1993 to 1998, one important innovation was the annual postgraduate seminars, established in 1993, during which 20 to 35 post-graduate students studying for a doctorate spend six weeks at the IOA and are given the opportunity to engage in in-depth academic study in the most diverse areas of Olympic scholarship. This programme has served to promote cooperation with universities, in accordance with the original concept of Carl Diem and John Ketseas, through academically recognized academic seminars whose results between 1993 and 1998 have exceeded all expectations.

Kostas Georgiadis, who succeeded Otto Szymiczek as Dean of the IOA, has adopted these seminars as his main project.

With the advent of new NOCs following the geopolitical changes in 1989, the number of countries participating in the main Sessions has grown significantly. In 1993, this situation was reflected in the year's theme, "The Different Applications of Olympism in the Major Cultural Zones of the World". The IOA took the IOC's centenary as an occasion for an historical review under the title "Olympism: 100 Years as from the Foundation of the IOC".

The Centennial Olympic Congress, held in Paris in September 1994, was the theme of the 35th Session in 1995: "The IOC Centennial Congress - Analysis and Reflections". The Centennial Olympic in Games Atlanta 1996 influenced the choice of the theme for the 36. Session: "Athens Games 1896 - Atlanta Games 1996".

In 1997 and 1998, the Sessions discussed selection of venues by the Olympic Movement and the Olympic Games in the late 20th century.

The constantly growing popularity of all international sessions caused the number of participants to expend so much that the existing facilities were no longer adequate. In 1995, a new, highly modern conference centre was inaugurated including a large auditorium for 400 people, the IOA library and several seminar rooms. In 1998, the number of participants in the IOA main session had to be reduced to three per country in order to allow all those NOCs interested in participating to do so.

Future prospects

The history of the IOA from 1961 to 2003 is a success story: ever more conferences, ever more participants, ever new countries. By arrangement with the IOA, National Olympic Academy seminars are also increasingly taking place in Olympia, with substantial support, both organizational and financial, from the Greeks.

The Olympic Movement needs the IOA as a meeting and study centre of Olympism, precisely on account of its pedagogical basis and credibility.

In future, even greater value should be placed on the intellectual credentials and new prospects for research, particularly in the form of seminars for experts, should be opened up. The Olympic Games

in Athens in 2004 offer a unique opportunity to place the IOA in the centre of the picture as part of the Greeks' Olympic heritage.

Achievements and success of the IOA - a personal evaluation

The response to a question regarding the IOA's success and its achievements is highly complex. (21) There are no other institutions which can be compared with the IOA and its teaching methods. The mixture of recognised academics from basic specialised areas, well known sports scientists, practising athletes and top Olympic officials has extended the IOA clearly beyond the framework of other types of scientific congresses. No sports university or institute and no academic seminar has a similar, permanent framework and none is as meaningful: nowhere else can modern sport be discussed against such a stimulating backdrop as that of the Stadium in Olympia, excavated in 1961. As the IOA reports show, the academic activities of the Session are divided into three areas:

Lectures, seminars and visits to ancient sites.

The lectures are by far the major part. Since the 5th Session the academic activities have been expanded to include seminars, but in view of the number of lectures it was difficult for them to take on sufficient significance, as Professor Nissiotis stated in 1979.

This question was resolved in 1987. The number of lectures now is limited to twelve, thus leaving sufficient time for discussion.

The statutes of the IOA lay down, in paragraph 9, the following regular topics:

- History of the ancient Olympic Games;
- Spiritual content of the Olympic ideal;
- The work of Coubertin and others concerning the renovation of the Olympic Games. History and development of the sports movement in modern times;
- The effect of sport and competition on education. Influence of sports competition on art and science;
- The moral principles of sport;
- New discoveries from the theory and practice of training;
- Sports scientific problems from the fields of psychology, education, medicine, biology, mechanics etc. (22);

The statutes allow for a wide choice of topics. An examination of the 699 lectures shows that scientific subjects, sports scientific questions and Olympic problems all find their place in this broad spectrum. Some lectures are not completely within the lines of the IOA.

The participants generally felt that the discussions were a success. The discussion topics provided did not, on the whole, correspond to the participants' concepts; they limited the subjects they wished to deal with and shortened the time available to discuss major problems. However, the participants' criticism gives no objective judgement concerning the quality of the course, since most of the students' expectations were less centred upon receiving information than upon enlightenment through discussion. Their dedication to work actively in order to resolve problems of the Olympic Movement, however, has exceeded the justified hopes for a timely re-evaluation of the principles of Coubertin, Diem and Ketseas, the father of the IOA. Whether the over 7000 participants from over

150 countries who have attended the 42 Sessions will be effective in spreading the Olympic ideal in their home countries remains to be seen. It is nevertheless obvious from the empirical survey that most of them left the IOA with the firm intention to work to this aim. (23).

A large proportion of the former IOA participants today occupy responsible positions in their professions (schools, further education), or in their country's sports federations, NOCs and NOAs. Most of those questioned felt their experience at the IOA had been an important part of their personal and professional development, and one which they had passed on to their own circles in various ways.

The founding of more than hundred National Olympic Academies by 2003, a trend that began in the sixties, is clear proof of the successful education provided by the IOA, which should not remain confined to an organisational or representative form.

Together with its academic programme, human contact is a vital factor of the IOA. There is no sporting event - even the Olympic Games - where participants, organisers and lecturers form such a harmonious, international group. The considerable value of the Olympic ideal and the international contacts and understanding are more evident at the IOA than at the Olympic Games: those attending can meet more freely, without the pressure of competition and the emotions of winning or losing. Another aspect is the lack of overt coverage by the mass media. It is not medallists who are in the limelight, but all the participants, without discrimination, for the entire length of the Session. The IOA goes beyond the Olympic youth camps, which were intended to provide contact on the fringe of the Olympic Games, but whose concept excluded any in-depth treatment of theoretical questions. There, the dominant factor is the possibility of friendship and attending the Olympic events. Even if the IOA does not include the competitive aspect of the Olympic events, it does have some major similarities with the Games. Its structure has similar predetermined ceremonies: opening and closing ceremonies, flag-raising, laying of wreaths at the memorials of Coubertin, Ketseas and Diem, presentation of diplomas to all participants.

The IOA's situation corresponds to what Coubertin described as being ideal for "Modern Olympia" in 1910; it is far from the noise of the city (24). The Olympic village, supposedly Olympism's main meeting place, is still only used as such for a short period of time these days. Its function as a meeting place is therefore not used to its greatest extent; moreover, all those attending the IOA get to know each other, which is a somewhat utopian concept in an Olympic village with almost 10'000 inhabitants.

Sport is also an important part of the activities in Olympia, according to Diem's concept that it is part of the meaning of the IOA to enhance the harmony of mind and body and put this ideal into practice. At the sports competitions held in the IOA the international teams formed by the participants truly reflect the Olympic principles. The participants in the IOA are independent of the instructions of their national sports officials; as national groups are split up, and individuals form part of an international group. As organiser, the HOC provides the material and, for two weeks, provides a secure and supervised environment. The individual finds himself in a society from which he cannot withdraw and, once this experience is made, will in a short time no longer wish to do so. The predetermined arrival and departure dates for all participants and the lack of outside distractions which Olympia offers all contribute to this effect.

The fact that the IOA participants comply with these rules is proved by the results of many empirical investigations. In almost all cases the "experience of an international community under the symbol of the five rings" was a decisive factor in their stay in Olympia. This impression was even stronger because of the "camp" atmosphere (25). Despite the exceptional situation that prevails at the Session, there is no aggression within the "group" system, and a "climate of peace" unites the participants. The major language problem which threatened international contact has been largely overcome by the decision to make the command of English or French a condition for acceptance (26). The participation of former Olympic champions introduced in 1966 and their lectures have

greatly enriched the Sessions, as long as no prejudiced views are expressed. Their presentation lend credibility to elite sport and the Olympic ideal. People wishing to take part in the IOA need to be prepared to invest two weeks of their time and to open their minds.

The fact that 96% of participants, would like to attend again, as empirical research has shown, indicates the clear success of the IOA's educational role. And if the peace which reigns over the yearly community endures, then the IOA has achieved an important contribution to international understanding and will have fulfilled Coubertin's wishes: "To demand of people to love one another is rather childish; to ask them to respect each other is not utopian, but in order to respect each other, first one must learn to know each other". (27)

Notes

- (1) In this connection see dissertation by the author: "Die Olympische Idee Pierre de Coubertins und Carl Diem in ihrer Auswirkung auf die IOA". Two Volumes, Graz 1975. Doc. Diss.
- (2) The published works include 20 books, 30 brochures and about 1'100 magazine and newspaper articles; in total 15'000 printed pages. See Bibliographie des Oeuvres de Pierre de Coubertin compiled by N. Müller and O. Schantz. Pub. by IOC: Edition des textes choisis de Pierre de Coubertin. Vol III: Sports practice, ed. N. Müller and O. Schantz. Zürich, Hildesheim, New York, pp. 697-836.
- (3) Coubertin: XXVth anniversary of the Olympic Games. Lausanne 1919, p.3.
- (4) Coubertin: Address delivered at the Opening of the Olympic Congress. In: Coubertin. The Olympic Idea. Schorndorf, Hofmann, 1967, p.95.
- (5) See Diem C.: Ein Leben für den Sport. Erinnerungen aus dem Nachlass. Ratingen, Henn 1975.
- (6) See Diem, L: The Ceremonies. In: OAR 1964, pp. 120-136.
- (7) Letter of Coubertin on 16.3.1937. Facsimile in Olympische Rundschau, 1, 1938, no. 1, p.3.
- (8) First written evidence of the concept of an IOA in Diem's report: Coubertin's heart in Ancient Olympia. In: Reichssportblatt, 5, 12.4.1938, p. 472. On 8.8.1938 Diem wrote personally to Ketseas on this subject. (Doc.769 in HOC archives).
- (9) Procès-verbal de la 38ème Session du CIO, p. 13 (IOC archives).
- (10) Law No. 2012/1939, Modifications and additions to Law No. 5620 on th Committee for the Olympic Games. In Greek Official Gazette, Athens 6.10.1939, p. 2831.
- (11) Letter from C. Diem to A. Brundage. Berlin 18.12.1945. (Archives Carl Diem Institute).
- (12) Procès-verbal de la 40ème Session du CIO, p. 12 (IOC archives).
- (13) See Procès-verbal de la Session du CIO, London 1948, p.14 (IOC archives).
- (14) See Procès-verbal de la Session du CIO, Rome, 24-29th April 1949, p. 11 (IOC archives). The attached memorandum was drawn up by Diem together with Ketseas.
- (15) One reason was the NOCs' lack of comprehension for such an installation, and the other was the lack of financial means to organise it on the part of the HOC and of the NOC in terms of sending participants.
- (16) In a letter of 13.12.1962 Diem, four days prior to his death, made this suggestion to Ketseas. (Letter in Carl Diem Institute, Cologne).
- (17) See speech by Mr Otto Szymiczek. Célébration du 25ème anniversaire de l'A.I.O. sur la colline de la Pnyx. In OARf 1986, p. 27f.
- (18) In the years 1983-85 Mr Mzali was no longer able to take part in person at the IOA because of his many occupations as Tunisia's prime minister. His lectures were therefore read aloud.
- (19) As early as 1968, the "Centro de Estudios Olimpicos" had been founded in Madrid within the Instituto Nacional de Educación Física under the directorship of Prof. J.M. Cagigal and Secretary General Conrado Durantez. Since 1968,

regular national sessions were held in addition. With the foundation of the Carl Diem Institute in 1964 as an Olympic research institute, and of the "Kuratorium Olympische Akademie" within the NOC for Germany in 1966, an institution similar to an NOA has existed in Germany ever since that time.

(20) Upon the suggestion of the Algerian IOC member Mr Zerguini, the IOC Executive Board decided in 1984 to establish an assistance programme for the founding of National Olympic Academies.

(21) In the following remarks, the author refers to chapters VI.1 and VI.2 (pp 273-285) of his dissertation.

(22) Statutes of the IOA, Par. 9. In Greek Official Gazette, Part 2, Athens 3.3.1971. No. 165, p. 1168.

(23) The provisional statutes of 1962 were almost identical. See Règlement provisoire, Athens 8.10.1962. In OAR 1962, p. 181.

(24) The author carried out a survey of the Sessions in 1968, 69, 70 and 73 with 90% of replies. The results are contained in the dissertation:

The 8th Session in the participants' opinion pp 204-212

The 9th Session ..., pp. 220-226

The 10th Session ..., pp. 235-240

The 13th Session ..., pp. 262-269.

With the assistance of Ulrike Hellwig, IOA participant in 1989, the author conducted a postal interrogation of the 1989 participants as well as a personal questioning of those taking part in the IOA Session in 1990.

Since this question is of particular importance in the success of the IOA's educational work, a questionnaire was carried out in 1979 by R. Markert-Heid, on the author's initiative, among German IOA participants since 1961. Two years later P. Staufer of Switzerland and in 1983, as a comparison, A. Hauser of Austria followed suit.

[See Markert, R: Zielsetzung und Verwirklichung einer Olympischen Erziehung durch die IOA. Ueberprüft an deutschen Teilnehmern der jährlichen Sessionen der IOA. Staatsexamensarbeit, Univ. Mainz, FB Sport, 1979. (Supervisor: Prof N. Müller). See Staufer, P: Die Wirkung der IOA als Förderin des Olympismus auf die Schweizer Sporterziehung. Erforscht auf der Grundlage einer Umfrage bei den Schweizerischen Teilnehmern an den jährlichen Sessionen der IOA. Staatsexamensarbeit, Univ. Bern, IfLuS, 1981. See Hauser, A: Die Bedeutung der Effektivität der IOC für Oesterreich. Festgestellt mittels einer Nachbefragung der österreichischen Sessionsteilnehmer 1961-1983. Master Thesis, Univ. Graz, IfSpW, 1983. (Supervisor: Prof. G. Bernhard)]

In 1994, Elke Zirnstein (University of Greifswald), IOA participant in 1993, carried out a comparable survey of the German IOA participants between 1980 and 1993, which arrived at even more positive results.

[See Zirnstein, E.: Die Wirksamkeit der IOA aus der Sicht der deutschen Teilnehmer 1980 bis 1993. Staatsexamensarbeit, Universität Greifswald, Institut für Sportwissenschaft 1994 (Supervisor: Prof. Dr. J. Hinsching)].

Out of replies received from just under 50% of those approached in writing, the general picture was significantly positive.

(24) See Coubertin, P. de: Une Olympie moderne. Paris 1910 In: Coubertin: Der Olympische Gedanke. Schorndorf 1967, pp. 24-43.

(25) The empirical research by the author found that this opinion was particularly widespread. With the improvement of academic activities and the completion of the IOA installations, however this impression slightly decreased.

(26) Since the knowledge of languages still left much to be desired, the NOCs needed to be more selective in their choice of candidates. However, this led to some NOCs staying away, which was not intended.

(27) Coubertin, P. de: Die philosophischen Grundlagen des modernen Olympismus. In: The Olympic Idea, Schorndorf, Hofmann 1967, p. 154.

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Overview of the 1st – 42nd Session of the IOA

(1961 - 2003)

Session	Year	Nr. of Participants	Nr. of Speakers / (Lecturers)	NOCs Represented
1.	1961	205/30/175	11/(11)	24
2.	1962	72	14/(9)	18
3.	1963	66	15/(11)	14
4.	1964	115	18/(16)	18
5.	1965	104	16/(15)	22
6.	1966	126	24/(20)	25
7.	1967	107	14/(15)	22
8.	1968	100	19/(18)	19
9.	1969	133	23/(21)	30
10.	1970	116	24/(22)	23
11.	1971	167	24/(24)	27
12.	1972	133	17/(16)	29
13.	1973	145	19/(18)	32
14.	1974		Cancelled	
15.	1975	126	20/(19)	39
16.	1976	87	17/(17)	29
17.	1977	83	16/(16)	28
18.	1978	109	20/(19)	42
19.	1979	98	17/(17)	30
20.	1980	121	15/(15)	44
21.	1981	118	18/(18)	47
22.	1982	133	18/(17)	59
23.	1983	174	19/(18)	77
24.	1984	162	15/(14)	69
25.	1985	137	19/(18)	51
26.	1986	136	23/(22)	47
27.	1987	150	19/(19)	50
28.	1988	167	15/(15)	52
29.	1989	153	15/(15)	64
30.	1990	178	14/(14)	70
31.	1991	150	14/(14)	58
32.	1992	155	15/(15)	65
33.	1993	180	14/(14)	80
34.	1994	186	14/(14)	84
35.	1995	205	11/(11)	80
36.	1996	197	13/(13)	79
37.	1997	212	16/(16)	85
38.	1998	216	16/(16)	91
39.	1999	182	14/(14)	85
40.	2000	167	15/(15)	83
41.	2001	162	13/(13)	84
42	2002		12/(12)	
43	2003		13/(13)	
1 st -42 nd	1961-2003	5733	699/((669)	142

Notes: The 89 Greek and 86 German students and officials of the demonstration teams at the celebrations in the stadium are included in the 1st Session. Official guests of the IOA, wives of speakers or guests and Academy staff are not included. The seminar group coordinators, a new categorie since 1991, are included in the categorie "participants" as well as those with scholarships of the IOA. The number of conferences is based on the following documentation. (See also author's remarks). The lecturers are exclusively those invited officially; one speech is missing (Hollmann, 1967). In the number of "NOCs represented", the speakers are not included (Source: Dissertation Müller 1975, p. 298. Annexe to OARe and OARf 1975-1990).

1st IOA Session 13th to 30th June 1961

**Main topic:
Athletics Training**

1 BURCKHARDT Carl Jakob (SUI):

The Olympia Myth.

Address on the Occasion of the Handing Over of the Antique Stadium at Olympia.

In: OAR 1961, pp. 9-13.

Ancient Olympia, Stadium at Olympia, ancient Olympic Games, archaeology, Olympic idea, Coubertin

Olympia and the ancient Olympic Games were understood to be a commemorative site and the starting point of the search for perfection and for harmony of body and mind. This "Law of Harmony" marked the competitions and games in Olympia. The entire strength of body and mind worked together in order to achieve great performances in Olympia. A universal truce during the Games was also an essential condition.

Coubertin founded the Games for modern times following the ancient ideals, and despite the catastrophes of our century they have continued and taken on a universal character.

A similarly universal aspect is evident regarding the excavations in Greece. Archeologists from many countries have already been working here since the 18th Century, in order to discover the traces left by the Ancient period. The excavated Olympic Stadium should "help today's youth to fully grasp Coubertin's philosophy".

2 KUNZE Emil (FRG):

Olympia - Spiritual Symbol.

In: OAR 1961, pp. 14-17.

Archaeology, ancient Olympia, Stadium at Olympia, Diem

The lecturer gives a short chronological overview of the work carried out during the excavation of the ancient Olympic sites. He evaluates and describes the difficulties encountered over the years, and concludes with a description of the now excavated stadium.

3 DIEM Carl (FRG):

An "Elis" of Our Times.
Meaning and Purpose of an Olympic Academy.
In: OAR 1961, pp. 18-20.

IOA, History of the foundation of the IOA, Olympic Congresses, International Olympic Institute, IOC, HOC, Ketseas

The lecturer gives an outline of the idea and the story behind the founding of the IOA. For Coubertin it was mainly in order to constantly promote his movement through a joint scientific undertaking, and for this reason he had begun to call Olympic Congresses at an early date to help publicise his aims. One significant milestone in the history of the IOA, in the lecturer's view, was the "International Olympic Institute" inspired by Coubertin in Berlin. Since this institute had been unable to function since the 2nd World War, its tasks needed to be transferred to a new institution. Through Ketseas, the HOC had therefore submitted its proposals to the IOC in 1947 regarding the IOA, and this had seen the day in 1961. The lecturer describes the Academy's plans for the future, the programme for extending it, the form the sessions would take and the value of future meetings.

4 YALOURIS Nikolaos (GRE):

A Rampart against Decline.
The Meaning of the Olympic Games.
In: OAR 1961, pp. 23-27

Olympic Idea, Ekecheiria, ideal of Harmony, sport

In an overview of the history of ancient Greece, the lecturer attempts to interpret Olympic philosophy. This is not confined to physical performance, but also influences the individual in all areas of the interplay between mind and body. To strive for what is good and beautiful and for victory over a wild and chaotic nature is something inherent to mankind. The Olympic truce had a similar significance. The lecturer stresses that despite its subsequent moral downfall, Olympia was still alive in sport.

5 STEINHAUS Arthur H. (USA):

Plato's Charioteer.
The Whole Man, Science and Physical Education.
In: OAR 1961, pp. 28-36

Philosophy, Plato, Kalokagathia, ideal of Harmony, sport, education

The educational work of sport, in the lecturer's view, is closely linked to the problem of unity between body, mind and soul. Plato attempted to understand this concept when he describes these various roles by using the image of a charioteer with two horses fighting each other. One horse was spirited and good, but the other had a base nature. The charioteer attempted to find an arrangement between the two different temperaments in order that the positive strengths would be victorious. The charioteer was a man of integrity and wisdom. From this picture, the lecturer examines the composition of the human brain and the location of the various areas which govern different impulses and driving forces. He also notes the brain's reactions to specific influences, which could have a negative effect if the individual was not able to control them with his intellect. Sport plays an important role in this concept: it trains and educates the body. At the same time it influences the spirit and the soul, as the body can only be seen as a unity of the three. Sport is therefore an important means of educating and training mankind.

6 PALEOLOGOS Cleanthis (GRE):

Origin of the Modern Theory of Training.
In: OAR 1961, pp. 37-44

History of Sport, theory of training, ancient athletics, sport

This lecture is intended to indicate, with the use of examples, that the training of athletes in Ancient Greece was not too different from that of our athletes today. The "Art of Training" had been developed at a very early date, as had the methods for regenerating the organism - i.e. relaxation. This had regularly achieved miracles. Apart from exercises which made the body supple and strong, special exercises were developed for different types of competition. The lecturer asserts that both then and now training demands complete sacrifice.

7 MUNROW Albert D. (GBR):

Sport training in Great Britain.
In: OAR 1961, pp. 45-51.

History of sport in England, theory of training, factors affecting performance

The development of sport can only be explained through the history of sport, and for this reason the lecturer begins with a short outline of England's sports history. He continues by stating that the most essential prerequisite in training is the correct evaluation of the most important elements of the type of sport in question. Sport consists of four factors; movement, muscle power, endurance and talent. The lecturer concludes with a description of circuit training, its advantages and its effects.

8 HIRT Ernst (SUI):

Sports Education.
In: OAR 1961, pp. 52-60.

Sports education, play, education of the whole, IOA

First, the lecturer gives a definition of sport. Physical education plays its most important role during education, because it is at that time when it best meets the expectations of children and adolescents. Play is something inherent in man's character which accompanies him throughout his life. The lecturer then speaks of the advantages of physical education in for the education of man as a whole (health, talent, capacity for outstanding performance and resistance) and states that sport in life can slow down the ageing process and make it more bearable. The lecturer explains the importance of physical education teachers being trained in the sporting spirit.

He concludes by stating Olympism's main role and inciting those present to use this as an example.

9 MISANGYI Otto (SUI):

Psychological Problems and Advice on Training.
In: OAR 1961, pp. 61-68.

Sports psychology, training, personality of coaches, athletes

Competitions, as the lecturer explains, are efforts of the soul and of the mind. The work of a coach must therefore be regarded as an educational task and have as its goal the development of what is needed in competition, eg. concentration, self confidence, comradeship and strength of will. What is harmful should also be stressed, eg. fear, inhibitions, etc. It is therefore necessary to know the psychic make-up of the person being trained. Equally, it is important for the athlete to find the right approach to competition.

Finally, the lecturer examines the importance of the coach's personality and the balance which must be found between sensitivity and authority.

10 LINDNER Erich (FRG):

The Halteres-Jump.
In: OAR 1961, pp. 69-77.

History of sport, halteres, long jump, pentathlon

The lecturer refers to his practical work carried out in Marburg between 1953 and 1954 regarding the use of halteres in ancient times. These experiments had raised considerable theoretical reflection in order to finally pinpoint the problem of the use of halteres. In everything published about the classical long jump, this was simply stated as being a jump using weights - the so-called halteres. The result of the experiments was that it cannot be correct that participants in the Greek pentathlon achieved greater distances using halteres than

without these weights. In addition to purely practical experiments, cinematic evidence had been used to make this affirmation.

11 RECLA Josef (AUT):

Olympic Literature.

Its Importance for the Intellectual Basis of Physical Education in Our Time.

In: OAR 1961, pp. 78-108.

Olympic literature, Olympic idea, physical exercise, bibliography

The Olympic idea represents, for the lecturer, the focal point of the concept of physical exercise today: the harmonious development of man through exercise.

Literature concerning the Olympic Games is of a high level and together with literature concerning other areas of physical exercise is gaining an important place in literature throughout the world. The differences of opinion concerning the worth or lack of utility of the Olympic idea expressed at meetings and within literature demonstrate that a more critical approach is being taken as regards basic questions, and that new directions for the future are being sought. The most urgent task for sports institutes, within further education and for the NOCs is to realise the challenge of the Olympic principles and overcome the discrepancy between ideals and content. By observing Olympic literature in the German language, it can be seen that spirituality, the basic principles and ethics are at the centre of these works. The lecturer also refers to the reading list issued to the participants.

2nd IOA Session 9th to 21st July 1962

12 VIALAR Paul (FRA):

Pierre de Coubertin (I): The Man - The Games.
In: OAR 1962, pp. 54-71.

Pierre de Coubertin (I): L'homme - les Jeux.
In: OAR 1962, pp. 54-71.

Coubertin (life, spiritual influence, works), modern Olympic Games, Olympic art competitions

The lecturer describes Coubertin's life, with reference to numerous works by and about him; he refers in particular to the two autobiographies "Olympic memories" and "A 21 year sports campaign". The educational aspect of the introduction of sport for youth of school age was at the basis of these works, and Coubertin's main source of influence was Thomas Arnold. Education as a voluntary occupation which contributes to human independence and individual responsibility was precisely in line with the English example. He tried to expand this system through activities within associations and by founding a number of new institutions in France. The first Olympic Games, despite numerous problems, were organised successfully by Coubertin and the Greek Bikelas. The lecturer gives a detailed description of the development from the first school sports festival in 1889 until the founding of the IOA. There were always dangers, as the confusion with the world exhibitions was to prove. In 1906 authors and artists came together and completed the Games by the addition of art competitions. The lecturer mentions his efforts to convince the IOC to re-introduce these. Even after Coubertin's death on 2.9.1937 the IOC had survived revolutions and world wars and was still in existence.

13 VIALAR Paul (FRA):

Pierre de Coubertin (II): The Man and His Work
In: OAR 1962, pp. 36-53.

Pierre de Coubertin (II): L'homme et son oeuvre.
In: OAR 1962, pp. 72-88.

Coubertin (works), Olympic Movement, modern Olympic Games

The lecturer gives a brief summary of Coubertin's work as an author, and includes a chronological review of this period of activity. In 1886, at the age of 21, Coubertin had published a highly-regarded article on the English educational system. This was followed by numerous initiatives towards reviving the French sports movement. The greatest milestone in Coubertin's life was the founding of the IOC in June 1894 in Paris. Soon after this the first Olympic Games of the Modern Era were held. The Olympic Games in Berlin in 1936 confirmed the now world-wide significance of the Olympic Movement; 3'950 athletes from 52 countries took part. For Coubertin, this was the proof that his ideal was alive. Coubertin died on 2nd September, a man who had provided guidelines for the world to come through his educational, philosophical and historical works.

14 DIEM Carl (FRG):

The Olympic Idea as a Moral Challenge (I).
In: OAR 1962, pp. 89-98.

Olympic idea, ancient Olympic Games, modern Olympic Games

The Olympic Games in ancient times had no statutes; this was above all a religious and artistic festival, and participation therein was a noble duty and right. These were the games of humanity and of "Ekecheiria", a time of peace. The only prize for the victor at the Olympic competitions was an olive branch. Competitors and officials took an oath, and shared accommodation and meals. When Coubertin revived the Olympic Games, a new era for world sport began. He wanted all nations to participate, and for the site to change each time for the sake of fairness. Because of the increased desire to win and the pursuit of national interests, the Olympic ideal was faced with a difficult task. This is what the IOC must fight against, since its members should be financially independent and responsible only to the Olympic philosophy. This has, however, proved to be unrealistic and impossible, since the national sports authorities and associations have too great an influence.

15 DIEM Carl (FRG):

The Olympic Idea and the Fellowship of Mankind (II)
In: OAR 1962, pp. 99-104.

Ancient Olympic Games, modern Olympic Games, fellowship of mankind, founding of associations, IOA

The Olympic Games and above all sport are a genuine example of human fellowship and community spirit, as the ancient Greek storytellers, poets and philosophers recognised. The magic of the Games has survived ancient culture, where it was the most important sporting event.

Today, too, the enchantment of sport has not changed. Its symbolic value lies in its open character. Its strength springs from a united and spontaneous activity. After the founding of the first English Golf Club in 1608, an ever-increasing number of associations and sports

clubs were established on an international level - proof of sport's capacity for social integration.

It is the task of the Olympic Academy to build up the Games in order that they can still be held in the distant future.

16 DIEM Carl (FRG):

The Olympic Idea and the Present-Day Reality (III).

In: OAR 1962, pp. 105-110.

Olympic idea, amateurism, professional sport

With the re-awakening of Olympic philosophy by Coubertin, the amateur problem was already a central point. The Olympic Games were to be "for sports amateurs alone". One of the main problems of the Founding Congress held in Paris in 1894, therefore, was the creation of universal amateur rules. The recent past has brought about a number of far-reaching changes within society, which once again bring us to the problem of whether we should conserve the noble character of sport and whether or not we should refrain from any form of financial recompense. The Olympic Charter and the Olympic Games have shown that in practice an athlete who wishes to be an amateur can be just that. However, there is a paradox between amateur and professional sport, since the rules are the same but have a different meaning. Sports activity among professionals is becoming more and more of a spectacle where noble feelings are absent. This is the beginning of the "morass of sport".

17 SZYMICZEK Otto (GRE):

Adhesion to the Principles of the Olympic Ideals.

In: OAR 1962, pp. 111-126.

Olympic ideals, amateur sport, professional sport, training conditions

The danger always exists that an amateur will go over to the professional camp, or that a country with greater Olympic success thinks it is better than another.

The rule: "Competition between equals" appears problematic, since athletes have very different training conditions. One may have only a limited amount of free time to spare after his day of work, whilst another may not have to earn a living at all. Neutral and impartial spectators may gain a false impression, since they can only see the objective performance of the athlete and know little about the athlete's background.

The acceptance of material help changes the mental attitude of an athlete to the point that he no longer takes part in the true Olympic spirit in the Greek sense. It is the task of all those who represent these ideals and who wish to help realise the true Olympic spirit to familiarise press and publicity, but above all young people with them. Finally, but not least, it is also the task of the participants at the Olympic Academy.

18 YALOURIS Nikolaos (GRE):

The Meaning of the Olympic Games.
In: OAR 1962, pp. 127-30.

Ancient Olympia, ancient Olympic Games, Agon, ideal of Harmony

The major characteristics and the aim of the Games in Olympia were derived from a description of the activities there: to strengthen the body and to develop a clear mind and an exalted soul together with the individual's positive attitude towards life.

The Games are a struggle which takes place at all levels in man's behaviour. As such, the victory is less important than the maximum performance.

This idea of a struggle at all levels is particularly clear in the composition of the frontispiece of the Temple of Zeus and its Metopes. Man's eternal struggle is depicted in mythical form to represent the wild, formless nature in and around him.

Physical and mental struggle are of equal value. To harmonise them was the ideal of the Games in Olympia. The meaning of the Games was seen to be for athletes and spectators, through the holy rules and the true beauty of Olympia, to come nearer to their spiritual sources. In this way the Games became a genuine source of education.

This picture of Olympia in the true spirit of ancient times will also influence humanity in the future, as long as it remains unchanged.

19 PALEOLOGOS Cleanthis (GRE):

Birth, Establishment and Development of the Olympic Games (I).
In: OAR 1962, pp. 131-137.

History of sport, ancient Olympic Games, ancient Olympia, Olympia (myth)

The lecturer evaluates ancient sources referring to the "holy site of Olympia", in which he includes the results of research carried out by the Archeological Institute. It is however impossible to define the origins of the Games and the foundation of the holy site accurately. At first, there was probably simply an altar devoted to Gaea and an Zeus, Apollo, Heracles, Pelops, Oinomaos and Oxylos may be taken into consideration as founders of the holy site. The lecturer lays particular emphasis on the story of Heracles: the Idean Dactyles - five brothers of whom Heracles was the eldest, were said to have met in today's Olympia. Rhea, wife of the angry Kronos, entrusted them with the education of her son Zeus, since Kronos wanted to kill him. Herakles challenged his brothers to a competition and won. As a souvenir of this he commanded that the race be run every fourth year. There are many myths surrounding Olympia which cannot give us the genuine facts, but the presence of the gods and the harmony of life can be felt there.

20 PALEOLOGOS Cleanthis (GRE):

Historic Course and Extinction of the Olympic Games (II).

In: OAR 1962, pp. 137-144.

Ancient Olympic Games (origins, downfall), Ekecheiria

It is common knowledge, the lecturer believes, that the Olympic Games had taken place earlier than the usually accepted year of their birth, 776 BC, but this was the year when the winners were first mentioned by name. At first the only event was a stadium race, but later the programme was expanded. At first, the Games had a Hellenic character but later became Panhellenic. Among the spectators and competitors were well known philosophers, mathematicians, rhetoricians, artists and writers. The holy truce guaranteed safe passage to Olympia. This sports festival became the climax of Greek life and Olympia the symbol of unity. Later, the Games lost some of their brilliance and their downfall was soon imminent. The cause of this was partly the increasing specialisation of the athletes and also the fact that the Macedonians and later the Romans tried to transform the Games according to their own ideas. In 393 BC the Emperor Theodosius forbade the holding of the Games.

21 KALFARENTZOS Evangelos (GRE):

The Ancient Greek Pentathlon.

In: OAR 1962, pp. 145-146.

Pentathlon (disciplines, order of events)

The lecturer stresses that there are several unresolved problems regarding the ancient pentathlon. It is said to have been introduced into the Olympic Games in 708 BC. According to the lecturer's research, the pentathlon consisted of running, wrestling, jumping, and spear and discus throwing. There are conflicting opinions concerning the order and the way in which this was organised. It is certain, however, that the wrestling was the last event and the running next to last. Some ancient writers speak of jumping, others of spear throwing and yet others of discus throwing as the first event. The lecturer therefore draws the conclusion that there was no set order of these three events, and this was decided upon according to the conditions on each occasion.

22 PAPASTEFANOU Georgos (GRE):

Olympic Games and Philately.

In: OAR 1962, pp. 147-150.

Olympic Games (Athens 1896), financing, philately

The lecturer mentions the difficulties in organising the 1st Olympic Games in 1896. Coubertin, who travelled to Greece in 1894 in order to hold preparatory meetings, did find help in the person of the Crown Prince of Greece. The main reason for his problems with the public was the difficult economic situation. In this connection Demetrias Sacorafos, Chairman of the Greek Association of Philatelists, put forward a proposal to issue special stamps in order to help finance the Olympic Games. These stamps were created and brought a total

income of 400'000 Drachma, which was a decisive financial contribution for the first Olympic Games. Since this time, stamps have been issued on many occasions to finance the Olympic Games and other sports events. In conclusion, the lecturer refers to Coubertin's 100th birthday which was celebrated in 1962; special stamps had also been issued in various countries on this occasion.

23 MISANGYI Otto (SUI):

The Will Power of the Competitor (I).
In: OAR 1962, pp. 151-157.

Sports psychology, competitor, willpower, motivation

Firstly, the lecturer deals with the topic of willpower. The competitor knows that this is an important factor in order to achieve specific goals. This a psychic function triggered by both conscious and unconscious motives in order to carry out certain tasks. The strength of willpower is determined by the intensity of particular feelings. It is possible to train one's willpower, and this is an important task for a coach. Positive feelings must be provoked in a competitor; he must learn to overcome obstacles and find the correct attitude. He must find self-confidence, learn to act independently and make his own decisions. Characteristics of willpower in competitors are, according to Pano, working towards goals, independence, decisiveness, determination and self-control.

24 MISANGYI Otto (SUI):

Preliminary State at the Start (II).
In: OAR 1962, pp. 158-161.

Competition, psychic state prior to competition

The lecturer refers to the psychic state of competitors prior to a competition. A slight tension observed within otherwise normal, controlled behaviour has a beneficial effect on performance, whereas overexcitement diminishes it. The tension can, for example, be reduced by discussion with the competitor, preparation for the competition itself and by distraction. In the opinion of the lecturer, it is of assistance to the competitor if he does not adopt an excessively existential attitude to sport.

25 DYSON Geoffrey (GBR):

Rotational Movement in Human Locomotion.
In: OAR 1962, pp. 162-172.

Theory of movement, biomechanics, law of rotation, top-level training

The lecturer refers to the great influence of the knowledge of the laws of mechanics in the training of elite athletes. In particular, he uses practical examples within sport to explain the physical concepts and their effect, such as rotational movement, centre of gravity and movement of the mass moment of inertia.

3rd IOA Session 7th to 24th July 1963

26 BRUNDAGE Avery (USA/IOC):

The Olympic Philosophy.
In: OAR 1963, pp. 29-29.

Coubertin, Olympic philosophy, amateurism, politics

Coubertin acted on the basis that there was more than physical benefit to be derived from the Olympic Games. One particularly important aspect, therefore, is to stress the amateur aspect of the Games and the refusal of any kind of profit by all those taking part. The IOC members should not represent any nation, but rather ideals of the Olympic Movement alone. Amateurism is a philosophy of life which goes against the demands of a materialistic world. The important thing is not the victory itself, but the knowledge of having competed well. Olympic sport can never become a political weapon; this would be the end of the movement. Victories are no proof of the superiority of one political system over another. Coubertin wanted to create happier and better citizens through forming their character, thus promoting international friendship and a peaceful future.

27 FRIED Edgar (AUT):

The Work of the Olympic Functionaries.
In: OAR 1963, pp. 40-46.

Olympic Movement, Olympic officials, public relations, IOC

One of the major tasks of an Olympic official, in the lecturer's opinion, is to promote the Olympic Movement. "Olympic Days" and the work of journalists are quoted as possibilities in this connection.

The best means of propaganda, however, remains the Games themselves, whose organisation is the responsibility of the IOC. The NOC must ensure that as many athletes as possible are sent to the Games, and that their training and preparations can take place under favourable conditions.

The lecturer suggests that in order to increase its prestige, the IOA should expand its programme to include lectures on the tasks of Olympic officials and by awarding prizes for outstanding contributions to the Olympic Movement.

28 ZAULI Bruno (ITA):

Law of Sport.
In: OAR 1963, pp. 47-62.

Law of sport, philosophy of law

The "Law of Sport", according to the lecturer, is defined by the principle of freedom and freedom of decision. By the Law of Sport the lecturer understands the "the multitude of rules, norms and sanctions which regulate sport". Since sport is a unique social phenomenon, any intrusion by aspects of normal life have an adverse effect upon it. The lecturer nevertheless attempts to organise the "Law of Sport" into a philosophy of law which includes both positive and natural law. Natural law manifests itself in the principle of freedom, and positive law becomes clear in the person of the referee. More precisely, within the field of sport one should speak "ius quia acceptum", which implies all advantages and disadvantages of an assumption. This law, in its full and true significance, is best explained by the word sport.

29 VIALAR Paul (FRA):

The Spirit of Sport.

L'esprit du sport.
In: OAR 1963, pp. 63-78

Sport, spirituality, physical awareness

On the one hand, sport represents the development of man's physical capacities, and on the other it represents a spiritual programme. The spirit of sport must embody sporting competition and moral duty on an equal basis. The athlete's morals lead logically to the morals of sport. The side-effects of sport lead the athlete to experience the side-effects of life. Sport and life belong together. To conquer oneself and be in control of oneself brings freedom. The words of the French revolution - "Liberty, equality, fraternity" can be applied to the spirit of sport - there is nowhere better than the sports field to put this into practice. The physical characteristics of mankind demand sports activity. An individual who uses only his mind is a monster whose body does not obey him since he has never learned to know it. Sports activity awakes the spiritual side of man which leads him to new discoveries both within himself and beyond.

30 VIALAR Paul (FRA):

For a sports doctrine.

Pour une doctrine sportive.
In: OAR 1963, pp. 78-88.

Concept of sport, Sports criticism, discipline, fair play

The idea of sport can be described by two basic definitions: discipline and attitude to life. Sport is not limited to winning competitions, but embraces both victory and control over oneself in daily life. The basis of this idea is termed "fair play", which gives sport its noble character. There are four phenomena which threaten this principle; these are commercialism, chauvinism, brutality and since recently doping. In order to rid sport of these dangers, we need to give new impulse to the idea of sport, and activate public opinion. Everyone should therefore identify themselves with sport, consolidate it and thereby promote it.

31 MC INTOSCH Peter (GBR):

Fitness or Prowess.
In: OAR 1963, pp. 89-101.

Leisure sport, health, top-level sport, internationalism

Physical fitness can be encouraged from various directions and for different reasons, eg. in the interests of certain professions, by the government, or out of personal interest. Historically, the first professional athletes existed in Solon's times, and soon after began the political and commercial exploitation of the Olympic Games which still exists today.

The unwavering belief in physical training's still unproved beneficial effect on health has contributed a great deal to the fact that despite ever-increasing automation in the last two decades, there is a pleasing increase of sport as a leisure activity. Sport as a political means is undesirable, since at international competitions this is invariably a case of not only proving one's own strengths but also the weaknesses of others and therefore of their system. Sport is not only international, but also "inter-racial", and the same rules are valid in every country. Worldwide participation in competition is an innovation of our century. Its contribution to international understanding should not be underestimated. It is the task of sports teachers to give young people the right attitude to sport, and to find a embittered non-athletes.

32 MAC INTOSH Peter (GBR):

Sport in Physical Education.
In: OAR 1963, pp. 101-116.

Physical education, competition, value of sport, sport in schools

The lecturer divides sport into four areas directed towards satisfaction, and which are experienced by the athlete:

1. Competition - satisfaction from superiority, but no direct contact with the opponent (football, volleyball etc.);
2. "Fighting" sports - also satisfaction through superiority, but direct physical contact with the opponent (eg. boxing, judo);
3. Achievement sport (eg. mountaineering, ski touring, gymnastics on apparatus);
4. Expression sports - presentation of self and expression of works by others (eg. dance).

The lecturer expresses regret that curricula for both boys and girls usually recommend only sports where emotion is suppressed. Competitive sport in education hides a danger of a "wish to win at all costs", and of seeing losing as something demoralising. It is the task of a teacher not only to teach techniques and tactics with a view to winning but also concepts of the value of victory and defeat. Games as an open, voluntary possibility of compensation without a specific purpose should be not only be encouraged in school. Those in employment - even if this is a passive activity - should have the opportunity of ridding themselves of aggression (eg. football). The lecturer also warns of excessive encouragement of young talents (danger of over-specialisation and loss of personality), and of the introduction of sport as an academic subject in English schools, as this would turn poor athletes away from sport completely. Nevertheless, it is the task of coaches and teachers to recognise and give useful assistance to young talents.

33 SZYMICZEK Otto (GRE):

Materialism is the Enemy of Olympic Ideology.
In: OAR 1963, pp. 117-126.

Olympic ideals, amateur sport, professional sport, commercialisation

On the basis of the fact that Coubertin had issued warnings about the use of sport for commercial purposes, the lecturer deals with the problem of amateurism and professionalism. He regrets that it is particularly because of commercialism that the Olympic Movement has lost its real direction. He is very much in favour of financial support for sport, but thinks that not only elite sport but also sport for the masses should be encouraged. The Olympic ideals should be maintained and promoted, but in doing so social obligations and life within society should not be neglected. The responsibility for this is borne by parents, teachers, public opinion, officials and not least the athletes themselves. The lecturer appeals to all officials and leaders to influence public opinion in the spirit of the Olympic idea.

34 MISANGYI Otto (SUI):

Sport and the Student.
In: OAR 1963, pp. 127-144.

Sports sociology, sport and student

The lecturer refers to the book "Sport and the Student" published in Switzerland in 1963. This represents the results of a sociological study carried out by the University of Berne Institute for Sociology regarding the attitude of Swiss students to sport.

On the whole, the results show a surprisingly positive evaluation of sport and a relatively high percentage of students actively taking part in sport among a representative selection of test cases.

35 RECLA Josef (AUT):

The Importance of Science for the Practical Organisation of Physical Education.

In: OAR 1963, pp. 145-152.

Physical education, science

A science of physical education established by those directly involved in it is something now called for. In the opinion of leading scientists, it is quite possible to establish scientific research into sport. Science is the leading institution in today's world, and for many is the only value still worthy of its name. The science of physical education would be of practical use in showing the directions to follow. It would have a threefold purpose: for some it would close the gap which still exists between body and soul, for the science of sport it would form close links between theory and practice, and for the science of mankind, depending upon its attitude, it could be a factor towards uniting different sciences.

Sports students in higher education are called upon to devote themselves to scientific work.

36 PALEOLOGOS Cleanthis (GRE):

Famous Athletes of Ancient Greece.

In: OAR 1963, pp. 153-163

Ancient Olympic Games, athletes

The lecturer deals with athletes who had been champions on several occasions at the Games of Olympia, Delphi, Isthmia and Nemea, and who had achieved results which are beyond our conception. He mentions Pausanias, who had written one of his most beautiful works in praise of the famous Diagoras family. Diagoras himself was a famous boxer, whose three sons and two grandsons had been champions on many occasions in Olympia, Nemea and Isthmia. The mother, Pherenicia, had even succeeded in attending the Olympic Games dressed in men's clothes to see her son crowned champion. Unfortunately, she embraced him and her ruse was discovered. The authorities, in respect of this famous family, waived the punishment. A victory at the Games was much treasured, as it meant the winner had earned the favour of the Gods. The athletes, therefore, gave of their utmost, as the lecturer notes in quoting Chrysostomos (2nd century BC): "These warriors - see what effort they put into training, how they drive themselves to the limit; they would be happy to die during the Games."

37 KOERBS Werner (FRG):

Information regarding the "Gymnasion".
In: OAR 1963, pp. 164-179.

History of sport, sport in Greece, Gymnasion, Palestra

The lecturer reports on the remarkable find of papyrus rolls from the early Ptolemics in Egypt. He believes that the detailed information therein will help elucidate the contemporary characteristics of Greek sports, i.e. that they were above all professional, and needed to be constantly revised because of constant degeneration.

The Gymnasion was not only a sports institution, but also the social and cultural centre of the town. In the colonies, in particular, the upper classes of Greeks would be accommodated there. 'Gymnasion' and 'Palestra' have one and the same meaning, but the first definition stresses the idealistic and ceremonial character and the second its station and its educational aspect. The Gymnasion also became a place of corruption. Despite in-depth investigation, it is not clear whether the Palestra was established to prepare enslaved professional athletes, or whether these trained together with amateurs and free men. It is possible that it was also a kind of riding academy, where young soldiers received scientific education and riding lessons, but this is only a hypothesis.

38 BRONNEER Oskar (USA):

The Isthmian Games. I. What Isthmia has Taught about Athletics.
In: OAR 1963, pp. 180-190.

Archaeology, ancient athletics, Isthmian Games, ancient types of sport

The lecturer separates the Isthmian Games from the other panhellenic Games.

These were in honour of Poseidon, and were not so large or as rich as the Olympic Games, and it is for this reason that we have so little written documentation about them. Most of our knowledge comes from excavations carried out by the University of Chicago in 1953. The lecturer mentions the objects found, such as halteres, spear points and inscriptions regarding an Isthmian pentathlon. Boat races were particular to Isthmia, and many finds also refer to a torch relay. The reconstructed starting point shows another peculiarity of these Games. A kind of pulley held a barrier in front of the competitors - the "Ballnides", which was dropped to start the race. The lecturer also quotes famous champions, whose names were immortalised on stone inscriptions. He deals in depth with the victors' prize in Isthmia, quoting the apostle Paul, who had mentioned this in his First Letter to the Corinthians.

39 BRONNEER Oskar (USA):

The Isthmian Games.
II. The Religious Aspect of the Games.
In: OAR 1963, pp. 191-99.

History of sport, Isthmian Games, religion, ancient athletics, culture

Athletics are a part of cultural history. Just as cultural events and achievements effect athletics, athletics also influence culture and therefore cult activities. For the Greeks, there was a close link between athletics and religion, and this is particularly evident in the location of the sports training and competition sites, which were always close to the temples and altars.

40 RECLA Josef (AUT):

Questions and Problems of Literature on Physical Education.
In: OAR 1963, pp. 200-206.

Physical Education, sports literature, bibliography, documentation

Literature is an essential source of progress. A modern record and study, as complete as possible, of literature published and in preparation on an international scale is urgently needed. Bibliography and documentation can only be carried out with close international collaboration. A new appeal to bibliographers and documentalists must therefore be made.

4th IOA Session 8th to 23rd August 1964

41 SZYMICZEK Otto (GRE):

The IOA - Its History, Achievements, Objectives.
In: OAR 1964, pp. 45-60.

Olympic Movement, Olympic ideals, IOA (history), Coubertin, Ketseas, Diem

The main goals of the Olympic Movement, in the lecturer's opinion, are the perfection of mankind and the education of good citizens by means of sports competition. In all technical progress and the rapid development of the Olympic Games, man should remain an individual who knows his own limitations, strives for development and respects his fellows. The spiritual content of the Olympic Games, which has remained unchanged, teaches us satisfaction through honest effort, and not by seeking this in competition alone. As Coubertin had already recognised the dangers of the constant expansion of the Games and the efforts to win gold medals, he wanted to create a spiritual centre as well as the Games which would examine and evaluate the spirit of the ancient Games. The Olympic Congresses and the foundation of an Olympic Institute were the first attempts in this direction. After Ketseas and Diem had drawn up their first plans as early as 1938, the IOC accepted Ketseas' proposal to found an Olympic Academy in 1949. The first Session of the Academy had taken place in 1961 and was a resounding success. The lecturer hopes that the Olympic Academy will achieve its aim of becoming a spiritual centre of constant exchange of views concerning the major problems confronting Olympism.

42 PALEOLOGOS Cleanthis (GRE):

The Ancient Olympics.
Proclamation, the Truce, Organisation, Arrangement.
In: OAR 1964, pp. 61-89.

Ancient Olympic Games (programme, types of sport, olive branch, criteria for participation, duration)

In this two-part lecture, the lecturer describes the conditions, programme and the organisation of the ancient Olympic Games. Ten months prior to the Games, the proclamation was made via the "Spondophoroi". The Olympiads were adopted as a basic means of calculating time. The Greek city-states sent delegations to the Games who made sacrificial offerings there. It is

agreed that Olympic Games already took place in 884 BC, but the only event was the stadium race. Today, the year in which the Olympic Games were founded is taken as 776 BC, because it is from this time that lists of champions exist. With time, more and more disciplines were added, for example the double stadium race, wrestling, pentathlon, boxing, four-horse chariot races, pancration, horse races with betting, until the programme of the ancient Olympic Games comprised 23 disciplines, but which were never all organised on a single occasion. The prize was an olive branch, and in the beginning also meat from the sacrificial animals. Until the 146th Games, only free men were allowed to take part. There was a ten-month obligatory training period (of which one month was spent in Olympia). The participants were drawn by lots, and there was a certain number of free tickets. Nudity became obligatory for athletes and coaches alike. Apart from the priestesses of Demeter, married women were only allowed to watch the horse races. There are difficulties in assessing the exact time of year the Games were held. Their length varied from one day at the beginning to five days, but only three of which were days of competition.

43 METHENY Eleanor (USA):

Sports and the Feminine Image.
In: OAR 1964, 90.194.

Women's sport, masculinity, mythology

Men's sport, in the lecturer's view, is a ritualistic attempt at self-glorification, and an aimless game reflecting life's struggle within rules laid down by mankind. She wonders whether woman's role reflects a particular concept of "female sport". Social roles vary from group to group, and apart from a few biological aspects, generalities regarding the physical differences between sexes using individual examples are not universally valid. From a biological viewpoint, therefore, the usual arguments against sport for women do not make sense. The picture of the female in western civilisation is marked by the female characters in Greek mythology, as is the contrast with the men. The characteristic image of godlike distribution of strength according to sex is still reflected in sports competition; women's sports represent talent and reflection rather than pure strength. The apparatus used is light, and a certain distance is maintained between the opponents and also between members of a team. A modern picture of the "female" seems to be developing (Amazon, Hippolyta).

44 FOELDES Eva (HUN):

Women at the Olympics.
A Historical Survey of the Physical Education of Women.
In: OAR 1964, pp. 105-114.

History of sport, types of women's sport, modern Olympic Games, socialist physical education

Vase paintings from ancient Egypt show women athletes playing games and swimming. In Crete, boys and girls were brought up equally, women competed against men and jumped over bulls. The Olympic Games are said to have been founded in honour of Hippodameias, but women were excluded from the outset.

Soon they were admitted to chariot races. Dated documentary evidence from legends and love poems during the middle ages mentions women's participation in sport. Women are mentioned in paintings, descriptions of journeys and in a first swimming manual. In the beginning of the Modern period, they appear in connection with hunting and hand-tennis. Women in Lapland skied, whilst since the 13th century English and Dutch women skated for bets - sometimes against men. Angevilles was the first woman to climb Mont Blanc, whilst in 1896 Melpomene, whose participation in the 1st Olympic Games was refused, ran the marathon course alone in 4 1/2 hours. Women took part in the Olympic Games for the first time in 1900. Until 1945, social restraints and bourgeois morals regarding what was "decent" prevented women from Olympic sport. It was only after the second World War that a radical change took place. "Socialist physical education", which had a "long tradition dating back to Marx, Engels and Lenin", brought the "equality of women" in everyday life to the forefront, and thus developed sport for women.

45 DIEM Liselott (FRG):

Olympic Sports for Women - Evaluation of Declarations.
In: OAR 1964, pp. 115-119.

History of sport, women's sport, competition for women, development of performance, Coubertin

The lecturer refers to the "stormy development" in high-level sport for women since 1912. Objections to women's sport had two reasons: firstly a physiological argument was used subjectively, according to which sport made women manly and decreased pregnancies. However, empirical research had showed no departure from the norms. Secondly, aesthetic objections were raised against sport for women, against which Eduard Spranger had already spoken out in 1916, seeing a caste-type restriction for woman. Coubertin, too, was against the participation of women in Olympic competitions. Women were allowed to take part in athletics competitions as of 1926. For aesthetic reasons, the 800 metre race for women was abolished in 1928, but the number of events for women had constantly increased. In the second part of her lecture, the lecturer passed on the opinions of competitors regarding sport for women. She mentions reports on the experiences of female German competitors at various periods. In women's sport, the increase in performance is greater than for men practising the same sport. In the lecturer's opinion, women's sport is distinguished by the open decisiveness, self-confidence and maturity of the athletes. This goes back to the matriarchal roots of culture and of the Olympic Games.

46 DIEM Liselott (FRG):

The ceremonies. A Contribution to the History of the Modern Olympic Games.

In: OAR 1964, pp. 120-136.

Modern Olympic Games, Olympic ceremonies

According to the lecturer, the actual form of the Games was particularly important to Coubertin. It was precisely the symbols and ceremonies which - according to Carl Diem - raised Olympic sport to a higher level and given them their cultural significance. Coubertin established the ceremonies to have a fourfold significance:

1. The historical meaning, since it was necessary to understand that the Games' tradition came from ancient times;
2. The educational meaning, since Coubertin wished to bring about sports education of the new man by means of the Games;
3. The artistic meaning created by the aesthetic nature of the ceremonies. This gave them an inner harmony;
4. The religious meaning with which Coubertin intended to lead to the athletes' self-discipline during competition.

The second part of the lecture refers to the present ceremonies and their origins and content; the oath (since 1920), the Olympic rings (invented in 1913), the torch relay (introduced in 1936), and the opening and closing ceremonies. Apart from the compulsory parts, there was still sufficient room for the ceremonies always to be different and lively. This had been seen from the participants' departure from the closing ceremony with all the delegations mixed which had begun in 1956.

47 VIALAR Paul (FRA):

Monsieur de Coubertin and the Olympic Spirit.
In: OAR 1964, pp. 137-144.

Coubertin (life), Olympic spirit, education

The lecturer describes Coubertin as a personality whose extraordinary talents as a historian and expert on education put him in a position to give a convincing definition of amateurism, fair play, self-knowledge and self-control. Discussing Coubertin's life in detail, he speaks of his aristocratic descent, his talent for study and his calling as an educator. The holy and the profane - already mingled in ancient Olympia as the spirit of sport and religion - sparked off Coubertin's idealism and led to the re-awakening of the Olympic spirit. Coubertin's desire to renovate the Games was marked by an intention to bring sport alive once more as the moral educator of youth. Olympic sport should be understood as a school of moral purity and physical energy. Such concepts as self-knowledge, self-control, self-discipline and physical perfection play a major role in this. Man should strive towards his own perfection, bringing about an increase of noble morals in the individual and eventually throughout the world.

48 POURET Henri (FRA):

Sport and Art.

L'art et le sport

In: OAR 1964, pp. 145-155.

Art and sport, aesthetics, sculpture

Sport has always been linked with a striving for success, even in games. In art, however, it is the graphical or sculptural form of a body or an impression of a related idea. The athlete, by the use of his muscles, achieves his performances before his public. The artist, by the use of his own feelings and thoughts, creates his work in silence.

Art and sport seem, from the exterior, to be opposites. Both are excluded from scientific life, which lessens the paradox. The expression of both concepts is the aesthetic qualities of the human body and human movement, which embraces assuredness, peace and joy as forms of beauty. The artist gives permanence to the fleeting perfection of sport.

Sculpture and sport have the same language; that of muscles. As opposed to the "static image" of sculpture, however, music creates an audible and moving image. Art is a sport and sport an art; there are no boundaries or differences between them. Both are the expression of a universal language.

49 FAVRE Sisto (ITA):

Olympism and Civilisation.

In: OAR 1964, pp. 156-161.

Sport, Olympism, culture, history of civilisation

According to the lecturer, sport is the "vital element in future culture". With the increased development of society, sport has lost its warlike aspect and become oriented around rules of play, which led to the concept of fair play. Olympism contains an even higher concept of sport, i.e. the ideal of the beautiful and perfect individual. In the past it had been the uniting factor between all the Greek city-states. Its focal point was Olympia; an academic forum of strength and science, as shown by statues, ceramics and odes. The Games were officially founded by a decree of King Iphitos, described by the lecturer as a "declaration of faith". Sport is "the key which opens the door to human evolution from the underworld towards the stars". Sport had made the non-intellectuals into the masters of their civilisation and therefore created an ethical, social, cultural and political aristocracy. Olympism is the pathfinder for the culture of both yesterday and today. In the Middle Ages, this was represented by the image of chivalry, and in the modern period it is now embodied by sport.

50 RECLA Josef (AUT):

Scientific Documentation and its Significance for Research Work and the Theory of Physical Education.

In: OAR 1964, pp. 162-172.

Physical education, science, documentation, literary information

The lecturer stresses the necessity for research into literature and surrounding work (documentation, literary information). Research into physical education needs to choose exemplary models, and use a wealth of different means. Works by professors and graduates in the USA and in Eastern Europe have proved the scientific interest of research into physical education: this is an "orderly unity of knowledge" established according to established principles and dealing with the movement and its effect on humanity.

Between 1920 and 1940, sports literature was mainly published in German. It is therefore necessary to recognise the changes which have taken place by regular study of literature and in particular to use documentation in order to find the required information at a glance and to save time. Documentation and information on literature require a selection of important points and a filing system for contemporary works based on comparisons. More scientific bibliographers and documentalists are needed, as is a "generally recognised terminology"; i.e. a classification which is not dependent on language, and the co-ordination of the 30 documentation centres in existence. This calls for qualified translators, modern data-processing, and rapid exchange of manuscripts, literary discussion and reviews.

51 MISANGYI Otto (SUI):

Contests and feelings.

In: OAR 1964, pp. 173-181.

Sports psychology, competition, feelings, desires, motivation

The lecturer gives examples of instinctive reactions during sports events. These are linked with other basic psychic strengths. Since the energy for controlling our impulses is measured by our feelings, a non-emotional athlete can never be a successful competitor. The effect of desire and lack of it also exists in sport. The lecturer classifies positive and negative feelings which are expressed during sport or which provide motivation. The feeling of motion is a spiritual feeling which it is virtually impossible to describe accurately. The more movement is experienced as a whole, the less it is felt consciously. It is also possible to establish character types for athletes according to their capacity for emotions.

52 KOERBS Werner (FRG):

Physiognomy and Coaching.

In: OAR 1964, pp. 182-192.

Physiognomy, coaching

The development of today's rational training, in the lecturer's opinion, is at the same time a change in the "spiritual concept". An individual gifted for sport is disappearing in favour of a trained decathlete. Rationalised typecasting is threatening the individual, and should be compensated for by research into human destiny. This calls for the science of physiognomy, since it is impossible to make judgements regarding an athlete's suitability for a certain sport on the basis of other fields of study. In making this statement, the lecturer refers to the

discoveries of the ancients, such as described in Aristoteles' "Physiognomika", Homer, Pindar and the Pythagorics. There, the reciprocal physical- spiritual effect was taken into account. The Greek physician Galenos speaks of a scientific physiognomy, whilst Philostratos establishes a classification of sports types based on a total impression. The most rational theories were only to come in our century, and re-affirm an appraisal total entity. Buytendijk speaks of a "physiognomy of movement". In the lecturer's opinion, it is now the affair of the coach to use physiognomical diagnoses.

53 CAGIGAL José M. (ESP):

Personality and Sport.

La personne et le sport.
In: OAR 1964, pp. 193-204.

Development of personality, sports psychology, education, physical education

Sports psychology, according to the lecturer, is centred around the scientific teaching of the personality. The basic principles of this are as follows:

1. A person is imbued with a "dynamic necessity", which constantly drives him towards a dynamic equilibrium;
2. Personality expresses itself in constant movement. Sport is therefore an expression and a symptom for the individual's discoveries. Sport and games are also an universal educational therapy in recognising one's own capacities and limitations. It unites spontaneity, self-disciplines, freedom, creative fantasy and dream-like striving for identification with the "realistic revision of life". The surmounting of inevitable setbacks acts, in playing sport, as the catalyst for inner, personal reorganisation. The lecturer wishes to complete Spranger's life forms by the "homo ludens". The sporting man has made his team-mates dependent and directed them into a social framework in order that the spontaneous, individual freedom in sport's social structure become a suppressed value. The lecturer sees a way out of this by taking modern sport, moderating it and re-introducing the playful spirit of freedom. In his opinion, there is still no systematic theory regarding the athlete's personality.

54 LENK Hans (FRG):

Values, aims and reality of the Modern Olympic Games.
In: OAR 1964, pp. 205-211.

Sports sociology, Olympic idea (norms, values), Olympic concept of mankind

The lecturer seeks a scientific explanation for the fact that athletes of various races and nationalities have overcome their earlier prejudices against the Olympic Movement. The research material comes from the IOC and other organisations, and consists of reports, discussions, questionnaires and his own experience. The sociological function analysis forms part of a description of the aims and values of Olympic personalities, and the indications

come from the documents regarding how the corresponding norms were set and a statement of the means by which these were established. Coubertin was to take up religious/cult values with their solemn, artistic and spiritual content, and their idea of achievement, fair play and equality of opportunity in competition, and bring these together to form a concept of mankind. His Olympic idea of making the culture of the body into a noble school for the achievement of physical and spiritual perfection and aesthetic beauty also constituted his educational programme. Indications show no individual basic principle. The result of this was a diverging concept of the order of importance of these values and a lack of clarity in achieving them. The more complex and all-embracing the main idea, the greater would be the collective effect for the movement. The Olympic Games brought about the wide sphere of attraction created by the Olympic Movement for different nations and cultures. They made it possible to be highly flexible regarding means and organisation, without changing the aim itself.

55 ZIJLL W. van (HOL):

Weakness and Strength of the Olympic Movement.
In: OAR 1964, pp. 212-222.

Olympic Movement, amateurism, professionalism, top level sport, physical education

Weaknesses within the Olympic Movement reflect those of sport in general. To consider an Olympic victory as a guaranteed springboard for professional sport is rejected as being a wrong approach. There are examples of amateurs who have rejected offers to become professionals. There is an reciprocal effect between the attraction of a sport and the effort which must be invested, and this gives rise to the danger of false amateurism. In the Olympic Movement a clear distinction between amateurism and professionalism is essential. To satisfy national prestige by winning Olympic medals leads to artificial amateurism, and means that Olympic sport loses its link with sport as a contribution to health and a source of peace. Many athletes can live for their sport without living from it. Top performances are becoming an indication of the general level of physical education. Intervention by the state leads to a loss of freedom. In communism, sport has an important role in public life, and a top athlete is an "honoured citizen". The problem of amateurism, nationalism and the political aspect indicate the Games' vulnerability. However, the Olympic Movement does contribute to the world-wide promotion and popularisation of sport. Olympism helps regulate the practice of sport (by making universal rules), encourages improvements in performance and develops a general consciousness of sport (educational effect). The widespread practice of physical education for all young people provides up to 150'000 Olympic candidates in the USA.

56 ZIJLL W. van (HOL):

Reflections on the Future of Sports and the Olympic Movement.
In: OAR 1964, pp. 223-229.

Olympic Movement, concept of sport, amateurism, education

Sport is increasingly becoming the object of scientific research. The further development of technology can be a threat to the concept of play. Care must therefore be taken in order that athletes still find pleasure in sport. In some countries, and particularly in the West, the mind is overemphasised to the detriment of the body. The education of the personality through sport has a socio-educational task which should be recognised. Spontaneously experienced sport must be maintained even alongside scientifically regulated training. Sports bureaucracy hinders sport, since sports organisations are overburdened with administrative work and no longer occupy themselves with the sporting spirit of either athletes or spectators. The major problem is the excessive development of the athlete himself. The coach needs to observe the athlete's character development as well as that of his performance.

An overwhelming majority of Olympic champions were amateurs. However, increasing expenditure on training is intensifying the problem of amateurism. False amateurism is therefore more dangerous than open professionalism. For the Olympic Movement, the concept of amateurism is essential, because it has an educationally beneficial influence on sport. In future, the Olympic Movement will have to fight more strongly for its ideals. No-one can tell what will happen in the future. In its work as a world movement, it is still at the beginning of its development.

57 JONATH Ulrich (FRG):

The Theory of Movement, Shown by the Means of Some Basic Techniques from Track and Field Athletes.

In: OAR 1964, pp. 230-231.

Theory of movement, motor learning

The lecturer states the difficulty of making scientific research into "living movement". Many factors from the following areas of science must be taken into consideration: anatomy, physiology, mathematics, physics, psychology, history and education. The study of motion is based on the following principles:

1. A rough plan of movement with "superfluous nervous movement" (Irradiation);
2. Refinement through regular practice ("radiation" controlled, concentration);
3. "Formation of a dynamic stereotype" (automation);
4. Influence of psychological aspects on movement in sport.

To complete his theories, the lecturer also informs the participants about the basic techniques of several disciplines within athletics.

58 PAPASTEFANOU Georgos (GRE):

The Museum of the History of the Modern Olympic Games

In: OAR 1964, p. 232.

Olympic museum, Olympia

The lecturer created the "Museum of the History of the Modern Olympic Games" in Olympia from his private collection in 1961 and donated this to the International Olympic Academy. He describes the contents of this: pictures, commemorative objects, stamps etc. from the Modern Olympic Games.

5th IOA Session 8th to 24th August 1965

59 SZYMICZEK Otto (GRE):

The Olympic Ideology at the Service of Mankind.
In: OAR 1965, pp. 45-57.

Olympic Movement, Olympic idea, top-level sport, leisure sport

The lecturer praises the organisation of the Olympic Games in Innsbruck and in Tokyo. As an observer at these Games he states that the Olympic Movement is on the right path towards fulfilling its ideals. The Games had proved that mankind was in a position to live in peace if the Olympic spirit was given its true worth. The purpose of the Olympic idea comes from the further development of the Olympic preparation programme and integrating this into the education of young people. This ideal can only be realised by maintaining the amateur status. A questionnaire carried out among the lecturers had dealt with four topics:

- Conditions for the participation of young people in competitions;
- Promotion of sports talent;
- Financial support for sport associations;
- Problems of coaches.

The evaluation had brought the following results: in many countries, it is only top athletes which are given assistance. The athlete needs to feel free of any feelings of being obliged to perform. The lecturer describes financial support to top athletes on a national and international level. Finally, he stresses that the aim of the IOA is to study and promote the Olympic idea.

60 FRIED Edgar (AUT):

Tasks and Objectives of the IOC.
In: OAR 1965, pp. 58-62.

IOC (origins, tasks, aims)

The IOC was founded on 23rd June 1894 in Paris. In a historical overview, the lecturer refers to the early days of the Modern Olympic Games whose initiator was Pierre de Coubertin. He

also describes the composition and tasks of the IOC, which are basically derived from the statutes drawn up at the time of its foundation.

61 FRIED Edgar (AUT):

On the Preparation and Organisation of the Modern Olympic Games.
In: OAR 1965, pp. 63-67.

Modern Olympic Games, Olympic Winter Games

In the first part of his lecture, the lecturer enumerates all the Olympic Games of the modern era and picks out particular events. In the second part, he deals with the site of the Winter Games.

62 RECLA Josef (AUT):

Modern Tendencies in Sport with Special Regard to the Olympic Idea.
In: OAR 1965, pp. 70-80.

Olympic idea, physical education, sport science

The Olympic idea, whose aim is the perfection of mankind and his striving for what is good and beautiful, is an international concept. It is recognised by young people and is clearly visible at international meetings (at the Olympic Games and the Olympic Academy). Scientific societies, institutes and high schools for physical education have taken the initiative to develop modern physical education. The young monitors, teachers and coaches are working actively with them. The firm will to work together in sport is evident all over the world. The basic question of the needs of young people requires constant study on the one hand, and on the other a firm grasp of reality. The science of physical education will show us the right direction. Apart from sport linked to schools and societies, there is more and more sport open to all, which corresponds to the times in which we live.

63 RECLA Josef (AUT):

Sport and science.
In: OAR 1965, pp. 80-85.

Olympic idea, sport science.

Olympic philosophy is a cultural ideal, and has become an ideal for mankind as a whole. It embraces all peoples of the world and is recognised and effective among young people. The basic principles of genuine sport have much in common with science. Sports science is necessary in order that sport does not go astray. Institutes and high schools for physical education are the central points for work on sports science. It is pleasing to note that more

and more universities are recognising the science of physical exercise, creating professorships for a faculty of physical education and the new science of sport.

64 JERNIGAN Sara (USA):

A Composite of Olympic Sports Development Programs of a Selected Group of Nations.
In: OAR 1965, pp. 86-104.

Organisation of sport, Olympic preparation

The lecturer feels that the success of the world-wide Olympic Movement is dependent upon the approach to sport in individual countries. Her lecture attempts to show the differing forms taken by sports programme in given countries (Japan, Soviet Union, Great Britain, Sweden, Federal Republic of Germany, USA), which are representative for a whole series of other countries. The study refers to questionnaires set by the lecturer during the Olympic Games in Tokyo in 1964 and her evaluation of relevant literature.

65 VIALAR Paul (FRA):

Sport and literature.
In: OAR 1965, pp. 105-120.

Sports literature

In the lecturer's opinion, sports literature is only verging on recognition and popularisation. Books such as "Kontiki" or "Atlantic crossing" by Tabarly are highly popular. They provide excitement, drama and the high points experienced by these modern adventurers in sport, couched in a literary form. This type of sports literature is becoming more and more appreciated; it is free from the purely philosophical examination of the basic ideals of sport, and based on genuine experiences and events. The lecturer explains that the normal type of literature only has limited connections with sports literature. Some support from publicity is therefore needed to assist this new way of bringing sport alive.

66 POURET Henri (FRA):

Man in sport: aesthetics of form and movement.
In: OAR 1965, pp. 121-135.

Aesthetics, forms of movement

According to the lecturer, all images in life are beautiful when these are clearly shown. He describes various forms of movement in sport in detail, giving many examples of the anatomical structure of man and its connection with physical exercise. In the second part of his lecture, individual movements are analysed. On this basis it can be presumed that man's natural movements are found in walking, running, jumping, throwing, climbing, crawling, in attack, in defence and in swimming.

Through modern means of mass communication, the spectator is able to better recognise these aesthetic images.

67 FROST Reuben B. (USA):

Some Psychological Implications for Olympic Sports.

In: OAR 1965, pp. 136-149.

Sports psychology, motivation, increased performance, formation of character

In the introduction, the lecturer notes that the whole of mankind is striving to achieve the best possible performance. More and more effort is necessary in order to assume oneself in today's world. In order to ensure an optimum development, man should be examined as a whole, as every aspect of the human body influences and is influenced by others.

The lecturer then turns to the question of feelings and motivation in sport. Feelings such as fear and stress can have a considerable effect on sports performance; they can motivate the athlete but also hinder him. It is one of the tasks of the coach to find the degree to which this leads to an optimum performance. The reaction of an individual is dependent on both internal and external factors, on his state of development, on his experience etc. In order to reach a corresponding degree of motivation, carefully established goals must be set, since excessive demands can lead to frustration and a decrease in performance.

Sport can make a significant contribution within character formation, because it is a situation where behaviour can be observed. To transfer a sports situation to another aspect of life is not automatic, but depends amongst other things on the similarity of the situation, from the realisation that the similarity exists, from the extent to which a generalisation is possible, etc. The important thing is the coach's assistance in the athlete's education. It should be the goal of the Olympic Games to help man better develop his personality with the help of sport.

68 MAC INTOSH Peter (GBR):

20th Century Attitudes to Olympic Sports in Britain.

In: OAR 1965, pp. 150-159.

Development of sport, England

In a historical overview, the lecturer describes how the Ancient Greeks, Calvinism and Cardinal Newman influenced the British attitude to sport today.

In the 19th century - earlier than in other countries - the British organised sport. It was for this reason that the Olympic Games found little attraction in this country for a long time. English participants were not successful, and this was for two reasons: firstly the British had a higher esteem for national results, and secondly sport was for them a form of character building which led to the rejection of training specifically orientated towards the improvement of performance.

In 1937, Parliament passed a rule regarding leisure and sport to counter the "aimless use of free time". When World War II broke out, the British attitude to sport altered considerably. Since 1945, sport has been open to all levels of society, and the concept of using sport for personal achievement is increasingly accepted. Since 1964 sport is becoming a major factor within society

69 MAC INTOSH Peter (GBR):

Physical Education and Success in Sport.
In: OAR 1965, pp. 160-170.

Physical education, play, intelligence, top level sport

The lecturer feels that if it is true that one never ceases to learn, then this is also the case for physical education. This begins at a pre-school age and continues into maturity. One of the most important elements within physical education is the concept of play. Education and games are inseparably linked. Games are voluntary pursuits which take place within specific limits of time and place and according to voluntary but binding rules. They are an aim unto themselves and are accompanied by a sensation of tension and pleasure and the knowledge that this is something different from day-to-day life. This definition by Huizinga states three conditions: freedom, division (regarding the area of play), and rules of play. The lecturer then discusses the question of a link between intelligence and sports success, and refers to an experiment carried out in London in this connection. He concludes by asking whether the aspect of play could still be found in competitive sport. He thinks it is a proven fact that complete devotion to competition sport does not necessarily destroy its educational value.

70 MARINATOS Spyridon (GRE):

Olympic Sports Ideals in the Bronze Age Period of Greece.
In: OAR 1965, pp. 171-179.

History of sport, Olympia (sacred site, myth), ancient Olympic Games

There is evidence of the Ancient Olympic Games dating from the year 776 BC, according to the lecturer. It is only recently that myths have been included as historical material within research into the ancient period.

The excavations in Olympia were for a long time considered to be insufficient, as they had provided no information about the period prior to 776 BC. Dörpfeld and Furtwängler had divided opinions about this.

The lecturer describes the most important sacred sites in ancient Hellas, and in particular Olympia and its mythological origins. The sacred sites had a particular significance since Greece consisted of city-states and its unity came exclusively from a common language, religion and last but not least the Olympic Games.

71 FAVRE Sisto (ITA):

Palingenesis of the Olympic Spirit.
In: OAR 1965, pp. 180-101.

Ancient Olympic Games, Olympia (myth)

The Olympic Games, the lecturer assumes, had already existed for thousands of years under another name and in a different form. At the beginning, these were the Games dedicated to Hera, wife of Zeus, and were organised by the priestesses of this goddess of fertility. The first official Olympic Games are supposed to have taken place in 776 BC. The lecturer gives the following reasoning behind the fact that the Games are held every four years: according to an ancient custom, the Queen and the High Priestess changed husbands every 49 or 50 moons, and the men fought for this privilege. This time span exactly corresponded to the four-yearly cycle. The Olympic competitions followed suit and used the same rhythm.

72 PALEOLOGOS Cleanthis (GRE):

The Institution of the Truce in the Ancient Olympic Games.
In: OAR 1965, pp. 203-210.

Ancient Olympic Games, truce, Ekecheiria

In the lecturer's opinion, it is no longer possible today to establish the exact date upon which the first Olympic Games were held in ancient times. However, festivals in honour of the Gods were held at four-yearly intervals. The participants came from the entire Panhellenic free world. Despite the common language, religion and ethics, there was constant war between the various states and groups. Since political unity was nevertheless sought after, a truce was introduced for the duration of the Games. This agreement was reached under Iphitos, King of Elis, in 884 BC. It is presumed that one of the main reasons for this was to ensure that Elis was the site for the Games, since this brought money and fame. The conditions of the Ekecheiria are not clearly stated by authors of the period, but various sources have led to suppose the following:

1. During the holy month, all wars ceased, and passage to Elis was free to all;
2. The length of the truce was of 10 months, since the journey could, in some cases, be an extremely long one;

3. Elis was neutral, sacred and inviolable. It was forbidden to enter carrying weapons; this was severely punished;
4. The truce was valid for all Greek states and not only for those kingdoms which had signed the agreement.

73 MISANGYI Otto (SUI):

The Renaissance of the Ancient Olympic Games.
In: OAR 1965, pp. 211-230.

History of Sport, ancient athletics, sport, England

In the first part of his address, the lecturer sketches out the history of the origins of athletics. He begins with the Olympic and other Panhellenic Games. At the same time the Tailteann Games had taken place in Ireland until the Norman invasion. In Northern Europe and Germany sports activity was known from the sagas and particularly from Edda and from the Nibelungen songs. Regional Games had begun in the 13th or 14th Century in Nürnberg and St. Gallen. The lecturer then mentions "sports writers" during the Renaissance period. During the period of enlightenment, sport in France and Germany was given new emphasis. The second part of the lecture describes the development of competitive sport in England. From the years of "Pedestrianism" in the 17th century, various historical stages are mentioned leading to the founding of the first Athletics Club in 1863.

74 DIEM Liselott (FRG):

The Optimum Age for Learning Techniques in Sport.
In: OAR 1965, pp. 231-232.

Theory of movement, ontogenesis, experience of movement, school curricula

1. Children lacking experience of movement in early childhood have a much higher occurrence of difficulties in co-ordination. Until the age of 7, such children avoid situations of uncertainty, since their intuitive and subconscious movements have not developed at the right time. The time factor plays a decisive role in the awareness of movement. One example is the fact that babies can swim without ever having learned to do so;
2. The acquisition of experience in movement at an early stage is decisive; sports which require balance should be taught at the latest between 8-10 years old; combinations of movement which have once been mastered remain throughout life, eg. cycling, climbing, tennis. For this reason, the best teachers must be in charge of children at this early age;
3. School curricula should be established accordingly and not contain any exercises which do not have a specific purpose. Strength, speed and endurance should be improved by basic exercises such as running, jumping and climbing. Curricula should therefore not be restricted to particular sports, but rather directed towards an improvement of basic skills.

6th IOA Session

29th July to 18th August 1966

75 SZYMICZEK Otto (GRE):

The Olympic Ideology.
In: OAR 1966, pp. 21-30.

Olympic idea, concept of sport, modern Olympic Games, friendship, Coubertin

The renovation of the Games was only Coubertin's first step towards the introduction of an all-embracing concept of sport. The Games were to incite individual states to build up physical education and sport on the basis of amateur sport in order to serve the following causes: the struggle against social injustice, growing materialism, and the harmful effects of our industrial society in large towns. Friendship and good will to work together should be based on the example of ancient Greek times, and sport is an excellent basis for this. The Games are a means and not an end in this connection.

76 CLOSE Reginald (GBR):

Sport and the Training of Character.
In: OAR 1966, pp. 31-33.

Formation of character, Rousseau, Kingsley, Coubertin, Eliot

In the lecturer's opinion, Rousseau already recognised the moral values of physical education. Charles Kingley, among others, said that young people could learn more about human values on the sports field than in any book. For Pierre de Coubertin, man consisted of three parts; body, mind and character. Sir T. Eliot, on the contrary, thought football was a bestial game which aroused resentment and cunning. After a number of other quotations, the lecturer comes to the conclusion that sport can lead man to the most noble aims, if he really wishes it to.

77 DIEM Liselott (FRG):

Seventy Years of Olympic Games (1896-1966).
In Memoriam of Willibald Gebhardt (1861-1921).

In: OAR 1966, pp. 34-40.

History of sport, Olympic Movement, Olympic Games (Athens 1896), German sports and gymnastic movement

This lecture presents many previously unknown sources and literary references, including some from the IOA archives, concerning the early history of the Olympic Movement. This address was prepared for the 70th anniversary of the first Olympic Games in Athens. In the first part of the lecture Coubertin's numerous problems regarding the holding of the first Olympic Games despite many obstacles are described.

In the second part, the lecturer discusses the controversy at the time as to whether or not Germany should take part in the Olympic Games. The involvement of a chemist from Berlin, Dr. Willibald Gebhardt (1861-1921) is particularly emphasised, since he saw participation in the Games amongst other things as an important and democratic step towards resolving the differences between the German Sports Association and the Gymnastics Federation. Gebhardt's frequent correspondence with Coubertin threw light upon the a reserved and insufficiently informed German public, and in particular the German Gymnastic Society. The "Committee for the Participation of Germany at the Olympic Games 1896" founded by Gebhardt was nevertheless successful, as it was agreed to send a delegation at its own risk. This was also a success, but provoked considerable anger from the German Sports Association. Gebhardt was the first German IOC member.

78 DURRY Jean (FRA):

The writer and sport.

L'écrivain et le thème sportif.

In: OAR 1966, pp. 41-52.

Sports literature, Coubertin

One of Pierre de Coubertin's greatest legacies was the combination of art, literature and sport. This should also be a legacy of the IOC. Sport has found a firm foothold in literature, but needs to bring more liveliness into the "art of sports writing". The writer should have practised the sport about which he is writing personally in order to create a true image of the competitions, of victory and of defeat.

79 FAVRE Sisto (ITA):

Spirit and Physique in the Greek and Greco-Roman World.

In: OAR 1966, pp. 53-57.

History of sport, Panhellenic Games, education, Athens, Sparta, Rome

The blossoming of the Panhellenic Games coincided with the civil and military golden era of the Greek world. In the Greek Classical period (7th-4th century BC), an almost perfect

equilibrium between spiritual and physical education was reached. Athens and Sparta, each of which laid particular emphasis on one aspect, polarised the Greek world around their respective systems of education. The decline in harmony between mind and body led to the downfall of Greece. It was Rome which inherited the Greek legacy.

80 FAVRE Sisto (ITA):

John Ketseas and the Universal Olympic Spirit.
In: OAR 1966, pp. 57-66.

Olympism, Ketseas

In a tribute to John Ketseas, the "pioneer of Olympism", the lecturer deals with the ideas which dominated his life and in particular his services in connection with the founding the IOA. The lecturer places him directly behind Coubertin, Birkelas, Edström and Diem, whose only weapons were their beliefs and their wisdom and whose spirit has been re-awakened and will always be remembered with pride by all mankind.

81 JERNIGAN Sara (USA):

The Challenge - Womanhood in Sport.
In: OAR 1966, pp. 67-74.

Women's sport, types of women's sport

In the lecturer's view women are more suited to sport for various reasons, and have a greater need of it. However, there are still some types of sport which are not open to them. In such cases the feminine possibilities should be explored in order to better understand the situation and to promote female participation where necessary. Exercises which make women too strong and steer them in the direction of what is particular to the male sex is undesirable. The opinion that gymnastics using apparatus, or certain equipment, should not be allowed for this reason is denied by the lecturer.

Exaggerated endurance sport damages the psyche of a women, even if her body does not suffer visibly.

82 KAMPER Erich (AUT):

Analysis of the Age of Competitors at Olympic Games.
In: OAR 1966, pp. 75-81.

Olympic participants, age analysis

The modern Olympic Games never laid down rules regarding age. In the Olympic statutes there are purposely no limits laid down. In this way, in the lecturer's opinion, victory in the Games increases in value, for there is only one winner in each Olympic competition regardless of the age group to which he or she belongs. The lecturer has carried out a biographical survey of nearly 30'000 Olympic participants, from which he provides an in-depth view of the age group of participants at the Games from 1896 until 1964.

83 KOERBS Werner (FRG):

Ancient Olympia and the Modern Conception of Amateurism.

In: OAR 1966, pp. 82-90.

Ancient Olympic Games, amateurism, society, fair play, athletes

The lecturer deals with three points in connection with the ancient Olympic Games:

1. Development from within and from external sources,
2. The idealisation of this,
3. The question of the amateur spirit in the ancient period of sport.

In the second part of his lecture, the lecturer deals with the concept of amateurism. The Olympic competitions are an exceptional opportunity for top-level athletes because of the the political and sociological significance of sport exceptional situation is that of sports morality and the concept of fair play being at the heart of the matter. The athlete is projected into a series of actions where his status and his potential performance play a large role. In this sense, the Olympic ideal is binding and sets the norm. If society is in favour of Olympic sport, it must take sports talent under its protection. Society should even be obliged to look after the future of Olympic athletes. The lecturer maintains that Olympic athletes have a lifelong sensation of belonging to the Olympic world, and this should be assured by means of the necessary organisational measures.

84 MESHIZUKA Tetsuo (JPN):

Structural and Functional Convergence of Sports and Physical Education in Japan.

In: OAR 1966, pp. 91-97.

Japan (top-level sport, leisure sport, research, sport in schools)

The lecturer deals with the situation in Japan - a country in which many kinds of sport are practised. In addition to the central organisation for competitive sports (JASA), a "Junior Jasa" has been in existence since 1930. This is responsible for 300'000 children over 10'000 federations with the aim of promoting sport for the masses.

A further step towards promoting sport for the masses is the school curricula. Sport is a compulsory subject in all classes. At present, Japan is attempting to intensify sports-scientific research in order to create optimal links between athletes and sports teachers. These specialists are to be capable of teaching the true value of sport throughout the world.

85 MISANGYI Otto (SUI):

Further Psychology of Contests.
In: OAR 1966, pp. 98-106.

Psychology of competition, work of coaches, education

The source of sport lies in the soul; sports performances are therefore created by the soul and the intellect. The coach gives sports instruction and is therefore a teacher. He must supervise the athlete's attention and concentration and use certain stimuli to increase these. He provides schooling in the capacity for observation and in particular movements of the athlete himself and of others. Special emphasis is laid on character types (fighters, the regular, the irregular, the inhibited, the stylists and the star types).

86 MLODZYKOWSKY Gregor (POL):

Aspects of the Olympic Movement in Poland.

Quelques aspects du mouvement olympique en Pologne.
In: OAR 1966, pp. 107-113.

Olympic Movement, Poland

Poland has been independent since 1918. The Polish Olympic Committee was founded as early as 1919, and later gained the double title "Union of Polish Sports Federations - Polish Olympic Committee" and continued its fruitful work. It is the driving force of sport in Poland and to a large extent independent. During the Olympic Games from 1924 until 1936, Polish participants won 20 medals. Since 1945, the 110 medals won in world championships prove the enormous increase in popularity of sport in Poland, whose programme includes the following major points:

- high-level training
- medical controls
- formation of coaches.

There are 4 sports high schools in Poland, plus a research institute for physical culture.

87 MLODZYKOWSKY Gregor (POL):

The inheritance of the ideal and the heroism of Olympic reality.

L'héritage de l'idée et l'héroïsme de la réalité olympique.
In: OAR 1966, pp. 113-120.

Olympic Movement, Olympic idea, amateurism

"All nations - all games": with this principle, the founder broke down all geographical and political boundaries and fought attempts at discrimination of race, religion and political systems. The idea survived the antagonism between gymnastics and sport but is still constantly faced with problems. Today's major topic is that of amateurism, which is taught as an educational subject of the Olympic Movement and is closely linked to fair play. The aim of the Olympic Movement is to unite the world's youth under the Olympic principles.

88 PALEOLOGOS Cleanthis (GRE):

First thoughts and Acts for the Revival of the Olympic Games in Greece.
In: OAR 1966, pp. 121-125

Greece, modern Olympic Games, Zappas

Whilst the rest of Europe was making progress in the 19th century, slavery still existed in Greece, which was virtually a forgotten country. Nevertheless, Greece did contribute to the renovation of the Olympic Games. Evangelis Zappas, a rich patriot and freedom fighter, made concrete suggestions regarding the renovation of the Games and was prepared to finance them. This, however, was turned down by the King and the government. On 15th November 1859, sports competitions under the description of "Olympic Games" did take place in Athens. These consisted of track and field athletics events alone, and remain widely ignored. Zappas died in 1865.

89 POKHALA Lauri (FIN):

The Neglected Legacy of Philostratos - Method of the Ancient Pentathlon.
In: OAR 1966, pp. 126-132.

Pentathlon, ancient Olympic Games

The most important competition in the ancient Olympic Games was the pentathlon. Many historians have attempted to discover the method of calculation and how the victor was decided upon. It is supposed that there was a fair and just decision regarding the winner, but it has been impossible to discover the points system. Some sports historians, basing their suppositions on the Greek respect for tradition during all matters of cult ceremonies, believe that one particular order of events existed throughout the antique period. Others, however, feel that this was changed frequently, especially in such a long period of over one thousand years.

90 POURET Henri (FRA):

Pierre de Coubertin - unknown or forgotten aspects of his life and work.

Pierre de Coubertin- aspects méconnus ou oubliés de sa vie et de son oeuvre.
In: OAR 1966, pp. 133-139.

Coubertin, educational reform, modern Olympic Games

Coubertin was born on 1st January 1863. His entire life's work should be seen in the light of the social and political conditions at that time. Although of noble descent, he very quickly made himself known as a republican. Always with reforms in mind, he strove for a modern form of education for the youth of France. Very quickly he met opposition, since not everyone shared his views in this connection. To those accusing him he would reply "I am writing for tomorrow". In this spirit he first expressed his idea of renovating the Olympic Games in 1892. His "crazy intentions" slowly gained a following.

91 POURET Henri (FRA):

The museum in the stadium.

Le musée sur le stade.
In: OAR 1966, pp. 140-142.

France, art and sport, art exhibitions

In a French provincial town, an attempt was made to link art and sport more closely together. While top athletes took part in competitions and used their talents to demonstrate the beauty of sport, the space beneath the stadium was used at the same time for an art exhibition. This included works of art on a sports theme; paintings, lithography, sculptures, tapestries and moulds for medals. In order to interest the local population in sport and art a competition was held with the following conditions: a literary work, a work of art, a race, a jump and a throw all had to be accomplished. The local sports clubs were also interested in the construction of sports facilities after this event, and architects were encouraged to pay more attention to the the artistic and cultural aspect of sport facilities.

92 RECLA Josef (AUT):

Our Contribution to the Reception and Dissemination of the International Olympic Academy.
In: OAR 1966, pp. 143-144.

Olympic idea, IOA

Any idea needs enthusiasts, and people must be carefully approached in order that they become interested in it, for an idea cannot gain support on its own. Anyone who has grasped the enthralling idea of Olympism will find ways and means of consolidating and promoting it.

Teachers and students from sports institutes and participants at the IOA have a duty to support the Olympic idea.

93 RECLA Josef (AUT):

The Reception of the International Olympic Academy in the International Area.
In: OAR 1966, pp. 144-147.

IOA (concept and form), HOC

The concept of the IOA is well accepted in all international circles. The overall responsibility for it by the IOC ensures its accepted place and expansion. The serious efforts made by the HOC to provide a better basis for the organisation and running of the Academy by constructing permanent facilities will fulfill expectations. This is a clear indication of progress regarding both the idea behind the IOA and the work it carries out.

94 SAYER Clinton (GBR):

English Sport and the Olympic Ideal.

England, sport in schools, education, amateurism, Olympic ideals

Sport is an important part of physical education in English schools. This is characteristic of the English system based on a widely-held belief in the educational value of sport. Sport offers the possibility to liberate emotions and aggression; concepts such as team spirit and fair play are evident and can exercise a positive influence on the development of a child. Sport is also significant as a useful and healthy leisure pursuit and as a means of compensation for the stress and tension of everyday life. One of the oldest problems is that of amateurism. It is no longer possible today to train as a top international athlete without material and financial support. There are however possibilities within international sport to carry on the Olympic ideals, and in particular sport in schools. If international competitions between schools and universities could be held more often, the true Olympic character would be seen - sport without thoughts of commercialism, professionalism, politics and racism.

95 WESTERHOFF W.G. (HOL):

Functions of the International Olympic Committee.
In: OAR 1966, pp. 153-155.

IOC (structure, tasks)

The lecturer, Secretary General of the IOC, gives an overview of the work of the IOC. The IOC chooses its own members, in order to guarantee its political and financial independence.

The headquarters are in Lausanne and the members meet yearly. The work of the IOC Secretariat consists of the following:

- Contact between members and the Committee;
- Contact with the NOCs;
- Contact with the recognised International Sports Federations;
- Contacts with the four cities holding the forthcoming and following Summer and Winter Games;
- Development of contacts with the mass media;
- Collaboration with the IOA.

96 YEKUTIELI Josef (ISR):

Herod the King of Jerusalem Prevents the Decline of the Ancient Olympic Games.
In: OAR 1966, pp. 156-158.

Ancient Olympic Games, Herod

The lecturer quotes some examples from the Old Testament where sport is first mentioned in ancient Israel. Israel's first contact with Greek culture came through Alexander the Great. Under King Herod, the leading class of society adopted the Greco-Roman method of education and therefore also sport. This is evident from the building of a large stadium in Jerusalem at this time. In the year 12 BC, Herod saved the 193rd Olympic Games by a large donation of money. However, he was unable to stop the final downfall of the ancient Olympic Games. It is thanks to Pierre de Coubertin of France that after 1'511 years the Games could once more be held.

97 YOSANO Shigeru (JPN):

Conclusions regarding the Tokyo Olympic Games.

Conclusions concernant les Jeux Olympiques de Tokyo.
In: OAR 1966, pp. 159-162.

Olympic Games Tokyo 1964 (organisation, financing, political situation)

The lecturer reports on his work as Secretary General of the Organising Committee for the Olympic Games in Tokyo 1964. As an introduction, he gives a historical overview of Japan's participation in Olympic Games.

The major problem had been to finance the sports installations. Further problems arose from the organisation of the modern pentathlon and the canoe events.

Later in his lecture, the lecturer mentions specific organisational problems concerning translators, press, television and the art exhibition.

Going into detail regarding the financing of the Games he repudiates claims that the Games were too luxurious and too centralised.

In the second part of his lecture, he describe the torch relay and the Olympic Village. Finally, he refers to the political situation concerning threats of parallel Games in Djakarta which had overshadowed those in Tokyo for some time.

One educational aspect of the Games was the fact that they had encouraged Japanese youth to enjoy sport.

98 ZATOPEK Emil (TCH):

My Experiences in Training.
In: OAR 1966, pp. 163-66.

Training methods, Olympic champions, sports career, personal experience

The lecturer deals with his training methods and relives exciting moments from competitions in which he experienced fascinating duels. He admits that he came to win and not only to take part. As a multiple Olympic champion he had finished the marathon in Helsinki in 1952, although he had no hopes of winning. This was another victory, but this time over himself.

7th IOA Session 29th July to 14th August 1967

**Main topic:
The Athlete**

99 CONSTANTINE of Greece (GRE):

Some of my Experiences in Sports.
In: OAR 1967, pp. 24-28.

Sports career, Olympic champions, personal experience

The Crown Prince of Greece reports to the IOA on his personal sports experiences. Involved in sport since his school days, and particularly tennis, football and judo, he had begun sailing after school. He speaks of his efforts to take part in the Olympic Games. In order to achieve this, he had to train hard in 1959/60, but this had led him to victory in the Dragon Class sailing event in Rome. At the end of his lecture, the lecturer challenges the IOA to continue its contribution towards creating a more peaceful future for people of the world. He feels the Olympic Idea and sports competition to be an excellent opportunity for comprehension between peoples.

100 SZYMICZEK Otto (GRE):

The Role of the International Olympic Academy.
In: OAR 1967, pp. 29-38.

IOA, Olympic idea, Olympic principles, Coubertin

Based on Coubertin's wish that his work be constantly reviewed and continued, the lecturer mentions various initiatives that Coubertin had instigated personally: the Olympic Congresses, the IOC Bulletin, the publication of numerous essays and the founding of the Olympic Institute in Berlin. The IOA, which had taken upon itself to fulfil these tasks, had been in a phase of development and experimentation between 1961 and 1966. During this time it had gained worldwide recognition. Its intention was to be the school for Olympism which provided guidelines for the Olympic idea and which educated those who defended it.

Going into detail regarding the main topic of the seventh Session, the lecturer interprets the motto "taking part is more important than winning".

The following points are stated as a definition of the Olympic principles:

- The Olympic ideal is intended to educate the whole of mankind;
- Competition plays an important role therein. The participants must be amateurs;
- Young people of all races and religions are united within the Olympic Movement;
- Participation is voluntary, and there should be equal opportunities for all;
- The Olympic Games are the highest embodiment of the Olympic idea;
- The aim of the Olympic Movement is world peace.

101 CAGIGAL José M. (ESP):

The athlete faced with defeat.

L'athlète face à la défaite.
In: OAR 1967, pp. 39-51.

Sports psychology, competition, defeat

The lecturer presents the results of his latest research regarding the "educational aspect of defeat". The work is centred upon the educational concept of an athlete defeated in competition. In every competition most of the athletes are losers. Education experts and psychologists are asking how the loser should cope with his failure. First of all, and particularly for younger athletes, there is an immense feeling of disappointment, and a condition of "painful frustration". However, sports competition is different from the "competition of life". If the athlete can come to terms with the fact that sport is a game played of his own free will then there may be an educational counter-reaction freed and soothed by this awareness. The personality is re-organised accordingly; the athlete's constructive energy falls back into place but with the experience of being richer for failing to win.

102 CURLEWIS Adrian (AUS):

The Athlete and the Rescue Services.
In: OAR 1967, pp. 52-56.

Rescue services, top-level swimmers

Daily and hourly, in the lecturer's view, much rescue work is carried out to save individuals from grave danger. Athletes are encouraged to take part in this connection, since their excellent physical condition makes them particularly suited to this kind of work. He calls upon athletes to volunteer, as has been the case among top Australian swimmers.

103 FAVRE Sisto (ITA):

Spirituality of the Athlete.
In: OAR 1967, pp. 57-66.

History of sport, athlete, spirituality, history of culture, Olympic Movement

The lecturer sketches out the entire cultural history of mankind. He seeks to find the basis for the spirituality of athletes in connection with the Greek and later Greco-Roman sagas. He terms the spirituality of athletes an answer to barbarianism. The temples which included sports facilities bear witness to this, as do statues of athletes whose facial expressions show the exaltation of an athlete. Jews and Christians had increased the aspect of spirituality.

In conclusion, the lecturer provides an overview of the modern Olympic Movement and uses Nurmis as an example of spirituality among modern Olympic participants.

104 HAQ Shri (IND):

Sport: End and Aim.
In: OAR 1976, pp. 67-74.

Meaning of sport, history of sport, amateurism, culture

The lecturer uses historical examples to demonstrate the original role of sport. What was at one time an expression of life itself has changed in time and through changes within society to become a formal discipline. In ancient Greece, sport formed part of education, and was linked to religion and cultural life as a whole. The form sport takes is often linked to surroundings, eg. the Nordic countries and skiing, sailing and rowing in Polynesia. It is clear that sport has become a means to an end. In the modern era, the useful aspect of sport has declined and it has become sufficient unto itself. The aim is to win at any price, and gain national prestige; sport is no longer a matter for an individual. It is essential to take measures in order to counter this decline within sport. Sport should be available to the masses again and become a need and a necessity for all. Linked with this is the question of amateurism, which is not only connected with money but also the fact that excessive amounts of time and energy are sacrificed to sport.

105 HENZE Peter-Wilhelm (FRG):

The Pentathlon as an Ideal in the Ancient World and in the Modern Times.
In: OAR 1967, pp. 75-95.

Pentathlon, modern pentathlon, Plato

The lecturer reports on a comparative examination entitled "The Ideal of the Pentathlete in Ancient and Modern Times". Many sources have indicated that the pentathlon was particularly important in ancient times, eg. because it took place at the end of the Games, or the fact that contrary to Greek practice for all other events, the athlete placed second also

received a prize. Plato, too, considered the pentathletes as "the most beautiful people", because they were skilled not only in strength but equally in speed.

On the contrary, however, the modern pentathlon is an outsider in sport, although Coubertin also developed a similar ideal in this connection on discovering the legend of the modern pentathlon: "A dispatch rider's horse is killed on enemy territory; he defends himself with a dagger, fights his way through with a pistol, swims a wide river and runs the last stretch to reach his destination". This was how the modern pentathlon came into being: riding, fencing, pistol shooting, swimming and running.

106 KERESZTENYI Josef (HUN):

The writers of odes and the chroniclers of Olympiads.

Les luthistes et les chroniques des olympiades.

In: OAR 1967, pp. 102-112.

Modern Olympic Games, Olympic art competitions, chroniclers, Coubertin

The lecturer explains that a competition between poets became an important part of the Olympic Games, and gives examples of how much value was placed on the Olympiads by such famous writers as Pindar, Lysias and Demosthenes. The best poets, singers or sculptors were honoured as much as the victors of the sports competitions. Since 1896, the beginning of the Olympic Games of the Modern Era, we must above all thank Baron Pierre de Coubertin for his initiative regarding the inclusion of art competitions. Coubertin himself received a gold medal for his "Ode to Sport".

107 PALEOLOGOS Cleanthis (GRE):

The Position of the Athlete in Society in Ancient Greece.

In: OAR 1967, pp. 113-124.

Greek society, athlete, physical and mental capacities, ideal of harmony

In the lecturer's opinion, men have always measured their physical strength against each other. Although at first this was purely a question of force, as civilisation developed mental capacity also came into play as a means of orientation. The Greeks did not invent the Games, but were the first to provide them with a certain glamour which awakened the interest of the public. Since it was believed that the Gods protected the Games, sacrifices were made to them and festivals were held.

Particular events were seen as an occasion for holding the Games. The population's enthusiasm for the Games and for the athletes, who served as examples, was considerable. The champions came from all levels of society. Competitions took place not only on the sports field, but also in artistic disciplines. The concept of "athlete" was in by no means limited to sports activity, but also with linked to spirituality. Athletics therefore meant a training for virtue, a "sacrifice", with victory as its aim. The athlete needed to be exceptional in

every way, and was often acclaimed as a hero and demi-God until old age. With the beginning of the Roman conquest, the Games began to decline and were finally forbidden. Gladiator fights were organised in their place.

108 PAPASTEFANOU Georgos (GRE):

The 1896 Postage Stamp Issue of the Games and the Ancient Games.
In: OAR 1967, pp. 125-133.

Olympic Games (1896), philately

The lecturer deals with the impact of the stamps issued on the occasion of the first Olympic Games of the Modern Era and gives a full description of the motifs.

109 POURET Henri (FRA):

Asceticism and sport.

L'ascétisme et le sport.
In: OAR 1967, pp. 134-142.

Asceticism, ideal of harmony

The lecturer explains the significance of ascetic behaviour using various examples from sport. He uses examples from biology, moral behaviour and finally refers to various sports disciplines. The lecturer sees asceticism as a means of satisfying needs and achieving gratification. Asceticism makes possible a harmony of the body in motion and the spirit in thought.

Finally, he quotes E. Verhaeren: "It is necessary for an individual to practice a stricter form of asceticism himself than that which he has observed in others.

110 TZARTZANOS Athanasios (GRE):

Amateurism.
In: OAR 1967, pp. 143-147.

Olympic ideals, amateur sport, professional sport

Some Olympic participants no longer fully agree with the notion of amateur sport, whose ideals should nevertheless be maintained. The rules should be better adapted to today's reality. The acceptance of money and material rewards - so-called direct gratuities - should continue to be forbidden. Prizes should not go beyond a certain souvenir value. Indirect gratuities such as grants and career support should, however, be allowed.

The difference should constantly be made between purely amateur athletes and various types of professionals.

Athletes who lend their name to so-called product publicity should be excluded from Olympic competitions and sanctioned.

111 WESTERHOFF W.G. (HOL):

The International Olympic Committee.

In: OAR 1967, pp. 146-152.

IOC (tasks, commissions)

The lecturer gives an outline of the IOC and its tasks. In 1967, the IOC has 70 members from approximately 50 countries.

Along with the general secretariat in Lausanne, the IOC has commissions to deal with the following areas: the South African question, press and publicity work, amateurism, medical problems, finance, contact with the NOCs, the IOA and the protection of the Olympic emblem.

The IOC is in charge of the NOCs and these, in turn, govern the national sports federations.

In the second part of his address, the lecturer repeats his IOA lecture on the tasks of the IOC first given in 1966.

112 CARDENAS Manuel (MEX):

Games of the XIXth Olympiad, Mexico 1968, cultural fringe programme

In: OAR 1967, pp. 153-155.

Olympic Games (Mexico 1968), cultural programme

The lecturer justifies the choice of Mexico as an Olympic city. He makes particular reference to the fact that many of the sports sites in Mexico are not only beautiful but are of historical significance. The lecturer also gives an overview of the cultural programme, in which each country will provide a folkloric contribution.

8th IOA Session 10th to 25th August 1968

**Main topic:
Competitive Sport and Education**

113 SZYMICZEK Otto (GRE):

Education and the Olympic Ideology.
In: OAR 1968, pp. 19-26.

Olympic idea, education, physical education, competition, Coubertin, Brundage

By education, the lecturer sees the combination of the various means which create a harmoniously developed individual.

Physical education, through voluntary effort, seeks to develop and improve physical attributes in young people and maintain these into old age. Competition, of which the highest form is the Olympic Games, has been one of the most valuable means of education since the Greek period. Coubertin brought the Olympic Games back to life because he recognised that physical education was part of spiritual upbringing. Since Coubertin, the aim of the Olympic idea has been to develop admirable physical and cultural capacities. The idealistic aim is a harmoniously developed human being, a personality with character. In this way, competition is not for selfish purposes but rather a more noble aim.

Like Brundage, the lecturer sees the Olympic Movement as a major "social force", and feels that the value of competition will be guaranteed if this concept is correctly understood.

114 VIND Ivar (DEN):

The International Olympic Committee and the National Olympic Committees.
In: OAR 1968, pp. 27-27.

IOC, NOCs (history, tasks), Olympic Movement

The lecturer lays particular emphasis on the history of the NOCs. It was only step by step that Coubertin gave the NOCs a fixed organisational structure and clearly-defined tasks regarding their work within the Olympic Movement. Their most important task was to nominate participants for the Olympic Games and to ensure that the Olympic principles are observed in their respective countries.

At later IOC Sessions, the following points were laid down:

- Areas governed by the International Federations;

- The fact that NOCs could only be founded in agreement with the national federations;
- That national federations represented within the NOC were under the jurisdiction of their respective International Federation.

The NOCs therefore became the link between the IOC and the International Federations. From 1932 until 1968 the number of NOCs has doubled. The Olympic Movement has grown to be the largest association in the world as a result of tolerance, mutual respect and good co-operation between the IOCs, the NOCs and the International Federations. Today, the main aim of the NOCs should be to promote the Olympic idea more than ever, and to combat all political, racial and economic influence on sport.

115 SIPERCO Alexandru (ROM):

Educational Value of Sports Spectacles.
In: OAR 1968, pp. 38-56.

Spectator sports, history of sport, amateurism, profit

The lecturer gives an outline of the development of sport from ancient times until the beginning of the modern Olympic Movement. Modern sport is a product of today's society, since it reflects the striving of the masses. Similarly, its attraction does not lie in personal achievement alone but also in the fact that it is a spectacle. The spectator identifies himself with the events in the arena and this leads to spontaneous reactions. There is an invisible link between the spectators and the athletes which leads the latter to better performances. Sport in our time is at a turning point, since the spectators expect better and better performances of which amateurs are no longer capable. A clear distinction must therefore be made between professional and amateur sport, in order to protect the ethical values of Olympic sport which Coubertin desired.

116 STEFANI Giorgio di (ITA):

Experiences from Participation in International Championships.
In: OAR 1968, pp. 57-63.

Personal experience, sports career, tennis

The lecturer, IOC member in Italy, refers to his national and international success as a tennis player. During his extensive travels throughout the world, practical experience has shown him that sport has a unique effect in bringing people together. Moreover, tennis unites all the difficulties in sports practice and is therefore a perfect educational tool. Tennis is the barometer for the influence of sport upon civilisation.

117 BERLIOUX Monique (FRA):

The International Olympic Committee and its Tasks.
In: OAR 1967, pp. 64-69.

IOC (composition, tasks), Coubertin

The lecturer states that the IOC as founded by Coubertin has two basic tasks:

- To promote the Olympic philosophy (the ethics of sport);
- To organise the Summer and Winter Games.

She then gives an overview of Coubertin's life, stressing that as an enthusiastic historian, Coubertin was an admirer of the Greek philosophers and the importance they laid upon physical and mental perfection. In the second part of her address, the lecturer explains the composition and tasks of the IOC and related organisations.

118 CAGIGAL José M. (ESP):

Social Education through Sport: a Trial.
In: OAR 1968, pp. 70-82.

Social education, sport, mass media, motivation

As an introduction, the lecturer makes some general observations regarding the relationship between social education and sport. Finally, he gives a preliminary report on a questionnaire to the Spanish population regarding their attitude to sport, and praises the success of this remarkable operation. With the help of television, radio and press the number of Spanish people active in sport had grown considerably. The number of sports facilities has also greatly increased. Summarising this, the lecturer notes: "We have convinced the Spanish people that sport is purposeful."

119 DIEM Liselott (FRG):

The Educational Value of Law and Rule in Children's Play and in the Olympic Games.
In: OAR 1968, pp. 83-93.

Sports education, rules, Olympic Movement

The lecturer demonstrates the extent to which comparative strength and chances of winning demands the existence of rules and laws. She indicates that from an early age a child has a naïve affinity for what is clearly defined, and that real play can only exist through a positive attitude towards this. She also maintains that the knowledge of rules can lead to an awareness of the law. This development, in the lecturer's opinion, is also valid on a higher level. The Olympic Movement has contributed towards making unified rules and fixed norms which also reflect moral rules. A summary of the lecture is: only rules and laws provide the freedom to choose whether to fight fairly or unfairly, or whether or not to respect the rules. Naturally, foul play can remain unpunished because it was not seen, as can a small lie on the part of a

normal individual. However, either the player knows about the foul, which attacks his conscience, or he has no awareness of the rules and regulations. In the latter case, there would be no educational benefit from laws and rules.

120 FAVRE Sisto (ITA):

Competitive Sport and Education.

In: OAR 1968, pp. 94-106.

Competitive sport, Olympic education, formation of character, ideal of harmony

Young people who are brought up without sport lack the most vital characteristics: courage, positive aggression and particularly stoicism, which lends reason. Only those who were brought up to competitive sport and trained and strengthened by it can be sound members of modern society. A complete education must respect body, mind and spirit. Finally, Olympic education also represents an act of living which ennobles human existence from its very roots.

121 HOLLMANN Wildor (FRG):

The Development of Achievements and the Capacity of Youths and Adolescents and Some General Medical Aspects.

In: OAR 1968, pp. 107-119.

Sports medicine, burden on the circulatory system, development of performance

The lecturer deals with the medical aspects of how a young competitor can reach an optimum level of performance and the effect of this on heart and circulatory system.

Regular training and the setting of goals during training are the conditions under which a high level of performance can be reached even with younger athletes. This should be maintained as long as regular training is continued.

Another major advantage of the early development of performance is protection against illnesses of the body's organs. The lecturer notes that such diseases have increased to a frightening extent in our time. His address concludes by the affirmation that: "young people should take on more, even in adolescence; regular training is good for the organism."

122 PALEOLOGOS Cleanthis (GRE):

Competitive Sport and Upbringing in Ancient Greece.

In: OAR 1968, pp. 120-125.

Ancient Greece, competitive sport, Hellenic education, Plato, ideal of harmony

The lecturer gives an outline of Plato's philosophy of body and soul, and in doing so describes the ascent of physical education and competition as a means of education and upbringing as

being perhaps the "most important contribution" of the Hellenic nation in the development of human civilisation. Other peoples had practised physical education prior to the ancient Greeks, but simply understood the body as a source of strength. The Greeks were the first to attribute the real significance to the body as being the living expression of human personality, at a time and in a civilisation where actions were worth more than words. The lecturer deals at length with Plato, whose philosophy had accorded the body a significant role as the "material through which the soul can be achieved". "Agonistik and Logos" is therefore the only true connection between body and soul. The "homme parfait" is the goal of this education, since the perfect human being possesses what is best and most beautiful - a harmony of perfect understanding between body and spirit. For this reason there had been no separate physical education but simple the Hellenic educational system, which was to become famous, and wherein the soul was seen to be the expression of the body and the body that of the soul.

123 POURET Henri (FRA):

Convergencies and Divergencies of the Destiny of the Athlete and the Artist.
In: OAR 1968, pp. 126-138.

Artists, athlete

The lecturer bases his address on the principle that youth needs examples. It therefore seems that athletes and artists are most suited for this role.

He states their similarities, such as their exceptional status, special training, disciplined lives and strong will power.

The lecturer also mentions differences between them; their origins (families of artists, etc., physical strength, view of life and the age of their greatest achievements. Both can lead the outside world in various directions; sports activity, involvement in art and culture and a moral attitude towards sport and cultural activities.

124 POURET Henri (FRA):

Symbolism of the Olympic Flame.
In: OAR 1968, pp. 139-141.

Olympic flame, modern Olympic Games, symbolism, Diem, Ketseas

The lecturer notes that in 1934, Carl Diem of Germany and John Ketseas of Greece had the idea of enriching the Olympic Games by the introduction of the Olympic flame. Lighting the flame at antique sites and holding a torch relay to the city where the Games were held would be a strong link between the ancient Olympic sites and the Olympic cities. The symbolic force of the Olympic flame is interpreted by the lecturer as something pure and untarnished which embodies the eternal youth of the Olympic philosophy. The universal symbol of the flame would lead all competitors to understand that it is necessary to work towards the lasting unity of mankind.

125 RECLA Josef (AUT):

Sport and Education in Today's Literature.
In: OAR 1968, pp. 142-155.

Physical exercise, sports documentation, sport science

Today's man finds himself at a turning point at the end of the 20th century. The year 2'000 is just around the corner, and it is time to create new forms of physical exercise which correspond to our time and to young people of today. The riches of literature can only be mastered by means of well thought out and correctly organised sports documentation and information systems.

Progress is achieved through openness and international co-operation. Timetables and curricula regarding sport must be approached in a new way. Further training is more necessary than before, and particularly by means of international discussion between professionals in the field. Sport science is an accepted fact in almost every country, and guarantees the favourable development of physical education and sport.

126 RIBERIO Lelio (POR):

Education and Competition. Their Problems.
In: OAR 1968, pp. 156-158.

Competitive sport, education, movement, Olympism

Competition has existed since time immemorial as the result of a constant struggle for existence. This struggle was marked by social conditions upon which sports competition also had an effect. Education and work must also be seen in connection with competition and sport, and the link between all four elements is movement. The lecturer quotes Mendes, who saw movement as a means of development but not as an end in itself. However, when man becomes the goal, movement becomes an important factor within education. During training, however, movement becomes the only aim.

The lecturer believes that movement is the most beautiful attribute of mankind, and when it is further developed within competitive sport it becomes, in principle, an excellent means of educating the masses. Olympism is also aimed at educating the people.

127 SCHIRMER Friedel (FRG):

Theory and Practice of the Contemporary Methods of Training.
In: OAR 1968, pp. 159-171.

Training, training methods, burden on the circulatory system

In a two-part lecture, the lecturer deals with the main conditions for modern training. He believes that any kind of training should be based on a similar principle for all disciplines. The degree of training should be adjusted to the discipline in question, the condition of the athlete and whether particular aspects need particular emphasis (technique, condition, development

of strength). The most important factor for sports performance, in the lecturer's view, is general schooling of movement and the organs.

128 SIMRI Uriel (ISR):

Competitive Sport and Education in Israel.
In: OAR 1968, pp. 172-175.

Israel, competitive sport, education, amateurism, Kibbutz

The lecturer deals with the reciprocal effect of competitive sport and education. Two tendencies may be observed; firstly a purely formal education (such as the orthodox sports high schools in Israel), and secondly that of sport seen as containing a considerable educational value within an educational system for all (Kibbutz).

As an example, higher demands are made upon a football player than on a basketball player. As research has proved, a football player has less chance of entering further education than a basketball player, as his sport requires more dedication.

Most volleyball players and the majority of swimmers come from the Kibbutz system, which makes special allowances for their athletes. Attempts are being made to promote sports such as fencing in Israel.

Results from sports high schools are not excellent, since there is a lack of time for training.

In conclusion, the lecturer states that competitive sport may be tolerable and useful for the individual as long as other areas are not too neglected. Only a return to real amateurism can be of use to the reciprocal effect of both competitive sport and education on each other.

129 SPORTSMAN Charles (USA):

Future Contribution of Motivational Research in Athletics.
In: OAR 1968, pp. 176-183.

Sports performance, motivation, physical fear

The lecturer reports on research carried out in the USA regarding questions of motivation in sport. Human motivations are often subconscious but nevertheless genuine driving forces. It has been established that emotional problems for athletes are reflected not only in their sport but also in their entire social environment. Another problem is that of physical fear. The lecturer feels that the full sports potential of an athlete can be reached if this fear can be combined with the positive effects of motivation.

130 YAKAS Orestes (GRE):

The Planning of Sports and Olympic Installations and their Influence on Education.
In: OAR 1968, pp. 184-196.

Construction of sports facilities, education, motivation for performance

The first part of the lecture deals with the urban development necessary to hold an Olympic Games and other major sports events. The lecturer challenges those responsible to create sports facilities which provide an atmosphere of comfort and peace. He also examines the correlation between facilities - especially Olympic sites - and the education of athletes. The installations and stadia have a strong influence on the behaviour of the athletes.

For this reason, the planning and construction of major sports sites plays an important role in the education of young people involved in sport.

131 YALOURIS Nikolaos (GRE):

Healing and Art in the Asclepeion of Epidauros.

In: OAR 1968, pp. 197-207.

History of sport, healing, places of healing, religion, mysteries, ancient concept of mankind

As an introduction, the lecturer describes the myth surrounding the God Asklepios. Dealing in depth with the ancient healing places and Epidauros, the most famous of them, he states that the "health resorts" of ancient times had nothing in common with today's concept. At the time, it was the priests who were responsible for creating links between the individual and a God by psychospiritual means.

With the development of psychospiritual strengths inherent to man, virtues were supposed to be awakened which created a positive influence on life. Thus man represents an inseparable unity of body and soul. The development of both aspects should be equal. Physical effort, in the Greek concept of mankind, is equally as important as the spiritual aspect.

The lecturer also discusses the tasks of the mystics and the oracle. The path to follow towards achieving or regaining health is demonstrated by Apollo, who documented these capacities in his activity as an archer, musician, doctor and oracle.

9th IOA Session 29th August to 14th September 1969

**Main topic:
The modern Olympic Games**

132 SZYMICZEK Otto (GRE):

The Olympic Ideology.
In: OAR 1969. pp. 23-30.

Coubertin, Olympic idea, education, amateurism

Coubertin's aim, according to the lecturer, was the creation of the perfect human being, and the means to this end was sport. In his concept of education Coubertin wanted to reform the French education system for young people and saw athletics as a way to forming a strong personality. The ancient Greek example was evident when he re-introduced the Olympic Games in modern times. The lecturer gives a summary of the aims of the Olympic Games and the Olympic Movement; fairness, comradeship in sport, artistic presentations, sport, games, enjoyment and international friendship. The basis of the purely educational motivations within the Olympic Movement is, of course, the principle of amateurism, equality and justice. These are the concepts which the Olympic Movement tries to promote. Coubertin was against professionalism since he believed that professional sport was contrary to the educational aspect. The Olympic Movement is international, since all nations may take part. Olympic champions are an example for Olympic ideals within their countries. An Olympic victory is not only due to the athlete but also to the family, the coach and society as a whole. Finally, the lecturer mentions the serious dangers threatening the Olympic idea.

133 FAVRE Sisto (ITA):

The Philosophy of the Olympic Movement.
In: OAR 1969, pp. 31-44.

Olympic Movement, Olympism, ethics, top-level sport, competition

The Olympic Games in ancient times took on a noble character because of their originally religious nature. The modern Olympic Movement represents new ethics in sport. During the Games, raw strength is disciplined and brings more noble, spiritually orientated goals to the foreground. The Olympic competitions should be a lesson and an aim in life for the strong

who understand how to master their strength in service of society. With the rebirth of the Olympic Games in 1896 a new age had begun for the whole of mankind. Olympism today creates no differences between individual peoples, and is characterised by moral, philosophical and educational principles. The modern Olympic Games have developed from an isolated event to become a universal institution. The athletes' performances are a measure of culture and the capacities of society. Olympism shows mankind the significance of competition and therefore that of healthy sport for all. It cannot banish evil, but it can hinder it and allows what is good to be more easily recognised.

134 SAMARANCH Juan Antonio (ESP):

The Olympic Spirit in the Modern World.
In: OAR 1969, pp. 45-50.

IOC, sports education, Olympism

Based on the reflection that the Olympic spirit is more practically than philosophically oriented, the lecturer believes there is meaning, purpose and effectiveness behind the IOC in today's world, and particularly in connection with the education of young people.

Olympism was inspired by ancient Greece, chivalry in the Middle Ages and the English system of sports education in the 19th century. Sport is gaining significance all over the world today. Olympism is its focal point, its spiritual leader, its ideology and its soul. It must remain up to date within sport throughout the world to provide inspiration and to govern the major decision-making bodies.

135 PALEOLOGOS Cleanthis (GRE):

Ancient Olympia and its Moral Teaching.
In: OAR 1969, pp. 51-62.

Ancient Olympia, sports education, ancient Olympic Games, modern Olympic Games, idea of peace

The synthesis of religious ceremony and a cultural centre led Olympia to become the centre of Hellenism and greatly contributed to Panhellenic unity. The greatest aim of the ancient Games was to create joy for the soul and peace for the mind. This was the reason behind the truce during the Olympic Games. The Hellenic intention was not for savage combat but rather sporting competition, and this aim is the expression of the educational aspect of the Games. Only the most worthy of the athletes were selected by the Archontis for participation in the competitions. Sports education was always completed by moral and spiritual instruction. Victory was therefore seen as being the completion of education and the victory of what was good and beautiful. The modern Olympic Games are to bring humanity together at four-yearly intervals in peaceful competition; they are to be a reminder of solidarity between peoples and thus contribute towards carrying on the Olympic idea of peace.

136 POURET Henri (FRA):

The Contemporary Olympic Games and the Arts.

In: OAR 1969, pp. 63-82.

Modern Olympic Games, Olympic art competitions, cultural programme

The lecturer explains that art competitions were within the framework of the Olympic Games since 1912. Until the Olympic Games in London in 1948, these competitions were held in the five classical branches of art: architecture, literature, music, painting and sculpture. After 1948 the Olympic cities were only allowed to hold a cultural fringe programme. The lecturer holds the opinion that the Olympic Games and their basic humanist principles were extremely attractive to artists. The sports movement, with its dynamism and aestheticism, is an art form in itself.

(In connection with this lecture, the "Ode to sport" was distributed, with which Pierre de Coubertin won the gold medal in the literary competition at the 1912 Olympic Games. In addition, the winners in the individual competitions from 1912 to 1948 are also given).

137 DUNCAN Sandy (GBR):

The Olympic Games London 1948.

In: OAR 1969, pp. 83-85.

Olympic Games (1948)

The lecturer explains the difficulties in holding the first Olympic Games after the second world war in London in 1948. He mentions the short preparation period, the financial problems, and the difficulties in obtaining food supplies. The lecturer had been the Secretary General of the NOC of Great Britain and in this a responsible post contributed to the success of these Games.

138 GARRONI Marcello (ITA):

Administrative Aspects of the Rome Olympic Games.

In: OAR 1969, pp. 86-93.

Olympic Games (1960), organisation

The lecturer states that the organisation of Olympic Games requires complete public involvement and greatly depends upon national solidarity on the part of the host country. Without state help, their organisation would be impossible. He also describes the task of the Organising Committee and of the state regarding the organisation of tourism and the work of the Italian radio and television authorities in providing facilities for reporters and journalists. The organising costs of the Olympic Games in Rome are submitted by sector.

139 ASPIOTIS Nikolaos (GRE):

Strength and performance.
In: OAR 1969, pp. 94-98.

Training, physiology, development of strength

Based on the fact that "strength" is gaining increasing significance within modern training methods, the lecturer describes the physical and chemical process of increasing strength within the muscular system.

The lecturer believes, however, that the Olympic athlete needs more than this to achieve excellent performances: he must be both a technician and a scientist. Since the coach also has to be well versed in science, collaboration between coach and athlete is of the greatest importance.

140 ODA Mikio (JPN):

Japan and the Olympic Games.
In: OAR 1969, pp. 99-102.

Japan, development of sport, Olympic Games (1964)

The lecturer refers to the history of the sports movement in Japan. Since the introduction of the modern Olympic Games there has been continual development in this connection. The climax of the sports movement in Japan had been in 1964 with the organisation of the Summer Games in Tokyo.

141 DIEM Liselott (FRG):

The Ideas and Ideology of Pierre de Coubertin.
In: OAR 1969, pp. 105-117.

Coubertin, physical education, self-education, educational reform

Pierre de Coubertin's intention to make physical education popular in his own country could only be realised, in his opinion, through cooperation between nations, ie. through international competition. The aim of the Olympic Games and of physical education is above all the realisation of individuality through greater self-education and self-discipline. Through competition, man can learn to master himself, to reach the highest level of performance and therefore discover himself. Coubertin is therefore a leader of educational reform at the beginning of the 20th century.

142 BERLIOUX Monique (FRA):

The Organisation and Direction of the Olympic Movement.
In: OAR 1969, pp. 118-130.

IOC (organisation, tasks), Olympic Movement, Coubertin, Olympic Charter

First of all, the lecturer discusses the historical beginnings of the Olympic Movement in detail and accompanies the historical facts with numerous quotations from the works of Coubertin. In the second part, she explains the organisation of the IOA and the tasks of the members. Proposals regarding updating the current structure of the IOC were submitted for discussion.

143 STAUBO Jan (NOR):

Olympic Winter Games.
In: OAR 1969, pp. 131-135.

Olympic Winter Games (significance, tradition, new form)

The lecturer deals with the significance of the Olympic Winter Games since their origins in 1924 in Chamonix. There is no doubt that the many disciplines within the Winter Games are sufficiently popular to correspond to the Olympic statutes, but also that most of them have a firm tradition in mountain countries. The lecturer, a member of the IOC Commission for the revision of the Winter Games, states measures proposed by this Commission intended to combat aspects which would be harmful to them, such as overcommercialisation. Despite all rumours and doubts he is confident of the future of the Olympic Winter Games.

144 RECLA Josef (AUT):

The Winter Games: An Essential Part of the Olympic Games.
In: OAR 1969, pp. 136-147.

History of sport, Olympic Winter Games (site, successful countries, improved performance), Olympic idea

The lecturer feels that the Olympic Winter Games are an essential part of the Olympic Games, although in some areas (such as the amateur problem) there are more unresolved matters than for the Summer Games. His opinion is that the Olympic Winter Games should be seen in the light of the Olympic idea, by which he means the concepts of educational significance, chivalry, internationalism and amateurism. He gives a full historical background to the history of the Olympic Winter Games and indicates the difficulties encountered before these were held for the first time in Chamonix in 1924. He describes all Winter Games until Grenoble in 1968 and points out their particularities, the competitions held and the most successful countries. Performances had greatly improved over this period, and to a great extent because of discoveries concerning research and equipment. The Games held in Grenoble in 1968 were a striking demonstration of the significance of Olympic Winter Games. The lecturer suggests that the Olympic Charter should be modified, as it no longer

corresponds to the particular requirements of the Winter Games. He also expresses his belief that the Winter Games are a valuable step towards progress within Olympic philosophy.

145 COURANT Jean-Paul (FRA):

The Tenth Winter Olympic Games.
Grenoble, 6th-18th February 1968.
In: OAR 1969, pp. 148-152.

Olympic Winter Games (1968), Organising Committee

The lecturer reports on the organisation of the Winter Games. In order to face this major task three points had to be given particular attention:

1. The organisation had to begin the day the Games were awarded in order to be able to for everything to be ready in time;
2. Co-ordination between the different branches of the organisation was essential;
3. A particular aspect of the organisation of the Olympic Games is the collaboration between the Organising Committees and the various international and national sports federations.

146 SIPERCO Alexandru (ROM):

Considerations on the Olympic Athlete and Criteria for Determining Eligibility for the Olympic Games.
In: OAR 1969, pp. 153-164.

IOC, Olympic participants, amateur rules, Brundage, training

The current definition of an amateur, according to the lecturer, goes back to the time of Avery Brundage. There is a threat that the Games will become a huge source of profit, and more and more attempts are being made to cheat the IOC. Even the new version of Rule 26 regarding eligibility for the Olympic Games does not allow sport to become a profession. Controls of time spent on training and the supervision of compensation for lost working time have become very difficult. In addition, children of school age, students, members of the armed services and the police have better training opportunities.

In the second part, the lecturer refers to specific points which have been included in the new version of the amateur rules, and provides explanations regarding grants for students, retirement insurance for top athletes, the ban on paid coaches for top athletes, and payment for newspaper articles. A positive attitude towards the Olympic ideals is still a condition for participation at the Olympic Games. The IOC ensures that the rules are adhered to and is responsible for their official interpretation.

147 SIPERCO Alexandru (ROM):

Suggestions Concerning the Interpretation of the Eligibility Rule.
In: OAR 1969, pp. 165-173.

Olympic rules, amateur rules

Since the amateur ruling is constantly being abused, the lecturer believes it is time to establish it according to fixed criteria. The IOC supervises adherence to the rules by different groups of competitive athletes. To harm the ethics of amateurism would be incompatible with participation at the Olympic Games.

Finally, the lecturer makes proposals for a new version of the amateur rule.

148 OWENS Jesse (USA):

A Pedagogical Evaluation of the Olympic Games from the Point of View of the Athletes.
In: OAR 1969, pp. 174-205.

Modern Olympic Games, sports career, Olympic idea, personal experience, understanding between peoples

The fourfold Olympic champion in Berlin 1936 puts forth five basic elements which for Coubertin were the meaning of the Olympic Games:

1. Youth should become stronger but also more peaceful because of the Games;
2. Fair play gives sport a deeper meaning;
3. The link between the Olympic idea and the arts gives life a greater dimension;
4. Sport should only be practised for pleasure and not for money;
5. The Olympic Games and sport lead to international friendship and therefore a more peaceful world.

During his address, the lecturer attempts to demonstrate these basic points by giving examples from his personal experience. In doing so he quotes Avery Brundage who said that the Olympic Games were for individual athletes and not for nations. The influence of politics has always been harmful to the Olympic philosophy. The lecturer uses examples from the years 1940 to 1956 to illustrate this, and believes that the particular attraction of the Olympic Games were the fact that it was not always the favourite who won. He illustrates by mentioning a large number of Olympic champions. In conclusion, he gives numerous examples of how the Olympic Games create lifelong friendship between athletes and their genuine contribution towards a more peaceful world.

149 CSANADI Arpad (HUN):

An Evaluation of the Olympic Games from the Educational Point of View.
In: OAR 1969, pp. 207-212.

Modern Olympic Games, competition programme, organisation

The lecturer, chairman of the IOC Programme Commission for the Olympic Games, begins by giving a historical overview of the development of the programme of the Games in ancient times and since their re-introduction in 1896.

He continues by mentioning major problems regarding the programme of the Olympic Games such as financing or the number of officials permitted.

150 BANNISTER Roger (GBR):

Medical Aspects of Competitive Athletics.

In: OAR 1969, pp. 213-213.

Sports medicine, sports performance, psychology

The lecturer explains the physiological reasons and background for performance during competition and their limits. He indicates the link between physiological factors, such as body type and performance during competition. He also stresses the influence of psychic factors of instinct, which were once necessary in the fight for survival and which were no longer present. (This lecture is published in the OAR 69. However, we should note that the lecturer departed from the lecture submitted and spoke about limits and risks in competitive sport. No manuscript exists in this connection).

151 BALAS-SOETER Jolanda (ROM):

Limits to Competitive Sport.

In: OAR 1969, pp. 215-219.

Development of performance, top-level sport

According to the lecturer, every world record is only a fleeting example of top performance which a moment later is over. The Rumanian world record holder supports her theory using examples from athletics. Scientific experiments in many areas, sports scientific discoveries and new equipment have all led to an explosion of performance levels. Amongst all the positive aspects of this development of performance in sport, the lecturer also refers to some areas where this development has taken the wrong direction. In her opinion, modern sport should be based upon the principles of the Olympic idea, since this is the only way to combat uncontrolled development of performance.

152 MORGAN Vernon (GBR):

The Responsibilities of the Press and other Public Information Media.

In: OAR 1969, p. 220.

Sports journalism, Olympism

As a sports journalist, the lecturer has experienced numerous Olympic Games, and drawn the conclusion that today's individual should not depart from the Olympic principles, since in doing so he would be neglecting an important step towards making the world a better place. He incites the participants of the IOA to pass on their experiences of the Olympic Movement to help Olympism gain more popularity.

153 MORGAN Vernon (GBR):

The Pen and the Sword.
In: OAR 1969, pp. 221-225.

Olympic Movement, Olympic idea, religion, IOC

In the lecturer's view, the Olympic Movement is, in its own way, a modern religious community. Its moral principles are in line with christian attitudes. The Olympic Movement also aims at making all men brothers and to bring peace and happiness on earth. Understood in this way it is a religion.

The lecturer describes the IOC's difficult task of promoting the Olympic idea in the period between the Games, and to protect it from attack. The IOC Secretariat in Lausanne and the IOA should, in his opinion, undertake more in this connection. A good opportunity would be to hold an Olympic day throughout the world similar to that already organised in Greece.

154 HANNOVER Georg W. von (FRG/IOA):

Furthering Human Relationships through Olympic Games.
In: OAR 1969, pp. 226-232.

Modern Olympic Games, understanding between peoples, friendship

The lecturer, President of the IOA, states that it is one of life's most wonderful experiences to have friends - people who are caring and upon whom one can depend. He sees the Olympic Movement as a means of making this possible. There are three conditions for developing human relationships during the Olympic Games: respect, understanding and friendship. He supports this theory using numerous personal examples regarding friendships based on the Olympic idea.

10th IOA Session 31st July to 16th August 1970

**Main topic:
Preparation for the Olympic Games**

155 SZYMICZEK Otto (GRE):

The Fundamental Principles of the Olympic Ideology.
In: OARe 1970, pp. 51-60.

Les principes fondamentaux de l'idéologie olympique.
In: OARf 1970, pp. 51-60.

Olympic idea, modern Olympic Games, amateur sport, Olympic Movement, understanding between peoples

The Olympic Games are threatening to become more and more a question of international prestige.

The actual aim of them, however, is to preserve human ideals and values and promote the harmonious development of mankind. Coubertin's goal was to achieve friendship and understanding between peoples, going beyond a temporary peace. The Olympic Games are a universal social movement, intended to unite amateur athletes from throughout the world in competition with equal opportunities. This requires certain ideals. The Games should not be commercialised or affected by politics.

Those in education have a particular role to play in explaining and introducing Olympic ideals to young people.

156 FAVRE Sisto (ITA):

Philosophy of the Modern Olympic Movement.
In: OARe 1970, pp. 61-70.

Philosophie du mouvement olympique moderne.
In: OARf 1970, pp. 61-71.

Olympic Movement, Olympism, religion

With its moral, cultural and religious elements Olympism has attracted attention through its philosophy, morality and individual and collective customs. In the lecturer's opinion, it must now make a concerted effort to incite modern man, who has already reached an extremely high level of development, to become capable of even higher goals, especially regarding culture.

157 PALEOLOGOS Cleanthis (GRE):

Preparation for the Olympic Games in Ancient Greece.
In: OARe 1970, pp. 71-82.

Préparation pour les Jeux Olympiques en Grèce ancienne.
In: OARf 1970, pp. 72-83.

Ancient Olympic Games, preparation for competition, Ionians, Dorics, training

It was the goal of hellenic education to create man governed by Kalokagathia. This concerned young people whose souls and bodies were beautiful and untarnished, and who could read the laws and poetry to learn from heroes. Physical training was, like health, a requirement of the city-states ; it was the major aspect of education for young people and defined the citizen's lives. Gymnastic exercises were even known to the lowest classes and served to ensure physical superiority and the talented use of weapons. Social life took place in the Gymnasium and the Palestra. Whilst the Ionians used sports training as a means of perfecting the harmony of body and mind, the Dorics laid more emphasis on the military aspect. From Philostratos, we know that the athletes had to arrive one month prior to the Games, and their last preparatory training had to be supervised; this was probably used to preselect the best athletes. In ancient times, coaches already knew a great deal about methods of training, special diets, medical questions and psychological help. Massage and breathing exercises were common. Thanks to this extensive care, special preparation for the Olympic Games were not usual or necessary.

158 YALOURIS Nikolaos (GRE):

The State of Elis and the Sanctuary of Olympia.
In: OARe 1970, pp. 83-93.

L'Etat d'Elis et le sanctuaire d'Olympie.
In: OARf, pp. 84-94.

History of sport, ancient Olympic Games, Sacred site of Olympia, Elis

The lecturer explains that because of extensive research surrounding the sacred site of Olympia, the state of Elis has been largely forgotten. However, Elis was given the task of supervising the Panhellenic Games in Olympia at the latest since 776 BC. Although the military power of Elis was insignificant, even the powerful cities of Athens and Sparta respected it. The reason for its significance probably lay in its favourable climate and the correspondingly rich soil. The agrarian conditions made it unnecessary for Elis to colonise the Mediterranean area. The lecturer also gives a historical outline of the Kingdom of Elis.

The main task of Elis was the preparation for and organisation of the Olympic Games, and this had a decisive influence on everyday life.

The independent culture of this area and its links with the orient have been proved from various relics. Scholars of Socrates and Plato influenced the spiritual tendencies in Elis. However, their influence on the Games in Olympia was minimal.

159 BRONNEER Oskar (USA):

The Isthmian Games.

In: OARe 1970, pp. 94-99.

Les Jeux isthmiques.

In: OARf 1970, pp. 95-100.

History of sport, Isthmian Games, Poseidon

The lecturer sees the mythological beginnings of the Isthmian Games in the battle between the elements of the sun and the sea - Helios and Poseidon. Poseidon, the first God of Isthmia, was not only the master of the seas but also the God of horses, and riding competitions were therefore held in his honour. Another sport was, for example, the long jump with halteres, whose champion received a pine crown. The first historical record of these Games goes back to the 6th century BC. Today, the ruins of Isthmus in Corinthia bear witness to the size and significance of the Isthmian Games for society of the time.

160 POURET Henri (FRA):

What Are People Demanding from Olympism?

In: OARe, pp. 100-106.

Que demandent les hommes à l'Olympisme?

In: OARf, pp. 101-107.

Olympism, effect of environment, Olympic participants, sports medicine, architecture, sociology, IOA

The lecturer attempts to explain what people in today's world (whom he divides into seven categories) can experience from Olympism and how this can change their lives. The normal individual looks forward to the Games as a world spectacle. The Olympic participant experiences the climax of his lifetime and experiences a joint victory for peace. The sports official is forced to master extensive technical information in order to exercise a positive influence on the athlete for whom he is responsible. The Olympic Games demand a maximum effort from doctors and open up new fields of research for them. The architects are challenged to represent our time by means of an aesthetic form of architecture for the stadia.

The sociologists see sport as a possibility for breaking down aggression. Sociologists and philosophers also stress that the Games provoke momentous events which incite the emotion of crowds. Finally, the lecturer incites the participants of the IOA to become the representatives of the hope inherent to the Olympic idea within their own countries.

161 BERLIOUX Monique (FRA):

Rules and Regulations of the Olympic Games.

In: OARe 1970, pp. 107-116.

Statuts et règles des Jeux Olympiques.

In: OARf 1970, pp. 108-117.

History of sport, modern Olympic Games, IOC rules, Olympic Charter, Olympic idea

The lecturer gives a historical summary of the realisation of the first Olympic Games of the modern era. She lays particular stress on the close spiritual link with the ancient Greek Games. She gives detailed information regarding the statutes and rules of the IOC and emphasises the fact that the individual is at the centre of the work of Olympism. The Olympic Games therefore exist in order to create friendship between peoples.

(This lecture was given the wrong title of "Le Comité International Olympique/The International Olympic Committee" in the French and English versions of the official report of the IOA).

162 SIPERCO Alexandru (ROM):

The Olympic Athlete.

In: OARe 1970, pp. 117-128

L'athlète olympique.

In: OARf 1970, pp. 118-130.

Olympic participants, amateurism, top-level sport

The great difficulty lies in the definition of an amateur. A genuine amateur is constantly threatened by professional sport, and the IOC acts in a supervisory role here. Unfortunately, in recent years there has had to be a stricter procedure regarding eligibility. Amateur sport creates the possibility of a new philosophy of life. Since leisure sport and competitive sport have become two separate concepts, Olympic achievements are no longer possible as a result of sport carried out simply for pleasure. Although protagonists of the traditional amateur concept have stated that they do not think it is the right moment to drop levels of performance, public interest in the Games would be greatly influenced by this, and the athletes would no longer be a symbol of physical and mental perfection. There is nothing against state support of athletes, since in poorer countries this is necessary in order to ensure equality of opportunity. It is impossible to regard an Olympic competitor as an individual

alone, who achieves the maximum performance simply for his own personal pleasure. It is much more a case of a link with a national society. Even the spectators are always behind "their" representative, without being chauvinistic.

163 POURET Henri (FRA):

Is Sport an Art?

In: OARe 1970, pp. 129-133.

Le sport est-il un art?

In: OARf 1970, pp. 131-135.

Sport and art, architecture, sculpture, painting, music, literature, dance, film, mass media

The lecturer gives his views on the basis of the philosophy that sport creates beauty since it transforms the athlete into a living sculpture. Apart from the traditional art forms connected with the phenomenon of sport (architecture, sculpture, painting, music and literature), the lecturer mentions new forms which link sport and art, such as the modern mass media of film, radio and television. In nine points he describes how sport is expressed as an art form: in the field of visual arts (sculpture, painting), acoustic art (music), audiovisual art (film, television), and in the field of dance.

164 MEYER Gaston (FRA):

The Olympic Games and Information Media.

In: OARe 1970, pp. 134-137.

Les Jeux Olympiques et l'information.

In: OARf 1970, pp. 136-139.

Modern Olympic Games, television, journalism

The lecturer refers to aspects of press and television in connection with the Olympic Games. The Games are decisive for their further development, since it was television which was able to broadcast the first full coverage of the competitions. The Olympic statutes, which regulate the number of journalists in paragraph 48, no longer meet with the demands of the present situation. Television has turned the Olympic Games into a festival for millions over all five continents.

Subsequently, television was to influence journalistic work at the Olympic Games. Coubertin predicted the end of the Olympic Movement after each edition of the Games, since there was too much within their organisation which had not functioned correctly. This has changed drastically today. The lecturer quotes the report by the Organising Committee for 1972 to the IOC Session in which all details, technical facilities and particularities were mentioned. The journalist has new responsibilities today of which the extent could hardly have been predicted fifteen years ago.

165 BANCIULESCU Victor (ROM):

Sport and the Press.

In: OARe 1970, pp. 138-144.

Le sport et la presse.

In: OARf 1970, pp. 140-147.

Sports journalism, transmission of information

Thanks to new information techniques the press is gaining an ever-increasing significance. The eyewitness report, written on the spot at sport events, allows the reader to gain an impression of what it was like to be present and the excitement of the event. In the lecturer's opinion, the press is a cultural instrument, and its task is to print precise information, to defend individual ideas and to throw light upon mankind's progress.

166 MEYER Gaston (FRA):

The Prodigious Story of Athletics.

In: OARe 1970, pp. 145-155.

Le prodigieux roman de l'athlétisme.

In: OARf 1970, pp. 148-159.

History of sport, ancient athletics, athletics (beginnings, development, types of sport)

The lecturer gives a historical overview of the origins of athletics. He refers to the earliest history of mankind and the historical living conditions which had led to the development of the first disciplines (escape, hunting). After its first form in Egypt, Crete and Assyria came new disciplines under the Greeks, who were the first to hold pure athletics. He gives details regarding the stadium race, spear and discus throwing and the pentathlon. Relay races had already existed in Egypt from the beginning. The way of measuring performance is disputed. The lecturer deals in detail with the origins of some athletics events in Northern Europe. Certain types of sport such as tennis had only become known in the middle ages. The renovation of sport today goes back to 18th century England, and this is still obvious from today's system of measurements in athletics. The lecturer then deals with the development of individual events during the last 150 years. Finally, he gives an overview of the development of multi-discipline events.

167 DUNCAN Sandy (GBR):

General National Preparation for Participation in the Olympic Games.

In: OARe 1970, pp. 156-159.

Préparation nationale pour la participation aux Jeux Olympiques.

In: OARf 1970, pp. 160-164.

NOCs (structure, tasks), Olympic preparation, states

The lecturer explains the structure of the NOCs. He divides them into three main groups.

- a) NOCs with authority over all sport in the relevant country;
- b) NOCs who deal exclusively with the Olympic Movement and representation at the Olympic Games, and in which amateur sports federations are represented (eg. USA, Canada);
- c) NOCs which represent the Olympic Movement in their country on a completely independent basis, without the participation of the amateur sports federations (eg. England).

The involvement of the state in the work of an NOC varies, although the requirement to be independent should be maintained. In the case of England, the government has no power whatsoever over the NOC.

In the second part, the lecturer refers to problems facing countries in preparing for the Olympic Games, eg. pre-Olympic training possibilities, additional sports facilities etc. He mentions the importance of precise and all-embracing planning for the Olympic Games on the part of the NOCs, followed by new tasks once the delegation has arrived in the Olympic village.

168 HOLBROOK Leona (USA):

Sports and Olympic Development in the United States of America.
In: OARe 1970, pp. 160-169.

Les sports et le développement olympique aux Etats-Unis d'Amérique.
In: OARf 1970, pp. 165-174.

Olympic ideals, NOCs (composition, tasks, aims), sport in the USA

At the beginning of her lecture, the lecturer deals with the ideals of the Olympic Movement, how these were shown in the past and how they should be maintained in the future. She continues by speaking of the composition, financing, aims and tasks of the NOC of the USA (USOC). Quotations by politicians are intended to document the attitude towards sport in the USA. She then explains the selection methods, preparation and organisation, working methods and administration of the American Olympic delegation at the Olympic Games in 1972. The lecturer accompanies this by examples from various sports: basketball, athletics and rowing.

She summarises the basic principles within the development of sport in the USA in eight points.

169 JERNIGAN Sara (USA):

The Preparation of Women Athletes for the Olympics.
In: OARe 1970, pp. 170-186.

La préparation des femmes athlètes pour les Jeux Olympiques.
In: OARf 1970, pp. 175-193.

USA, Amateur Athletics Union, women's sport, top-level sport

As an introduction, the lecturer stresses in particular the independence of American sport. She follows this with a description of the American Athletic Union, dealing with its organisation, its area of responsibility, its affiliated organisations, sports for women and the selection methods for the Olympic Games. She also gives definitions of the concepts of condition and training and the sports psychological legitimacy of training. The results of Astrand's research regarding the time training should begin follow a summary of the classification of young female athletes in the USA and a short report on the "Junior Olympic Program". The lecturer then describes the functions of the five American institutes for women's sport.

In conclusion, the lecturer describes the preparatory programme for the 1972 Olympic Games in selected disciplines, and mentions the basics of specially tailored progressive training.

170 SCHILLING Guido (SUI):

The Contributions of the Federal School of Gymnastics and Sport to the Preparation of Athletes in Switzerland.
In: OARe 1970, pp. 187-194.

La contribution de l'école fédérale de gymnastique et des sports à la préparation d'athlètes olympiques en Suisse.
In: OARf 1970, pp. 194-202.

Switzerland, Federal School of Gymnastics and Sport, Olympic Games (1968), sports medicine

The lecturer explains the working methods of the Federal School of Gymnastics and Sport (ETSS) and its various divisions and type of education.

He gives a detailed description of the Swiss sport reforms following the Olympic Games 1964. A particularity of this is the "Elite permit" system. He stresses the important contribution to sports medical research of experiments on altitude conditions in Mexico 1968 carried out under Schönholzer at the ETSS. The lecturer then gives an analysis of the Swiss Olympic team of 1968. He regrets that the ETSS is exclusively concerned with high-level sport, and as a contribution to the fulfillment of Olympic ideals would like the research work at the ETSS to be extended to include the area of sport for all.

171 SAGGIA Hezron (KEN):

The Olympic Preparation of Kenya.

In: OARe 1970, pp. 195-198.

La préparation olympique du Kenya.
In: OARf 1970, pp. 203-206.

Kenya, Olympic preparation, training, Olympic participants

Firstly, the lecturer explains the choice of athletes for the Olympic Games. The schools and universities play a major role as training sites. In the lecturer's view, training should be oriented towards developing the talents and capacities of an athlete in order to develop his best possible performance. In Kenya, every possibility is offered for training.

Apart from physical preparation, it is also important to train the mind. An athlete should realise that he is responsible for himself and for his team. He should also be aware of the fact that he is a member of the great team of athletes throughout the world.

172 MAETozo Matthew (USA):

The Professional Preparation of Coaches for Olympic Sport.
In: OARe 1970, pp. 199-204.

La préparation professionnelle des entraîneurs pour les sports olympiques.
In: OARf 1970, pp. 207-212.

Preparation of coaches, Olympic sports

Firstly, the lecturer notes that his remarks are an idealistic concept of how a coach should be chosen and prepared according to five points:

1. International understanding;
2. Understanding for psychology and social matters;
3. Centres for the preparation of coaches (he gives suggestions regarding how these should be organised);
4. Ten points regarding the qualifications of coaches;
5. Experience.

The lecturer requests the formation of an IOC Commission for the uniform preparation of coaches on the basis of his proposals.

173 PAPARESCOS Nikolaos (GRE):

Medical Support in Olympic Preparation.
In: OARe 1970, pp. 205-215.

La préparation olympique du point de vue médical.
In: OARf 1970, pp. 213-224.

Sports medicine, preparation for competition, top-level sport, doping

The lecturer explains the significance of medicine within sports activity, and with particular reference to top-level sport. He notes the foolishness and neglect of sending insufficiently prepared athletes to competitions.

He then speaks in depth on stimulants and the considerable danger to athletes arising from their misuse.

174 HOMBRAVELLA José F. (ESP):

Preparation of Olympic Candidates from the Psychological Point of View.
In: OARe 1970, pp. 216-227.

Préparation des candidats pour leur participation aux Jeux Olympiques du point de vue psychologique.
In: OARf 1970, pp. 216-227.

Sports psychology, competitions (psychological preparation)

The lecturer gives a short historical overview of the development of sports psychology and quotes relevant congresses and meetings dealing with this subject. He explains that particular attention must be paid to the psychological preparation for competition, and gives a series of points which are essential in this connection:

- Psychological report on the development of the competitor;
- Use of all research methods which can provide valuable information;
- Regular controls of speed and reaction;
- Tendency to sports accidents revealed through knowledge of psychological background;
- Comprehension of neurosis factors;
- Creation of a "competition atmosphere", and an "awareness of competition";
- Improvement of control of feelings and movements through relaxation techniques;
- Improvement of co-operation between doctors, psychologists and coaches etc.;
- Understanding of the "acceptable levels" within groups by means of sociometric techniques.

175 RECLA Josef (AUT):

Documentation in Sports.
With Special Reference to the Olympic Idea.
In: OARe 1970, pp. 228-235.

Documentation sportive.
Avec référence particulière à l'Olympisme.
In OARf 1970, pp. 237-244.

Sports documentation, science, practice of sport

Sports documentation, which concerns all those involved in sport whether in research, teaching or practice, is a technical explanation of the newest discoveries. Since it throws light upon major issues and shortcomings it can aid progress. The International Bureau for Documentation and Information on Physical Education and Sport is the competent authority in this connection. The introduction of data processing in documentation will assist in dealing with the input of information regarding sports science and practice. The training of sports documentalists is an urgent necessity. The exchange of information regarding planning in order to avoid repeating issues and to assist in co-ordination is important. In the future, data banks will also become necessary for questions of sport. New methods of resolving the language problem are being sought. Multi-lingual documentation would be useful.

176 DANZ Max (FRG):

Preparations for the XXth Olympic Games of Munich 1972.
In: OARe 1970, pp. 236-241.

Préparations pour les Jeux Olympiques de Munich 1972.
In: OARf 1970, pp. 245-251.

Olympic Games 1972 (organisation, problems)

This is a progress report on the current preparations for the 1972 Olympic Games. In conclusion, the lecturer refers to the problems in hand, such as the amateur question and racial discrimination. The contribution of the IOA in this connection would be of use.

177 LOTZ Franz (FRG):

The Organisation of the XXth Olympic Games of Munich 1972
In: OARe 1970, pp. 242-249.

L'organisation des XXIèmes Jeux Olympiques de Munich 1972.
In: OARf 1970, pp. 252-259.

Olympic Games 1972, organisation, scientific congress, youth camp

The lecturer reports on the preparations for the Olympic Games in Munich. He refers to the general principles behind the organisation and the additional scientific programme. The basic points here are: simple Games, short distance Games, Games for youth. Simple Games means

that a feasible number of sports facilities will be built and that these will later be used. Short distance Games means that for the first time, all the competition sites will be situated in a limited area within Munich. Games for youth means that because of their different approach, these Games will also appeal to a youth which is currently undergoing major changes.

The scientific congress on the topic "Sport in our world - opportunities and problems" will be held within the official programme for the first time. Moreover, the youth camp will be extended by adding an Olympic students' camp. Exhibitions will also be held during the period of the Games in Munich. The lecturer believes that the Games in Munich will offer sports science a broad scope of activity and provide the visitor with a lasting impression.

178 SATO Tomoo (JPN):

The Organisation of the XIth Winter Olympic Games of Sapporo 1972.
In: OAR 1970, pp. 250-262.

L'organisation des XIèmes Jeux Olympiques d'Hiver de Sapporo en 1972.
In: OARf 1970, pp. 260-273.

Olympic Winter Games Sapporo 1972 (organisation, Organising Committee)

Firstly, the lecturer describes the history, foundation and structure of the Organising Committee for the XIth Winter Games. The final part contains descriptions of the geographical situation of the various competition sites and the Olympic village, press centre and press building. He notes the capacity and planned costs of the individual sites.

In addition to his report, the lecturer also explains the provisional programme of the Games and gives an overview of the budget.

11th IOA Session 16th July to 2nd August 1971

**Main topic:
History and Philosophy of the Games and the Olympic Movement**

179 SZYMICZEK Otto (GRE):

The Olympic ideology.
In: OAR 1971, pp. 44-53.

L'idéologie olympique.
In: OARe 1971, pp. 47-58.

Olympic idea, education, Coubertin, spectators

The basic principles of the Olympic idea are

1. The ancient Olympic Games;
2. Coubertin's philosophy, which strove towards the re-awakening of the Olympic Games particularly because of their cultural interest and an interest in Greek education, which used physical activity to promote the education of the mind.

The Olympic idea as an educational task should not be limited to the athletes but should also have an educational effect on the spectators.

180 PALEOLOGOS Cleanthis (GRE):

The Reason of Decline of the Ancient Olympic Games.
In: OARe 1971, pp. 54-70.

Les causes du déclin des anciens Jeux Olympiques.
In: OARf 1971, pp. 59-76.

Ancient Olympic Games (downfall), materialism, professionalism

In the lecturer's opinion, there were three major reasons for the downfall of the ancient Olympic Games.

1. The decline of the Greek civilisation. Political, religious and cultural reasons had led to the decline of the ancient Greek world and with it the Olympic Games. Increasing materialism and the conflicting relationship between the younger and older generations had changed the spirit of the Games. In 393 AD Theodosius forbade the Games;
2. The adoption of the Olympic Games by the orient. After the Greek Olympic Games had been adopted by some towns in the orient, these had become mystic, oriental Games with gruesome sacrifices and wild festivities;
3. The adoption of the Olympic Games by Rome. The Romans substituted materialism and professionalism for the Hellenic spirituality and amateurism. In the place of peaceful competition came bloody gladiators' fights. For the Romans, sport was above all preparation for war.

181 POURET Henri (FRA):

The Olympic Philosophy.
In: OARe 1971, pp. 71-76.

La philosophie olympique.
In: OARf 1971, pp. 77-82.

Olympic philosophy, ancient Olympic Games, Olympism, quality of life

The ancient Olympic Games were a "melting pot" for all cultural and political systems within Greek civilisation.

They created norms such as the "Stadion" for the measuring of land and the "Olympiad" as a unity of time, and made Greek political unity possible. The first written document in Greek was the inscription regarding the first champion in Olympia, Koroibos. Since modern man is no longer obliged to fight for his life, he needs to reflect on the meaning of life in a different way. For the future, it is necessary to:

- Renew the world's economic system;
- Resolve the problem of overpopulation;
- Firmly establish the notion of risk, whether mental or physical; and
- Break down barriers between generations.

In this way, Olympism can help create an extraordinary quality of life for all.

182 FAVRE Sisto (ITA):

The Olympic Philosophy and History.
In: OARe 1971, pp. 77-89.

La philosophie olympique et l'histoire.
In: OARf 1971, pp. 83-97.

Olympic philosophy, formation of character

Philosophy and sport, according to the lecturer, make up the Olympic philosophy. This is based upon the purest of human values, moral aspects and character formation. The lecturer also digresses to give more details of the Olympic philosophy with several examples.

183 YALOURIS Nikolaos (GRE):

The Art in the Sanctuary of Olympia.

In: OARe 1971, pp. 90-95.

L'art dans le sanctuaire d'Olympie.

In: OARf 1971, pp. 98-103.

Greek art, Olympia (archeological museum, sacred site)

When the Alpheios overflowed in the 6th century AD it covered the sanctuary of Olympic with a thick layer of earth and thus preserved it for the future. The discoveries made during subsequent excavation work give a uniform image of Greek art over various periods. Usually, bronze and marble were used to create objects; bronze for statues, weapons, helmets, shields and spears, and marble for the decoration of the temple. The bronze collection at the Archeological Museum of Olympia is certainly the richest of its kind and covers a period of over one thousand years of Greek art.

184 OPEL Georg von (FRG):

The Future of the Olympic Games.

In: OARf 1971, pp. 96-107.

Les Jeux Olympiques de l'avenir.

In: OARf 1971, pp. 104-115.

Modern Olympic Games, amateur status, political tendencies, national prestige

According to the lecturer, new records are being achieved today from Olympiad to Olympiad, and not only within the Olympic Games. The achievement of records at any price, however, means the end of amateurism. The athlete of the future would therefore become a specialised acrobat supported by the state, and far from the ideal of the "homo ludens". What must be avoided is for future Olympic Games to be held for the rich (athletes and states), where the poor only lose. The most important criteria to avoid the future Olympic Games becoming super World Championships are:

1. Recognition of amateur status;
2. It is essential to take a new approach to Rule 26 and to check that it is adhered to;

3. Attempts must be made to abolish the political aspect of the Games. However, the lecturer feels that the goal of "political untouchability" will remain utopian. Sport and politics will probably remain inseparable in the future;

4. Attempts must also be made to denationalise the Games.

The philosophy of national prestige which the socialist countries have brought to the Olympic Games will be adopted more and more by other countries.

185 BERLIOUX Monique (FRA):

The International Olympic Committee and its Future.
In: OARe 1971, pp. 108-117.

Le Comité International Olympique et son avenir.
In: OARf 1971, pp. 116-126.

IOC (history, tasks, members, commissions), Olympic idea

In the first part of her address, the lecturer gives a historical overview of the development of the IOC and its Presidents from the year of its foundation until the Olympic Games in 1972. In the second part, she explains the many different tasks of the IOC which are carried out by the various commissions. She enumerates these and gives a brief summary of their functions. Finally, she notes that today just as at the time of its foundation, the IOC's wish is to provide a new direction for youth. The Olympic idea can be of significant assistance here.

186 DUNCAN Sandy (GBR):

The Olympic Rules.
In: OARe 1971, pp. 118-122.

Les règles olympiques.
In: OARf 1971, pp. 127-131.

Olympic Charter, Olympic rules

The lecturer gives a summary of the statutes of the IOC. The Olympic rules are laid down in a total of 60 paragraphs. The lecturer deals with the different areas covered and stresses several points of particular importance.

187 HOWELL Maxwell (USA):

The Ancient Olympic Games and the 1896 Games. Differences and Future Prospects.
In: OARe 1971, pp. 123-141.

Les Jeux Olympiques de l'Antiquité et les Jeux de 1896 - Perspectives d'avenir.
In: OARf 1971, pp. 132-149.

History of sport, ancient Olympic Games, Olympic Games Athens 1896

The lecturer begins by describing the ancient Olympic Games, whose duration was five days. In the first three days came the sports competitions, and these were followed by two days of religious festivals.

In the second part of his address, the lecturer describes the first Olympic Games of the Modern Era, and in particular:

- The rediscovery of the Games by Coubertin;
- Preparations for the first Olympic Games in Athens in 1896, in which twelve countries took part;
- The sports on the programme in 1896;
- The organisation of these Games and the champions in the various competitions.

188 SILANCE Luc (BEL):

The Rules of the International Olympic Committee and the Law.
In: OARe 1971, pp. 142-147.

Les règles du Comité International Olympique et le droit.
In: OARf 1971, pp. 150-159.

Sports law, IOC rules

The lecturer attempts to classify sport from a legal viewpoint alongside existing civil, penal, administrative and social law. Sports law is different from the other areas of law as it has independent rules and regulations. It is not only the legal systems of the relevant countries which act as legislative authorities, but also private law sports organisations, such as the IOC, whose rules and statutes are generally recognised as governing the Olympic Games.

189 DURRY Jean (FRA):

The Olympic Inspiration and the Authors.
In: OARe 1971, pp. 148-163.

L'écrivain et l'inspiration olympique.
In: OARf 1971, pp. 160-176.

Sports literature, modern Olympic Games, Olympism, technology

The lecturer gives an overview of French authors who have written historical works, (eg. essays by Montherlant), novels and articles concerning Olympism and the Olympic Games. He poses the question as to whether press reports which are either dictated, recorded on tape or written on a typewriter can be seen as competition for prose and poetry.

190 BRONNEER Oskar (USA):

Isthmia, its Gods and Games.
In: OARe 1971, pp. 164-169.

Isthmie, ses dieux et ses jeux.
In: OARf 1971, pp. 177-182.

Isthmian Games (stadium, origins), mythology

The ancient stadium of Isthmia has only partly been excavated. The main excavation work has been carried out on the stadium, with its 16 starting boxes linked together with cord used by the competitors. There are two hypotheses concerning the origins of the Isthmian Games:

1. They were Games in honour of Poseidon. After a quarrel with the sun god Helios, Briareos the cyclops awarded Isthmia to Poseidon and Helios had to withdraw to the mountains;
2. They were funeral Games in honour of Melikertes.

191 GAFNER Raymond (SUI):

Olympism in the World of Tomorrow.
In: OARe 1971, pp. 170-182.

L'Olympisme dans le monde de demain.
In: OARf 1971, pp. 183-195.

Olympism, education, nationalism, IOC, Coubertin

The lecturer reflects on modern Olympism's chances of survival against the background of Pierre de Coubertin's original philosophy. This had two main aims:

- The joint education of mind and body;
- Universalism.

The lecturer notes the dangers threatening sport today (propaganda, nationalism). In the final part of his lecture, he explains the work of the IOC and current problems facing Olympism.

192 YAKAS Orestes (GRE):

Perspectives on the Evolution of Sports and Olympic Facilities.
In: OARe 1971, pp. 183-194.

Perspectives de l'évolution du sport et des installations olympiques et sportives.
In: OARf 1971, pp. 196-208.

Development of sport, mass media, construction of sports facilities

The lecturer attempts to explain the future concept of sport. He refers to the site of the Olympic Games, which take place on land, on water and in the air, and to athletes who can be divided into three categories: weekend athletes, amateurs and professionals. He also mentions the spectators who experience the event within the stadium and those who follow it on radio or television.

The planning and construction of sports facilities in the future will be considerably influenced by constant progress in technology and by television as a mass medium. The danger, however, lies in the fact that sports events will no longer appear as competitions, but become more of a spectacle.

193 SCHOENHOLZER Gottfried (SUI):

Research and Prospects on Sports Medicine.
In: OARe 1971, pp. 195-204.

Perspective de la recherche en médecine sportive.
In: OARf 1971, pp. 209-220.

Sports medicine, medicine in top-level sport

Sports medicine can be divided into different categories, ie.:

1. Health controls;
2. Medicine in top-level sport;
3. Healing and therapeutic medicine.

Medicine in competitive sport has been visibly successful and particularly in the field of physiology, where it is also dependent upon surgery, traumatology, orthopaedics and pharmacology.

The major problems of sports medicine can be described as follows:

- The concept of sports medicine is not clearly defined;
- Sports medicine is insufficiently integrated within traditional medicine;
- Sports medicine and particularly its scientific objectives have not been satisfactorily integrated within sport;
- The degree of research into sports medicine bears no relationship to the extent of the sports movement;
- In future, young doctors must be made familiar with the problems of sports medicine;
- An important part of sports medicine is hygiene and preventive medicine;

- Sports medicine cannot work in a vacuum. It must therefore develop practical links between rehabilitation, surgery, internal medicine and preventive medicine;
- A sports doctor should not be available to the sports elite alone, but also to all athletes.

194 PAPARESCOS Nikolaos (GRE):

Prospects of the Activities and Research of Sports Medicine for a Period of Time as Far as Can Be Foreseen.

In: OARe 1971, pp. 205-218.

Perspectives futures en médecine sportive.

In: OARf 1971, pp. 221-237.

Sports medicine, top-level sport, doping, diet

The lecturer gives a general situation report on the current status of sports medicine. He particularly mentions the following areas: the significance of prevention for top-level athletes, climatic conditions such as those in Mexico City, questions of adapted diet, treatment of illnesses and injuries, special questions of high level sport for women, problems of doping and the socio-psychological role of a sports doctor.

195 CHRISTOULAKIS Emanuel (GRE):

Demonstration of a Tele-Electrocardiography Apparatus.

In: OARe 1971, pp. 219-221.

Démonstration d'un appareil télé-électrocardiographie.

In: OARf 1971, pp. 238-240.

Sports medicine, telemetry, ECG

The lecturer shows the various possibilities for the use of a telemetric ECG apparatus in measuring biological and organic functions (breathing, heart, circulation, central nervous system, other systems) of the human body. He demonstrates this by a practical demonstration on the IOA premises.

196 BOUET Michel (FRA):

Psychology and Sports.

In: OARe 1971, pp. 222-237.

La psychologie et les sport.

In: OARf 1971, pp. 241-157.

Sports psychology, psychology, psychomotor system

The use of sports psychology should not be limited to top level sport alone, but should also be used within the fitness movement, mass sport, sport within education and education of the handicapped through sport. Sports psychology includes the following areas:

- Psychomotor system;
- Psychology of normal and pathological personality;
- Social psychology.

The main task of sports psychology is not to improve performance but to recognise and evaluate the personality of the athlete. This requires a number of tests regarding typology, motivation, psychoanalysis and psychopathy.

197 LOTZ Franz (FRG):

Reflexions on the Evaluation and Development of Top-Level Sport and Training in Our Times.

In: OARe 1971, pp. 238-253.

Réflexions sur la mise en valeur et le développement du sport de haute performance et de l'entraînement.

In: OARf 1971, pp. 258-273.

Training, top-level sport

In the first part of his address, the lecturer mainly deals with the concept of top-level sport in modern society and in sport. He indicates the dangers within performance sport for the young athlete if parents, coaches and doctors do not take the responsibility for his or her sports career.

In the second part, he deals with the possibility of further improving performance through:

1. Concentration of training within centres;
2. Early search for talent;
3. Improved planning of training;
4. Use of the results of scientific research, particularly;
5. From the field of medicine.

In the third part of the address, the lecturer raises the problem of unbalanced education for young people and the lack of social care. Social support should not only take the form of financial assistance for an athlete but should concern all aspects of his life and continue after his sports career.

198 LAUERBACH Ernst (FRG):

The Prospects of Sports/School Sports and the Olympic Idea in the 70s.
In: OARe 1971, pp. 254-261.

Perspectives des sports/sport scolaire et l'idée olympique pendant la décennie de 1970.
In: OARf 1971, pp. 174-282.

Olympic Idea, sport in schools, physical education

The Olympic idea has developed to become a fundamental principle which is constantly expanding. Everyone is interested in sport, and the Olympic Games are the climax of the movement. The Olympic idea is evident in both performance and mass sport.
If the Olympic Games are to have a greater influence on the general population, the schools have a major role to play. Youth education is incomplete if it does not include physical education. It is insufficient to offer sport on the curricula; it should also represent an educational principle. Sport should also be linked with other school subjects.
Finally, several concrete suggestions regarding the improvement of school sport are made.

199 SNELL Peter (NZL):

Experiences in Connection with the Preparation and Participation in the Olympic Games.
In: OARe 1971, pp. 262-169.

Expériences relatives à la préparation et la participation aux Jeux Olympiques.
In: OARf 1971, pp. 283-291.

Modern Olympic Games, personal experience, Olympic village, olympic experiences, sports career, New Zealand

The lecturer, triple Olympic champion in middle distance running, refers to his preparation for and participation in the Olympic Games of Rome 1960 and Tokyo 1964. In a historical overview he sketches out the Olympic Movement in his home country of New Zealand. His first contact with the Olympic Movement had come as an 11 year old schoolboy. He had prepared for the qualifications for the 1960 Olympic Games in Rome by long endurance running on asphalt. His most vivid memories of the two Olympic Games concerned the competitions themselves, the sports facilities and life in the Olympic village. He sees a living sign of the Olympic ideal as Coubertin intended it in the open friendships going beyond all national boundaries which were possible among athletes in the Olympic village.

200 HELSER Brenda (USA):

Concerning One's Experiences and Impressions as a Participant in the Olympic Games.
In: OARe 1971, pp. 270-283.

Expériences et impressions de la participation aux Jeux Olympiques.

In: OARf 1971, pp. 292-306.

Olympic participant, personal experience, sports career, Olympic Games 1948

In a very personal address, the lecturer deals with her sports career until the 1948 Olympic Games in London. Her career as a top American swimmer lasted from 1938 until 1950. At the peak of her sports career in 1940, during the second World War, the Games did not take place. She devoted all her energy towards prolonging her training in order to take part in another Olympiad, and qualified for the 100 metres freestyle, 400 metres freestyle and the relay in London, going on to win gold in the relay. She sees the close contacts and opportunities for meeting people within competitive sport as the way in which the Olympic idea is realised.

201 RECLA Josef (AUT):

From Bibliography on Documentation to Informatics on Sport.
In: OARe 1971, pp. 284-292.

De la bibliographie sur la documentation à l'informatique des sports.
In: OARf 1971, pp. 307-318.

Sports documentation, theory of sport, practice of sport

The lecturer predicts that the introduction of data processing within the 1972 Olympic Games in Munich will broaden the concept and ideals of these Games. Sports documentation should appeal to all athletes and sports scientists. The aim of sports science is to observe the practice of sport and improve it. Theory and practice must work closely together in sport, because only close links with the practical side makes the theoretical work effective. The quality and quantity of sports literature makes well organised sports documentation necessary, and modern methods are essential here. Within literature on sport, the emphasis has moved from books to articles in specialised magazines. International sports documentation and sports information will now be able to respond to requirements. The further development of sport as regards research, theory and practice will be decisively influenced by sports documentation.

202 MAYER Walter (FRG):

The Information System "Golym" at the XXth Olympic Games in Munich.
In: OARe 1971, pp. 293-299.

Le système d'informations pour les Jeux Olympiques de 1972 "Golym".
In: OARf 1971, pp. 319-326.

Sports information system, Golym, Olympic Games Munich 1972

The lecturer describes the "Golym" system of electronic data processing for the input and fast retrieval of a large quantity of data in various fields. In a practical demonstration, questions

from IOA participants were put to the system installed in Munich and retrieved via a data communications system.

12th IOA Session 12th to 30th July 1972

**Main topic:
The Environment of the Olympic Competitor**

203 SZYMICZEK Otto (GRE):

The Olympic Philosophy in Antiquity and in Our Times.
In: OARe 1972, pp. 44-54.

La philosophie olympique pendant l'Antiquité et de nos jours.
In: OARf 1972, pp. 45-56.

Coubertin, modern Olympic Games, Olympic principles, Olympic philosophy

The lecturer uses numerous quotations to illustrate Coubertin's views regarding the reintroduction of the Olympic Games. Although Coubertin did not intend to imitate the ancient Games, there are many similarities with those held in ancient Greece. The competitions were always the fundamental idea, since their moral values were valid for all aspects of life. Another important factor was that of equal opportunities for all, i.e. with the help of Olympic Games sport for all became popular. Apart from the exceptional feats of the competitors, the Olympic Games also included friendly contacts between participants and spectators from all races and nationalities. The lecturer believes that the Olympic idea has remained stable until now because mankind has always needed an idealistic philosophy. In ancient times, training was always a part of education, since education signified the value of the individual. Coubertin hoped to transform the French education system according to the example of the English by introducing sport onto school curricula. He believed that educational moral principles through sport would have a general pedagogic effect.

204 PALEOLOGOS Cleanthis (GRE):

The Olympiad of 512 B.C.
In: OAR 1972, pp. 55-64.

L'Olympiade de l'an 512 av. J.-C.
In: OAR 1972, pp. 57-66.

Ancient Olympic Games (ceremonies, programme, competitions)

The lecturer describes the 67th Olympic Games during the ancient period. It is evident that these were particularly successful; the weather conditions were favourable and the harvest had been rich. This had led the lecturer to deal with this particular Olympiad. The duration of the Games was 5 days, beginning and ending with festivals in honour of the Gods. The participants and spectators stayed in tents around the sports area. During the Games there were festivals, music and discussions. This was also an occasion for sacrifices to be made to the Gods at six altars. Common points with the Games of today are the opening of the Games by a herald, the Olympic oath, the athletes' entry to the stadium, and competitions in running, wrestling, fist fights, pentathlon with eliminatory heats and finals and victory ceremonies. In ancient times there had been special events for young athletes. Women were not allowed to take part. There were races on which bets could be placed, and at the end of the Games a ceremonial banquet for all participants and helpers was held. As is also the practice today, the major part of those involved with the running of the Games had prepared for the event over two months. Finally, the lecturer explains the programme of the Ancient Games.

First day: sacrifices, inspection of the site, ceremonial march into the stadium.

Second day: youth events.

Third and fourth days: main competitions, finals of pentathlon and race with weapons.

Fifth day: sacrifices, victory ceremony, ceremonial meal.

205 BERLIOUX Monique (FRA):

The Organisation and Administration of the Modern Olympic Movement.

In: OARe 1972, pp. 65-72.

L'organisation et l'administration du mouvement olympique moderne.

In: OARf 1972, pp. 67-73.

Olympism, IOC (structure, organisation, members, tasks, problems), Coubertin

Although the Olympic Games did not take place for 1'500 years, in the lecturer's opinion they have retained their spirit. Coubertin's Olympism is a world concept. The Games, like classical tragedy, should retain the unity of place, time and participants.

One ideological criterion is vital: all participants should take part in the Games for the sake of sport, and not for profit. In the second part, the lecturer deals with the structure and working methods of the IOC. This was founded in 1894 and is a permanent, independent organisation which chooses its own members. The rules and proposals for improvements are submitted for acceptance during the yearly IOC Sessions and must have a 2/3 majority. The President is elected for 8 years, and may be re-elected for successive four-year periods. The Executive Board is also elected by the IOC Session. It consists of nine members and is advised by several commissions. The IOC supervises and supports the NOCs, whose tasks include arousing young people's interest in the Olympic idea and the promotion of mass sport. The major problems facing Olympism are amateurism, the commercialisation of sport and gigantism during today's Games.

206 BRISSON Jean-François (FRA):

How did Pierre de Coubertin Conceive the Olympic Games?

In: OARe 1972, pp. 73-90.

Comment Pierre de Coubertin concevait-il les Jeux Olympiques?

In: OARf 1972, pp. 74-92.

Modern Olympic Games, Olympism, Coubertin, politics

"The Olympic Games are not simply a combination of various world championships, but a permanent four-yearly festival for youth, a festival of the springtime of mankind".

This is a viewpoint expressed by the lecturer as the preface to his lecture before going on to explain Coubertin's major ideas. He lays particular emphasis on the development of the Olympic Games after the second World War. In his opinion, the Olympic Games should remain a sports meeting for individuals, and not become an opportunity for measuring the political ideologies of entire nations.

207 DIEM Liselott (FRG):

The Official Reports, Documents of the Olympic Movement.

In: OARe 1972, pp. 91-97.

Les rapports officiels, documentation du mouvement olympique.

In: OARf 1972, pp. 93-99.

Modern Olympic Games (official reports)

The lecturer explains that the first official report of the Games was published in 1896, in four languages. However, it was only in 1908 that it was given the title of "Official Report of the Olympic Games". The report published in 1896 was already divided into three sections, as is still the case today: the report on the organisation of the Games, the report on the competition sites and finally that concerning the actual competitions. The lecturer describes the problems and the efforts required to produce this official report. She also refers to all reports published to date.

208 LAUERBACH Ernst (FRG):

The Propagation of Olympic Principles in Schools.

In: OARe 1972, pp. 98-107.

La diffusion des principes olympiques dans les écoles.

In: OARf 1972, pp. 100-110.

Olympic principles, sport in schools, physical education, Coubertin

The Olympic Games promote high level sport, and today this often meets with criticism. The task of the Olympic Movement, however, is also to motivate the population, and especially in the host country (eg. Munich 1972).

Coubertin's aim was educational reform, and this task is still valid today. Schools are of particular significance in this connection, since the Olympic spirit must be included in general education; according to Coubertin, "sports education is at the basis of moral education". The Olympic principles should be present throughout school education. Here, the "Olympic Reader" produced by the German Olympic Society can be of assistance. School sport must be modernised and intensified in order that it will continue to be effective in later years.

209 FAVRE Sisto (ITA):

The Social Environment of the Athlete.

In: OARe 1972, pp. 108-125.

L'environnement social de l'athlète.

In: OARf 1972, pp. 111-128.

Education, environment, civilisation, professional sport

Firstly, the lecturer explains the concept of "environment" and in a historical digression deals with the role of the environment in spiritual and sports education. In his opinion, sport is a way of coping with the unhealthy influences of civilisation (industrial pollution, drugs, the atomic threat, excessive mechanisation etc). He stresses that surroundings and education are closely linked and gives the example of leading personalities in ancient Greece who made a significant contribution to education. The lecturer warns of the trend towards professionalism in sport, which poisoned the Olympic atmosphere.

210 JOKL Ernst (USA):

Performance and Environment.

In: OARe 1972, pp. 126-150.

Performance et environnement.

In: OARf 1972, pp. 129-155.

Sports sociology, sports performance, environment, body type, asceticism

In the lecturer's opinion, the continual improvements in sports performances demand an examination of the link between genetic qualities and the environment. He mentions marriages between top level athletes such as within the Bach and Breughel families and differentiates between "somatic" and "extrasomatic" inheritance. With reference to the now disproved theories of Darwin, he prefers to describe his lecture as dealing with "body type and environment".

At the Olympic Games in 1952, a points system was used for each performance, ranging from 0 to 100, in correlation with the population of the relevant country. Together with data from

the United Nations, the lecturer explains the relationship between performance and 1. economic conditions, 2. mortality rate, 3. infant mortality, 4. diet, 5. climate, 6. altitude, 7. coaching, 8. sports education (from administrative information). Finally, the lecturer gives a short historical summary of asceticism and this way of life. Attached to the lecture are a number of tables regarding developments in records, genealogical tables and numerical data regarding points 1-8.

211 YAKAS Orestes (GRE):

The Contemporary Environment Requirements for the Performance of Sports.
In: OARe 1972, pp. 151-163.

Les exigences environnementales contemporaines pour la pratique des sports.
In: OARf 1972, pp. 156-169.

Modern Olympic Games, construction of sports facilities, environment, technology, mass media

The optimum organisation of the Olympic Games, in the lecturer's opinion, also includes providing suitable surroundings. The social, economic and cultural environment should be modern but also in keeping with the spirit of the ancient Games.

Attention should therefore be paid to:

- Good accommodation for athletes;
- Large green areas within the sports areas;
- Peaceful and unpolitical atmosphere;
- Only the most essential equipment provided for the athletes;
- Footpaths to the stadia for the athletes.

Because of the capacity of modern stadia, the specators are much too far away from the action and this has an adverse effect on the atmosphere.

Because of accommodation, access and parking problems for athletes and spectators, the stadia should be built on the edge of large towns.

The technical facilities are excellent and are moving with the times. The mass media, and particularly television, have brought many more people to sport and kept them informed in this connection. With progress in automation, however, there can be dangerous digressions from the Olympic idea, eg. the fact that athletes are used as guinea pigs by doctors. It should be the task of all those who wish to protect Olympism, despite modernisation, to bring people closer to the ideals of this philosophy of life.

212 POURET Henri (FRA):

The Artistic Environment of the Olympic Athlete.
In: OARe 1972, pp. 164-171.

L'environnement artistique de l'athlète olympique.
In: OARf 1972, pp. 170-177.

Art and sport, modern Olympic Games, Olympic village

"Be it, sculptors, historians, philosophers or politicians, what dominated above all was the wish to express what the Greeks call 'man'".

The lecturer examines this point of view in his address, and also mentions the mutual advantages of art and sport in the Greek classical period. This effect can also be seen in the Modern Olympic Games such as the architectonic forms of the Olympic village in Tokyo.

213 MORGAN Vernon (GBR):

The Olympic Competitor, Society and the Mass Information Media.
In: OARe 1972, pp. 172-179.

Le concurrent olympique, la société et les mass-media.
In: OARf 1972, pp. 178-181.

Olympic participants, society, modern Olympic Games, IOA, mass media

As an introduction, the necessary qualifications for participation in the Olympic Games are mentioned. The capacity for appraisal and confidence are essential in achieving high performances, but to date have been little understood or observed.

The lecturer compares the Olympic Games and the IOA with Olympic ideals. The IOA's concept of these is more correct than that of the Games, since the latter are becoming more and more elite competitions where the principle of participation being more important than winning is now in the background. He makes critical observations of the current structure of the Olympic Games and makes proposals for their modification. In the third part, the lecturer attacks the mass media, who criticise the IOC and the Olympic Movement. He recommends the mass media to lay more emphasis upon the contribution of the Olympic movement's work towards world peace, good will and the development of sport.

214 POURET Henri (FRA):

Audio-Visual Environment of the Olympic Athlete.
In: OARe 1972, pp. 180-190.

L'environnement audio-visuel de l'athlète olympique.
In: OARf 1972, pp. 182-193.

Modern Olympic Games, mass media, enthusiasm for sport, satellite broadcasting

Thanks to modern means of communication, i.e. radio and television, the Olympic Games have gained their true worldwide recognition in the lecturer's opinion. He adds that constant technological improvements have led to an ever-increasing number of people following the Games on radio or television. Today, thanks to satellite broadcasting, events can be

transmitted live and the Olympic atmosphere can be witnessed directly on every continent. This also increases the feeling of solidarity between all those practising sport. In this way the Olympic ideas has been able to achieve an unforeseen expansion throughout the world.

215 HARTMANN Marea (GBR):

The Environment of the Woman Olympic Competitor.
In: OARe 1972, pp. 191-196.

L'environnement des femmes athlètes olympiques.
In: OARf 1972, pp. 194-200.

Women's sport, environment

The lecturer examines the change in the role of women in sport using various examples. She lays particular emphasis on the improved financial, medical and psychological care for top female athletes.

216 CURETON Thomas (USA):

Scientific Principles for the Development of the Olympic (or Champion) Athletes.
In: OARe 1972, pp. 197-207.

Principes scientifiques pour le développement des athlètes (ou champions) olympiques.
In: OARf 1972, pp. 201-213.

Coaching, coaching methods, talent scouting

The lecturer explains the various scientific experiments carried out at the University of Illinois. He mentions his methods of coaching Olympic athletes in six points. By the use of a number of examples concerning athletes at his university, this lecture constitutes practical help for coaches. The lecturer lays particular stress on the various selection criteria necessary in order to choose the correct type of sport for an athlete. Together with numerous remarks concerning ways of strengthening the basic motor capacities, the lecturer does not omit to mention the increasing importance of the psychic stress on an athlete.

217 PAPARESCOS Nikolaos (GRE):

Environmental Factors Affecting the Athletic Activity and Career.
In: OARe 1972, pp. 208-233.

Les éléments de l'environnement de l'athlète qui influencent sa carrière sportive.

In: OARf 1972, pp. 214-241.

Olympic participants, sports career, heredity, environment

In the opinion of the lecturer, the career of an athlete is defined by two factors: characteristics inherited by the individual and his environment. Doctors divide these two areas into eight points. Apart from natural influences, professional and state influence is also explained. The lecturer explains each point in depth, and particularly stresses state support for athletes. In exhaustive tables and diagrams, he shows and interprets the sports career of well-known Olympic participants, showing the large extent to which they have been influenced by their environment.

218 KOCSIS Mihaly (HUN):

Some Experiences in the Education of Young Sportsmen.

In: OARe 1972, pp. 234-250.

Quelques expériences faites de l'éducation des jeunes athlètes.

In: OARf 1972, pp. 242-260

Sports school, Budapest, coaching

The lecturer begins by explaining the reasons behind the foundation of a central sports school (ZSS) in Budapest. He mentions its tasks, aims, structure, admission criteria and methods. Attached to this lecture were also the results of questionnaires and observations regarding motivation in the choice of sport, progressive coaching and the learning of movement techniques.

Monitors at the ZSS must be particularly qualified, and their qualifications are constantly checked. The education of those at the school has broken new ground; in addition to sports education, the pupils are given a general education. The young athlete is to be made into an individual whose lifestyle will serve as an example.

219 SILANCE Luc (BEL):

International Sport and Social Law.

In: OARe 1972, pp. 251-262.

Les sports et la loi.

In: OARf 1972, pp. 261-272.

Social law, sports law, amateurs, professionals, top-level sport.

Sport should be divided into elite sport, competitive sport and mass sport. The IOC's strict rule 26 concerning amateurism can only be valid for the domain of social law. Top level sport has been extended since 1971 in that the extent to which an athlete may receive support without being classed as a professional has been laid down. Real help can only be given to a

top athlete by providing assistance in finding a place in professional life once his sports career is over. Social care for athletes cannot take the form of employer and employee, since there is no real employer. The athlete should therefore be given legally defined support in the form of accident, life and old age insurance through his relevant national federation. Individual rights, pensions and incapacity to work should also be regulated. In any case, sports law should remain separate from social law, and should be dealt with by experts.

13th IOA Session 13th to 29th June 1973

Main topic: The Contribution of the Spiritual World to the Olympic Movement

220 SZYMICZEK Otto (GRE):

The Olympic Movement and the Olympic Games.
In: OARe 1973, pp. 49-58.

Le mouvement olympique et les Jeux Olympiques.
In: OARf 1973, pp. 49-58.

Olympism, modern Olympic Games, Olympic education, Olympic Movement, Olympic idea, Coubertin

Coubertin's main idea was to reform education in his country. His phrase "Olympism unites all principles which contribute to the betterment of mankind like a crown of glory". In the lecturer's opinion, Olympic ideals are valid for all mankind. Dangers to the Olympic Movement are ignorance, wrong interpretations and dishonourable intentions. A commonly accepted definition is essential. The NOCs should promote the Olympic spirit in their countries.

By Olympism, Coubertin understood both the Olympic Movement and the Olympic Games. He knew that the harmonious education of an individual was a lengthy procedure, and the Olympic Games were one way of achieving his goal.

All types of sport have their place in the Olympic Movement, and fair play is common to all. The aims of the Olympic Movement vary according to age, sex and other characteristics. Active athletes are inspired by the Olympic idea to learn about the inner value of coaching and sport.

The concept of excellence is a major aspect of the Olympic Games. The constant work of the Olympic Movement on the one hand and the Olympic Games on the other ensure the realisation of the ideals of Olympism.

221 PALEOLOGOS Cleanthis (GRE):

The Lofty Teaching of Symetry in the Work of Ancient Greek Philosophers.
In: OARe 1973, pp. 59-67.

L'enseignement élevé de la symétrie dans les oeuvres des sages de l'Antiquité.
In: OARf 1973, pp. 59-68.

Philosophy, ancient athletics, kalokagathia, Plato, civilisation

The lecturer deals with the theory that ancient Greece contributed greatly towards the development of civilisation, and notes that athletics were a central point of life. He particularly stresses the effect of this on communal life throughout history. Solonius and Lycurgus are mentioned, with whom competition as an educational principle was established. The lecturer continues by dealing with kalokagathia and quotes Plato on this subject. He also includes extracts from works by Hippocrates, Aristoteles, Philostratos, Xenophon, Polybios and Lucianus. Further historical examples show how the idea was exaggerated and damaged.

222 BERLIOUX Monique (FRA):

The Modern Olympic Movement.
In: OARe 1973, pp. 68-78.

Le mouvement olympique moderne.
In: OARf 1973, pp. 69-79.

Olympic Movement, IOC, Olympic Congresses, Coubertin

The lecturer defines the Olympic Movement and Olympism with the help of references to ancient times, the time of the Samurai warriors, humanism, the renaissance and the concept of eurhythmy. She follows by dealing with Coubertin's philosophical principles in connection with the Olympic Games and giving a brief account of how these were reintroduced. She gives a short summary of the six IOC Presidents, the working methods of the IOC and the conditions under which the members are chosen. The lecturer also explains the collaboration between the IOC, the Executive Board, the Commissions and the NOCs, stressing the independence and supervisory role of the IOC. An overview of the Olympic congresses then precedes details of the programme of the Olympic Congress to be held in Varna in 1973, and in particular the question of amateurism. The lecturer then adds some personal views. She feels that the relationship between athletes and bureaucrats, the increasing commercialisation of the Olympic Games and sport plus the use of sport for personal and national prestige and propaganda are a matter for reflection and dangerous.

223 POURET Henri (FRA):

The Men Who Influenced Coubertin's Thought.
In: OARe 1973, pp. 79-86.

Les maîtres à penser de Pierre de Coubertin.
In: OARf 1973, pp. 80-88.

Coubertin, Bergerac, Caron, Hegel, Le Play, Taine

In order to understand the complexity of Pierre de Coubertin's thoughts and ideas, the lecturer believes it is necessary to know his teachers. Several philosophers, experts on education, sociologists and authors trained and influenced Coubertin. Cyrano de Bergerac, a French author from the middle of the 18th century, greatly influenced him by his realistic view of life and his open mind. The close links with Greek and Roman history were taught to Coubertin by Pater Caron, whilst it was at Rugby, in England, that he discovered the educational value of modern sport. His deeply founded philosophical thoughts came from the works of three philosophers; Taine, Hegel and Pinozar. The works of the sociologist Le Play were instrumental in teaching Coubertin about sociology and reform.

224 DIEM Liselott (FRG):

Intellectual Influences to the Work of Coubertin.
In: OARe 1973, pp. 87-100.

Les influences intellectuelles dans l'oeuvre de Coubertin.
In: OARf 1973, pp. 89-99.

Social reform, educational reform, Arnold, Ruskin, Bréal, Simon, Coubertin, sport in schools

The lecture begins with a list of personalities from the natural sciences, art and politics, all of whom were much quoted by Coubertin in his works and who had also been the source of inspiration for his social and educational reforms. The lecturer restricts herself to Coubertin's links with Thomas Arnold and John Ruskin. Coubertin's gradual acquaintance with their philosophy, his personal metamorphosis and his understanding of Arnold and Ruskin are accompanied by a number of quotations from Coubertin's works. The lecturer goes more deeply into the subject of reform, and the introduction of sport in schools, where the right to practice sport was added to the right to education. Collaboration with Bréal and Simon is also mentioned and Coubertin's developing knowledge of sports psychology is explained. The conclusion deals with Coubertin's relationship with John Ruskin and his artistic-esthetic concepts.

225 YOUNG Alexandra (CAN):

Learn from the Ancient Coaches.
In: OARe 1973, pp. 101-112.

Apprendre des anciens entraîneurs.
In: OARf 1973, pp. 100-112.

Ancient Olympic Games, coaches, coaching methods

The lecture gives highly detailed source material on a wealth of facts regarding ritual dances, methods of motivation, diet during coaching, coaching habits and coaching methods from various cultures. The major source of information is quoted as being Philostratos. The lecturer then makes many comparisons with modern times. He explains the attitude of coaches towards experts from all areas of knowledge, and mentions details which for him are of particular importance. He then deals with examples of scandals at the ancient Olympic Games, such as the development of the Palestra to become the Roman baths. Using the critical writings of Euripides, the lecturer also shows the slow intrusion of professionalism and the general downfall of the Olympic Games.

In an additional comment, the lecturer expresses his wish that all decisions taken by coaches today be based upon objectivity and according to the rules.

226 TROEGER Walther (FRG):

The Olympic Games of Munich.

In: OARe 1973, pp. 113-122.

Les Jeux Olympiques de Munich.

In: OARf 1973, pp. 113-122.

Modern Olympic Games, Olympic Movement, peace, Olympic Games Munich 1972, Olympic village

The lecturer uses Munich as an example in describing the problems of the Olympic Movement. The Games in Munich had shown that the Olympic Movement is capable of survival with its ideals of peace. Even the terrorist attack by the Palestinians had been unable to destroy this. The basic idea of the Olympic Games, in the lecturer's opinion, is Olympic peace which unites victory and defeat. Peace contributes to the greatest political efforts of mankind. He gives a detailed description of the athletes' community and life in the Olympic village.

227 MANOLIU Lia (ROM):

Competitor in Six Olympic Games.

In: OARe 1973, pp. 123-134.

Participante à six Jeux Olympiques.

In: OARf 1973, pp. 123-135.

Olympic experiences, modern Olympic Games, personal experience, sports career

Using extracts from her diary in the form of personal memories, reflections and dialogues with herself, the lecturer mentions her parents' home and her first accidental and many-sided contacts with sport.

From her first discus competition in 1949 until the Olympic Games in 1952 she gives a chronological summary of her career, punctuated by personal memories of competitions, sites and preparation periods between the Olympic Games.

Sport as her "passion and drug" had led the lecturer, a multiple Olympic champion, to such a long active career.

Friendships throughout the world and the satisfaction of improving her technique and form, plus immortality within the history of competition were fulfilment for her "strenuous life".

228 KULCSAR Gergely (HUN):

Four Times at the Olympics, Three Times on the Winner's Rostrum.

In: OARe 1973, pp. 135-139.

Quatre Jeux Olympiques, trois classements.

In: OARf 1973, pp. 136-140.

Olympic experiences, personal experience, sports career

The lecturer took part in four Olympic Games. In his lecture he deals with his personal motives, his years of coaching and his successes. At 24, he won his first silver medal in his event of javelin throwing. In 1968 he was again placed third in Mexico, whilst in Munich he was not placed. He notes that he experienced the massacre in the Olympic village. He appeals for Olympic peace, stressing its importance within the Olympic Movement.

229 MORGAN Vernon (GBR):

Olympic Memories.

In: OARe 1973, pp. 140-146.

Souvenirs Olympiques.

In: OARf 1973, pp. 141-148.

Modern Olympic Games, Olympic history

The lecturer, an Olympic participant in Amsterdam in 1928, gives a historical overview of all Olympic Winter and Summer Games, most of which he experienced at first as an athlete and later as an official. He gives a highly personal description of his experiences as a bystander as well as mentioning documented events.

230 FAVRE Sisto (ITA):

Intellect of Olympia.

In: OARe 1973, pp. 147-166.

Intellectualité d'Olympie.

In: OARf 1973, pp. 149-168.

History of sport, Olympic Movement, intellect, utility of sport

The lecturer describes a period within the history of the Olympic Movement which he characterises as the "Intellect of Olympia". Originally, sport served to improve and perfect techniques which were necessary for survival.

These "utility" sports soon turned into sports competitions and were the occasion for festivals, such as the Olympic Games. Apart from the sporting atmosphere, an intellectual, spiritual aspect developed which brought major groups of mankind closer together.

231 SEURIN Pierre (FRA):

Contribution of Education to the Olympic Movement.

In: OARe 1973, pp. 167-179.

Contribution de l'éducation au mouvement olympique.

In: OARf 1973, pp. 169-181.

Coubertin, education, amateurism, professionalism, Arnold, criticism of Olympism

The lecturer gives a critical appraisal of Coubertin's educational ideals and examines their validity in today's education. He deals in detail with Coubertin's own education and the influence of education experts such as Thomas Arnold. The lecturer reproaches Coubertin in that his educational aims and therefore his attitude towards the sports education of an Olympic amateur are too much based upon the ideals and conflict-free world of the Greeks. He disagrees with Coubertin regarding the utility of professional sport, as this also includes aspects which promote education (eg. endurance). Education today is above all for the masses. Competition does not automatically prepare young people to be sporting competitors. Today, sport in the form of games has come to the foreground again and thus returned to the original characteristics of sport.

232 ANDRECS Hermann (AUT):

The Olympic Idea and its Realisation in Schools.

In: OARe 1973, pp. 180-189.

L'idée olympique et sa réalisation à l'école

In: OARf 1973, pp. 183-190.

Olympic idea, physical education, sport in schools, principle of performance

The lecturer limits himself to general principles which the modern Olympic Games have in common: elitism, cult-type festivals, and the factor of unity.

Elitism is an essential element, since at all Olympic Games individuals who give outstanding performances are the focal point.

"Citius-altius-fortius" marks the principle of performance in our society, which has become established through the theory of evolution. At a higher level, too, in the area of achievements in the domain of culture, we find similar explanations, such as Toynbee's theory of "challenge and response". An essential factor in education today is that of "preparation based on physique" (Gaulhofer), i.e. physical education. All directions within education had as their highest aim the full development of the human personality, in which the development of physical capacities made an important contribution.

In primary schools, "movement" should be introduced to provide relaxation and limit aggression. Between the ages of 10 and 14, young people will be fascinated by sport, and those in charge of physical education should respond to this:

- By a wide choice of possibilities, and
- By providing opportunities for self-assurance.

Every effort leads to comparison. Only competition leads to brutal individualism. Physical education teachers must use encouragements such as activity groups, projects on a sports theme and school sports competitions. The lecturer enumerates the conditions to be fulfilled by individuals within the "evaluation area" of competition: what is physically possible, what is educationally beneficial, and what is not harmful to health. The cult-type festival aspect of the Olympic Games was established in ancient times. In this way, games became an event beyond everyday life. Today, they offer the greatest possibility of educating society.

The aspect of unity is clear because sport brings together people of all races and nations in this industrialised world.

233 DROIT Michel (FRA):

Sport and Literature.

In: OARe 1973, pp. 190-199.

Sport et littérature.

In: OARf 1973, pp. 191-200.

History of sport, sports literature, ancient literature, France

Sport was already of considerable significance within Greek literature. The lecturer uses reports by Pindar and Theophrastos as examples. The negative attitude of Euripides and Sophocles towards sport is in contrast to the recognition by Plato and Aristoteles. In Roman times, the circus took over from the stadium. Sports reports are only occasionally found in Plautus, Quintilian and Virgil. During christianity, sport disappeared until the British rediscovered it in the 19th century. In French 20th century literature, there are many references to sport: Baudelaire took a negative approach, whilst Maupassant, Cocteau, Marcal, Giraudoux and Montherland described sport as a positive value within their work. Most of these authors were also active sportsmen.

234 MASTERSON Donald W. (GBR):

The Contribution of the Fine Arts to the Olympic Games.
In: OARe 1973, pp. 200-213.

La contribution des Beaux-Arts aux Jeux Olympiques.
In: OARf 1973, pp. 201-214.

Olympic Movement, arts, Coubertin, Olympic art competitions, art and sport, Olympic Games (1968, 1972)

The lecturer firstly deals with the role of art in ancient Olympia, and mentions the particular contributions of C. Diem, Yalouris, Pouret and Vialar. The lecturer sees the difficulty of comparing our art with that of ancient Olympia in the fact that works of art in ancient Olympia were not created with the aim of competitions, but always indicated the presence of the Gods.

The second part of the lecture deals with Coubertin's attitude regarding the link between art and the Olympic

movement. The lecturer refers to how Coubertin saw Greek idealism, when this was revived following the Renaissance period, as an artistic feature of Olympism. He describes the art competitions at the Olympic Games between 1912 and 1948 as compared with the period after 1948; here Mexico and Munich stood out because of their international, rather than national art exhibitions. The definition of art is intended to demonstrate an attempt to differentiate between the concepts of art and sport.

The reason for the failure of the link between art and sport is, according to E. Cassierer, the fact that sport cannot be translated into a sports language. Sport needs a type of notation such as that already existing for music and dance.

235 SZABO Tamas (HUN):

On the Relationship between Science and Sports.
In: OARe 1973, pp. 214-215.

Rapports entre science et sports.
In: OARf 1973, pp. 215-216.

IOA, physical education, sport science, Olympic participants

The good fortune of the IOA, in the lecturer's opinion, lies in the fact that it is being extended to become a real meeting centre for science and sport. The initiative on the part of the World Council for Sport and Physical Education regarding the co-ordination of and information on sport scientific discoveries is therefore of significant importance. Physical education and sport science serve the Olympic ideals, because it is only on the basis of their discoveries that an Olympic competitor can be prepared.

236 HERBAUTS Antoine (BEL):

Journalism, Sports, Olympism.
In: OARe 1973, pp. 216-217.

Le journalisme, le sport, l'Olympisme.
In: OARf 1973, pp. 217-218.

Sports journalism, AIPS, mass media, modern Olympic Games

Sports journalism in newspapers, in the lecturer's opinion, began with the introduction of the modern Olympic Games. Through the development of the mass media such as radio and television, these had gained an ever greater significance over the years. Sports journalists are grouped together in an international association, the AIPS. The lecturer, Vice-President of this organisation, deals in depth with the history, organisation and aims of the AIPS. In conclusion, he stresses that reporting need not necessarily be restricted to actual information, but should also include articles on the value of sport.

237 RECLA Josef (AUT):

Documentation and Information.
In: OARe 1973, pp. 218-226.

Documentation et information - Une contribution des intellectuels au mouvement olympique.
In: OARf 1973, pp. 219-227.

Olympic Movement, Olympic idea, intellectuals, IOA

Modern sport is an effective cultural factor, which plays an ever more significant role in training and education. Sport serves mankind in achieving perfection. Its ideas and forms must be constantly reflected upon and adapted to circumstances. The Olympic idea as a great spiritual movement embracing all of mankind is the guarantee that it will undergo further, positive development to promote international understanding between peoples. Since the individual is at the centre of sport, sport remains alive. Universities and institutes are important factors for sport. The contribution of intellectuals towards strengthening and spreading the Olympic idea are worthy of note, and are recognised and appreciated by athletes and governments alike. Information on sport is being technically developed and with the introduction of data processing can take on more far-reaching tasks.

The IOA as the summer high school of Olympism is a noteworthy form of support for the Olympic Movement.

238 DIEM Liselott (FRG):

The Importance of Specific Stimulation in Early Childhood.
In: OARe 1973, pp. 227-230.

L'importance de la stimulation spécifique pendant la première enfance.
In: OARf 1973, pp. 228-232.

Swimming for babies, teaching of movement, gymnastics for pre-school children, kindergartens

The lecturer describes two research projects under her supervision carried out at the Cologne Sports High School regarding the teaching of movement in early childhood.

The first project concerns the behaviour of babies over 2 months old during weekly swimming and water exercises with one parent. The extent to which most of these children's development is more emancipated is remarkable; the behaviour of the parents has a direct influence not only on the child, but on their entire social interaction in the long term.

The second project, in connection with which the lecturer shows a film, concerns the support of sensory motor experiments on children of kindergarten age. The basic motor reflexes are in direct relation to the stage of development, eg. regarding the social behaviour of the child.

14th IOA Session 1974 - cancelled

15th IOA Session 11th to 26th July 1975

**Main topic:
The History of the Modern Olympic Games**

239 SZYMICZEK Otto (GRE):

Basic Principles of Olympic Ideology.
In: OARe 1975, pp. 45-55.

Les principes fondamentaux de l'idéologie olympique.
In: OAR 1975, pp. 45-55.

Olympic ideals, Coubertin, Olympic Movement, modern Olympic Games, international aspect, amateur status

Olympic ideology, in the lecturer's view, was renovated by Coubertin based on the ancient Olympic ideals. It included the striving for perfection, the recognition of athletic purity and the upholding of principles of fair competition. In ancient times, competition sport had served to develop the character. A perfect physical education was seen as a condition for development and therefore a means for the harmonious education of the individual.

The lecturer sees the religious content of the Olympic idea to be in its international aspect. The Olympic Movement serves the preservation of peace within nations and on an international level, and gives the basis for a reasonable, moral and healthy education.

The lecturer goes on to describe the significance of the Olympic Games for the Olympic Movement, and stresses the importance of the movement's independence from national, political and social pressure. In the final part, he deals with the problem of amateurism, describing the significance of this and the threat it represents to Olympic ideals.

240 PALEOLOGOS Cleanthis (GRE):

Olympia - the Great Centre of Ancient Greek Civilisation.

In: OARe 1975, pp. 56-65.

Olympie - Le grand foyer de la civilisation grecque antique.

In: OARf 1975, pp. 56-67.

Ancient Olympia, ancient Olympic Games, education, ideal of harmony

According to the lecturer, the first attempt towards universal and civilised unity was in Olympia, and was based on religious, political and artistic ideals. Every four years, all Greeks gathered in Olympia, worshipped the Gods, brought sacrifices and measured their physical strength in fair competition. Literary events took place within the framework of the Games. The Greeks attempted to link the improvement of physical capacity with a moral and intellectual education.

In the final section the lecturer deals with the origins of the Olympic Games and gives various hypotheses regarding the reasons which led to their foundation.

241 LUCAS John A. (USA):

Victorian "Muscular Christianity" - Prologue to the Olympic Games Philosophy.

In: OARe 1975, pp. 66-77.

Le christianisme musculaire de l'ère victorienne - Introduction à la philosophie des Jeux Olympiques.

In: OARf 1975, pp. 68-80.

Muscular Christianity, Arnold, Hughes, Kingsley, Coubertin, Olympic idea, criticism of Olympism

The "Muscular Christianity" movement of the Victorian period is, for the lecturer, the basis of the understanding of modern sports philosophy. He explains the development of this movement and the role played by Thomas Arnold, Thomas Hughes and Charles Kingsley. He also mentions sharp criticism by English intellectuals of this "Muscular Christianity". Pierre de Coubertin had remained deaf to these critics, since he was much more greatly influenced by English sports philosophy than by the ideals of the ancient Greeks. He was enthusiastic and uncritical of the ideals of "Muscular Christianity" and adopted them, mixed with those from the ancient Greek period and the Middle Ages.

242 BERLIOUX Monique (FRA):

The Administration of the International Olympic Committee.

In: OARe 1975, pp. 78-88.

L'administration du Comité International Olympique.

In: OARf 1975, pp. 81-91.

IOC (establishment, aims, tasks), International Federations, modern Olympic Games

The lecturer describes the establishment, aims and tasks of the IOC. She explains the work of the President, the Executive Board and the IOC Session in detail, and goes on to deal with the tasks and aims of the International Sports Federations, the NOCs and the Olympic Congresses. Finally, she gives details of the organisation of Olympic Games.

243 DUNCAN Sandy (GBR):

The Administration of Olympic Games.

In: OARe 1975, pp. 89-95.

L'administration d'une Olympiade.

In: OARf 1975, pp. 92-100.

Modern Olympic Games (organisation), Organising Committees, IFs, NOCs

The lecturer gives an overview of the organisation of Olympic Games, from the choice of the host city to details of construction work, the drawing up of the programme to the actual running of the Games. He also mentions the individual tasks of the Organising Committee, the International Sports Federations and the NOCs.

244 WEYMANN Jean (SUI):

The Rules of the Olympic Games.

In: OARe 1975, pp. 96-104.

Règlements des Jeux Olympiques.

In: OARf 1975, pp. 101-109.

Olympic principles, amateur status

In the first part, the lecturer describes the fundamental principles of the Olympic Games as Coubertin had intended them. Finally, he deals with the Rules of the Olympic Games with particular reference to the eligibility Rule, No. 26.

245 TZARTZANOS Athanasios (GRE/IOA):

The Rule of the IOC on the Right of Participation in the Games.

In: OARe 1975, pp. 105-106.

Le règlement du C.I.O. sur le droit d'admission aux Jeux Olympiques.

In: OARf 1975, pp. 110-111.

Eligibility rules, amateur, professional

The lecturer, President of the IOA, states that it is impossible in our day to produce top athletes without giving them material support in order to reach this top level. The new rule 26 drawn up in 1974 has taken this into consideration, as have its contents and official interpretation.

The lecturer nevertheless notes that there must still remain a difference between an Olympic athlete and one involved in sport for material reward.

246 TOUNY Ahmed D. (EGY):

The Programme of Modern Olympic Games.

In: OARe 1975, pp. 107-118.

Le programme des Jeux Olympiques modernes.

In: OARf 1975, pp. 112-123.

Modern Olympic Games, Olympic Charter, gigantism

Firstly, the lecturer explains the basic principles of the Olympic Games as laid down in the Olympic Charter. He warns of the growing gigantism within the Games regarding the number of participants, of nations taking part and of journalists etc. He also mentions the results obtained by an IOC commission for the revision and reduction of the Olympic programme and its advantages and disadvantages.

247 POURET Henri (FRA):

The Olympic Flame.

In: OARe 1975, pp. 119-124.

La flamme olympique.

In: OARf 1975, pp. 124-130.

Olympic flame, torch relay, mythology, Prometheus

The lecturer begins by noting how Greek mythology, through Prometheus, had led mankind to use the flame.

It was the idea of Carl Diem to hold a torch relay from Olympia to Berlin, and his proposal was made to the IOC Session on 18th May 1934 in Athens. Finally, the lecturer deals with the symbolism of the Olympic flame.

248 LENNARTZ Karl (FRG):

Olympia between 393 and 1813 A.D.
In: OARe 1975, pp. 125-140.

Olympie entre 393 ap. J.C. et 1813.
In: OARf 1975, pp. 131-145.

History of sport, ancient Olympia, ancient Olympic Games, Theodosius II, Chandler, Stanhope

The lecturer examines the concepts and known facts surrounding Olympia and the Olympic Games in the time from 393 AD (prohibition of the Games by Emperor Theodosius) until the rediscovery of Olympia by Raymond Chandler in 1766 and the first measurement of the Alpehiostales by Spencer Stanhope in 1813. In the early Middle Ages, the western Peloponnese were almost uninhabited, and it was only in Byzantium that there was a historical record of Olympia and its Games. In the 15th and 16th centuries the humanists mentioned the Olympic Games (Palmieri, Aquila, Gunther, Sachs Mercurialis). Olympia was also mentioned by French and English poets (Kyd, Garnier, Milton, Montfaucon). At this time the first works by Pausania and Pindar appeared. In 1766, Chandler finally rediscovered the Olympic sites, and thereafter several French, German and English historians visited Olympia. In 1813 Stanhope, Collingwood and Allason of England, by measuring the Alpehiostales, provided the basis for the subsequent excavation of Ancient Olympia.

249 SZYMICZEK Otto (GRE):

The First Decade of Modern Olympic Games.
In: OARe 1975, pp. 141-163.

La première décennie des Jeux Olympiques modernes.
In: OARf 1975, pp. 146-170.

History of sport, origins of the modern Olympic Games, Olympism

Using an overview of the links between the ancient Olympic Games and modern Olympism, the author mentions the different stages leading to the renovation of the Olympic Games and the founding of the IOA. The first decade had been important in the development of the Olympic Games, since in this phase the institutionalisation of the Games and the establishment of their principles and ethics had taken place. In the final part, the lecturer notes the particular problems of the first ten years, eg.

- Lack of universally valid rules;
- No distinction between amateurs and professionals;
- A wide concept of sport (exercises in fire fighting, group gymnastics, etc.);
- Organisational problems.

250 KAMPER Erich (AUT):

The Olympic Games 1908-1932.
In: OARe 1975, pp. 164-178.

Les Jeux Olympiques 1908-1932.
In: OARf 1975, pp. 171-186.

History of sport, Olympic Games (1908-32)

In a historical summary, the lecturer deals in depth with the Olympic Games between 1908 and 1932. He describes the following points: location, organisation, architectural innovations, sports disciplines, rules, particularities of the Games and exceptional athletes.

251 LOTZ Franz (FRG):

From Berlin to Munich - 36 Years of Olympic Games.
In: OARe 1975, pp. 179-191.
De Berlin à Munich - 36 ans de Jeux Olympiques.
In: OARf 1975, pp. 187-200.

Modern Olympic Games, Olympic idea, personal experience

The lecturer gives a short report on his personal experience of the Olympic Games from 1936 until 1972 and mentions outstanding features. In the final summary, he gives the following views:

- The Olympic idea is one of very few forces which can unite humanity independent of their colour, politics or religion;
- The Olympic idea is not established according to fixed aesthetic rules, nor does it require interpretation and adaptation to social development in order to safeguard its own principles;
- The Olympic Games are a great encouragement for the host country in further developing sport.

252 HODLER Marc (SUI):

The Winter Olympic Games.
In: OARe 1975, pp. 192-204.

Les Jeux Olympiques d'hiver.
In: OARf 1975, pp. 201-214.

Olympic Winter Games (organisation, problems)

After a short summary of the history of the founding of the Olympic Winter Games and their sites, the lecturer deals in greater depth with the following points:

- Organisation of the Winter Games (types of sport, financing, choice of site);
- Commercial and economic influence on the Olympic Winter Games;
- Problems (financing, use of artificial sports facilities after the Games, ecological damage from the installations);
- Qualifications, eligibility criteria and amateur questions.

253 DURRY Jean (FRA):

The Fine Arts and the Olympic Games.
In: OARe 1975, pp. 205-220.

Les Beaux-Arts aux Jeux Olympiques.
In: OARf 1975, pp. 215-232.

Sport and art, Coubertin, Olympic art competitions, Advisory Conference (1906), cultural programme

The lecturer examines the contribution of art to the Olympic Movement from a historical angle. He begins with the Advisory Conference held in 1906, called by Coubertin in order to examine the extent to which art would enrich the Olympic Games and sports practice. The art competitions, which it was agreed to hold at this conference and which took place from 1912 until 1948, were not successful because of the low level of the works presented, the insufficient number of participants and organisational problems. The artistic fringe programmes at the Games from 1956 until 1972 are critically viewed. The lecturer also mentions problems arising from the relationship between sport and art and prospects for the future.

254 VARELA Andres M. (ESP):

The demands of Journalism and the Olympic Idea.
In: OARe 1975, pp. 221-230.

Les exigences du journalisme et l'idée olympique.
In: OARf 1975, pp. 233-245.

Sports journalism, radio, television, modern Olympic Games

Through the introduction of radio and television at the Olympic Games and other major sports events, the work of journalists has greatly changed. In order to bring new and interesting articles to the reader, the sports journalist must write commentaries which analyse the events, explain the results and give reasons for victory and defeat. Collaboration between journalists in exchanging information is a necessary condition in order to remain attractive alongside radio and television.

255 PAPARESCOS Nikolaos (GRE):

Responsibilities Related to Sports Medicine and the Duties of a Medical Officer of Olympic Delegations.

In: OARe 1975, pp. 231-249.

Les responsabilités en matière de médecine sportive et les devoirs du médecin d'une délégation olympique.

In: OARf 1975, pp. 246-264.

Sports medicine, care of athletes

The lecturer reports from his personal experiences in caring for the Greek Olympic participants. He gives an in-depth description of medical treatment of the athletes and the tasks of doctors before, during and after the Olympic Games.

256 WORALL James (CAN):

Preparation for the Games of the XXIst Olympiad Montreal in 1976.

In: OARe 1975, pp. 250-258.

Les Jeux Olympiques de Montréal.

In: OARf 1975, pp. 265-273.

Olympic Games Montreal 1976

The lecturer describes the competition sites, training possibilities, the work of the Organising Committee and other specific aspects of the Olympic Games in Montreal.

257 NAGL Alfred (AUT):

Innsbruck - One Year before the XIIth Olympic Winter Games.

In: OARe 1975, pp. 259-262.

Innsbruck - Une année avant les XIIèmes Jeux Olympiques d'Hiver.

In: OARf 1975, pp. 274-278.

Olympic Winter Games 1976

The lecturer gives an overview of the sports sites in Innsbruck, specific organisational aspects, the Olympic village and the state of preparations for the 1976 Olympic Winter Games.

258 MATHIAS Bob (USA):

Experiences from my Participation in the Olympic Games.
In: OARe 1975, pp. 264-270.

Expériences de ma participation aux Jeux Olympiques.
In: OARf 1975, pp. 270-286.

Olympic champion, personal experience, sports career, Olympic ideals

Based on personal details from his sports career, the lecturer - twice Olympic champion in the decathlon in 1948 and 1952 - attempts to explain his convictions regarding the value of Olympism. His relationship to the Modern Olympic Games is defined by memories of his victory, where the ceremony of flags and hymns had left a lasting impression. The lecturer sees the future of the Games as not being free of problems. Items to be resolved are the size of the Games, the selection of athletes, classification within certain sports and much more. The desire to rid sport of politics and nationalism is seen by the lecturer to be within the spirit of the Olympic Games' mission of peace.

16th IOA Session 29th June to 15th July 1976

**Main topic:
The New Generation and Olympism**

259 PALEOLOGOS Cleanthis (GRE):

The Olympic Idea in the Antiquity and Today.
In: OARe 1976, pp. 41-48.

Le concept olympique dans l'Antiquité et de nos jours.
In: OARf 1976, pp. 43-51.

Ancient athletics, Olympic ideals, ideal of harmony

The lecturer describes the ancient Olympic idea, which was based upon the unity between body and mind and the ideals of beauty, harmony and virtue. He attempts to prove that the Olympic Idea in modern times is not directly based upon the ancient period, in that it promotes ideals such as mutual respect, striving for perfection, self-sacrifice and equality of race and opportunity. He sees the danger of these ideals being destroyed by the youth of today who are dissatisfied, and by the industrialised world of materialism and mass production.

260 SZYMICZEK Otto (GRE):

The Olympic Movement and the Olympic Games.
In: OARe 1976, pp. 49-58.

Le mouvement olympique et les Jeux Olympiques.
In: OARf 1976, pp. 52-61.

Olympic Movement, ancient Olympic Games, Coubertin, Olympic ideals, Olympic education

The lecturer describes the work and aims of the Olympic Movement and the Olympic Games. After dealing with Coubertin and his educational concepts he describes the aims of education in ancient Greece. Referring to Plato and Aristoteles he explains the significance of the ancient Olympic Games in the education of both the individual and the masses as regards friendship and peace. Today's Olympism is not far removed from those of the Games in ancient times. It is aimed at educating mankind and therefore applies to all people, whatever

their class, colour, origins or religion. The promotion and representation of the Olympic principles are first and foremost the task of the IOC, the NOCs and the IOA. Olympism consists of two main pillars; a) the Olympic Games and b) the Olympic Movement. The movement's aim is to promote man's good physical and moral characteristics in order to enrich a better and more peaceful world. The goal of the Games is to form the character, embody the concept of fair play, promote the arts and pleasure in sport, unite peoples and support peace. Only the Games and the movement together can achieve at least some of the Olympic ideals.

261 NISSIOTIS Nikolaos (GRE/IOA):

Olympism and Religion.
In: OARe 1976, pp. 59-70.

Olympisme et religion.
In: OARf 1976, pp. 62-74.

Sport, religion, sports associations, church, Olympic idea, physical awareness

Within the history of culture, sport and religion have certain points in common. Physical exercises and movement were an expression of worship in the ancient period. The striving for great achievements represented the unconscious search for God. In the modern concept of sport and religion, it would appear important on the one hand to give a clear definition of the various tasks involved and on the other to strive for common goals.

The body as a psychosomatic unity represents a great responsibility for a christian. An unreflected acceptance of sport is therefore equally as unacceptable as a hostile attitude to physical aspects of the body or a uniquely functionalist approach to this. One current task of sports federations and churches is to renew the threatened Olympic idea and to prevent the misuse of athletes. The basis of this implies common aims such as understanding between peoples, peace etc.

262 TZARTZANOS Athanasios (GRE/IOA):

The Rule of the IOC on the Right of Participation in the Games.
In: OARe 1976, pp. 71-72.

La règle du C.I.O. sur le droit de participation aux Jeux.
In: OARf 1976, pp. 75-76.

Eligibility rule, amateurism

The lecturer notes that the rules regarding eligibility for the Olympic Games should correspond to the realities of the present. Without material support, an athlete today can no longer achieve top performances. In this connection he analyses and interprets the new rule 26 drawn up by the IOC in 1974. The carrying out of these regulations are the responsibility

of the NOCs and the International Federations, who may have more binding rules than those of the IOC.

263 SILANCE Luc (BEL):

The Law of Sport.
In: OARe 1976, pp. 73-79.

Le droit du sport.
In: OARf 1976, pp. 77-83.

Sport and law, national law, jurisdiction of sport, state

The lecturer deals with the relationship between sport and law in the following points:

- The civil law responsibility of the athlete towards his opponent, third parties and spectators;
- The civil law responsibility of the organisers towards athletes, spectators and third parties;
- Responsibility of the proprietors of sports facilities;
- Responsibility of the state.

In the second part, the lecturer explains the role of law within sports organisations. Every sports association, national and international federation has a legal structure laid down by its statutes. Conflicts which arise are resolved by sports jurisdiction. However, the state authorities and law courts have also become involved in sport through sports ministries and ministers. Penal law (doping, possession of firearms), social law (insurance, pensions for top athletes) and also private law (copyrights) have also entered into sport.

264 DURANTEZ Conrado (ESP):

The International Olympic Academy and the Centres of Olympic Studies.
In: OARe 1976, pp. 80-93.

L'Académie Olympique Internationale et les centres d'études olympiques.
In: OARf 1976, pp. 84-98.

IOA (history of foundation), Centre for Olympic Studies

The lecturer sees three spiritual phases within the IOA; the ancient period, Coubertin's lifetime and the period from 1961.

The Magistrate of Elis, as the guardian of the Olympic rules, was the actual patron of the IOA. The lecturer explains in detail Coubertin's efforts to establish a centre of Olympic studies. In connection with the present phase, the lecturer sees two periods: that of the first

three Sessions and those following. He also divides the scientific work and the development in the number of participants into separate phases.

For the future, the following proposals are made:

- Better selection of lecturers and participants;
- Internationalisation of the IOA;
- Better representation of the IOA within the IOC.

As an example of a national centre for Olympic studies he describes that of Madrid, opened in 1968.

265 MÜLLER Norbert (FRG):

The Olympic Idea of Pierre de Coubertin and Carl Diem and its Materialisation in the International Olympic Academy.

In: OARe 1976, pp. 94-100.

L'idée olympique de Pierre de Coubertin et Carl Diem et son aboutissement dans l'Académie Internationale Olympique.

In: OARf 1976, pp. 99-105.

IOA, Coubertin, Diem, Ketseas, Olympic idea, Olympic education, research into Olympism

This lecture is a synthesis of the doctoral dissertation of the same name, and throws light upon the history of the ideals behind the decision to found an Olympic Academy (1939) and its realisation in 1961. Based on the educational intentions of Coubertin, the IOA's wish is to bring together students from throughout the world to Olympia each year, using the stimulus of the ancient stadium at Olympic as a background to work in defence of the Olympic philosophy. In doing so, the harmonious education of body and mind in the spirit of an "Olympic education" is the goal. Carl Diem had involved his Greek friend John Ketseas in his idea of an Olympic Academy in 1938; both men are responsible for this finally being realised.

In the yearly Sessions of the IOA since 1961, questions of theory of movement and coaching, sports philosophy, sports medicine and sports education but above all historical and structural questions concerning the Olympic Movement and Games have been dealt with. Research carried out among participants in the Sessions between 1968-70 and in 1973 by the lecturer have shown that in the long term, the particular value of the IOA lies in the international understanding experienced within a communal Olympic society. The IOA's constant task must be the study of Olympism; to act as the IOC's observer, to contribute towards decisions regarding the choice of site and to the new concept of the Olympic principles.

266 DOXAS Takis (GRE):

Olympism in World Education.

In: OARe 1976, pp. 101-105.

L'Olympisme dans l'éducation mondiale.

In: OARf 1976, pp. 106-111.

Olympism, education, physical education, peace, IOA

The lecturer deals with the education of youth, using Olympism as the central point. In view of the present state of unrest in the world, it would appear necessary for mankind to be drawn to an idea which could lead to peaceful cohabitation. Young people in particular should be brought closer to the Olympic ideals through education. Educational establishments must therefore include these on their curricula, since this is the only way in which the regular and lasting expansion of Olympic ideas can be guaranteed. If this path were to be followed all over the world, Olympism would become effective on a world-wide scale and be valued as an idea which promotes peace. Bearing this in mind, the participants at the IOA should also work to the same end in their respective countries.

267 BOULONGNE Yves-Pierre (FRA):

Keys for Coubertin.

In: OARe 1976, pp. 106-120.

Clefs pour Coubertin.

In: OARf 1976, pp. 112-126.

Social peace, Coubertin (life and work) Le Play, educational reform

The lecturer deals with the life of Pierre de Coubertin (1863-1937), dividing this into two major stages: the first part of his life from childhood until the first world war was basically marked by his education in the bourgeois family home, the ideas of the social reformer Le Play, the period of reform at the turn of the century, the anglo-saxon method of education, the third republic and the myth of Olympism. His involvement in "social peace", and particularly in the fields of education and culture, defined the life of Coubertin after the first world war.

268 UEBERHORST Horst (FRG):

The New Generation and Olympism in West Germany.

In: OARe 1976, pp. 121-130.

La nouvelle génération et la pensée olympique en Allemagne.

In: OARf 1976, pp. 127-137.

Olympic Movement, Federal Republic of Germany, sports criticism

The lecturer attempts to demonstrate several attitudes of German youth towards sport and the Olympic Movement and place these in their historical framework. He has observed the growing involvement of politics within sport in the Federal Republic since the end of the war. Criticism of sport from intellectual circles, particularly following the Olympic Games in Rome and the anti-competition attitude taken by the "new left" at the beginning of the 70s is dealt with in depth. The lecturer does stress, however, that the majority of young people have a positive attitude towards sport and the Olympic Movement, although without being uncritical

towards it. He regrets that lately, through increasing pressure in school and professional life young people are less able to benefit from the educational and healthy values of sport.

269 POWELL John (CAN):

The New Generation and Olympism in Canada.
In: OARe 1976, pp. 131-45.

La nouvelle génération et l'Olympisme au Canada.
In: OARf 1976, pp. 138-153.

Olympism, Canada, Olympic Games Montreal 1976

The lecturer examines the role of Canadian youth against the background of their conception of society. He states that sport is, in general, greatly appreciated. However, Canadians are lacking in information regarding Olympism. He then deals with the Games in Montreal, which he hopes will lead to the promotion of the Olympic idea within Canada.

270 MC NEELY Simon (USA):

The New Generation and Olympism in USA.
In: OARe 1976, pp. 146-161.

La nouvelle génération et l'Olympisme aux Etats-Unis.
In: OARf 1976, pp. 154-175.

Olympism, USA, sport in schools, sports education, United States Olympic Committee

The lecturer describes sport in the USA both in and outside schools, and reflects upon the expansion of the Olympic Movement. Sports education in schools is supported by the state, and therefore a large percentage of schoolchildren and students are guaranteed regular sports instruction.

Sport outside of schools may be divided into various categories, which receive varying degrees of support and are at various levels.

The expansion of the Olympic idea is the task of the United States Olympic Committee (USOC), and especially its IOA Commission. Its activities include, amongst other things, the establishment of similar institutions to the IOA on a national level, collaboration with former IOA participants and collaboration with educational establishments.

271 BELIVEAU Jean (CAN):

Olympism and Social Impacts of the Preolympic Year of Montreal.
In: OARe 1976, pp. 162-167.

Olympism et retombées sociales de l'année préolympique de Montréal.

In: OARf 1976, pp. 176-181.

Olympic Games Montreal 1976, Canada, amateur sport, professional sport, Olympic ideals

The lecturer describes how the awarding of the Games to Montreal has affected sports life in Canada. Although professional sport plays an overriding role, amateur sport has now won more recognition and value. The difference between amateur and professional sport has been less of a cause for concern than was generally expected. Olympic ideals are also to be found in professional sport.

The lecturer also deals with the financing problems regarding the Olympic Games and warns against the Games becoming the privilege of rich industrial nations.

272 GROMOV Boris (URS):

The New Generation and Olympism in the USSR.

In: OARe 1976, pp. 168-175.

La nouvelle génération et l'esprit olympique en URSS.

In: OARf 1976, pp. 182-189.

Olympism, USSR

The youth of the Soviet Union have remained loyal to Coubertin's ideal since their first successful participation in the Olympic Games in 1952. Their motives in taking part in Olympic sport are: 1. to defend the honour of their fatherland, 2. to increase the glory of Soviet sport, 3. the will to win, 4. team spirit, 5. openness to the world and 6. the possibility of travel.

With age, sports activity ceases, but not work as a scientist, coach and service to the fatherland.

273 PARARESCOS Nikolaos (GRE):

Special Medical Control during the Olympic Games and other Observations of World Interest.

In: OARe 1976, pp. 176-186.

Contrôles médicaux spéciaux au cours des Jeux Olympiques et diverses remarques d'intérêt général.

In: OARf 1976, pp. 190-201.

Sports medicine, doping, medical control centres, top-level sport, air pollution

Firstly, the lecturer deals with questions of sports medicine in connection with doping controls at the Olympic Games.

The evolution and diversity of modern sport (competitive, for health, performance) create particular requirements for sports doctors. Sports medical care should be provided for top-level athletes via central institutions and for general competitive sport and mass sport in regional centres. The as yet greatly unknown danger of air pollution for athletes should be investigated.

274 RECLA Josef (AUT):

Olympism and the New Generation - Remarks According to the Literature (an Information Study).

In: OARe 1976, pp. 187-193.

La pensée olympique et la nouvelle génération - considération sur la littérature (une étude d'information).

In: OARf 1976, pp. 202-209.

Olympism, sports literature, sports documentation, IASI

According to the lecturer, Olympism has a decisive influence on sport in its current form. Today, Olympism is present on a world scale. The "new generation" interested in modern sport has been particularly marked by the work of the IOA and thus of Olympism. More "practical work" is demanded, and not "Olympic idealism" which does not conform to reality. This challenge should be met.

The lecturer states that modern sports literature is a product of modern sport, which serves as an important source of information to all those interested in progress within sport. The ever more significant aspect of sports documentation has led to the new profession of sports documentalist. The lecturer mentions the development of data processing in research and teaching from its beginnings to the foundation of the IASI (International Society for Data Processing in Sport). In the final part, the work of the IOA in the field of literature is evaluated, with particular reference to the dissertation by Norbert Müller concerning the IOA

275 HEINRICH Ignace (GRA):

My Olympic Experience.

In: OARe 1976, pp. 194-209.

Mon expérience olympique.

In: OARf 1976, pp. 210-225.

Olympic participants, personal experience, sports career

In a highly personal report, the lecturer - silver medallist in the decathlon in London in 1948 - deals with his sports career and its high points, and the end of his active life within sport.

17th IOA Session 8th to 24th July 1977

**Main topic:
The Problems of Modern Olympism**

276 PALEOLOGOS Cleanthis (GRE):

The Ideological Foundations of the Ancient Games.
In: OARe 1977, pp. 44-53.

Les fondaments idéologiques des Jeux de l'Antiquité.
In: OARf 1977, pp. 45-55.

History of sport, ancient Olympic Games, religion

The lecture gives an overview of the foundation, development and downfall of the ancient Olympic Games. Many myths and legends indicate that the Games had taken place long before the first reliable sources of information on them, and that they had religious origins. The lecturer shows the close links of the Games with religion. The Olympic champions and athletes served as an example for the education of the masses and for continuing ancient ideals. The spectators lived with the athletes; they were critical, easily aroused and well-versed in their subject. The Games existed for centuries because of their moral basis and the fact that they had ensured their expansion throughout all Greece. On a political scale, it had been possible to maintain Olympia as a sacred site for a considerable length of time.

277 SZYMICZEK Otto (GRE):

Olympism in a Process of Constant Evolution.
In: OARe 1977, pp. 54-61.

L'Olympisme en évolution constante.
In: OARf 1977, pp. 56-64.

Olympic idea, Olympism, Olympic rules, international aspects, Olympic Movement

Since Coubertin, Olympism has undergone unforeseeable growth. The aim of modern Olympism is to train the mind and the character as well as developing physical capacities. Olympism as a social phenomenon does not only include athletes but also mankind as a

whole. It therefore demands a spirit of mutual respect, friendship and collaboration. Olympism is an international institution, completely free of national, political and economic pressures. The modification of some Olympic rules took place partly as the result of a process of adaptation to society's ideological and other spiritual developments, but also as a result of the expansion of the movement to include the masses. The Olympic Games are the outward expression of the Olympic Movement. Now the Games have gained universal acceptance, it is time to strengthen the Olympic Movement.

278 BERLIOUX Monique (FRA):

The Activity of Olympic Authorities and Olympism in Perspective.
In: OARe 1977, pp. 62-73.

L'activité des autorités olympiques et l'Olympisme en devenir.
In: OARf 1977, pp. 65-76.

IOC, NOCs, IFs, Olympic Congresses, Olympic Movement, Organising Committees

After a short historical summary of the re-introduction of the Olympic Games by Coubertin, the lecturer mentions the tasks, foundation and aims of the IOC, the yearly Sessions and the Olympic Congresses. The four cornerstones of the Olympic Movement are the International Federations, the athletes, the NOCs and the Organising Committees for the Olympic Games. The IOC is at the centre of these four, uniting, advising and supervising them. The lecturer then describes their relevant tasks. Finally, she explains the organisation of the Olympic Games.

279 KARATASSAKIS Triantaphyllos (GRE):

The Contribution of the Spiritual World to Olympism.
In: OARe 1977, pp. 74-81.

La contribution du monde intellectuel à l'Olympisme.
In: OARf 1977, pp. 77-86.

Society, intellectualism, Olympic values, Olympism

Modern society is undergoing a cultural crisis. Materialistic pleasures are given precedence, whilst spiritual and moral values have been pushed to the background. Therein lies a reason for the downfall of sport today, which only serves the perfection of physical capacities. Man no longer understands the symbolism which was so clearly demonstrated in ancient Olympia. There, the human soul and spirit were aroused by the power of the truce which protected the Games. At that time, too, education was intended to perfect both spiritual and physical strength. The development of physical strength was necessary for a deeper cultural awareness of what was behind the practice of sport. It is important for spiritual and intellectual

individuals today to rediscover the ancient values of Olympism and the value of sport for mankind and to introduce these into modern society.

280 MZALI Mohamed (TUN):

Olympism and Politics.

In: OARe 1977, pp. 82-95.

Olympisme et politique.

In: OARf 1977, pp. 87-101.

Olympism, politics, Olympic Movement, state

The intrusion of politics in sport is one of the most topical and difficult problems within the Olympic Movement. This takes place in different forms according to various ideologies and the politicians' concepts of their level of responsibility. The idea of apolitical sport is defined by present realities, but appears to be an illusion. The most important task of the authorities is first and foremost to reflect upon and lay down the actual aims of the Olympic Movement. This will be a means of international collaboration and peace. Such aims require reflection upon the educational systems of the entire world in the spirit of Olympic ethics. Collaboration with politicians is therefore essential, since states control schools and the mass media, and Olympism relies on their support. The creation of Olympic politics is therefore necessary, and these should constantly be adapted to correspond to our times.

281 HERZOG Maurice (FRA):

Olympism: Life or Death?

In: OARe 1977, pp. 96-103.

L'Olympisme: vie ou mort?

In: OARf 1977, pp. 102-109.

Modern Olympic Games, gigantism, Olympic sports, eligibility rule, developing countries

The lecturer, an IOC member, sees the greatest danger for the Olympic Games to be their constantly increasing gigantism. He makes the following suggestions to combat this danger:

- Only sports which are practised in 80% of the participating countries should be included on the programme;
- The number of events should not be increased further;
- Regional Games should be held in all parts of the world, and their champions sent to the Games;
- Athens, or another town where the competition sites are already in existence should be the permanent site for the Games;

- The lecturer also suggests that every NOC should have a permanent representative in the IOC, including third world countries.

282 CSANADI Arpad (HUN):

Sports Programme of the Modern Olympic Games.
In: OARe 1977, pp. 104-115.

Programme des sports des Jeux Olympiques modernes.
In: OARf 1977, pp. 110-121.

Modern Olympic Games, Olympic sports, IOC (Programme Commission), gigantism

The lecturer feels that the programme of the Olympic Games has become more comprehensive because of the intensification of international sports life. The International Federations are fighting to be included in the Olympic sports programme, since the Games are gaining great significance.

The lecturer does not believe that the Olympic programme is "gigantic"; however, inequality and anomalies are still present. A commission set up by the IOC and the NOCs is therefore constantly working on improving the programme.

Finally, the lecturer notes the admission criteria for the introduction of future Olympic events.

283 KELLER Thomas (SUI):

Cooperation between the IOC and the IFs.
In: OARe 1977, pp. 116-122.

Coopération entre le C.I.O. et les Fédérations Internationales.
In: OARf 1977, pp. 122-129.

History of sport, International Federations, Olympic Movement, modern Olympic Games

The lecturer gives a short historical overview of the development and history of sport, beginning with the 17th Century. He then deals with the foundation of the International Sports Federations and the modern Olympic Games and explains the collaboration between the IOC and the International Federations, outlining their respective tasks. Finally, he speaks in favour of the independence and neutrality of the Sports Federations and against an excessive influence on them by political organisations.

284 LEKARSKA Nadia (BUL):

Alien Elements to Olympic Principles.
In: OARe 1977, pp. 123-131.

Eléments étrangers aux principes olympiques.
In: OARf 1977, pp. 130-139.

Olympic principles, Olympism, gigantism, amateurism

The major principles of Olympism can be divided into three individual but interdependent groups:

1. Social principles

The Olympic rules require a unity of time, site and village for the athletes. These are threatened today by

- The attempt to decentralise the Games;
- The attempt to completely do away with national emblems;
- Discrimination against certain races, eg. within the third world;

2. Technical principles

Gigantism within the Games (increase in events and participants, luxury and ostentatiousness of the Games), should be halted.

3. Educational principles

The traditional ethical elements of Olympism are the spirit and type of competitions, the way of dealing with victory and defeat and the behaviour of an amateur in the stadium, etc. These principles are threatened by the taking of drugs to improve performance and by non-adherence to the amateur rules.

285 TROEGER Walther (FRG):

Problems in Connection with the Technical Organisation of the Olympic Games.
In: OARe 1977, pp. 132-138.

Problèmes dans l'organisation technique des Jeux Olympiques.
In: OARf 1977, pp. 140-147.

Olympic Games (organisation), competition programme

The lecturer deals with questions of organisational preparations for the Olympic Games. He pleads in favour of reasonable and logical preparation which bears in mind both the financial capacities of the host country and the means of participant nations. An extensive and transparent organisational plan is necessary which takes into account as many aspects of the current and future technical and scientific developments as possible.

286 SILANCE Luc (BEL):

The Legal Problems of the Olympic Games.

In: OARe 1977, pp. 139-147.

Les problèmes juridiques des Jeux Olympiques.

In: OARf 1977, pp. 148-157.

Modern Olympic Games, sports law

With the increasing number of participants, spectators, sports journalists and organisers etc, the lecturer believes that the legal problems at the Olympic Games will also multiply and cover a greater area. He gives an overview of legal aspects in the following areas:

- The relationship between the Organising Committees and the IOC;
- The financing of the Olympic Games;
- The conditions for participation of the athletes;
- Doping controls and sex tests.

During the Games, sports law is valid for the resolution of conflicts which arise.

Finally, the lecturer indicates once more that the relationship between sports law and the Olympic Games is becoming ever closer.

287 LEIPER Jean (CAN):

Women and Modern Olympism.

In: OARe 1977, pp. 148-164.

Les femmes et l'Olympisme moderne.

In: OARf 1977, pp. 158-177.

History of sport, Olympism, women's sport, amateurism, internationalism

The lecturer gives an in-depth summary of the historical development of Olympism and sport for women within the framework of the Olympic Games. She explains the Olympic philosophy based on its major principles (amateurism, development of physique and mental capacities, internationalism, art and literature), and examines this with relation to sport for women today. Her conclusion is that there is no significant difference between men and women in connection with Olympism.

288 PILSL Peter (AUT):

The XIIth Winter Olympic Games, Innsbruck 1976.

In: OARe 1977, pp. 165-174.

Les XIIèmes Jeux Olympiques d'Hiver, Innsbruck 1976.

In: OARf 1977, pp. 178-189.

Olympic Winter Games 1976

The lecturer gives a detailed report on the XIIth Olympic Winter Games in 1976 (organisation, financing, competition sites etc.) and summarises by the conclusion that both the preparations for the Games and their organisation had been successful.

289 GRESKO Alexander (URS):

Games of the XXIIInd Olympiad (Moscow, July 19-August 3, 1980).
In: OARe 1977, pp. 175-185.

Histoire-organisation-perspectives de la XXIème Olympiade.
In: OARf 1977, pp. 190-201.

Olympic Games 1980, history of sport, USSR

After a short summary of the development of sport in the Soviet Union and the country's participation in the Olympic Games, the lecturer gives a report on the choice of Moscow as host city for the XXIIInd Olympic Games, the work of the Organising Committee, the construction of competition sites, the artistic fringe programme and the financing of the Games. Finally, he states that the Soviet Union, with its politics of peace and détente will provide excellent conditions for the successful preparation and running of the Olympic Games, therefore making a contribution to the Olympic Movement.

290 PROKOP Ludwig (AUT):

The Contribution of Sport Medicine to the Improvement of Performances.
In: OARe 1977, pp. 186-195.

La contribution de la médecine sportive à l'amélioration des performances.
In: OARf 1977, pp. 202-212.

Sports medicine, training programme, physiology, talent scouting, doping

The main task of a sports doctor is to work with athletes towards an ideal training programme. The lecturer also deals with cardio-pulmonary significance, physiology of metabolism and performance and physiological-pathological aspects of the body. He also explains the problems of ideal methods of talent scouting, of excessive strain and of doping.

291 PAPPAS Nina (USA):

The Promulgation of the Olympic Ideas of Pierre de Coubertin, Carl Diem and John Ketseas in the United States of America.
In: OARe 1977, pp. 196-204.

La promotion des idées olympiques de Pierre de Coubertin, Carl Diem et Jean Ketseas aux Etats-Unis d'Amérique.

In: OARf 1977, pp. 213-218.

USA, NOA, USOC, Coubertin, Diem, Ketseas, Olympism

After an introductory historical summary of the ideas of Coubertin, Diem and Ketseas regarding an intellectual centre for Olympism, achieved in 1961 by the IOA, the lecturer deals with the National Olympic Academy founded in the USA. This works towards the same aims as the IOA, and has a similar content. The first Session had taken place in the summer of 1977, and represented a new era of expansion for Olympism in the USA.

18th IOA Session 7th to 20th July 1978

**Main topic:
The Olympic Games in Contemporary Society**

292 SAMARANCH Juan Antonio (ESP):

Olympism in the Various Sectors of Society.
In: OARe 1978, pp. 42-48.

L'Olympisme dans les divers secteurs de la société.
In: OARf 1978, pp. 44-50.

Sport, education, teacher training, social development, Olympic idea

With reference to the major topic of the 1981 Olympic Congress in Baden-Baden, the lecturer attempts to demonstrate that sport in its various forms, organisational structures and philosophical directions contributes to the education of "man of the future". For this, both an early social life within the family and education in schools and universities are necessary. The lecturer particularly stresses the training of teachers (and not only sports teachers), who can pass on the values of the Olympic idea to children in a specific way. The major goal remains the perfection of the individual, in order to achieve a happier and more humane society. This can only be realised if the world's leaders have learned to be sportsmen before becoming politicians, scientists, philosophers or simple citizens, and have formed their personality and their character through sports competition.

293 NISSIOTIS Nikolaos (GRE/IOA):

The Influence of Ideology on the Formation of Society.
In: OARe 1978, pp. 49-56.

L'influence de l'idéologie sur la formation de la société.
In: OARf 1978, pp. 51-58.

Society, system of values, ideology, Olympism

The lecturer bases his presentation on two diametrically opposed points. Firstly, there is society, which is not to be understood as simply the sum of individuals but as made up of

various social groups in which the individual must carry out different social roles, and in ways according to his respective anthropological characteristics. On the other hand, there is the cultural system of values which has developed from both unquestionable and basic values and from empiric discoveries. The lecturer believes that the link between these two poles is the ideology which gives rise to a theory of life oriented towards the future through an analysis of social reality which includes cultural values. When establishing this theory, it is desirable that neither excessively conservative nor uniquely critical and utopian goals are followed, but rather that both elements are present on an equal level. One example for such a measured form of ideology is Olympism.

294 BERLIOUX Monique (FRA):

Olympic Movement.
In: OARe 1978, pp. 57-61.

Le mouvement olympique.
In: OARf 1978, pp. 59-62.

Killanin, Olympic Congress, Women in the IOC, Olympic Solidarity

With the change in Presidency from Avery Brundage to Lord Killanin in 1972, two main tendencies became evident: the opening up towards current problems and the rationalisation of the IOC's work. In 1973, after 43 years, an Olympic Congress was called once more. In 1977 Killanin was the first IOC President to travel to China. The administration of Olympism was also opened to women. Killanin is strongly in favour of having women IOC members. The number of IOC members has greatly increased. Olympic Solidarity, a sports-technical aid programme for developing countries, was established. In connection with the actual work of the IOC, the lecturer cites examples such as the modification to Rule 26, the adoption of new sports or disciplines, and the awarding of the Olympic Games to several towns or to a country. The IOC's crises in 1972 (exclusion of Rhodesia and the Munich attack) and in 1976 (non-participation of most African countries and the China problem) are also mentioned.

295 MZALI Mohamed (TUN):

Olympism and education.
In: OARe 1978, pp. 62-72.

Olympisme et éducation.
In: OARf 1978, pp. 63-74.

History of sport, Olympism, education, sport in schools, UNESCO

For the lecturer, Olympism is a philosophy whose aim is the harmonious education and perfection of man. 2'500 years ago, in Greece, the goal was to educate mankind in the spirit of Kalokagathia, ie. physically pleasing, well-proportioned individuals with highly developed

spirituality. Over the centuries, however, the ideas were distorted first in Greece and later in Rome by cheating, passion and fanaticism. It was only in the 19th century that sport once again became part of education, eg. through Jahn, Arnold and finally Coubertin, who saw Olympism as the unity of physical, mental and spiritual education.

Today, the educational value of sport in schools is recognised, but not sufficiently exploited. UNESCO should play a more effective role, and expand the significance of sport in the general development of schoolchildren and students. Sport should not become purely a spectacle, a political or commercial tool of mankind, nor should it decline to become a medal machine. It is the task of teachers, politicians and others to promote the spirit of sport and its philosophy and not simply to provide training facilities.

296 SAMORE Antoine (Vatican):

Religion and Sports.

In: OARe 1978, pp. 73-82.

Religion et sport.

In: OARf 1978, pp. 75-84.

Religion, sports, transcendency, striving for harmony

Cardinal Samore, the first member of the Holy Seat to attend the IOA, attempts to compare the values of sport and christian religion.

Religion implies three basic factors:

- The recognition of a personal and transcendental power, namely God;
- A feeling of dependency upon God;
- The establishment of concrete, active relationships with God.

Religion is directed towards the individual as a social being, and the point of reference is always God.

Sport, however, is no transcendental concept, but typically human. The concept of "play" however, is much more far-reaching. It is also impossible to put sport and the concept of leisure on the same level.

The lecturer divides sport into:

- The philosophy of play;
- The philosophy of competition and;
- Physical effort.

The philosophy of play is inseparable from sport. Sports activity is freed of existential matters in play. The goal is the harmonious training of mind and body.

The philosophy of competition makes sport into something more than a simple pastime. Through this, sport becomes a real challenge, and this gives it beauty. Physical effort takes on a particular aspect in sport, since continual training and strength of will are essential and therefore affect the athlete's entire being.

In comparing religion and sport there are also areas in common. One basic aspect is their basic link with man and the inseparable unity of body and soul. The body as the "vessel of the soul" in the Christian sense should be respected, honoured and cultivated.

The lecturer refers to declarations by the Pope and the IInd Vatican Council, in which the value of sport, eg. in life's values or its universal task is stressed. It is of assistance in bringing men and nations closer together and therefore contributes to the "civilisation of love" (Paul VI). In the area of morals, there are, for example, points in common between sport and religion regarding the use of violence or corruption in sport. Even if the transcendental aspect of religion cannot be transmitted to sport, sport does possess a noble aspect; its significance lies in the fact that it acts towards the welfare of mankind.

297 BOUHDIBA Abdelwahab (TUN):

Modern Society and Mechanisation.

In: OARe 1978, pp. 83-88.

Société moderne et mécanisation.

In: OARf 1978, pp. 85-91.

Man, body, environment, technology

The lecturer believes that the body is the link between man and his environment as far as technology is concerned. Throughout history, man has conquered nature through the discovery and use of tools and instruments, thus gaining control of his environment. First, industrial mechanisation lead to technology becoming a system with its own rules. Today, it is showing signs of becoming an ecological threat which will destroy the natural relationship between man and his environment. One example in this connection is the dependency of man upon energy supplies. In order to prevent the further tendency of turning from human logic towards machines, man should be forced to reflect upon his relationship towards modern technology, always taking into account sociological, psychological and biological aspects. One important contribution to this new orientation could also be Olympism.

298 LUCAS John A. (USA):

The French Baron Pierre de Coubertin.

In: OARe 1978, pp. 89-95.

Le baron français Pierre de Coubertin.

In: OARf 1978, pp. 92-99.

Coubertin, modern Olympic Games, Olympism, Arnold

The lecturer describes Coubertin's Olympism and the re-introduction of the Olympic Games (enthusiasm for Greece, educational example of Thomas Arnold), stressing the following points:

- Development of the newly re-introduced Olympic Games;
- Description of the tireless contribution of Coubertin;
- Olympic ideals (religion, perfection, peace, fair play);
- Evaluation of Coubertin's literary work.

299 BURGNER Louis (SUI):

J.J. Rousseau and Physical Education.
In: OARe 1978, pp. 98-99.

J.J. Rousseau et l'éducation physique.
In: OARf 1978, p. 102.

Rousseau, nature, physical education, harmony

The lecturer explains Rousseau's philosophy regarding physical education which he summarises as follows: Education in general should be carried out according to a child's capacities, gradual development and personal experience. Physical education integrated within education in general represents spiritual and ethical training, perfects this and facilitates the return to nature. The goal is the formation of the mind, with sport as a means of developing health and resistance. The most important part of education is gymnastics and instruction regarding national and state affairs. Although Rousseau proposed individual education, a political state and a national society, he left behind him neither a theory nor a handbook on physical education. However, physical education was an important aspect for the philosopher; as the basic guideline for mind and spirit it was the most suitable tool for a return to nature, and made personal and social harmony possible.

300 PALEOLOGOS Cleanthis (GRE):

Sport and the Games in Ancient Greek Society.
In: OARe 1978, pp. 100-104.

L'athlétisme et les jeux sportifs dans la société de la Grèce antique.
In: OARf 1978, pp. 103-108.

Ancient Olympic Games, education, competition

The lecturer describes the place of the Olympic Games within society in ancient Greece. The significance of state interest in the physical condition of its citizens makes it clear that the educational influence of the Olympic Games was extremely important. Physical and spiritual education were seen as a whole (close connections with nature, concept of the elite). Competition gained a central significance: a) great importance bestowed on the winner, b) honouring of the winner by the people, c) protection by the gods.

301 SZYMICZEK Otto (GRE):

Objectives, Aims and Achievements of the International Olympic Academy.
In: OARe 1978, pp. 105-112.

Buts, objectifs et réalisations de l'Académie Olympique Internationale.
In: OARf 1978, pp. 109-117.

IOA (function, areas of activity, programme, achievements)

The IOA, in the lecturer's opinion, works as a world cultural centre whose aim is to spread Olympic ideas, study educational and social principles and exchange scientific knowledge. It serves to discuss topical problems under the leadership of outstanding experts, to promote constructive collaboration between generations, and to develop internationalism in the spirit of Coubertin. Its intention is also to form a bridge between the ancient and modern world of sport for the good of mankind as a whole and to extend its field of activity to include doctors, officials, journalists and experts in education. The lecturer explains the working programme of the IOA session in detail, and finally indicates the achievements made by the IOA which have been mentioned in numerous press reports, books and dissertations as well as in an literary competition in 1978.

302 POURET Henri (FRA):

The Intellectual Influences on Pierre de Coubertin.
In: OARe 1978, pp. 118-122.

Les maîtres à penser de Pierre de Coubertin.
In: OARf 1978, pp. 123-127.

Coubertin, Bergerac, Frédy, Taine, Arnold, le Play, Sorel, Eurythmia

The lecturer attempts to cover the various influences upon Pierre de Coubertin and his work. He begins with Coubertin's direct ancestors from Italy, and amongst them a certain Félice Frédy who had made history with his discovery of the Laokoon group. The lecturer makes particular reference to Cyrano de Bergerac and his work. Apart from a musical background, Coubertin was also influenced from his mother's side by maritime life and the 18th century's open attitude to the world. Dealing with direct influences upon Coubertin's education and youth, the lecturer describes the examples often quoted by Coubertin himself: the Jesuit priest Caron, Thomas Arnold, headmaster at Rugby and the French historian Hippolyte Taine, Coubertin's teacher at the Ecole des Sciences Politiques in Paris, plus Frédéric le Play and Julien Sorel. An uncle who was a priest was also important in his development, since he had been expelled from the church as a follower of Laménais; this was described by Coubertin in his early "Roman d'un Rallié".

As well as the above, the ancient Greek period and its philosophers, whose aim was to educate mind and body alike, were also a decisive influence on Coubertin and his personal struggle for a new idea of harmony, eurhythmia.

303 KARATASSAKIS Triantaphyllos (GRE):

Teaching Programme of the Olympic Idea in Schools.
In: OARe 1978, pp. 123-136.

Programme d'enseignement de l'idée olympique dans les écoles.
In: OARf 1978, pp. 128-142.

Olympic idea, sports education, sport in schools, school curricula

The lecturer deals with the problem of teaching Olympic principles in Greek schools. The major aim of learning is to develop moral strength in the Olympic sense of the word as an important character trait, alongside physical performances. Today, the traditional, productivity-oriented school system requires change, but there is a lack of sports teachers with sufficient theoretical knowledge, a shortage of training sites and unfavourable social conditions. The aim is to transform and intensify sports education from school level to university. The necessary conditions for this are: the introduction of at least 4 weekly periods of compulsory sports instruction, preparation of schoolchildren for competition both within and outside the school (particularly in team events), folk dancing, leisure sport, essay competitions on Olympic topics, and the publication of the results from discussions at the IOA's Sessions. This depends upon more sports teachers being trained, whose task will be to place spiritual health on an equal footing with purely physical capacities.

304 BOUDOUX René (FRA):

Law and Sport.
In: OARe 1978, pp. 137-148.

Le droit et le sport.
In: OARf 1978, pp. 143-154.

Rules, competition, laws, sports law

Sport requires rules. Sporting partners or opponents take part in competition according to common rules drawn up by man. Natural, pure rules, as Socrates and Plato described them, are the synonym of a higher morality and increase the value of sports competitions and games. Rules and laws are made by the state. In sport, however, public and private law overlap and therefore so do their rules. The International Federations have a particular significance as a neutral and interested party; they make the rules and must ensure they are adhered to. However, they in turn can be challenged by individuals or national federations and must appear before a national court. The federations have a triple role; they are the legislative, executive and juridical body.

305 POWELL John (CAN):

University Education and Olympism.
In: OARe 1978, pp. 149-163.

Enseignement universitaire et Olympisme.
In: OARf 1978, pp. 155-170.

Olympic idea, IOA, universities, ideal of harmony

By the Olympic idea, the lecturer understands the spirit and the direction which links all questions of Olympism. No university in the world provides teaching on the topic of "the Olympic idea" as he understands it, and he therefore proposes that the International Olympic Academy be understood as the Olympic world university. Younger students should be sent to youth camps and then sent to the IOA in Olympia for further studies after selection by their NOCs. There, they should learn that the concept of the Olympic idea is a spiritual attitude which strives for the harmony of body and soul, and that it is an integral part of the Olympic Movement.

306 LOTZ Franz (FRG):

Impulse of the Olympic Games.
In: OARe 1978, pp. 164-169.

L'impulsion des Jeux Olympiques.
In: OARf 1978, pp. 171-177.

Olympism, modern Olympic Games (effects)

The lecturer deals with the many effects of the Olympic Games, for example on the city of Munich; the preparation period, the running of the Games and the after-effects all influence the history of a country and the various sectors of its population.

1. Construction of sports facilities for the people, increased architectural and building activity, improved infrastructure and additional tourist attractions, global significance of the city;
2. Influence of sport itself; Olympic Games are an international meeting point for young athletes and a stimulus for increased training, the perfection of techniques and the development of new disciplines;
3. Incitement for the population through the arousal of general interest in sport and the popularisation of particular disciplines, plus the overall effect of the cultural fringe programme;
4. Influence upon education (university);
5. Sports scientific aspects: scientific presentations at the Olympic Congress. Olympic Games contribute to spreading the wealth of Olympic philosophy. The long-term effects of this should be taken into account as early as the planning stage.

307 NISSIOTIS Nikolaos (GRE/IOA):

Philosophy of Olympism.

In: OARe 1978, pp. 170-178.

La philosophie de l'Olympisme.

In: OARf 1978, pp. 178-187.

Olympic Movement, philosophy, Olympic values, Olympic competition

The Olympic Movement is now in danger of losing its deeper meaning because of the Olympic Games being organised on a glamorous scale. Philosophy as a science of transcendental values is therefore of major significance in updating the philosophy of Olympism. The values of "beauty, greatness, truth" should be understood as the basic values of Olympism; they already existed in the ancient Olympic Games as ideals to be striven for. Man's attempt to achieve these transcendental values must be maintained, since as a mortal he can only strive for the ideal of the perfect man ("kalos kagathos") by the struggle against his own nature and the search for the basis of existence. To struggle against one's own nature is something expressed in Olympic competition; the Olympic champion has not conquered his opponent, has won no material award, but represents man seeking a greater meaning in life.

308 RITTER Peter (LIE):

The Olympic Movement in the Service of Peace and Brotherhood.

In: OARe 19778, pp. 179-184.

Le mouvement olympique au service de la paix et de la fraternité.

In: OARf 1978, pp. 188-194.

Olympic idea, modern Olympic Games, environment, ideal of fitness

The Olympic idea is not a religious, transcendental concept, but its aim lies in "men sana in corpore sano". Its problems lie in the highly technical, modern world and the loss of individuality and authority arising from it. However, a counter-movement has been observed; men are once more striving to be freed from these restraints and are seeking new forms of lifestyle and inner freedom, for example in the ideal of fitness. Here, the Olympic Movement as the basis for types of sport and artistic expression has made a large contribution. It provides the possibility to gain experience in art and in sport, either through the media or direct contact, eg. at a sports competition. The Olympic Games are therefore festivals of human understanding, friendship and peace.

309 GROMOV Boris (URS):

The Ideals of Olympism as Reflects in UNESCO's Activities in the Field of Physical Education and Sport.

In: OARe 1978, pp. 185-187.

Le reflet des idéaux olympiques sur les activités de l'UNESCO dans le domaine de l'éducation physique et du sport.

In: OARf 1978, pp. 195-198.

UNESCO, physical education, sports education, understanding between people

It was only in 1976 that a permanent sector for physical education and sport was created within UNESCO which made specific programmes and promotional work possible. In 1977, the first meeting of the Interim Intergovernmental Committee for Physical Education and Sport was held in Paris. Now, sport has been accepted within the structure of UNESCO as being an valuable educational subject. UNESCO sees sport as a way of creating mutual respect between peoples, enabling them to work together, gain understanding for one another and thus strengthen peace. The lecturer quotes leading politicians and sports officials who have created this role for sport and expresses his satisfaction regarding their collaboration with UNESCO in this area.

310 GAFNER Raymond (SUI):

The Elite Athlete in the World of Tomorrow.

In: OARe 1978, pp. 188-194.

L'athlète d'élite dans le monde de demain.

In: OARf 1978, pp. 199-205.

Top-level athletes, Olympic Movement, IOA

The lecturer's hypothesis is that elite athlete will also be needed in the future. He describes the character and attitude of a top athlete as responsible, demanding, combative, balanced and friendly.

Only a few top athletes possess all these different characteristics, however; in most of them, only a single one of the above is evident. The Olympic Movement should give top athletes the opportunity of serving as examples by providing them with encouragement and support. Participants at the IOA can also play a role in this connection.

311 PAPPAS Nina (USA):

History and Development of the International Olympic Academy.

In: OARe 1978, pp. 209-214.

Histoire et développement de l'Académie Olympique Internationale.

In: OARf 1978, pp. 221-226.

IOA, Coubertin, Ketseas, Diem, NOA, Brundage, Szymiczek, Paleologos

The lecturer gives an overview of her doctoral dissertation submitted to the University of Illinois (Urbana) in 1978. On the basis of documentation donated to her university by Avery Brundage, she was able to trace the history of the IOA since the year 1927, the date of Coubertin's last visit to Greece. The services of John Ketseas and Carl Diem towards the final realisation of the IOA in 1961, together with the work of Otto Szymiczek and Cleanthis Paleologos in building this up over almost two decades are evaluated. A short summary of the work of the IOA since 1961, the participation of the IOC and the plans to extend the Academy follows. The architectural concept of the IOA buildings is explained using source material, and the lecturer mentions the particularity of the site and international concepts within the IOA which lead to many participants having lifelong links with the Olympic Movement.

In the second part, the lecturer describes the ideals and future perspectives of the USA's National Olympic Academy founded in 1977. This was not intended to replace the IOA, but made the Olympic idea accessible for many Americans and thus helped them spread Olympism.

19th IOA Session 6th to 19th July 1979

**Main topic:
Olympism and Culture**

312 PALEOLOGOS Cleanthis (GRE):

Sport and Culture in Antiquity.
In: OARe 1979, pp. 53-61.

Athlétisme et civilisation dans l'Antiquité.
In: OARf 1979, pp. 58-67.

Civilisation, ancient athletics, ancient Olympia, ancient Olympic Games, peace, mythology, Panhellenism

The lecturer firstly explains that athletics were a deeply-rooted tradition of the Greek city-states. Physical training was an existential part of an individual's education and therefore that of the entire nation. Competitions such as the Trojan Games first described by Homer should be regarded not only as a pastime but also as a major part of Greek civilisation. The concept of civilisation cannot be defined but only touched upon. Behaviour and recognition of the rules had a basic cultural meaning, and the comparison of performances with the aim of being the best was dominant in all areas. There are countless examples of this throughout Greek mythology. The ancient Games, and particularly the Olympic Games, provide documentation on many aspects of the link between civilisation and sport. This is indicated by the participation of athletes from all backgrounds, universally accepted rules, Panhellenic brotherhood and the high physical and moral challenge common to all athletes. One significant aspect of this civilisation was the peace of the Gods. Olympia was the perfect harmonisation of all cultural values and therefore, in its heyday, became the centre of Greek civilisation.

313 SZYMICZEK Otto (GRE):

Olympism - Olympic Movement - Olympic Games.
In: OARe 1979, pp. 62-69.

Olympisme - Mouvement Olympique - Jeux Olympiques.

In: OARf 1979, pp. 68-76.

Modern Olympic Games, Coubertin, Olympic Movement, sports education

In a historical overview, the Dean of the IOA describes the re-introduction of the Olympic Games and of the Olympic idea through Coubertin. It was Coubertin's aim for young people to grow up according to the influence of physical training rather than according to the principles of a scholastic education.

The Olympic Games are developing more and more quickly because of technology and are accompanied by political problems. However, they remain an event where participants learn to lead a healthy and good life, to uphold moral principles, to despise fanaticism and to accept the victory of an opponent. The Olympic Movement is, in the lecturer's opinion, an international institution whose aim is to be free from national, political and economic pressures.

314 BERLIOUX Monique (FRA):

The Organisation of Modern Olympism.

In: OARe 1979, pp. 70-77.

Organisation de l'Olympisme moderne.

In: OARf 1979, pp. 77-83.

Olympic Movement (organisation, aims), Olympic Charter

The Olympic Movement centres around three institutions:

- The International Olympic Committee (IOC);
- The National Olympic Committees (NOCs) and
- The International Sports Federations (IFs).

and periodically also the Organising Committees for the Olympic Games. Their common goals are:

- To promote the organisation and development of sport and sports competitions;
- To govern sport according to Olympic ideals and therefore to strengthen friendship between athletes of all nations;
- To ensure the regular celebration of the Olympic Games.

The relationship between these institutions, together with the organisation of the Olympic Movement, is described in the Olympic Charter which includes instructions and all required information in addition to the Olympic Rules.

315 DAUME Willi (FRG):

The 11th Olympic Congress, Baden-Baden 1981.

In: OARe 1979, pp. 78-91.

Le 11ème Congrès Olympique, Baden-Baden 1981.

In: OARf 1979, pp. 84-97.

Olympic Congress, peace, development of sport, limits to performance, design

After a short presentation on the socio-political position of sport and its contribution to peace, the lecturer dealt with the Olympic Congress in Baden-Baden. By inviting all those dedicated to sport, the IOC aims to ensure an open exchange of opinions and collaboration between sports and political organisations with a view to the harmonious development of world sport in the future. The central topic was "limits to performance". This was not limited to sport but also covered a socio-political problem. The Congress was also aimed at "visual communication", and this was to be achieved by a major exhibition on "sport and design".

316 MÜELLER Norbert (FRG):

Coubertin and the Olympic Congresses.

In: OARe 1979, pp. 92-101.

Coubertin et les Congrès olympiques.

In: OARf 1979, pp. 98-108.

Coubertin, Olympic Congresses, Olympic Movement

In 1897, the 1st Olympic Congress took place in Le Havre. This preceded a number of such events, which were taken up once more in 1973, in Varna, after a break of 43 years. This lecture, accompanied by a number of quotations from Coubertin, deals with the original aim of the Congresses. Firstly, Coubertin hoped to stress the "intellectual character" of the Olympic Movement, and secondly, he wished to provide the opportunity for the IOC to show its presence in a way different from the Olympic Games. Until the first World War, five Congresses took place: Le Havre 1897, Brussels 1905, Paris 1906, Lausanne 1913. The fifth Congress held in 1914 in Paris was the first of a new type of technical Congress and was held, according to Coubertin's wishes, to discuss organisational questions and was open to the IOC, the NOCs and the IFs only.

Future Olympic Congresses are to be held according to Coubertin's original concept; organisational questions will be the responsibility of other bodies and the principle questions regarding the directions to be taken by the Olympic Movement will be openly discussed.

317 GROMOV Boris (URS):

UNESCO and the Olympic Movement.

In: OARe 1979, pp. 102-111.

L'UNESCO et le mouvement olympique.

In: OARf 1979, pp. 109-113.

UNESCO, IOC, Olympic Movement, Olympism, Olympic Charter, sports education

The lecturer, a leading member of UNESCO in the field of sports education, begins with an overview of the current contacts between his organisation and the Olympic Movement and particularly with the IOC. He deals in detail with decisions taken by the 20th General Meeting of UNESCO (November 1978), which had recommended close collaboration with non-governmental sports organisations. Sport had become such an important world-wide phenomenon that all those responsible must work jointly. UNESCO hoped to contribute in its own areas of education and science. The 20th General Meeting had therefore not only decided to establish a UNESCO sports commission, but also to draw up an international charter for physical culture and sport. The lecturer also deals in depth with this Charter and shows parallels with the Olympic Charter and Coubertin's definition of Olympism, in which the concept of education is a more important criteria than that of sports performance. There was therefore no competition between UNESCO and the IOC; these did, in fact, complement each other in the fight for the world-wide promotion of the educational value of sport.

318 NISSIOTIS Nikolaos (GRE/IOA):

The Concept of Culture Civilisation from a Sociological Aspect.

In: OARe 1979, pp. 112-118.

Le concept de la civilisation culturelle du point de vue sociologique.

In: OARf 1979, pp. 114-121.

Civilisation, culture, freedom, Olympic idea

The lecturer differentiates between civilisation and culture, describing civilisation as a technical, mechanical development connected with the life of the individual and of society. Culture, however, was a higher, spiritual level of civilisation, expressed by various sciences. Both culture and civilisation develop and progress, based on the freedom of the individual. This freedom, however, has an inherent danger; on the one hand, man can decide upon technical progress and to a certain extent against culture, and on the other he can decide in favour of culture and against technical progress. Finding a compromise in this connection is a problem for every society. There are always positive and negative influences upon civilisation and culture; these must be accepted as a reality, since they are both to a great extent responsible for the development of a society.

It is important to be active in culture, which consists of religion, philosophy, music and art. Part of the Olympic idea is to support the basic principles of human society. This includes developing the unity between mind and body, which can in turn create a healthy world.

319 MZALI Mohamed (TUN):

Olympism and Culture.

In: OARe 1979, pp. 119-129.

Olympisme et culture.

In: OARf 1979, pp. 122-132.

Olympism, culture, education, ideal of harmony

The lecturer sees the Olympic Games and Olympism as a cultural idea or even a cultural ideal. This includes, besides the physical aspects, a spiritual, intellectual, emotional and social education through sport. The effects of this have a positive influence on behaviour between peoples, and the Olympic Games are therefore a sign of tolerance and mutual respect. At the same time, Olympism is a way of breaking down the conflicting cultures of individual nations towards a universal synthesis, and thus coming closer to the Greek ideal of harmony.

320 POWELL John (CAN):

The Development of a Personal Philosophy in Accordance with the Humanistic Principles of Olympism.

In: OARe 1979, pp. 130-138.

Le développement d'une philosophie personnelle conforme aux principes humanistes de l'Olympisme.

In: OARf 1979, pp. 133-141.

Aristoteles, Plato, Coubertin, Brundage, Olympic education

The lecturer links classical philosophers (Aristoteles, Plato) with Coubertin and Brundage and today's Olympic Games and their aim and role.

On the basis of this theoretical approach, the lecturer makes practical references to the current Olympic Games.

He also makes proposals for carrying out Olympic education.

321 LANDRY Fernand (CAN):

Science, Sport Sciences and Olympism.

In: OARe 1979, pp. 139-160.

Sciences, sciences du sport et Olympisme: leurs influences réciproques.

In: OARf 142-164.

Olympic Movement, sport science, documentation, transmission of information

The Olympic Movement is today seen to be a social reality.

As information and documentation shows, however, scientific appraisal of its significance and role has to a large extent been ignored until now. The IOA can and must concentrate its

efforts on establishing sport science and play an active and leading role in giving a new definition of the social and sporting responsibility of the Olympic Movement.

322 POURET Henri (FRA):

The Contribution Made by the Olympic Movement to the Development of Human Relations.
In: OARe 1979, pp. 161-167.

La contribution de l'Olympisme au développement des relations humaines.
In: OARf 1979, pp. 165-172.

Olympism, internationalism, peace, friendship

The Olympic Games, in the lecturer's opinion, are a meeting place. They are not only a manifestation of peace but also promote human contact and international unity. The lecturer mentions three steps necessary in establishing friendships which through sport: contact, mutual understanding and mutual respect. The IOC and the NOCs contribute to this by creating the opportunity for bringing people together.

323 JOKL Ernst (USA):

The Scientific Significance of the Olympic Movement.
In: OARe 1979, pp. 168-176.

La signification scientifique du mouvement olympique.
In: OARf 1979, pp. 173-182.

Ancient athletics, top-level sport, sports performance

The lecturer compares sports performances in the past and present, and seeks the reasons for the explosion in performance. He deals with the following points:

- Social and economic changes;
- Medical progress;
- Women and sport (aesthetic question);
- Age and performance;
- Sport for the handicapped.

324 MASTERSON Donald W. (GBR):

The Influence of Sport on the Fine Arts.

In: OARe 1979, pp. 177-191.

L'influence du sport sur les Beaux-Arts.

In: OARf 1979, pp. 183-198.

Art and sport, Greek art

The lecturer believes that sport and art had common origins; both arose from ritual magic by which primitive peoples attempted to conquer their surroundings. In ancient Greece, athletics and art had a common basis. Sculptures and paintings were created in the close vicinity of the competition sites.

Sport and art are therefore similar when sport reveals characteristics which can be described as artistic or aesthetically beautiful. Beauty is the main criteria for art, whilst a top athlete in total control of space and time is a by-product of this. The lecturer also deals with art in ancient Greece.

325 ROESCH Heinz-Egon (FRG):

Olympism and religion.

In: OARe 1979, pp. 192-205.

Olympisme et religion.

In: OARf 1979, pp. 119-211.

Olympism, religion, freedom, fair play, friendship, peace.

The lecturer examines the problems of religion and Olympism according to his own concepts and to reality, and interprets this from the point of view of sport, sociology and theology. Religious and sports education should be understood in a broader sense. Olympism is not a religion as Coubertin and Brundage had seen it, but rather a "reminiscence". Olympic philosophy cannot take the vacant place of ancient religious understanding, and it is therefore necessary to find a new interpretation of the concept of Olympism. The lecturer uses the terms freedom, fairness, friendship and peace, which he then deals with in more depth.

326 DYSON Geoffrey (GBR):

Forty Years On: Some Thoughts on Coaching and Development.

In: OARe 1979, pp. 206-213.

Quarante années déjà: quelques réflexions sur l'entraînement et développement.

In: OARf 1979, pp. 212-219.

Coaching, science of coaching, preparation of coaches

In the lecturer's opinion, science is playing an ever greater role within coaching. A coach requires knowledge from all areas of sports medicine, techniques of coaching and movement and psychology, and must be able to use this in coaching. Moreover, he should always remain open to new theories. Experience is important for a coach, and this can only be gained after long years of intensive coaching work. The lecturer also deals with the possibilities for preparing coaches within Great Britain.

327 SHADDAD Kamal Hamid (SUD):

Olympism: Second Thought and a New Paradigm.

In: OARe 1979, pp. 214-218.

Olympisme: réflexions auxiliaires et un paradigme nouveau.

In: OARf 1979, pp. 220-224.

Olympism, harmony

The lecturer compares Olympism with a lifestyle based on physical exercise. This leads to sporting behaviour, fair play, amateurism, the absence of any kind of discrimination, and the strengthening of mutual understanding between peoples, races and nations. The end product is a harmoniously developed individual. The lecturer also mentions difficulties and adverse influences upon sport. He concludes by attempting to define the concept of Olympism.

328 KAMUTI Jenő (HUN):

The Experiences of a Competitor in the Olympic Games.

In: OARe 1979, pp. 219-225.

Expériences de la participation aux Jeux Olympiques.

In: OARf 1979, pp. 225-232.

Olympic participant, amateur question, Olympism, sports career

The lecturer describes his experiences of participation at five Olympic Games. He also deals with current problems within Olympism (eg. amateurism).

