

International Council of Sport and Physical Education
Conseil International pour l'Education Physique et le Sport
Weltrat für Sport und Leibeserziehung

I C S P E

DECLARATION ON SPORT

prepared by I.C.S.P.E.
in cooperation with U.N.E.S.C.O.
after consulting the Governments
and private organizations concerned



I C S P E
c/o MAISON DE L'UNESCO
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MESSAGE by Mr. René MAHEU

Director-General of U N E S C O

The General Assembly of the International Council of Sport and Physical Education took an extremely important step when, in October 1964, it adopted the **Declaration on Sport** (reproduced below) and decided to submit it for consideration to all interested in sport, and particularly the organizers of sport and educators.

This consideration gave rise to a number of pertinent remarks and comments on the part of many organizations throughout the world, which were extremely useful to the Council in putting the Declaration into final shape.

In its new form, the Declaration was made public on the eve of the Nineteenth Olympic Games which have provided a further striking demonstration, on an extraordinary scale, of the great and continually increasing importance attributed to sport in the modern world.

A world-wide social phenomenon, whose roots ramify deeply into the young and adult lives of men and women — exercise and spectacle, asceticism and recreation, occupation and education, hygiene and culture — sport is no longer the whim of individual escapism. Henceforth, it is closely linked — longer the whim of individual escapism. Henceforth, it is closely linked — with the great problems upon whose solution the future of our civilization depends: the rejuvenation of populations, urbanization, community organization in rapidly developing societies, the building up of structures in States that have suddenly become independent, the use of leisure provided by the mechanization of work or by underemployment.

The prodigious success of sport inevitably generated its own problems but, until recently, they were tackled and, to a large extent, solved by the (mostly unpaid) rulers of athletics — striking evidence of the originality of sport and of the creative forces that animate it, but also of the indifference which the traditional leaders of society so long showed.

Today, all this is completely changed. The economic forces behind recreation, particularly in free enterprise countries; the State, particularly in planned economy countries; and, in all countries, the trade unions, political parties and even the churches are taking an increasingly active interest in sport — to serve it, naturally, but also to use it for their own purposes. And so sport, which almost perished at the outset for lack of understanding, now risks getting lost by alienation.

Vain regrets are a waste of time. What might be called the craftsman era in sport is over, once and for all, relegated as definitively to the past as the preceding era of the aristocratic pioneers. There is no going back. Need we regret it? It is perfectly natural, and even a cause for positive satisfaction, that sport, having entered the main stream of social evolution, should now have joined up with the forces and structures that command that evolution.

It is clear, however that, if we are not to find ourselves adrift, the moment has come to take our bearings and check our navigation. It is high time to reconsider our terms of reference unless we want sport to be changed into something inherently different by abusive exploitation. We must reconsider its organization and, even more important, its purpose — its contribution to the formation of modern man with due regard to its basic psycho-physiological originality, the profound alterations and considerable changes of dimension that have occurred in its social substratum.

This was precisely the aim of the authors of the present Declaration, and it is particularly for this that we must congratulate and thank them.

The Declaration very rightly endeavours first to define the place and role of sport in the **school**. Although the educational value of sport has long been recognized, the full possibilities it offers in this respect have never been properly exploited or even adequately explored. Above all, the integration of sport into the total process of developing the personality by associating it closely with the other aspects of education is a problem which still awaits a satisfactory solution. Too often sport remains in school recreation a compensating activity, even an escape. Sport becomes truly educative only when **the same** moral propensities and attitudes in the personality of pupil and student are simultaneously developed, **consciously and systematically**, by physical exercise and by their intellectual training or practical work.

We are still very far from an education on those lines despite the obvious need and the eagerness of young people for it. A great deal must first be done by those responsible for school and university programmes and administration, and for teacher training. This the authors of the Declaration rightly emphasize.

Leisure is — or should be — for the adult what school and the university are for the child and young person: by no means the opposite of life or something divorced from it, but rather that sheltered interval when there is time to experience life, to reflect impartially on its real meaning. It is a great mistake to devote our leisure to diversion, that is, in the strict sense, to being taken out of ourselves. On the contrary, the whole object of leisure is to afford us an opportunity to be really ourselves, freed and absolved from the constricting and warping influences of whatever is utilitarian and conventional.

Sport, which in its different forms accounts for so much of leisure time, can play a vital part in making it a factor for the full development of the human personality. But to do this, sport must not be viewed and practised merely as a means of whiling away the time but as a definitely educational occupation. The term «educational», which I use here in its fullest and deepest sense, should not cause surprise. For, more and more frequently, the concept of «permanent education» is being used to define the obligation imposed on adults today if they wish to play an active and creative part in a world in which knowledge and technology are in a perpetual state of flux and progress, to continue their education and training for constantly changing tasks well beyond the normal period of schooling and, indeed, more or less through out their lives. School and even university education are but the first phase — and the most formal one, since such education is largely organized by others for young people who are not yet free to do as they will — of this permanent education. But the whole process is basically the same, and sport should play in adults leisure time the same formative and educational part as it does in the education of youth.

In the case of adults, this devotion of their leisure to sport of course

presupposes a system of organization just as carefully thought out and even more complicated than that generally to be found in schools and universities. The fact is that, in many countries, sports activities, if they are organized at all, are organized only in a rudimentary way, and not always with a view to educational benefit, still less with a view to disinterested education aimed at developing the personality of free individuals. There are thus grounds for satisfaction that the Declaration is not just a reminder of those virtues inherent in the sporting spirit which are the main contribution of sport to adult education, but that it specifies the practical measures and techniques that are also necessary if sports activities are to be given means commensurate with the demands of leisure.

Lastly, the Declaration deals with the particularly controversial subject of sport at **the highest level of competition**. This question, though apparently of interest solely to experts, is in fact of very wide significance. Not only do the leading lights in the sports world, like a true elite anywhere, serve as pioneers and examples for the movement as a whole, but it is because of and in connexion with this top-level competition that we find outside forces and interests — such as economic and political ones — intervening and tending increasingly to organize sport and determine the direction it takes. It would thus be no exaggeration to say that the future of sport in the world and in the community will largely depend on the conception that is adopted of top-level competition and on the status that is accorded to athletes taking part in events at that level.

Do these rivalries and encounters, providing our present age, as they do, with its most thrilling form of entertainment, represent a sort of emulation whereby, under the discipline of common rules, «le printemps de l'espèce», to use Coubertin's expression, strives to push ever further back the physical and moral bounds of human effort? Or do they rather represent a diversion of enduring ancestral brutishness towards mock combats or, more simply, a diversion of the will to power towards the attainment of physical excellence which finds satisfaction in its own superiority without turning to actual domination? — a catharsis which, finally, is reassuring. Or are we, unfortunately, to see in them the extension, expression or even, on occasion, the instrument of real antagonisms whose causes are to be sought elsewhere — in prejudices inherited from past conflicts or in the political and ideological incompatibilities dividing men today? The path that sport will travel in the future depends on the answers we give to these questions. It will either be the path of humanism, for humanism is taming the savage in us (if such there be) and, even more, building character by training body and soul together; or it will be the path of chauvinism, if not racism, in which man destroys man in a succession of degrading conflicts. It will be appreciated that Unesco attaches supreme importance to this question.

For this reason, I was particularly happy to note that the Declaration stresses the importance of **fair play**, which gives sport its human quality and is compounded of complete honesty towards one's opponent, even in the heat of the most strenuous contest, and of exacting moral self-criticism. It is this attitude of mind which makes it possible for sport, resisting the dangerous temptations and exploitation to which it is all too often exposed for the purposes of power, to make its priceless contribution to international understanding.

The Declaration also, very rightly, dwells at length on the problem of the social status of the athletic elite. It defines in the clearest terms the dilemma at present facing the champion who is obliged to choose between an amateurism

which is quite obviously materially incompatible with the technical requirements of top-level athletic events, and a professionalism which excludes him from some of the greatest contests, among them the Olympic Games.

Fairly and squarely, it lays down the principles, both just and realistic, of a reform, the need for which is becoming more urgent every day, though the practical measures to be taken may obviously differ from case to case. They are an essentially internal matter depending on the form of organization peculiar to each sport and each country and, as such, call for no comments on my part. I would, however, point out that, whatever steps may be taken, they cannot be regarded as satisfactory unless, on the one hand, they do away with the present hypocrisy and, on the other, safeguard the future in society of the athletic elite. The rules that still require the best athletes to remain, on paper, unconditionally amateur derive from an aristocratic view of sport that no longer corresponds to the overwhelmingly democratic sport of today. And the pseudo-amateurism of the champion who has been forced to find a way of getting round these rules from another age is a deceit which discredits those very people — the athletes and those in charge — who should be the model of integrity in sport at the same time as the embodiment of athletic prowess.

In any case, such proposals provide food for useful reflection, and that I understand to be the real purpose of the Declaration.

For the Declaration does not offer a complete and definitive philosophy that need only be publicized, or a programme to be applied as it stands; still less, the framework for an organized movement. On the contrary, its true and only purpose is to invite investigation and critical thought. The trend is certainly suggested, but the invitation covers every kind of initiative or follow-up. It is not a culmination but a starting point.

I hope, as such, that its appeal will find an echo throughout the world, and that it will be carefully examined by everyone that sport concerns: sports leaders, educators, public authorities, the organized structures of work and leisure.

Unesco will follow this effort of reflection with the closest attention and sympathy. What modern man needs most is not control over nature — even his own — but lucidity in the use he makes of his freedom; and this lucidity demands an unrelenting exercise.

René MAHEU
Director-General
United Nations Educational,
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INTRODUCTION

by the Rt. Hon. Philip Noel-Baker, President of ICSPE

Since 1945 the Olympic Games have been important milestones in the life of our post-war world. Wembley, Helsinki, Melbourne, Rome, Tokyo, Mexico each has added to the fame and glory of the Olympic Movement. At each successive celebration more hundreds of millions of people have followed with hope and pride the exploits of their national champions. Each time the champions themselves, in the stadium and in the Olympic village, have known a comradeship which they will never forget. Each time has been proved — as Baron Pierre de Coubertin proclaimed — that sport can be a powerful instrument for good international understanding. The Games have shown the athletes, the spectators, the press, mankind in general, that life can offer something nobler than the squalid nuclear militarism or the bitter political disputes which seem to obsess so many Governments today.

But those who organise the Games, those who govern the sports which are included in the programme, those who lead and train the teams, know that behind the romance and glamour of the Stadium there are problems, grave and urgent problems to be faced and solved. Sport provides the greatest spectacles in the world today. It draws the greatest crowds. It can charge the highest prices. Money — in many countries now big money — is involved. There must be large capital investment, large annual revenues, to provide the sports-grounds, the arenas, the equipment, the coaches and the trainers, without whom the athletes cannot reach the highest standards of athletic skill.

As to star players and athletes, they must give much time and effort before they reach world class. This inevitably causes them expense, and may interfere with their family life and work. When they see the organizers of their contests making large profits out of their personality and skill, they wonder why, like other artists, they should not have a share. This can happen with men and women whose devotion to their sport is of the most idealistic kind. It creates the problem of «sham-amateurism», of the insidious undermining of personal and collective integrity which sham-amateurism must involve. This is becoming, or has become, a real danger to high-class sport.

Another danger, chauvinism, can too easily arise in great international contests, especially if the sporting Press have an inadequate sense of the grave responsibility they bear. People will then give exaggerated importance to victory, and this may lead to cheating, brutality, doping, and indeed to all kinds of excesses.

Money and chauvinism thus imperil the ideals on which the Olympic Games and all the International Sports Federations have been built, and in particular the standards of fair play.

Fair Play is the essence, the sine qua non, of any game or sport that is worthy of the name. It is as essential in professional as in amateur sport. Fair play requires not only strict but also glad and willing adherence to the rules, both in the letter and in the spirit. It implies respect for one's opponent,

and for oneself. Without fair play, a sporting contest can become a humiliating and a degrading experience. Both in national and world competitions unfair practices have sometimes entered in. If they should spread, sport's value as education, as a medium for collective effort and enjoyment, as a means to good international understanding, would be lost.

Since the Olympic Games in Rome, the International Council of Sport and Physical Education has made a careful study of these anxious problems. At Tokyo, its General Assembly approved a Draft Declaration which analysed the problems and put forward tentative proposals for their solution. This Draft was submitted for free discussion to those who organise and govern the sporting world, and to all those who are concerned about the future of sport.

In reply, many suggestions have been received from those who are qualified to express responsible and authoritative opinions. In the light of what they have been good enough to say, a new version of the Declaration has been prepared.

The International Council of Sport and Physical Education hope that the Declaration, which has resulted from so much thought and effort, will adequately meet a long-felt need, and will receive the massive support which they believe that it deserves.

Philip NOEL-BAKER.

PREAMBLE *)

Sport

1. Any physical activity which has the character of play and which involves a struggle with oneself or with others, or a confrontation with natural elements, is a sport.
2. If this activity involves competition, it must then always be performed with a spirit of sportsmanship. There can be no true sport without the idea of fair play.
3. Sport thus defined is a remarkable means of education.

The sports group

- 1 Loyalty in competition is the guarantee that the values set up in the stadium are genuine. It confers a human quality on the world of sport.
2. Sport encourages men to meet in an atmosphere of joy and sincerity. It enables them to know and respect each other more fully and awakens in them the feeling of solidarity, the taste for noble and unselfish actions. It gives a new dimension to the idea of fraternity.
3. A sports group is a family. The sympathy and human warmth which each one should find in it, the friendship which can be created in sporting contests, are the secret of its cohesion.

The development of man through sport.

1. Sport, when adapted to the specific needs and abilities of the individual, is a source of health and balance.
- 2 Sport encourages man to act and take part, in a field which lies outside the requirements of every day life. It develops his taste for initiative and responsibility.
3. Sport gives man an opportunity to know, to express, to surpass himself. It enables him to discipline his action and increase his efficiency. It frees him of certain physical limitations and, in doing so, reveals to him a freedom too often ignored, «physical freedom».
4. As a factor of individual development and as an essential part of any social organization, sport contributes towards human progress.

* Extracts from the Report of the « Commission on Doctrine » of the Haut Comité des Sports, France.

The right of all to practise sport

1. Sport must be an integral part of any educational system. It is necessary for the balance and complete education of the young and prepares them for the healthy use of their leisure time in adult life.
2. Any attempt to restrict access to sport for racial, political or religious reasons, or to establish a discrimination of any kind, is incompatible with the spirit of sport.
3. Every sportsman has a right to attain his fullest potential in his sport, regardless of his social background.
4. Sport facilities must be sufficient to enable every person to practise the sports of his choice in favourable circumstances.

Obligations of the sportsman

1. The sportsman must obey the spirit and the letter of the rules in complete loyalty.
2. The sportsman must respect his opponents and the match officials before, during and after the competition. He must in all circumstances preserve a correct attitude towards the public.
3. The sportsman must always keep his self-control, preserve his calm and dignity. He puts all his strength into winning a victory, but is capable of avoiding the discouragement which may follow failure or the vanity which may spring from success. His best reward is the feeling of well being and joy which results from effort.

Duties of the sports leader

1. The leader is faced with a mission of physical and moral education; he must show himself worthy of this responsibility. He has in particular the task of preserving the ideal of amateurism without which sport would lose one of its principal virtues.
2. The leader must be conscious of the social and cultural nature of leisure time sport and must attempt to create in the groups he leads a broad basis of solidarity which goes beyond sporting interests alone.
3. In his work, the leader must always be guided by the ideal of promoting human development through sport. He must see that fair play is respected by all, thus furthering the aim of sport to serve humanism and peace.

THE CONTRIBUTION OF SPORT TO MANKIND

Sport has existed, in one form or another, in all civilizations, even the oldest ones. It evolved in new ways in the 19th and 20th centuries, when widespread expansion took place. **Its organization has developed empirically, largely through the voluntary action of individuals, through clubs and through the various national and international sports governing bodies.** Much progress has been made, many problems solved, fair competition ensured and steps taken to see that sport serves the best interests of all those taking part.

There can be no doubt that sport organized in this way has contributed substantially to the happiness of mankind. The hopes of those who, inspired by the vision and courage of Baron Pierre de Coubertin, have succeeded in giving sport activities their right status in the Community and giving ever increasing significance to the Olympic Games, have been amply justified.

NEW PROBLEMS IN A CHANGING WORLD

For the past fifty years, and especially in the last twenty five, great problems have confronted mankind.

Economic and technological changes have improved Man's living conditions, but they have also given rise to new dangers to his health and notably to his mental balance. Thus they reduced the need for physical effort in everyday life but created new obligations, particularly on the nervous plane: prolonged attention, quick reactions, complex coordination of movements, etc.

At the same time, largely because of the changes which have taken place in the world and the new problems these changes created, sport has evolved considerably and has spread among the various social groups and in all countries.

It is true that sport alone does not solve all the problems; generally speaking, however, it contributes to solutions to a much greater extent than is generally suspected.

Among the present changes, some have a particular link with sport :

- 1 — The evolution of industrial processes demands new skills and dexterities from some people, but often also imposes a fragmentary and monotonous work as well as a high degree of nervous tension.
- 2 — The process of industrialization brings about the growth and expansion of urban areas. This is the cause of major changes in the general setting and way of life: distance from nature, slackening of family ties, ascendancy of a civilization of consumers, long and tiring daily journeys, anonymity of everyday-life, etc...

- 3 — The leisure time available for self-development is constantly increasing but at the same time there is a multiplication of those leisure time activities which only require of the individual a passive participation with no possibilities for initiative or creation.
- 4 — Because of the rapid increase in knowledge and the necessity for continuous adjustment, an ever increasing part of leisure time must be devoted to a permanent acquisition of knowledge.
- 5 — Mental activity is to-day more important than physical activity. Qualities of strength, endurance and agility do still find opportunities for expression, but less and less frequently.
- 6 — Some qualities of character which especially find expression in physical activity — physical courage and physical vitality for instance — find for most people less outlet in everyday life than before, even if the modern world, with the exploration of space, the depths of the ocean and the far regions of the world, open new horizons for a minority of « pioneers » who require a high level of physical and moral qualities.

THE CONTRIBUTION OF SPORT TO THE SOLUTION OF THESE NEW PROBLEMS

Sport, as a physical effort, a struggle, a game and an opportunity to take part in social activities, satisfies certain essential tastes and needs of the individual. This explains why sport has always enjoyed a universal audience. However, modern civilisation is giving it an even greater significance and a special vocation.

Sport is becoming an indispensable element required to compensate against the strain of modern living. It contributes to the physical and mental balance of man threatened by the consequences of industrialisation, urbanisation and mechanisation.

It offers an exceptional means of shaping the young. In an educational system which is too frequently centered on the acquisition of knowledge alone, sport promotes and develops certain qualities of character which become fundamental in action. It is one of those rare activities which call upon the body, the mind and the will all at the same time.

It is an active leisure time occupation which encourages participation and initiative. Its variety and the possibilities of adaptation it offers enable anyone, according to his aptitudes and desires, to express and fulfill himself. Consequently, it provides an interesting solution to the problem of leisure by affording relaxation, amusement and the enrichment of the personality.

It allows the creation of social groups which ignore the hierarchy based on money or professional success, and which are permeated with a spirit of comradeship and fraternity, thus introducing a new dimension to human relationships. It provides therefore a concrete basis on which to build happy local, national and international contacts.

Sport asserts itself as being an essential element of culture. It initiates in an ethic, in a way of life, in a moral behaviour, at the same time as it brings a fresh contribution to the knowledge of oneself and of others. In several of its forms, and notably in open air activities, it increases Man's sensibility.

Sport makes use of and helps science. Scientific analysis of the physiological, sociological, psychological and pedagogical aspects of physical exercise, humanist studies of historical, aesthetical and philosophical nature, and applied research in the medical and technological fields, contribute to a better understanding of the sport phenomenon, a better knowledge of what has to be done and give rise to great progress in human science.

Everything which we have said concerns industrialized countries and also developing countries, even if the changes we have mentioned seem to concern the former more than the latter. We must however consider the specific facts concerning the countries of the Third World. To these countries, the development of sport is obviously less important an issue than their struggle against hunger, underemployment, an excessive birth-rate or socially maladapted behaviours. Nevertheless, sport has its own justifications and must be included in the development programmes because it can help effectively in improving the health, resistance and efficacy of the populations, in strengthening national unity, in furthering participation in international life, in diminishing racial tensions and, to put it shortly, in accelerating the process of development.

Sport as an activity is therefore, in a very general way, particularly adapted to the various necessities of the modern world. In the future, it can and must be made to play an even more decisive role than in the past in the development and the better social integration of Man.

Henceforth every means at our disposal must be used to develop this activity. Those who, in any capacity whatsoever, are concerned with the future of man and society, must help to take the necessary measures in this direction.

It is the object of this Declaration to remind them of their responsibilities and to attempt to establish the kind of action which must be taken in the three major fields of sport in school, leisure time sport and championship sports.

Chapter I

SPORT IN SCHOOL

SPORT AS AN INTEGRAL PART OF EDUCATION

The importance of physical activity in the education of young people has long been recognized. Well conducted sport contributes to the harmonious physical development of the child, prepares him physiologically to the output of effort, increases his physical and mental stability, helps to develop his will and character and favours his social adaptability.

Modern education must also prepare the child for the use of his leisure time while he is young and in later life. Men must acquire the habit and taste for sport at an early age if they are to practise it throughout their life. It rests on the school to adapt its programmes and teaching methods in such a way that this habit and taste are deeply rooted.

A BALANCED EDUCATION

An individual, whatever his ultimate role in society, needs in his growing years a due balance of intellectual, physical, moral and aesthetic development which must be reflected in the educational curriculum and time table. Unless

a reasonable limit is set to the total demands of intellectual studies, this is nothing more than a pious hope.

Between 1/3 and 1/6 of the total time table should furthermore be devoted to physical activity, the proportion diminishing as the child grows older. This activity must include a general physical training, a corrective one if necessary, games and open-air activities and tend towards sport in an increasing proportion as the child grows older.

APPROPRIATE PROGRAMMES

The foregoing principles apply equally to boys and girls. The physical and sport activity must however take into account both the age and sex of the pupils and also their possible unfitness ; the growing importance of sport in the programmes renders the necessity for a frequent and precise medical control more and more important, in order to detect incapacities or deficiencies and to avoid excesses.

While the first concern of those who teach must be to introduce the activities appropriate to the pupils and likely to interest them immediately. The activities which **can be continued during adult life are of especial interest.** Activities in which groups of people of different sex and different age can take part, as in the case of a family, must also be included in the programmes.

ADEQUATE FACILITIES

Adequate facilities must of course be available to allow a real integration of sport in school.

Whenever possible, these facilities must be situated inside the school or at least very near to it and set up in such a way that they can be used by the neighbouring communities outside school time.

SPORT AS AN OPPORTUNITY FOR FREE ACTIVITY

More than some other activities proposed by his teachers, sport gives the child a possibility to act freely and enjoy the pleasure of using his knowledge without restraint. **A balance must be found, through membership of a sports club for instance, between the time for initiation and the time for initiative, between work under supervision and personal work.**

SPORT AS A PREPARATION FOR RESPONSIBILITIES

The schoolboy, later the student, should find a valuable opportunity in sport to develop a lasting taste for leadership and a sense of responsibility, through his role as captain, referee, organizer. It is the duty of the school to give him this opportunity and to enable him in later life to set an example and to take a more effective part in the life of social groups, particularly sports groups.

THE IMPORTANCE OF FAIR PLAY

When competitive sports are being practised, the rules must be strictly and honestly adhered to and the decisions of the referees fully accepted ; the child must behave as a « true sportsman ». **It cannot be stressed too greatly that the true concept of fair play must be acquired by the individual on the school field.**

THE DEVELOPMENT OF SPORTING TALENT

Sport education should, as far as possible, be varied in a harmonious way. However, there should be opportunities for a child who has a gift for a particular sport, whatever it may be, to attain a high standard after suitable training. If this means that a sport activity should be undertaken outside school, this should be encouraged. However, parents, teachers, doctors and sport coaches have great responsibilities in this respect: they must never oblige a child to practise sport more than he wishes, even if he is very gifted; **they must ensure that his education is well balanced and his future is well protected.**

THE QUALIFICATION OF TEACHERS

The teaching of sport, like that of other disciplines, requires teachers of quality, who have received a professional training adapted to the age of their pupils.

At the primary school level, the necessary unity of education is ensured by a multi-discipline teacher, trained to teach all subjects. In the secondary schools, teachers offering two disciplines are often employed in various countries, but in view of the level of qualification which is necessary and which justifies a lengthy and relatively specialised training, it is difficult to generalize about this system. It would however be interesting to conduct experiments in lower level classes in order to determine the benefits for the children, — especially the question of how to ensure a harmonious transition between the primary and the secondary classes — and also to determine the limits of this system. However it appears certain that great teaching efficiency is attained when a teacher is able to teach to the same pupils both an intellectual discipline and sport.

It is also fitting, with a view to obtaining all round education, to encourage by appropriate means the participation of teachers of intellectual disciplines in the conduct of children's physical activities as well as the participation of sport teachers in the teaching of intellectual disciplines.

Chapter II

LEISURE TIME SPORT

SPORT AS A VARIED AND EDUCATIONAL PASTIME

The quality of a civilization depends partly on the leisure time activities offered and the way these activities are adapted to social needs. New living and working conditions add to the duration and the importance of leisure time, which shall play an ever increasing part in self-development.

Leisure time is the privileged field of individual choice and freedom. It is of essential importance that it should give everybody the choice between numerous alternatives suited to all tastes and needs. In particular, as far as leisure time sports are concerned, people who are not, or are no longer attracted by traditional competitive sport must find facilities enabling them to practise well adapted physical activities and open-air activities. The latter in particular assume great importance in our time of urban development because of their variety, their perfect adaptability to personal needs and possibilities, the return to nature they entail and their quality of bringing families closer together.

In a general way, sport stands out as a choice pastime, for it encourages the development of the personality of the individual outside professional life. Youth organizations and cultural associations must understand that it is essential that they should give a special place to physical activities. For their part, the essentially sporting organizations must realize the need to instill their members not only with a simple liking for sporting activities, but also with the idea that sport contributes in a very valuable way to Man's whole formation.

SPORT AS AN OPPORTUNITY FOR SOCIAL CONTACTS

Sport, which is accessible to all regardless of their culture or social background and ideas, makes the most unlike persons join together in an activity which fosters mutual acquaintance and team spirit, both of which are factors of social and individual progress.

THE SPIRIT OF SPORTSMANSHIP

The educational implications of sport in all its forms as well as its cultural and social aspects, mean that club leaders and the instructors who assist them must impose an absolute respect of that spirit which gives sport its nobility and moral value.

Sportsmanship can be identified with fair play, that is to say a loyal respect of the rules, written and unwritten. It requires a generous attitude towards one's opponents during the struggle, the strictest discipline in relation to the referee and calmness in victory as in defeat. It is the basis of sport, giving it its chivalrous character.

Its fortunate effects can in fact go further than the limits of the stadium. The honesty of the true sportsman in everyday life will be an example to all and his generosity will appear in numerous helpful activities in the community. Thus, through sport, fair play may become a way of life.

AMATEURISM

The material disinterestedness implied in leisure time sports is favourable to this sporting spirit, for it helps to create the relaxed atmosphere in which fair play can flourish; however it is not indissolubly bound to it: some professionals show the best sporting spirit and some amateurs have none.

If «amateurism» — that is to say the state of mind of the athlete who practises sport, in a disinterested manner, for the pleasure of the struggle and the accomplishment — can no longer be considered as the basis of sport, it does remain the normal attitude of all those who practise sport as a pastime. Their aim is the game itself, the feeling of well-being which springs from effort and personal progress. As a free act, practised without any other consideration than that of seeking relaxation, recreation and improvement, **sport takes for them its ideal form: it is amateur sport, in the full sense of the word,** and it is important that it should be and remain so for the vast majority of sportsmen.

THE NECESSARY EQUIPMENT

To conceive a programme of leisure time sporting activities for the largest possible number of people means that the appropriate equipment must be placed at their disposal. If it is logical and desirable that individual initiative should contribute towards the creation and life of small sporting units, **the building of installations is a full-scale undertaking which mainly concerns the Governments, local communities and the larger private organizations.** Their

action in this field, far from being the expression of paternalism or State interference, takes on the character of an intelligent social investment in favour of the community.

Furthermore, it is essential that the planning of facilities should take into account the existence and even the development of different kinds of leisure time : daily, week-end and annual leisure periods. Following this line of thought, the importance of open-air sports, alongside that of traditional sports, must be stressed. These activities satisfy modern man's irresistible desire to escape and his instinctive need to make contact with the natural elements.

Facilities for both open-air and traditional sports must be designed in such a way as to be really attractive. As far as possible, they should interest both young and old and should afford the possibility of family leisure.

INSTRUCTORS AND COACHES

The presence of specialized leaders and instructors in each sporting unit is necessary for organization and leadership. Instructors and coaches must have competence, the gift of inspiring others and care for their education ; this can only be achieved through serious training and a true vocation. They must also be attached to the atmosphere of joy and freedom which gives sport its character of a pastime.

It is important to take a determined stand against passive commercial leisure which is reducing man to the state of a simple «leisure consumer». This is why the profession of the active leisure time leader must be recognized as a social necessity and already prepared at school.

Chapter III

CHAMPIONSHIP SPORT

SPORT AND THE PROMOTION OF THE CHAMPION

The ideal of excelling which animates sport leads inevitably to championship sport. This form of sport is an outstanding spectacle, an element of solidarity among sport groups, an opportunity for the youth of the whole world to get to know each other. It serves society in the same way as it is essential for the development of sport among the masses and for the progress of sporting techniques and some of the sciences of Man. **Moreover it contributes towards the human fulfilment of the champion** by giving him the possibility of asserting his natural qualities and reaching self-achievement through struggle and effort. **It is always a factor for his social advancement, and sometimes for his professional advancement.**

The Olympic Games represent the most popular, most universal international sports competition. Created by Pierre de Coubertin, developed by the International Olympic Committee with the cooperation of the International Federations and the National Olympic Committees of more than 120 countries, the Games are now of exceptional importance and have become in the sports concerned the main objective of the champions of all countries ; they are also a remarkable illustration of the idea of sport and of the benefits gained from championship sport.

Imbued with the spirit of fairness and comradeship found in athletes of all races and beliefs, the Olympic Games can help to lessen the tensions which exist on this earth.

THE DANGERS

Excessive participation by young people. Adolescents, and even children, take a constantly increasing part in competitive sport. This is a natural and desirable development, but we must avoid excesses in training, in participation to competitions, in the importance given to the results. These excesses can be a threat to the health and mental balance of the young athletes.

Bad social orientation. Wrongly advised by their parents and their sport leaders, young athletes may have illusions on their chances of building their life and that of their family on their successes in sport and the means they will draw from them. It is only on very rare occasions that they succeed in doing this and, even then, a career in sport may not be their best way of attaining full personal achievement. For one champion who attains national or international value and thereby earns a living, thousands of others, attracted by the dangerous hope of short-lived fame, stop their studies or apprenticeship too early, only to realize too late that they have chosen the wrong path and have endangered their future.

Drug-taking. This is very dangerous for the health and constitutes an unfair practice contrary to the spirit of sport. A salutary struggle has been started to keep competition honest and safeguard the educational virtues and physiological advantages of sport. This struggle must be continued resolutely by both sport leaders and athletes.

Chauvinism. It is only natural that a club, a town or a country should be proud of a victory won fairly by one of its athletes or one of its teams and should consider it as a merit of the community itself. But this pride must never at any level become chauvinism, a low and dangerous sentiment which may lead to the transformation of the stadium into a closed field where athletes, determined to win at all costs, confront each other in an undisciplined and unrestrained struggle before fanatical spectators. For then, the aim of sport to illustrate the ideal of fair play and favour understanding between the human groups is jeopardized. At all levels chauvinism is pernicious and must be fought.

Some governments have encouraged it in trying to use championship sport to serve their political interests. Thus they contribute to giving an extension of international conflicts in the world of sport and sometimes prevent sport from fulfilling its higher humanist and pacific mission.

Commercialisation. Some commercial or industrial firms have occasionally tried to use sport to gain material profit. Such action is dangerous since by making sport a means of publicity it may add to the incentives of the athlete a purely material interest and distort the very spirit of sport.

The athletes and contingently their relatives, sport leaders, educators, public authorities and journalists of the written, spoken and filmed sport press, must bear in mind the existing threats to championship sport and consequently to the future of sport. They must keep watch over this spirit of restraint, of truth, of friendship which gives sport its human quality and which explains its extraordinary radiance and development.

THE PROBLEM OF AMATEURISM

Championship sport demands large sacrifices. If the champion wants to succeed, he must accept rigorous discipline in his daily life and he must devote an important part of his time to training, to travel and to competitions. **In most sports, it is now practically impossible for an athlete who wants to reach the summit to have a full-time occupation.**

As a result, the champion and his family have material problems which, with the present rules of championship sport, generally cannot be solved. In numerous countries these rules oblige the athlete to choose between « amateurism » and « professionalism ». Yet the apprentice champion cannot become a professional since he has not reached a sufficient standard to face the best champions and earn his living by sport alone, and, if he remains an amateur, he is very often faced with difficulties in finding the time necessary to make good progress. **Thus — if he sticks to the rules — he risks not being able to ensure both his sporting success and his future in life. He has no escape from this disastrous dilemma.**

The maladjustment of the present rules to the modern world has thus naturally led many leaders and athletes in most sports to break them ; in particular « sham-amateurism » has developed, thus jeopardizing the sport ideal of truth and loyalty among the elite.

The champion, when he is compelled to lie and cheat, becomes a deplorable example to the young and discredits sport in the eyes of those who are concerned with the formation and development of men.

PRINCIPLES FOR REFORM AND SOME POSSIBLE SOLUTIONS

A reform is thus necessary in championship sport. It must eliminate the hypocrisy of sham-amateurism. It must at the same time create the conditions necessary for the fullest sporting development of the athlete and awaken among leaders a real concern for the future of the champion.

The problem differs according to the countries and the sports. It is the duty of the leaders concerned to formulate and to put into practice the measures which are appropriate for the particular case of their country and their sport.

Several attempts at reform have been made in these last few years ; it is worthwhile analyzing them :

- 1 — One International Federation considers that the best way to eliminate « sham-amateurism » is to abolish the word « amateurism » from its international statutes.

The National Federations can then, in accordance with the particular conditions prevalent in their countries, establish their own rules and, in particular, define the rights of the players as regards prizes, expenses and publicity. They can no longer secure an unfair advantage through interpreting the rules in their own way, for, on the international plane, there are only « players » who are all authorized to take part in the big events ; this avoids discussions as to their qualifications.

However this solution weakens the ideal of disinterested sport.

- 2 — A second International Federation adopts another solution which avoids this regrettable abolishment of the idea of amateurism. It keeps the status of « Amateur » in its rules, but, as it is impossible for a player to reach his maximum limits if he really remains an amateur, it creates a second status (the adoption of which by the National Federations is in fact optional), that of part-time professional.

This authorises any player aged at least 18 to gain material profit openly from sport but obliges him to have a part-time occupation (studies or work) other than sport competition. Semi-professionals can play in all the competitions organized by the National Federations, except those specifically reserved for amateurs.

The creation of this new category of players shall not entail the disappearance of the already existing category of « professionals » for there is always a very small minority of players, the best, whose interest is to avoid the controls and discipline imposed by the National Federations. This is why these rules provide for competitions between amateurs, semi-professionals and professionals. These competitions take place several times a year under special conditions, set up a hierarchy of merits and are a remarkable means of propaganda for the sport concerned.

3 — The sport leaders of Socialist Countries have pointed out the following measures, taken in their countries, which, in their opinion, solve the problems we have mentioned :

- Sport facilities, technical guidance and medical control can be used freely by all sportsmen ; this facilitates practice of sports by the masses.
- Young « talents » are grouped together in « Sport Schools » where they have special living and working conditions and are able to attain their full athletic development thanks to the teaching of qualified sport teachers under the control of sport doctors.
The State takes charge of their education, including any particular vocation.
- The main athletes who have to prepare or take part in international matches or championships and must therefore temporarily leave their place of work can be sure that they will not lose their position.

It is obvious that the solution to the problem of amateurism may vary according to the sports or the countries. If a reform is to be valid, however, it must bring about the disappearance of sham-amateurism and give the champion or the apprentice-champion the possibility of accomplishing himself not only in the stadium but also in every-day life.

FAIR-PLAY

Fair play is an essential necessity in championship sport where victory takes on a very great and sometimes exaggerated importance for the champion himself, his Club, Federation and country and this tends to make him try to win at all costs.

If, for some unfortunate reason, fair play disappeared from the world of sport, competitions would become occasions to cheat, lie and be brutal ; they would no longer create but destroy human relationships and sport would lose its main justifications.

REPORTS TO THE PUBLIC

The modern means of transmitting news and in particular the press, radio and television, which reach millions, have an enormous influence on the evolution of sport.

The duty and in the long run the interest of the sport writers and commentators is to report the truth in all circumstances. They must show as much as possible the atmosphere of loyalty, of fair play, of comradeship which is the characteristic of the great majority of sporting events. Criticizable occurrences must never be exaggerated and should be judged with objectivity and the concern of preserving the ethics of sport. Anything which could cause harm to personality, encourage pretensions or self-complacency or could lead the athlete away from his effort to make progress in sport and socially must be carefully avoided.

The individual must not be sacrificed to the demands of news information whose main interest is the champion.

CONCLUSION AND APPEAL TO THOSE RESPONSIBLE

Modern sport is a complex activity which has various forms and which contributes to the development of the young, to the recreation and the culture of all. It favours human relationships, community spirit and international understanding. Sport is an indivisible whole which deserves to be encouraged in whatever form it may be, in school, during leisure-time, in the stadiums of championship sport.

It is only natural that we should wish the widest development of sport amongst the masses, but this will only be accomplished if School gives young people the taste for and habit of physical effort, if numerous and adequate facilities are set up, if fair play remains the law of the stadium.

The democratisation of sport requires the gathering of all energies, the cooperation of governments, educators, parents, those practising, those responsible economically and socially ; it presupposes a cooperation, a true equilibrium between private initiative and Public Authorities.

A - It is the duty of the private sporting Organisations :

- to preserve their liberal, democratic, disinterested character,
- to be conscious of their educative and cultural responsibilities, to associate the educators, parents and champions in their action, to promote the spirit of fair play,
- to revise the rules which have become maladapted to championship sport, in such a way that loyalty in sport is restored, that equality of chances is assured, that the progress of the elite, which must remain from all points of view an example, is favoured,
- to cooperate, for continuity, efficacy and solidarity's sake, between themselves and with public and school authorities, with firms and other leisure-time organizations, so that the organizers, the leaders and the facilities are better employed.

B - It is the duty of the Public Authorities :

- to encourage the development of sport, an integral part of education and culture, by respecting its freedom, refusing any social, political, racial or religious discrimination, and cooperating with all organizations working for the promotion of sport as a source of individual and social progress.
- to take the necessary steps to see that School, which is responsible for the first stage of permanent education, effectively prepares for the practice of sport which is to last through one's life and promotes interest in sport organization,
- to agree to the enormous financial effort necessary, to build stadiums, swimming pools and various facilities,
- to help the « mass-media », with the collaboration of the private organizations, so that the remarkable possibilities of sport activities are better known, the dangers which are a menace to them are fought and a climate

C - It is essential that UNESCO, whose mission is to promote education and favourable to their development is created among public opinion.

cultural values in the world, should use its immense moral authority and its means of action to convince those responsible and in particular educators, of the formative value of sport and the benefits it can bring to individuals and the community.

As a link between Governments, UNESCO must persuade them to take a resolute stand for the promotion and the protection of Sport.

It must also try to bring together these Governments, the organizations dependent on it and the Sport Authorities, whilst respecting the free initiative and the independence of the latter : it will thus facilitate a cooperation which is essential for the full development and expansion of an activity which greatly favours the solution of important problems of our times.

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