INFORMATION LETTER

OF

THE INTERNATIONAL PIERRE DE COUBERTIN COMMITTEE

1/96

TO ALL OUR FRIENDS

In the current chaos in which the world is struggling, Olympism must be a privileged bond, a source of dialogue, understanding and peace.

In Lausanne, under the leadership of President Juan Antonio Samaranch, the IOC employs itself to consolidate the legacy of civilization that each nation has the right and duty to bring to the Olympic cause.

We are among those who think that the Olympic Movement, with its rich history, with its potential, with its projects, is today one of the essential cogs in a permanent peace process.

But, we also think that the Olympic concept is still too vague for many people, and that, in particular, the lack of knowledge of the philosophical and educational works of Pierre de Coubertin on the part of many people who are active in the Olympic Movement is too great. It is to fill this gap, to heighten the awareness of the athletes and sports leaders, that we employ ourselves.

Join us in this crusade. Your place is amongst us. Enrich us with your experience and your presence.

Join the International Pierre de Coubertin Committee!

The Vice-President
Prof. Yves Boulongne

WHAT WE FIGHT FOR

We are not, at the International Pierre de Coubertin Committee, the embalmers of a mummy. Our reflection, our action, lie well beyond edifying hagiography. We have read, reread, studied, annotated the works of de Coubertin and subjected them to the rigours of reason and academic criticism. We have attempted to understand the works through the historical and social context, a century fraught with wars, revolutions, technological changes, and, at the same time, to explain the man by looking closely at the values, constraints and the family conflicts of a traditional, aristocratic family, confronted with the ascent of liberal democracy. We arrived at the conclusion that the educational works (and hence the Olympic ones) of Coubertin reveal a surprising modernity and can still, though written some one hundred years ago, prompt reflection on the actions of men and women at the end of that century, confronted with the terrors of an unprecedented technological revolution.

If the educational works of Pierre de Coubertin appear to be so modern and so useful, it is, in the final analysis, because we find ourselves facing the same human problems

in adapting to the technological whirlwind: yesterday, steam and electricity, today, the information superhighway, and because we discover in his work a source of reflection, wisdom and hope...

The greatness of de Coubertin was first of all the fact that he was an «upstanding man». He could, by indulging like many others in the attractions of a socially cultivated and elevated class, have continued with the life of society, frequenting the Jockey-Club, riding in the Bois de Boulogne, taking the waters (at Karlsbad, at Spa), being seen the Opera, and going out to dinners and soirees in the town. He could have gone to Chevreuse, to Mirville, collected the rent from the farms on his grounds and received the tribute of his share-croppers, or perhaps, as he dreamed of doing for an instant, he could have become an officer. Perhaps, giving in to the insistence of a pious mother, he might even have embraced an ecclesiastical career. And yet, from childhood, he asserted himself as a rebel. Rebel against the stupid Napoleonic discipline still practised by French elementary schools, rebel against the social stereotypes required by his surroundings, rebel against the Ancien Regime. A Catholic himself, he married a Protestant. An aristocrat, he rallied to the republic. Neither soldier nor priest nor politician, from the age of twenty, he saw himself as «a reformer of the education for adolescents in the 20th Century». With what intensity he declared his passion for Anglo-Saxon education in Rugby in 1983. With what steadfastness, what strength of character, he attacked, before 1914, the impregnable fortress of the French University, crossed swords with the Medical Faculty, and - an unthinkable crime of lèse-majesté - incited French youngsters to create for themselves, by themselves (far from the hierarchies) free school sports associations. What an admirable lesson in strategy, tactics, devotion to public well-being, when, an all but forlorn prophet, he proclaimed, in 1894, the Tablets of the Olympic Laws. What courage, what abnegation it took to achieve the international resurrection of the Olympic Games, to which he sacrificed a comfortable fortune. Take a look at the dynamic old man rowing on lake Geneva, pedalling along the paths of the Geneva's parks, facing up with the dignified stoicism of Antiquity to the tragic blows dealt by fate. The lesson is there. What man of today could fail to heed it?

But, there is more (and, besides, the one could not exclude the other): there is the work.

And without doubt, it is here that our International Committee must still provide, and on an ongoing basis, the necessary elucidations. Coubertin, to whom so much has been attributed, and falsely so, did not «merely institute» the modern Olympic Games.

He is above all the author of an exceptional corpus of educational work, unfortunately too often misunderstood, even in Olympic circles. He was, in fact, one of the greatest educational theorists and reformers of education for 20th century man, but, even more, the depth of his thought and the accuracy of his forward-looking insight make his work of great relevance for man today, disorientated by the questions raised by the fast approaching 21st Century, fraught with menace.

What did Coubertin say in the 1880's? That the western world which controls the pla-

net is changing at a great rate. That we have seen the last of Balzacian societies with small shop keepers and small shops. That the feudal system, whatever his peers might think, had been abolished for good and all, and that a republican system, preferably a parliamentary one, had triumphed or would do so everywhere. That Tocqueville (among others), but also Taine were consequently right to draw the attention of the political and educational elite to the prodigious rise of American Democracy. That it was time France became aware of this major upheaval and sought the causes of its laggardly economic and cultural growth in relation to the Anglo-Saxon world. And it is here that we discover the lucidity and the deep-seated moral honesty of de Coubertin.

Lucidity and honesty, because the essential was at stake: reform of education, the touchstone of the parliamentary democratic system, without consideration of personal or social advantages.

A strong axis, too often misunderstood by the followers of an abstract Olympism, is to be seen everywhere in the educational works of Coubertin. In keeping with classical learning, man was for him indivisible, body and spirit, soul and character. What counted was that the individual (and hence the citizen) should reach a personal degree of existential harmony, in the image of the Greek eurythmy and the classical and oriental forms of stoicism. The educational consequence of such a philosophical axiom was that priority was to be given to intellectual clarity (logical reasoning) and force of character at all three levels of education,: primary, elementary and secondary, in contrast to an out-of-date form of instruction based on psittacism and contempt for physical education. Sport therefore found its rightful place in this scheme of things, not as a complement to intellectual instruction, but as a major axiological component in the education process.

Coubertin's pleas in the favour of this conception of education are innumerable. We refer our readers to the varying works, happily published by the IOC and our Committee. We emphasize that sport is, for Coubertin and for us, a cultural and educational medium at the service of young people and of mankind.

And what of the Olympic Games in this context? It was to make an impression on public opinion, which always plays a preponderant role in a in democratic system (as Coubertin would never have missed an opportunity to point out), in order to provoke a change of mind among the elite and the people in favour of educational reform, that Coubertin recreated the Olympic Games. One cannot repeat often enough that the Olympic Games are simply the logical consequence of Coubertin's desire to see a reform of the education of children, adolescents and peoples, with a view to creating greater harmony among men and more peace among nations. Olympism is first and foremost an education in harmony, and an active support for greater international tolerance and peace. The aberrations of modern sport, subject as it is to the rules of the market and which, since their earliest manifestations, were denounced by de Coubertin himself, must imperatively be condemned by educators and the Olympic and sports authorities today. Olympism cannot but be, in the stadium, and outside of the stadium, a constant struggle for respect of man and the moral rules of civilization.

Such remains the great, nay the sublime lesson of Coubertin: how to stand firm in the face of the fashions and cowardices of the age. To remain upright, whatever the vagaries of destiny. To struggle in order that sport, as an axiological girder of Olympism, may serve as a medium for education and culture.

It is to a better understanding of the educational works of Coubertin that the bureau of the International Pierre de Coubertin Committee devotes its efforts. Thank you for being with us in this inspiring crusade. There is a great deal still to be done.

Prof. Yves P. Boulongne
Vice-President

FAIR-PLAY AND SPORTS EDUCATION

In 1983, the Olympic Academy, at a symposium, defined fair-play as respecting the rules, written and unwritten, in the letter and in the spirit, and refusing the temptation to win no matter what the cost.

To facilitate the task of sports educators, a «Charter of Fair-Play» was created by the Lausanne Panathlon-Club. The purpose of the Charter was to explain what are the unwritten rules referred to in above the definition of Fair-Play. Accepted by the Swiss Association of Sport as the basis for the moral behaviour of a Swiss athlete, it is one of the bases of the education campaign launched in 1985, focusing on young people, both in schools and in the junior movements of the Swiss sports federations.

Adopted by the Panathlon International for its ongoing campaign for the promotion of sports education of the young as an element in the cultural development of people and nations at the dawn of the 21st Century, this Charter has been translated into the six languages of this ethically motivated movement. It is now being used in the campaigns launched in Italy, Argentina, Uruguay, Mexico, Brazil and Chile and German and English versions are also available.

Fair-Play represents the moral qualities which have to be passed onto the young, in addition to physical and intellectual qualities, if we wish to give them a true sports education. Such an education must allow the young person to make the essential choices inherent to sport in his or her own time, and to avoid pitfalls and manipulation inimical to health.

To teach young people to show Fair-Play at all times is to enable them to practise sports for the rest of their lives with a sense of fun, friendship, respect for oneself and others, respect for the rules and those who apply them; it allows the young person to acquire in this way, then to maintain, the healthy equilibrium of body and spirit which he or she will need to cope with life. Enriched by such a state of mind, our young people will form a dynamic and positive element in tomorrow's society, within which they will have to live and assume responsibilities.

No secret should be made of the fact that there are many obstacles which complicate the task of those who wish to make Fair-Play an essential part of sports education and strive to ensure that sport keeps its noble credentials, so that it truly serves as a means of human advancement. Unfortunately, it is amongst the leaders that the obstacles arise. For example, the oft heard assertion that Fair-Play stands in the way of victory is tantamount to saying that cheating and brutality help to achieve it! No sportsperson worthy of the name can think such a thing. Or so one would suppose! An increase in campaigns in favour of sport practised with Fair-Play is therefore useful and necessary. We must ensure that all of those who have responsibilities in sport, and all sportsmen and -women, know what Fair-Play is, understand the definition and put into practice the Charter of Fair-Play, which must continue to be disseminated throughout the world.

An attitude of Fair-Play is the result of a healthy sports education and can be found in all human activities. It is therefore not the prerogative of sport alone. But sport has to set an example to the others.

Jean Presset
Chairman of the Cultural Commission
of Panathlon International

THE FAIR-PLAY CHARTER

Whatever role I play in sport, even that of spectator, I hereby undertake to:

1. make each sports meeting, whatever the stakes and however vigorous the confrontation, a special moment, a kind of celebration;
2. comply with the rules and the spirit of the sport being played;
3. respect my opponents as I respect myself;
4. accept the decisions of the umpires and referees, knowing that, like myself, they have the right to make mistakes, but do all they can to avoid making one;
5. avoid unpleasant intentions and aggression in what I do, say and write;
6. refrain from artifice and cheating to obtain success;
7. keep my dignity in victory, as well in defeat;
8. help everybody with my presence, experience and understanding;
9. give aid to any sportsperson who is injured or whose life is in danger;
10. be a veritable ambassador of sport, helping those around me to respect these principles.

By this commitment, I consider myself to be a true sportsperson.

INFORMATIONS :

AUSTRIA

Olympic education in Austria

One of the fields in which Olympism still can be realized is that of the schools. For among children and youth enthusiasm prevails, sports activities for the sake of sports and joy and personal improvement are normal and qualities like fair play, solidarity, mutual respect are equally goals of the educational programme. And there is also the hopeful prospect that each youngster will spend at least eight years of his life in school and pedagogical influence could be exerted at longer terms and thus could form the character.

It was this conviction that the founder of modern Olympic Games Pierre de Coubertin emphasized in his concept for the Games that the persuit of excellence in sports would model body character and mind in equal measure. Sports should serve for the perfection of man without one-sidedness.

The steadily growing requirements and the extension of the Olympic programme of Summer and Winter Games challenge and burden the Olympic organisations (IOC, NOCs) to a great extent with matters of selection, fund raising, promotion and care for the teams before and during the Games. Therefore there is often very little time and energy left to also promote the educational aspects of the Olympic movement.

Efforts to found Olympic academies were very much welcomed in order to fulfil the number one aim of the olympic principles. When in 1961 the International Olympic Academy invited young people to its first session at Olympia a new era of Olympism has started and many institutions on national level followed this example. As one of the early national academies the Austrian Olympic Academy was founded in 1982.

The preamble of the Olympic Charter dealing with the basic principles defines Olympism as «a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.» And as its goal: «to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity.»

The Austrian Olympic Academy would carry forward these intentions as follows:

– to motivate as many people as possible for regular sports activities

– to promote better understanding among people by sports (mutual respect)

– to develop physical and moral qualities of the youth by sports training

- to practice sports not in an exclusive way, but to use it as a means of enrichment of life
- for all sportsmen and sportswomen to be aware of their responsibility of being an example for others
- to also make efforts for the integration of lesser talented, handicapped and isolated.

The AOA very much appreciates that there are institutions like IOA and CIPC helping in the divulgation of olympic principles and in the authentic interpretation of the ideas of Pierre de Coubertin.

The main activities in the AOA are yearly sessions to which all former IOA participants from Austria are invited, the edition of the brochure «Sport in unserer Zeit. Texte zum Verstandnis der olympischen Idee» each year to be handed on to teachers and schools with emphasis on physical education as well as special projects and initiatives.

For the school year 1995/96 a project «Olympic days in primary schools» has been launched, and for classes above 8th grade a campaign has been initiated to establish «Olympic Schools». Schools which make strong efforts within their physical education activities and leasure time offers leading to an intensive cooperation with sports institutions out of school and which start relevant projects applying olympic principles will be awarded the title «Olympic School» for the current school year.

On October 30th the AOA also organized an event «1. Olympiaforum», a platform bringing together educationists and officials of sport organisations to discuss problems of high level training of youth.

Dr.Hermann Andrecs
President of the Austrian Olympic Academy

CANADA

We congratulate our colleague Carl Schwende on his efforts to reactivate the Pierre de Coubertin Committee in his country.

FRANCE

The most senior of the Pierre de Coubertin Committees has a heavy schedule in this Olympic Year: given the approach of the Olympic Games, many people wish to make inquires about their reviver, who remains unknown or rather poorly known.

Furthermore, as this great humanist is now recognized as such by the academic world and appears among the themes of the «agrégation» (the highest teaching diploma in France), we are often asked for documentation by eager students.

This documentation must always be available and appropriate to the needs. Hence the need for reprints and new texts.

Thus, work is being done on a set of notes addressed to the 18/20 year old, to supplement the leaflet addressed to schoolchildren, preparing the reader to address the work by our Vice-President Jean DURRY, launched on the occasion of the IOC Congress in 1994, and which has been a great success, «Le Vrai Pierre de Coubertin» (The True Pierre de Coubertin).

In cooperation with the International Committee, we prepared a translation of the book into English for the Atlanta Games: the country of Coubertin had a duty to make available to the participants in the Games an accurate biography of person to whom they owe the Universal Celebration of Sporting Youth.

In France, the decentralization initiated by the French NOC has allowed us to have in each region, and often in each department, a correspondent specializing in Olympism and its creator, capable of supplementing the written documentation either verbally or with images (video cassettes).
All this is to say that the small team which runs the French Pierre de Coubertin Committee has plenty of work: it is growing, but recruitment for this type of voluntary work is not an easy task…

… To say nothing of the preparation of the celebration next year of the Centenary of the IOC Congress which Pierre de Coubertin organized at Le Havre. This we shall obviously be doing under the aegis of the International Committee and in close collaboration with the latter.

But that is another story which we will tell you about in a future issue.

Jean RODENFUSER
Secretary general

GERMANY

In Berlin, a second German High-School has borne the name of «Pierre de Coubertin» for some months now. The first is the «Sportgymnasium Pierre de Coubertin» which has existed in Erfurt since 1993.
These two High-Schools have special classes with talented young athletes from many sports (for example, swimming, athletics, skating, and cycling).

The IOC has recognized an Anglo-German production (TWI-GEO), filmed in three episodes of forty-five minutes, as the official Centennial Film. It is called «The Olympic Century», and is dedicated to the different stages of Pierre de Coubertin's life.

An actor has interpreted his role in nine scenes covering the initiative of the rejuvena-

tion of the Olympic Games. The scenes last one minute each were shot around Mirville (FRA), Princetown (USA), Schepfenthal (GER), Olympia (GRE), Athens (GRE), Paris (FRA) and Lausanne (SUI) respectively.
This film has already been distributed in more than forty countries and excellently reflects the character and ideas of de Coubertin.

Our vice-president, Prof. Dr. Norbert Müller, made a considerable contribution to the text and the concept, and our honorary president, Geoffroy de Navacelle, and Dr. Don Anthony, a member of the Council, acted as advisers to the project.

GREECE

The Hellenic Committee Pierre de Coubertin officially begins its work on the 1st of January 1996, a year commemorating 100 years from the first Olympic Games in Athens in 1896.
On this festive occasion the Hellenic Committee is anxious to offer work responsible and serious about the Olympic spirit according to the principles and ideas formulated by their founder Pierre de Coubertin.
During its brief period of operation the Committee has to show the following:

1) The coming publication of 2 books written by the president of the Committee Mr. Nikolaos Vasiliadis, relative with the philosophy of the Olympics as they formed by Ancient Greece until the revival of the Games by Pierre de Coubertin.

2) Supervision a CD-ROM by FINATEC Co. with the title «OLYMPIA from the ancient Greece to its modern revival» produced in large part by the President of the Hellenic Committee, which provided his archives and collected material for its production.
   The CD-ROM disk contains extensive reference pertaining to the life and work of Pierre de Coubertin and the International Committee Pierre de Coubertin.

3) The coming establishment of a department of the Committee in Thesalonika and the participation in festivities for Thesalonika as the Cultural Capital of Europe for 1997.

4) The participation in the design and performance of the festivities celebrating 100 years of the Olympic Games in cooperation with the Olympic Committee of Greece.

5) The formation of departments concerned with people with special needs, Ecology, the press and public relations, civilizing events and the collection of materials for the archives.

6) The collaboration and support of the Mayor of the Holargos (municipality where the district resides) in order to establish Special events in accordance to the spirit and offering of Pierre de Coubertin.

7) The publication of articles relative to Olympic Spirit in Educational and Scientific Magazines.

By the Hellenic Committee Pierre de Coubertin

Secretary General
Chrisoula Paralika

GUATEMALA

The Baron Pierre de Coubertin Commission

In June 1992, the Olympic Academy of Guatemala decided to create a «Pierre de Coubertin» sub-commission.

It was necessary, first of all, in order to orient ourselves, to become familiar with the statutes of a national Pierre de Coubertin Committee, and after this study, work started immediately; the many ideas put forward allowed us to prepare, over three meetings, a draft setting out the functions of this sub-committee and specifying its intentions, its objectives, its activities and its membership.

In August 1994, this draft was approved and submitted to the Olympic Academy of Guatemala for approval.

During September and October, we explored in greater depth the ideas previously put forward to create didactic material to inspire young Guatemalans, in particular, and Mr. Hugo René Ovalle agreed to take on this challenge. He thought up a jig-saw puzzle with a portrait of Baron Pierre de Coubertin, with the Olympic Rings, and suggested to us the following projects:

– distribution, for example, through newspapers, children's magazines, etc.;
– elaboration of calendars with the Olympic Games or Regional Games at which Guatemala was present;
– creation of pins, key-rings, emblems, mascots, etc.;
– inviting commercial enterprises to sponsor some of the ideas suggested in this list;
– preparing specific programmes to explain, for example, the significance of the Olympic Rings, etc...

In November 1994, the sub-commission received an invitation from the Olympic Academy of Guatemala to participate in a meeting, but this was postponed as M. Hugo Ovalle was absent, participating in the XVIII national sports games.

The sub-commission made contact with M. Gustavo Aebol, the Supervisor of twenty-six public primary and pre-primary schools in the capital; it submitted to him a draft set of guidelines and advice for school-teachers for the dissemination of the philoso-

phy of Baron Pierre de Coubertin which is now being produced. The sub-commission Baron Pierre de Coubertin regards coordination with other committees appointed by the Olympic Academy of Guatemala as necessary so as to participate in the promotion of understanding of the Olympic philosophy.

PUERTO RICO

The committee is working on plans to dedicate one of the meeting rooms in the Olympic House (Casa Olímpica) to Baron de Coubertin, with a showing of the Baron's Centennial Portfolio, duly framed and his words translated into Spanish.

We regret that we have not received any information from our friends in: Bolivia, USA and New Zealand.

INTERNATIONAL PIERRE DE COUBERTIN COMMITTEE

Message from the President

The meeting of the CIPC bureau took place from 23rd to 26th March 1995, in Grenada. At the invitation of the Municipality, the members of the bureau attended in Armilla, near Grenada, the inauguration of the first street in Spain to be named after Baron Pierre de Coubertin. His name is engraved on a plinth placed in the centre of the avenue which leads to the municipal sports facilities.

The CIPC bureau was received on the 24th March by the Mayor and the President of the General Council of Grenada who gave them souvenirs offered by the city.

The following day, the members of the bureau attended the inauguration of a new Pierre de Coubertin Square, and of a bronze bust of Coubertin donated by the IOC. This square is situated in a key location for sport in the city, surrounded by a complex of various facilities.

The same evening, the members of the bureau attended the inauguration of an iconographic exhibition on Pierre de Coubertin, created to mark the twenty-fifth anniversary of the foundation of the Spanish Olympic Academy. This exhibition was mounted in the Palais Vivataudin, in the centre of Grenada, and was attended by a large crowd.

At the Closing Ceremony of the XXVIII Session of the Spanish Olympic Academy, Conrado Durantez, President of the CIPC and the Spanish Olympic Academy, gave a lecture with slides, and projected a video on the life and work of Pierre de Coubertin.

On 17th July, Conrado Durantez was awarded an honorary doctorate by the American National Academy of Sports in Alabama.

The President of the Spanish Olympic Committee IOC member, Carlos Ferrer Salat, presented the book by Conrado Durantez «Pierre de Coubertin et la philosophie de l'Olympisme» (Pierre de Coubertin and the philosophy of Olympism) at the headquarters of the Spanish Olympic Committee in the presence of a number of Presidents of Federations and university professors.

On 5th September, Conrado Durantez's book «L'Olympisme: Histoire et Philosophie» (Olympism: History and Philosophy), addressed to schoolchildren, was presented; it summarizes developments in Olympic History from ancient Greece to Sydney, and includes the Winter Games; it includes a chapter on the life and work of Pierre de Coubertin, and his most important ideas about sport, Olympism, History, Psychology etc.

On 20th December, at a meeting in Madrid with the Municipality of Grenada and the President of the CIPC, a decision was taken to name a new stadium under construction after Pierre de Coubertin.

On 6th November, Conrado Durantez gave a lecture with slides on Pierre de Coubertin and Olympic humanism at the Metropolitan University of Santiago de Chile, in the presence of the academic council, the President of the Olympic Committee, and its Steering Committee. At the end of the event, the Rector awarded him the Institutional Medal of the University.

Conrado Durantez
President du CIPC

Professor Yves P. Boulongne, vice-president of CIPC, was elected «guest Professor» by the Senate of the University of Mainz, for the period of May, June and July.

Professor Boulongne, an honorary professor of the University of Paris, is one of the world's greatest experts on the educational works of Pierre de Coubertin. At the request of the IOC, he wrote the history of the IOC for the period 1894 - 1924 in the first volume of the Centennial Book. He is considered, for Europe, as the father of the revival of academic studies on Coubertin. He will give ten lectures to the students in the Sports Department of the University of Mainz on the educational work of Pierre de Coubertin, and supervise ten seminars devoted to Olympism today.

The book «Pierre de Coubertin the visionary», by Jean Durry, a member of the bureau of the CIPC and Curator of the Sports Museum in Paris, has been translated into English.

Many of our members participated in the International Symposium on the Olympic Ceremonies organized from 14th to 18th of November 1995 in Barcelona and in Lausanne by the Olympic Study Centre and the Autonomous University of Barcelona. Lectures were given by our President Conrado Durantez as well as by Professors Jean-Loup Chappelet, Karl Lennartz, John MacAloon, Norbert Müller, Otto Schantz and Mr. Geoffroy de Navacelle. The proceedings of the Symposium will shortly be available.

Patrice Chollet, a member of the CIPC, will shortly be publishing his book «Pierre de Coubertin - The Second Crusade». In it, the author gives an account of the relationship between Pierre de Coubertin and Albert Thomas, based on the archives of the International Labour Office which has its headquarters in Geneva.

One of our members, Professor Jean-Loup Chappelet, has organized a seminar on the Management of Sport, aimed at Swiss Sports officials. This seminar will take place each winter semester (October to February) at the IDHEAP (the Swiss Graduate School of Public Administration), associated with the University of Lausanne. It consists of seven modules, each lasting two days, devoted to the different aspects of sport management. The work of Pierre de Coubertin is addressed and discussed in the first module. The first group (October 1995) consisted of thirty-five participants including officials from clubs, federations and communal sports services. This is the first University Course organized in Switzerland on this subject. For more information, please write to Jean-Loup Chappelet , IDHEAP, 21 route de la Maladière, CH-1022 Chavannes - Lausanne.

On the occasion of the Centennial Olympics, CIPC member Daniel Deschâtres invites you to reply to the questions in the competition on the history of the Games patronized by the CIPC.

PUBLICATIONS AVAILABLE

«Pierre de Coubertin, sa vie par l'image»
(Pierre de Coubertin, his life through pictures)
First numbered edition, limited quantity. Album illustrated by photographs and documents. Price CHF. 30.–.

«Actualité de Pierre de Coubertin»
«The relevance of Pierre de Coubertin today»
Report of the Symposium held in March 1986 at the University of Lausanne.
CHF. 30.–.

Bibliographie des œuvres de Pierre de Coubertin (Bibliography / Bibliografia)
Dr. Norbert Müller, in collaboration with M. Otto Schantz. CHF. 25.–.

La vie et l'œuvre de Pierre de Coubertin 1863-1937
(The Life and Pedagogic Works of Pierre de Coubertin 1863-1937)
Prof. Yves - Pierre Boulongne, CHF. 30.–.

Textes choisis de Pierre de Coubertin
(Chosen Texts by Pierre de Coubertin)
French edition, original texts. Box containing 3 volumes: «Révélation», «Olympisme», «Pratique sportive» and the album Pierre de Coubertin, his life through pictures, nearly 300 pages. Numerous illustrations and reproductions of documents.
CHF. 80.–.

Brochures: **Pierre de Coubertin and the Arts**
Pierre de Coubertin and History
Pierre de Coubertin, the Unknown
French / English / Spanish editions.

Pour un humanisme du Sport
(For Humanism in Sport)
under the direction of Prof. Yves Boulongne, on the occasion of the Centenary Congress.
Published by the FOSNC, Paris.

Le Livre du Centenaire
(The Centenary Book)
Published by the I.O.C.
Volume 1 is already out and deals with:

1. Vikelas - Coubertin (1894-1925) by Prof. Yves Pierre Boulongne
2. Baillet - Latour (1925-1942) by Dr. Karl Lennartz

APPEAL

The reader will note the unequal importance of the above news and above all the absence of news coming from many countries where we are present and where there are certainly interesting events. It is for this reason that we launch an urgent appeal to all members that they furnish for the edition of this «Information Letter» these items worth bringing to the attention of our readers when they pertain to an action or an event related to Pierre de Coubertin and to his work.

Friends of the Olympic Movement, create National Pierre de Coubertin Committees.
We are at your disposal to send you our brochure «Instructions and suggestions for the creation of a National Pierre de Coubertin Committee».

BUREAU DU CIPC

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M. Geoffroy de NAVACELLE, Membre de la Commission CIO pour le CIPC (FRA)

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