

Sport INTERNATIONAL



SPORT ET EDUCATION

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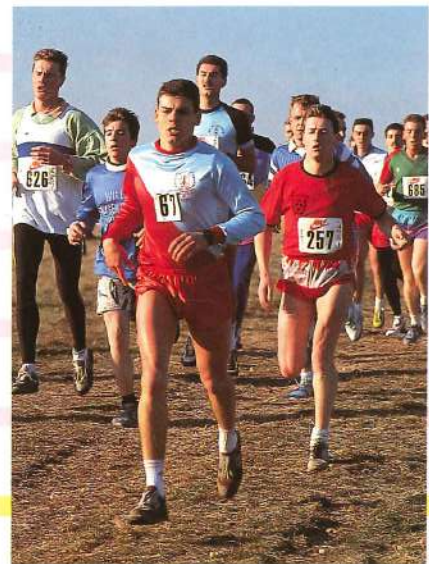
AMITIE-PAIX

NON A LA VIOLENCE

SPORT AND EDUCATION

NO TO VIOLENCE

FAIRPLAY



SOLIDARITY-ANTIDOPING

FRIENDSHIP-PEACE

DEPORTE Y EDUCACION

SOLIDARIDAD-ANTIDOPING

NO A LA VIOLENCIA

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FAIRPLAY



لا للعنف

الرياضة والتربية
الصداقة والسلام

التضامن وضد استعمال المنشطات



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SOMMAIRE - CONTENTS

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2	Editorial	الافتاحية
4	Sport et Education	
7	Sport and Education	
10	Deporte y Educacion	
13		الرياضة والتربية
16	La poudre blanche envahit-elle aussi les stades?	
18	Cameroon and the organization of military sports Le Cameroun et son organisation du sport militaire	
20	The Danish Military School of Physical Education	
22	Ecole des Sports des Forces de Défense Finlandaises	
25	The Finnish Defense Forces Sports School	
28	Physical Training and Sports in the Royal Netherlands Navy	
30	The Army Physical Exercise Training Center	
32	XXXIII Military World Skiing Championship - 33 ^e Championnat Militaire de Ski	
37	Life in CISM - La Vie au CISM	

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EDITORIAL

Sport unquestionably attracts an ever larger audience today mostly among the young people. Noticing this fact is pleasant, considering the benefit to be derived from sport. Some deviations are unfortunately to be deplored. Doping, violence in the stadiums – on the field as well as among the spectators – aggressiveness with the referees, excessive sports marketing keep us so much away from the main objectives of the practice of sport. It is clear that the briefness of a sports career in a context of social insecurity may induce professional or semi-professional sportsmen to use products which enable them to excel themselves... temporary. Obviously enough, a refereeing error, which may entail the loss of a high bonus, might give rise to reprehensible reactions. Lastly, for some unscrupulous managers who are guided only by the lure of a reward, the end justifies the means: all means are suitable to win, including cheating. The health of their "pets" is relegated to a position of secondary importance. These deviations can be understood, nevertheless they cannot be tolerated. If they are to be eliminated, it is necessary to go back to the origins of sport and highlight not only the physical benefits but also the moral and educational advantages inherent in sports.

Let us come back to the main objectives of sport. "Mens sana in corpore sano". This is a terse formulation expressing that health goes through the harmony of the body and mind. The sensible and regular practice of sport helps find a nice balance in one's health but also in one's psychological, social, and professional life as well as in one's school and family environment. The "part-time educational, part-time sports" experiments – unfortunately too little followed – have shown it perfectly! The main cardiac and pulmonary functions which are solicited ensure a good blood irrigation of all tissues, included the brain cells. The neuro-muscular coordination improves and assures the sportsman an enhanced dexterity in his sports discipline but also in his everyday life. It is a fact that acquiring an harmonious balance in the different human powers contributes to calmness and happiness!

The sensible practice of sports activities cannot be conceived without an education as an athlete, completely opposed to the above-mentioned deviations. Any sportsman who would like to achieve high performances and preserve his health will impose himself strict rules in matters of food, sleeping time, alcohol and tobacco and will search for a proper environment. If he practices a team sport, he will accept the rules of the game and will make it a point of honour to behave as a gentleman with his opponents. A trainer worthy of this name applies himself to instil all these principles into the athletes he is in charge of. In this sports education spirit, sport will come out with increased stature and the practices which tarnish its image will be rejected.

**Lt-Colonel Pilot,
Secretary General.**



Il est incontestable que le sport acquiert de nos jours une audience toujours plus grande, principalement auprès des jeunes. C'est une constatation dont on peut se réjouir eu égard aux bienfaits du sport. Il faut hélas déplorer certaines déviations, certains dérapages. Le doping, la violence dans les stades tant sur le terrain que sur les gradins, les comportements agressifs vis-à-vis des arbitres, la commercialisation à outrance du sport nous éloignent tellement des objectifs essentiels de la pratique sportive. Il est certain que la brièveté relative de la carrière sportive dans un contexte d'insécurité sociale peut amener les sportifs professionnels ou semi-professionnels à utiliser des produits qui leur permettent de se surpasser... momentanément. Il est tout aussi évident qu'une erreur d'arbitrage pouvant entraîner la perte de primes élevées peut susciter des réactions répréhensibles. Enfin, pour certains managers peu scrupuleux et guidés par le seul souci de l'appât du gain, la fin justifie les moyens: pour vaincre, tous les moyens sont bons, y compris les tricheries. La santé de leurs «protégés» passe au second plan. On peut donc comprendre ces déviations, ces dérapages sans pour autant les tolérer. Et, pour les combattre, il faut retourner aux sources, aux origines du sport et mettre en évidence, non seulement les bénéfices physiques, mais surtout les avantages moraux et éducatifs inhérents au sport.

Revenons-en aux objectifs essentiels du sport. «Mens sana in corpore sano». C'est une formule lapidaire qui exprime bien que la santé passe par l'harmonie du corps et de l'esprit. La pratique saine et régulière du sport aide l'homme à trouver un heureux équilibre tant sur le plan de la santé qu'aux niveaux psychique, scolaire, social, familial et professionnel. Les expériences «mi-temps pédagogiques, mi-temps sportives» – hélas trop peu suivies – l'ont démontré à souhait! Les grandes fonctions cardiaque et pulmonaire bien sollicitées assurent une bonne irrigation sanguine de tous les tissus, une bonne oxygénation de toutes les cellules... y compris les cellules cérébrales. La coordination neuromusculaire s'améliore, garantissant au sportif une plus grande adresse non seulement dans les gestes de sa discipline sportive mais aussi dans ceux de la vie courante. Il est certain aussi que l'acquisition d'un équilibre harmonieux des différentes facultés humaines contribue à la sérénité, au bonheur!

La pratique réfléchie des activités sportives ne peut se concevoir sans une éducation de l'athlète, diamétralement opposée aux déviations évoquées ci-dessus. Le sportif qui veut réaliser de grandes performances et préserver en même temps sa santé s'impose des règles strictes de vie en ce qui concerne son alimentation, son temps de sommeil, le rejet de l'alcool et du tabac, la recherche d'un environnement propice. S'il pratique un sport d'équipe, il en accepte les règles du jeu et se fait un point d'honneur de se comporter en gentleman vis-à-vis de ses adversaires. Un entraîneur digne de ce nom s'applique à inculquer tous ces principes aux athlètes dont il a la charge.

C'est dans cet esprit d'éducation sportive que le sport sortira grandi et que l'on rejettera les pratiques qui ternissent son image de marque!

**Lt-Colonel François PILOT,
Secrétaire Général.**

EDITORIAL

Sport and Education

A consideration from a military point of view

by Colonel A. Zechner
Chief of the Austrian delegation to CISM

Sport is characterized by constant change, which impacts on its confrontation with reality and, hence, also on the cultural values and educational significance of sport. Today experts readily acknowledge the ever growing importance of sport for military training schedules and the role that armed forces play in national and international sports activities.

In this context it is therefore justifiable to reflect upon the contribution sport can make to education as well as upon the capabilities of the armed forces to meet this challenge.

First of all, the term "education" requires precise definition.

In general terms it means "all planned activities that contribute to the physical, spiritual and moral formation of young people, so that, with all their skills and capabilities, they may become well-balanced and responsible personalities, strong in character and in tune with prevailing norms" or from the point of view of the "educandus", "one's ability to adapt oneself to the moral and technical standard of the group to which one belongs and to contribute to the enhancement of its cultural potential and civilization during one's lifetime".

"Sports education" is the application of these measures and abilities to a restricted field of activities: sport with its huge variety of possibilities. To have an educational effect however, sport needs to go beyond pure exercise, serving a purpose and yielding a result that transcend the limits of the merely physiological, and the sportsman must also be prepared to accept the respective educational goal, thus making it his own.

These demands lead to a clear distinction between "sports education" on the other.

Since the dawn of civilization, sport education in every sense has been vital to every culture. Due to ideology gaining influence over this education, models with varying political backgrounds have come and gone in the course of the centuries.

In ancient times sports were regarded as acts of worship and, at the same time as preparation for war through tough physical exercise.

Greece made elements of physical education and sport a part of politics. Not only was sport a means of education but it also served as a guideline for politics, aesthetics, and morality. Thus, considering physical exercises a means of strengthening both will and character, the Spartans placed physical education at the center of their state politics. Sporting competition was looked upon as a test for war. In Athens education through the conduct of sport was regarded as an important element for the formation of young people: nationwide interest was roused by athletic exercises and games. The importance of the Olympic Games, of which records

date back as far as 776 B.C. best exemplifies this interest.

Deprived of its spiritual backbone, sports education suffered a setback in Rome. The circus saw its vilest form in brutal games. In 393 A.D. Theodosius put an ignominious end to the Olympic Games of the Antiquity.

As for the Middle Ages, we know of games and tournaments, which were almost the nobility's exclusive entertainment.

In the following centuries of the Baroque and the Age of Reason, physical exercise almost entirely ceased to be a means of education, although the pamphlets published in its support by authors such as Montaigne, Rousseau and Pestalozzi largely contributed to the development of a theory of physical education. This theory abounded with conflicting ideas since the theoreticians of pedagogics realized the different approaches made, yet this conflict hardly had any bearing on reality due to the uprise of sport.

With its roots in England, it spread more and more. Towards the end of the

19th century, its organization also gained momentum on an international scale; the International Olympic Committee was founded in Paris in 1894 and the first modern Olympic Games were conducted in 1896.

At the beginning of this century, a new interest in sport was kindled and new cultural horizons became visible, thus accelerating the development, albeit not uniformly. On the one hand, demands from the military side again led to a tendency to make sport an element of military training while on the other hand, primarily in the Anglo-Saxon world, a concept of sport developed which was immune from the use of sport for military purposes. There sport was looked upon as an important element that met human and social demands, thereby serving as an excellent instrument for social integration.

It is characteristic of sport today that it is used by the various powers in their constant quest for hegemony, be it of an ideological, political, economic or of any other nature. National govern-



ments, the big financial and economic entities, and not forgetting the managers of the powerful means of communication, are well aware of the enormous socio-political role of sport. It is clear that the different political systems, geographical factors and technical means result in wide differences in the capability of nations to develop, promote and control the conduct of sport.

Brief, incomplete and sketchy though it is, this historical review shows that physical exercise has always been a means of education, serving different purposes of worship, games, ceremonies, humanism, education and sport in itself, depending on the respective era.

The concrete goals of today's "sports education" are most concisely

described by the following formula: **Primarily, it is necessary to know oneself, to become aware of one's individual sport and sport in general, to maintain this awareness and out of it, constantly strive for the best.**

To perceive one's skills and qualities as well as the possibilities of one's body and mind is to make the first indispensable step. Knowledge is required about one's body, the functioning of its systems and how to influence them favourably as well as one's health and the prophylactic, natural methods of building up, improving and preserving it. It is important to experience one's body through its movement and one's control over it and to become aware of the pleasure, entertainment, diversion and calmness to be derived from the playfulness of sport as well as of the natural demand in our mechanical world for movement as an expression of life as the use and, at the same time liberation of the body, and as a means of communication. Obviously, a certain degree of aggressiveness is inherent in every human being and sport can be an outlet for it, thus preventing violence by avoiding the adversary's destruction or subdual and replacing it by accepted victory on the basis of the application of rules.

It is true that most values are the same for all sports yet each kind also has its specific ones. The sportsmen must become aware of these values. Sports education cannot do without such awareness since it does not yield its effects through physical movement

itself but rather through the steadfast pursuit of these values.

Sports education must make people ready to do their best and give them a longing to compete. It should of course be joyful but cannot always be done without effort, fatigue or sacrifice. It trains human behaviour by teaching rules, their observance and the acceptance of sanctions in the case of infringement. By teaching respect for one's teammates and competitors, the right attitude towards defeat and victory, the observance of "fair play", i.e. of rules written and unwritten, and the refusal of victory "whatever the cost", it instills self-control in the sportsman in every situation and promotes respect for mankind. Team spirit and solidarity are fostered by integration into a team.

Undoubtedly, the family and the school are most actively involved in sports education. Among the institutions contributing to it, the military has hitherto been attributed only a modest role; pedagogics has had problems considering it another useful means of tackling tasks of sports education. Of course, the military did little in the past to improve its image in this respect. Basically, it regarded itself as a training institution having to lead groups, different in traits, attitudes and interests, to a clearly defined target as quickly as possible by means of techniques that had stood the test over prolonged periods of time and often even set methodological examples for the civilian sector. It is true that physical fitness was always important yet the very term of "physical training" used in many armed forces for training meant to improve it, implying the non-existence of any element of sports education. Direct effects of sports education were only created in the few fields in which some aspects of sports education formed a purposeful part of an educational process, such as in the formation of key personnel. For the bulk of trainees such effects were only indirect; mainly through the example set by individual instructors or commanders and, of course, in a minor form as a by-product of "physical training".

The understanding of military training itself has not changed in principle, yet time calls for some new aspects.

Fitness and health are prime con-



SPORT AND EDUCATION

cerns of modern society and are reflected in education policies. The pursuit of these goals take the family and the school to the limit of their abilities. Therefore, armed forces are also more and more tasked with the forming of citizens. (This is even easier to reach in democracies since an ethical basis has now come to justify the creation of military power and its employment for self-defence.) They have thus become a link in a chain, often even "the school of the nation", and as some think, the last real chance to reach the respective goal of education.

In this context, a very special psychological aspect deserves particular attention. Each period of individual development has its own characteristics and its specific effects on the educative task. Generations also usually pass through a developmental process that is somewhat similar to the individual's. The most remarkable event, comparable to the discovery that the individual makes of himself during his adolescence, is the new awareness of the "we", the perception of the strength of the group as such, the discovery of the intelligence and the physical and moral force of his generation, which are in no way inferior to those of his elders. The group behaviour of a generation is of special significance for the psychosocial behaviour patterns of youth around the age of 20, when national service is generally effected. But it is not only the generation group that conditions the behaviour of youth; the norms and clichés of any other normal group in which the individual is included have an enormous, motivating influence over his choice of personal behaviour patterns. From the psychosocial point of view, national service in general and especially in the very field of sport may be considered a period for recovering attitudes of assimilation and may not only become a great opportunity for reinforcing and broadening major learning patterns but may also lead to a linkage with circles that will enrich social behaviour into which the individual values may be fully integrated.

It is a fact that the values of sport have always been applied to training in modern armed forces. More and more, at least in theory, they are being associated with educational tasks. It is true

that training programmes are increasingly more diversified and concentrated despite the fact that training periods remain the same or even become shorter; there is the apparent paradox that, nonetheless, making citizens realize their physical capabilities and live accordingly, even as soldiers in the reserve, should have priority over superficial and ephemeral (intermediate) training results. In other words and as a maxim at the same time: education through sport must lead to education for sport. This issue is one of the great challenges for the military in its peacetime role.

The military has largely contributed

in close cooperation with them.

It is also true however that in impartially assessing the chances that these goals will effectively be achieved, all the demands can be expected to be fully met in routine training in the foreseeable future. This is not the only area where theory and practice are not always consistent with each other.

Yet also for the military "mens sana in corpore sano", Juvenal's demand must become the guideline for practical work. Today this classical demand is as valid as ever. In order to meet it in our era, we must, above all, convey the message of sport to all fields of life.



to the rapid development of competitive sports and continues to make so big a contribution to it that without its support, many countries would not be able to keep their sporting standards with regard to quantity and quality. Both the individual promotion of top athletes and the numerous international military sports events conducted on all continents are important factors enriching competitive activities, year after year, according to the motto of CISM that sport should create friendship and thus contribute to the maintenance of peace.

All the above goals of sports education in general apply without change to military sports education as well. Many armed forces have already taken them into account with regard to their respective regulations and manuals as well as to the training of necessary key personnel, which is often conducted at civilian universities and institutions or at least

"The International Sports Federations affirm that the practice of sport and the acceptance of its ethics is an essential component in the education of youth by teaching self-discipline, respect for opponents and freely accepted rules, team spirit and good fellowship, at all levels."

"The sports spectacle, when not having any educational counterpart, ends by producing a saleable product designed to satisfy spectators' expectations and the interests of third parties. The competitor becomes a professional entertainer and ethical considerations are pushed aside by marketing strategies."

(Declaration, articles 41 & 42 of the General Association of the International Sports Federations = GAISF)

La poudre blanche envahit-elle aussi les stades ?

Par Patrick Haumont
avec l'aimable autorisation de la rédaction
sportive de la Libre Belgique (LBB du 5 avril 1991)



Il faut toutefois bien reconnaître qu'il y a un phénomène général dans la société de mauvais usage des médicaments et d'usage de drogues. La drogue est un fait de société et non un phénomène sportif. Le sport n'est pas une excroissance exceptionnelle. Au CIO, nous nous insurgons quand on dit que le sport propage la drogue plus que tout autre secteur.

— *D'après vous, peut-on dire que le dopage mène systématiquement à la drogue ou l'inverse ?*

— Il est vrai qu'il y a une démarche légèrement similaire, mais je précise de suite que la drogue n'apporte pas grand-chose en sport. Nous avons effectué des tests et nous avons trouvé très peu de drogue chez les sportifs. Le sportif qui prend de la drogue en consomme par habitude et non pas parce qu'il pratique un sport.

Le trafic de stupéfiant peut mener au trafic de drogue

— *Un sportif qui s'est dopé est-il forcément amené à se droguer à la fin de sa carrière ?*

— Ce sont des choses qui peuvent arriver car l'habitude de prendre des produits euphorisants, comme il en existe en dopage, pourrait amener quelqu'un à passer à une autre substance. De même, la tentation de faire du trafic d'anabolisants peut amener à pratiquer d'autres trafics. J'avancerai tout de suite une excuse au trafic en disant qu'il y a un manque et que, si les athlètes sont parfois tentés d'en faire, c'est parce qu'il s'agit pour eux d'une manière d'acheter leur sécurité future. Le sportif d'élite est en effet une « variété de travailleurs » qui a été complètement oubliée dans l'élaboration d'un statut social.

— *Pourriez-vous préciser votre pensée ?*

— Il faut avant tout essayer de comprendre les athlètes et de déterminer les motifs pour lesquels il y a du dopage en sport. Un athlète de haut niveau qui se brise la jambe, un matin, n'a plus aucun avenir et cela peut engendrer des drames sérieux. En fin de carrière, les sportifs peuvent aussi très vite perdre l'argent qu'il ont gagné. Il existe donc un problème évident de sécurité. Les sportifs sont des travailleurs de haut niveau non reconnus, ils ne jouissent pas d'un système de pension ni de maladie-invalidité. D'où la tentation de se prêter aux trafics. En expliquant cela, je n'apporte évidemment pas mon soutien à cette pratique, mais j'essaie d'en définir les causes.

— *Vous ne vous intéressez qu'aux produits qui sont censés améliorer la performance sportive mais, la veille d'un match, certains prendront un verre de whisky, d'autres fumeront un peu de marijuana pour essayer de mieux dormir. Ne peut-on considérer que cela améliore aussi la performance ?*

— Probablement, mais vous touchez là à un problème beaucoup plus difficile et que nous avons rarement rencontré en sport. D'autre part, nous n'avons jamais empêché quelqu'un de prendre une pilule pour dormir ou d'absorber une aspirine parce qu'il avait mal à la tête. Nous ne nous sommes pas préoccupés de ce problème là et il est vrai que l'héroïne n'est pas recherchée, si ce n'est de temps en temps par sondage.

Le Prince de Mérode : « Un phénomène exceptionnel »

Vice-président du Comité olympique international (CIO) et président de la commission médicale du CIO, le Prince Alexandre de Mérode est particulièrement sensible aux problèmes liés aux dopants et à la drogue. Pour lui, cependant, le monde du sport est la cible anormale de griefs et n'est pas plus propice à la consommation de drogues que tout autre secteur de la société.

— *Quelles sont les drogues interdites par le CIO ?*

— La cocaïne est interdite, mais pas la marijuana. Nous ne voyons pas d'objections à ce qu'un comité national l'interdise mais, nous-mêmes ne l'avons pas inscrite dans la liste des substances interdites parce que nous estimons qu'il s'agit d'une drogue plus sociale que sportive. On ne prend pas de la marijuana parce que l'on fait du sport, mais il arrive qu'en faisant du sport, on continue à prendre de la marijuana.

— *Pourquoi la cocaïne est-elle bannie ?*

— Car elle est reprise dans une substance dopante. Du reste, nous estimons qu'elle peut être utile en certains sports pour accroître, par exemple, la précision du geste ou du placement d'une balle ou d'un ballon.

Le sport n'est pas une excroissance exceptionnelle

— *Ce qui veut dire que toutes les autres drogues ne sont pas recherchées par le CIO ?*

— Nous n'avons jamais interdit la drogue en tant que drogue, car nous estimons qu'il s'agit d'un phénomène de société. Mais, dans la mesure où certaines de ces drogues entrent dans certains produits dopants, nous les avons interdites.

Le sport ne favorise pas la prise de drogues

- *Dans quel but vos sondages sont-ils effectués ?*
- Pendant les Jeux de Séoul, sur 1.700 tests, nous avons trouvé quatre cas de marijuana. Quant à la cocaïne, nous n'en avons pas trouvé du tout. Ce qui démontre bien que le sport ne favorise pas la prise de drogue. Vous savez, en sport, on n'a pas intérêt à prendre de la drogue. Si ce n'est pour les sports de précision, la drogue n'est pas utile.
- *Le cas de Maradona va-t-il susciter des réactions ?*
- Il y a des gens qui chutent dans tous les secteurs de la société. Je pense que le cas de Maradona est marginal. Il n'existe pas de raisons spéciales en football de s'adonner à la cocaïne. Je répète que le sportif n'a aucun intérêt à se droguer.
- *Malgré le stress ?*
- Non, c'est très exceptionnel. Vous n'allez pas rencontrer beaucoup de sportifs drogués, car la drogue est plutôt une contre-indication à la pratique du sport.

Le cas Maradona est exceptionnel

- *Donc, selon vous, les cas Boileau et Maradonna sont exceptionnels ?*
- Le cas Maradonna certainement.
- *Pourquoi punit-on toujours les sportifs, alors que d'autres personnes, dont certains politiciens, sont parfois obligées de recourir à des substances dynamisantes pour suivre des réunions qui durent plus de vingt-quatre heures ?*
- Tout d'abord, nous nous occupons des sportifs et pas des politiciens. Ensuite, nous ne devons pas perdre de vue que la grande vedette sportive est un personnage qui suscite un prosélytisme gigantesque. Elle est un exemple pour la jeunesse. La jeunesse du monde possède des photos de Ben Johnson, mais vous ne trouverez jamais la photo d'un politicien belge dans la chambre d'un Chinois. Et puis, dans le sport, il y a un aspect compétition qui engendre des récompenses spécifiques. Donc, la prise de dopant est également une tricherie, car vous volez la place de quelqu'un d'autre.

Les sportifs, des sous-hommes ?

- *Il existe pourtant aussi des concours dans d'autres domaines.*
- Je serais peut-être d'accord pour qu'il y ait des contrôles lors des concours de violon. S'il n'y en a pas, c'est parce que le sport

a toujours été considéré comme étant une activité de troisième ordre et les sportifs comme une forme de sous-hommes. Pour beaucoup, le sport est une activité de troisième niveau dans l'échelle des valeurs. Par contre, si vous faites du violon ou une activité artistique, vous vous situez au sommet de cette échelle.

D'une manière probablement injuste, c'est comme cela dans la société dans laquelle nous vivons.

On aura toujours de la peine à toucher le sommet de l'échelle des valeurs. Si von Karajan s'était retourné à la fin de l'exécution de la Neuvième Symphonie avec un magnum de champagne à la main, cela aurait provoqué un scandale, mais quand un champion du monde sportif agit de la sorte, on trouve cela tout à fait normal.

— *Connaissez-vous beaucoup de fédérations qui ont un programme antidrogue ?*

— Non, parce que, en général, je le répète, le sportif n'a pas pris de la drogue parce qu'il faisait du sport. Nous nous sommes donc attachés aux programmes antidopage et non aux programmes antidrogue. On aurait plutôt tendance à dire aux éducateurs de pousser les jeunes vers les stades car la pratique du sport éloigne de la drogue. Ce principe reste toujours valable.



Is the white stuff also invading the stadiums ?

"Not more often than in the other areas of society", says Prince Alexandre de Mérode, Vice-President of the International Olympic Committee (IOC) and President of the Medical Commission of the IOC. Only those drugs containing a doping substance like cocaine, for instance, could have a certain interest for the sportsmen. They could increase the accuracy of the motion or the targeting of a ball. These drugs are itemized on the list of the doping substances forbidden by the IOC. The other drugs can only be harmful for the top sportsmen, who will avoid using them as a rule.

A wrong use of medicines leads to the taking of drugs but this is an overall society phenomenon and not an evil pertaining to the world of sport. Any sportsman who experienced the exhilarating effect of some doping stuffs could of course be tempted by drug later but no generalization can be made on the grounds of some exceptional cases; unfortunately, any exception immediately has a larger repercussion than in other areas because the elite sportsman should be model for youth.

A drug-addicted sportsman cannot be supported but his motivation could be understood since a top-level athlete is a "worker" who enjoys no protective social status (no pension nor welfare benefits). This is why some people would like to get rich quickly and with not highly recommendable means at the start of a career that could well end prematurely with an accident. Anyway, a true sportsman can easily do without drug. We would even be inclined to tell the sports trainers to prompt the youth to do sports because the practice of sports averts from drug addiction.

Cameroon and the organization of military sports.

As a member of CISM since 1970, Cameroon has not only organized two sessions of the Executive Committee but has also proved very active within CISM by hosting several continental and regional competitions. Furthermore, it has participated in several CISM individual sports championships (track- and-field, cross-country and cycling) and combat sports championships (judo and boxing). The 1990 season ended with a true exploit for Cameroon. Following the remarkable performance of the national team at the world soccer championship in Italy, the national military team won a bronze medal at the military handball championship in Ilorin (Nigeria) last October. This could have been an all-round success provided Cameroon had not slightly failed to qualify for the final. It was indeed defeated in the preliminary heats by Belgium that placed second in the championship, though the Cameroon team was still in the lead by one goal a few seconds before the final whistle. This CISM medal is the first ever won by a black African country in a team sport competition. Moreover, the victory of the women's team in the women handball championship of Ilorin added to this success.

S.I.: How can you account for this remarkable performance at the last military championships?

H.K.: This is the result of the policy led at the highest national level which includes three aspects

— the will of the higher command to promote sport in general within the Armed Forces and the Police Forces to ensure the physical fitness of the staff.

— the promotion of sport for a participation in the national competitions.

— the concern for the creation of harmony between the different Armed Forces, so that sport will not be isolated but may contribute to the opening of the different Armed Forces to the outside world.

S.I.: Do your top athletes enjoy a special status or training facilities?

H.K.: National-level athletes are selected within the military teams that compete in the civilian national championships except the football competitions, for which the military sportsmen play in the civilian

teams, with the authorization of the Ministry of Defence. The national handball championship for example, was won four consecutive times by a military team. The national sports federations regularly call upon the military for the international competitions. Pierre Mella participated in this way in the boxing championship at the last Olympic Games of Seoul. Many athletes also participate in the African continental championship. Among the present-day sports stars, the three marathon runners are worth being mentioned: Elie Sali, Honoré Sidjouta and Kuete. We also intend to participate more frequently in the CISM championships. We will therefore participate in the shooting championship of Lagos in view of a participation to the forthcoming shooting championships. In this respect also, we have considered the creation of a permanent national training center that could subsequently be opened to other countries as a contribution to cooperation, while at the same time pursuing the ideals of solidarity and friendship through sport developed by CISM.

S.I.: How is sport organized in the Armed Forces from a structural point of view?

H.K.: The military sports service comes straight under the authority of the Defence Minister. In each Force, the organization of sport is the duty of an officer specialized in physical education. Decentralization is ensured through the three military regions and the training centers. Sports competitions take place within units, training centers and finally as interservice games for most sports disciplines, giving a total of twelve annual championships for individual sports (track-and-field, cross-country, judo), team sports (football, handball, basketball, volleyball) and military sports

(shooting, military triathlon, parachuting and orienteering). The well-served railway network and the use of the organic transportation means of the units make it possible to organize such championships in spite of the considerable distances at national level. The training of our sports officers is ensured either in the civilian schools-middle manager (two to three years), senior manager (four years at the School for Youth and Sports) or within the military after obtaining the technical certificate in Fontainebleau or the instructor/chief instructor licence for the non-commissioned officers. Sports medicine has also been developed at the central level. Its duty is to follow-up national-level athletes and to adapt research in the field of sports medicine to the training methods.

S.I.: Your results in handball show that women's sport also has the place of honour in the Armed Forces, hasn't it?

H.K.: Cameroon was indeed very proud to be the first winner of the championship of Ilorin last October. Our participation in the national competitions are planned as follows: handball, volleyball, basketball, track-and-field, shooting and judo. After these first successful experiences, we intend to further participate in the CISM championships. We already have talented women athletes, including Asumpta Achuo (police), winner of the international marathon of Douala and national champion of the 400m race.

We express our thanks to Commandant Kalkaba, who has been the chief of the military sports service for one year and is familiar with CISM as he was the first president of the PTC for handball. We wish him every success in the near future after the first encouraging experience of this year.



The Danish Military School of Physical Education Organization and assignments

from a lecture by Colonel FOGT,
Commander of the school.

In 1804, Prince Frederik, future King of Denmark, ordered the opening of Danish Military School for Physical Education. Some years before, in 1795, an 18 year-old man, V.V.F. Nachtegall started teaching fencing in order to make a living for his family. He read the whole literature related to gymnastics and founded his own school. From 1800 to 1802, he taught gymnastics to the naval cadets. In 1804, he was charged with the training of a certain number of non-commissioned officers to be physical education teachers in the Army.

The Danish Military School for Physical Education is probably the oldest school for military education in the world. It has always been located in Copenhagen but at different places. It was finally settled in the northern part of the city in 1939 (Ryvangen) where it is housed. Many sports disciplines are taught. In the course of time, the cursus was modified: fencing, boxing and dancing were dropped and the theory of training appeared 50 years ago. In 1951, the School, which had covered the needs of the Army only also took care of the physical education in the Navy and in the Air Force which had recently been created; the commander of the School became chief inspector in physical education. The School is provided with the necessary infrastructure; only the swimming, shooting and orienteering courses are given outside.

Educational activities

Each year, 350 students are registered in 15 different courses but this is not enough to meet the demand. One third of the candidates only can be admitted.

Inspections

The commander of the School, who is also inspector in physical education makes approximately 100 journeys each year to inspect, guide and consult the units in matters of physical education and equipment related to it. The main goal of these visits is to advise and not to penalize.

Directives

The military training is described in three brochures: the overall physical training, the specific physical training and the military pentathlon. These directives are complementary and will be updated soon.

Role of the counsellor

One of the tasks of the school is also to advise the General Staff in questions concerning the physical performance of the soldiers. Several members of the school staff are members of working groups. Some of them participate in the set up of physical requirements for the admission of voluntary private personnel. Others determine the importance of physical training in the military training. Recently, the School was asked to define the physical operational criteria that must be met by the crew of the Danish frigate sent to the Persian Gulf.

Experiments

The School was recently given a very advanced equipment for measuring the maximum oxygen intake as well as a system for measuring the isometric muscle strength. These acquisitions are particularly useful when preparing the national teams and for the thesis of the students.

Participation in international military competitions

Denmark participates in the following competitions: parachuting, military pentathlon, naval pentathlon, fencing, boxing, orienteering and cross-country. The licenses, the selection of the teams, the designation of the trainers and the captains of teams come within the scope of the School as well as the support to the units organizing national competitions.

Collaboration with civilian sports organizations

The teachers of the School take part in educational courses given by the Danish Sports Association - an organization created for the advancement and the promotion of top-level sport in Denmark - in order to enhance their knowledge. Besides, several teachers of the School are instructors. A similar collaboration is set up with the August Krogh Institute; two part-time teachers are students there and update the knowledge in matter of training physiology.

Organization of the School

The School is divided into two departments: the Sport School of National Defence and the Inspection of Physical Training and Military Sport of National Defence. The commander of these two departments is a Colonel. He is assisted by 19 persons: 13 officers, 4 senior sergeants and 2 civilians. Moreover, two part-time teachers are attached to the School. The School itself is composed of two training groups: the group of general physical training and the group of specialized physical training. It gives training courses which meet the needs in physical education of the units, i.e. one officer at the level of the regiment, one officer or sergeant-major at the level of the company and a non-commissioned officer as auxiliary instructor at the level of the troop.

The group of general physical training is in charge of teaching the training theory, the planning of training, the training of physical coordination and to a certain level also anatomy and physiology. The practical courses deal with the training of the circulatory system, muscle training and grenade throwing.

The group of specialized physical training ensures the teaching of special matters, such as hand-to-hand fighting, self-defense, obstacle runs and orienteering. Other disciplines are taught according to the specialization of the teachers, one of them is a basketball coach, another one is a national fencing champion; both these disciplines are taught.

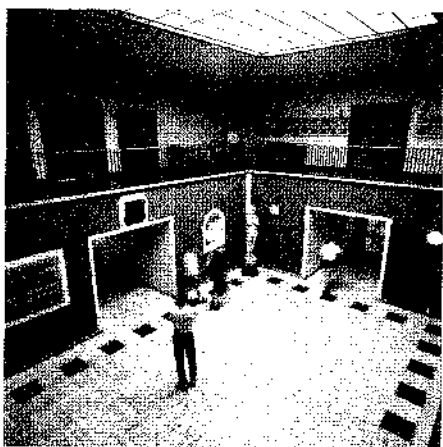
The Inspection of Physical Training and Military Sport of National Defence is entrusted with the coordination of all military sports activities and the organization of the 100 inspections.

The courses for auxiliary instructors of troop last 4 weeks. Basic elements of physical training are taught. Out of the 130 lessons given, one third deal with theory. Stress is laid on didactic. The student is then in a position to train a 10 to 12-man group.

The course for company teachers last 6 months. At the end of the course, the instructor can plan and organize the training of the company and ensure its control. The subjects dealt with are numerous. The anatomy and physiology teacher is a highly qualified civilian. Half of the courses are theoretical. This is due among others to the fact that the student is given a refereeing training in three different ball games because the recreational sports activities are part of the programme of the company.

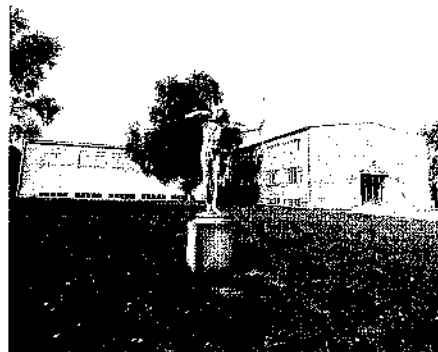
The course in physical education and training for leaders has a duration of approximately 10 months and covers 1800 lessons. After finishing the course, the students, who are all officers are promoted to the rank of captain or senior lieutenant. The number of students is relatively limited and depends on the places available. Many matters are tackled but the practical courses are unfortunately reduced to an absolute minimum because administrative functions related to the physical and physiological training await the future teachers. In the subject educational technology and sports education the students are given the task to carry through the teaching on one of the courses for troop teachers which are held at the school at the same time. Another interesting aspect of this course is the project work of the students concerning a specific physical or physiological training problem. Some papers are very interesting, one of them suggests that modifications be made in the inspection system. The project is finally judged by a panel of 4 persons after the candidate has defended his work. The other matters which are examined are anatomy, physiology, training theory and the missions and activities of the sports officers.

Other courses are also given at the Institute: 3 to 4 orienteering courses each year, preparation of tracks, etc. and a maintenance course for company teachers and physical education teachers.



The future

The wish for the future is to maintain the main course and to preserve its attractive character. A recent survey has shown that 10 % of the education time is spent by being exempted. Out of that 10%, 75% of the reasons for exemption is overexemption of muscles, ligaments and joints. This is why teaching must be enhanced so that the units may have the fully prescribed number of skilled and specialized personnel. Bearing the recent international changes and the reduction of the military exercises, it is to be hoped that more funds will be devoted to physical education and to the training in military environment. If this becomes true, top-level sport will be enhanced and our soldiers will be given a positive attitude towards physical training before returning to civilian life.



L'Ecole de Sport de la Défense Nationale au Danemark

Fondée en 1804, l'Ecole de Sport de la Défense Nationale au Danemark est sans doute la plus ancienne école militaire physique au monde. Située dans la partie nord de Copenhague, elle a pris en charge, depuis 1951, l'éducation physique de toutes les composantes des forces armées danoises. Son commandant s'est vu attribuer, la même année, la charge d'inspecteur en chef de l'éducation physique; à ce titre, il se déplace 100 fois par an vers les unités à inspecter et conseiller. Le contingent annuel de l'Ecole est limité à 350 étudiants répartis en 15 cours. Le cadre de l'Ecole a également une mission de conseiller de l'Etat-Major en matière d'éducation physique. En outre, la sélection des équipes nationales militaires, la désignation de leurs entraîneurs et de leurs capitaines sont du ressort de l'Ecole; ces équipes participent aux compétitions de parachutisme, pentathlon militaire, pentathlon naval, escrime, boxe, course d'orientation et cross-country. Pour l'aider dans cette dernière mission, l'Ecole s'est vue dotée récemment d'un équipement médico-sportif très performant. Afin de rester à la pointe du progrès et de l'actualité, une collaboration très étroite avec les meilleures institutions sportives civiles s'est instaurée.

Organisation de l'Ecole

13 officiers, 4 sergents, 2 professeurs civils constituent le cadre de l'Ecole et font partie soit du groupe d'entraînement physique général, soit du groupe d'entraînement physique spécialisé.

L'enseignement dispensé s'adresse à de futurs instructeurs en éducation physique au niveau soit de la troupe, soit de la compagnie, soit du régiment; la durée des cours est respectivement de 4 semaines, 6 mois ou 10 mois.

Le cours de 4 semaines comporte 130 leçons dont 1/3 de théorie. On y enseigne les éléments de base de l'éducation physique et l'accent est mis sur la didactique.

Le cours de 6 mois donne une plus grande autonomie au futur instructeur. Les sujets traités sont nombreux et l'étudiant reçoit, entre autres, une formation d'arbitre dans trois sports de ballon. Le cours de 10 mois comporte 1800 leçons dont une majorité a trait à la gestion administrative. Les étudiants sont, entre autres, chargés de l'enseignement de certaines matières au cours de 4 semaines et sont tenus de présenter et défendre un mémoire en fin de cours.

D'autres cours de courte durée se donnent également à l'Ecole, en particulier dans le domaine des courses d'orientation.

L'avenir

Il faut maintenir et même améliorer le niveau de formation des instructeurs en particulier dans le domaine de la prévention des accidents musculaires et articulaires. Il serait aussi souhaitable que l'économie de moyens financiers consécutifs au climat mondial de détente puisse profiter à l'entraînement physique de nos soldats, ce qui serait bénéfique avant leur retour à la vie civile.

The Finnish Defense Forces Sports School

The Sports School, which was founded in 1964, was located in different places but in 1979 all the activities were grouped in Lahti (Fig 1).

Organization of the Sports School (Fig 2)

Tasks of the Sports School

While cooperating with the central organizations for sports and with the universities, the School set itself the objective to:

- support, as part of the Finnish coaching system, national sports by arranging conscript training and systematic coaching for talented sportsmen so that their sports career remains progressive throughout the conscript service,
- train the conscripts leaders with the basic knowledge of physical education as well as club coaching,
- provide Defence Forces and Frontier Guard personnel with training in reconnaissance and physical education,
- support the teams in the Defence Forces specialized in coaching for international military competitions,
- participate in the research and development of coaching and sports medicine and the soldier's physical performance.

General organization and training periods

The conscripts entering service in the Sports School are trained as non-commissioned officers or reserve officers (11 months). The successive phases are given in Fig 3. At the end of the 2nd phase, the best 25 students are trained as officers while the others follow up their training as NCO's. In order to obtain a better profitability, the winter sportsmen enter service in June and sportsmen specialized in summer events enter service in October.



Selection of the sportsmen at the Sports School

The 160 candidates retained each year will meet fixed criteria:

- the event is in the Olympic or World Championship programme,
- according to international standards, the event shall have possibilities of progress and success and
- the School can offer adequate training facilities and equipment for the event.

Moreover, the candidate chosen must be at least a medallist in Finnish Junior Championships or belong to a 1st or 2nd division team. The results achieved by the sportsman and the opinion of the involved sports federations are also taken into consideration.

Sports training in practice

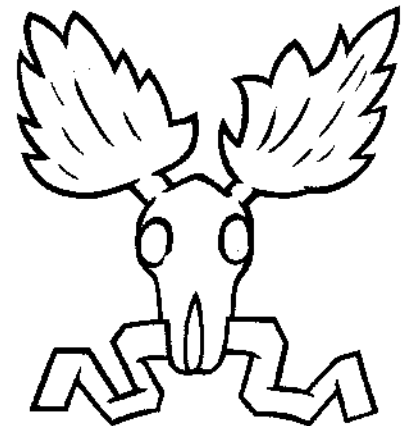
Among the 19 coaches of the School, 11 have completed a civilian PE instructors training course (2 years) in addition to their military training. The others are highly qualified trainers in their discipline. The sportsman is allowed to follow his own training programme under supervision of the Sports School coach. It is also possible to train in the evening and during the week-ends.

Tests

The physical aptitudes and the medical parameters are periodically tested. The results are recorded in files which are used in the follow-up of coaching as well as in scientific research.

Sportsmen and success

High performances were achieved by sports athletes during their stay at the Sports School and the number of medals won each year is approximately 100.



Physical Training and Sports in the Royal Netherlands Navy

By the Dutch delegation



The physical training and sports instructors in the Royal Netherlands Navy have been educated at the Centre for Physical Training and Sports (CFTS) since 1947.

The CFTS was originally located in Den Helder, the Netherlands naval base, and was called the Gymnastics and Sports School (GSS). In 1979 the new centre was opened in Doorn. In the same year the name of the school also changed into CFTS. Doorn is also the home of the marine barracks the Van Braamhouckgeestkazerne (VBHKAZ).

The Aim of the CFTS

The aim of the CFTS is to educate physical training and sports instructors as well as sports-specialists, for the Royal Netherlands Navy and the Marine corps. In addition, the school is to follow developments in the subject of physical training and to propose measures of improvement to the Commanding General of the Royal Netherlands Marine Corps (CRNLMC).

Organisation of the CFTS

The organisation of the CFTS is shown in fig. 1. As far as the courses and the research are concerned, the Director of CFTS (HCFTS) is directly subordinate to CRNLMC who is in charge of the physical training for the Royal Netherlands Navy. For logistics and administration the CFTS is subordinate to the Commandant of the Van Braamhouckgeestkazerne.

The staff of the CFTS are officers and were educated at the physical college in The Hague for a period of three years. The staff-instructors are educated at the CFTS and are sports-specialists in one or two sports such as, swimming, track and field, gymnastics, boxing, judo, fencing or skiing. The education period of the staff-instructors is about two years.

Facilities

The CFTS has a large gymnasium where most ballgames can be played and is equipped for gymnastics. In the same building are also located a fencing and boxing hall, a dojo for judo, a fitness-hall and the staff facilities.

Next to the building is a large sportsground with a track and field accommodation, two obstacle courses and a handgranade range.

For swimming the CFTS has a contract with the public swimming-pool which is located at the opposite side of the CFTS. There is also a contract for skiing-lessons with a public skiing-school in Soesterberg, ten kilometers from Doorn.

In front of the Marine barracks is a large forest that is used for running and orienteering.





The Courses

The courses provided by the CFTS can be divided into two categories:

- Basic military physical training courses,
- Physical training and sports instructor courses.

The basic military physical training courses take five weeks and end in an examination.

The physical training and sports instructor courses can also be divided into two categories:

- Instructor Physical Training and Sports (IFTS,
- Instructor Physical Training and sports specialist (IFTS-specialist).

The IFTS course takes 36 weeks and is the basic course.

The students for the IFTS-course are selected from the basic military physical training courses and are petty-officers. After the course, that ends with exams, the new instructors are sent out to the sports-bureaux all over the navy and marine corps to gain experience.

They are allowed to give all the physical training and sports lessons with the exception of boxing, judo, fencing and skiing. Swimming lessons must be given under the supervision of a swimming teacher.

The students for IFTS-specialist are selected from the IFTS course and return to the CFTS after a period of practical experience. The specialist course takes, depending on the kind of sport, from three months to one year. Specialization is possible for boxing, judo,

fencing, skiing, gymnastics and swimming. These courses all end with exams under supervision of the national sports councils. If an instructor-specialist wants to specialize for a higher course he can do so by following civil courses in his spare time.

Final remarks

With this structure of education the CFTS is able to provide the navy and the marine corps with well educated instructors. Every year the CFTS educates about 10 - 15 IFTS and 2 - 4 IFTS-specialists per sport.

The Army Physical Exercise Training Centre

By the Dutch delegation

The Physical Exercise Training Centre (OCLO) was founded in 1976 as a professional means of training officers, NCOs, career soldiers as well as conscripts as physical exercise instructors.

The OCLO, located in the Koningin Wilhelminakazerne in Ossendrecht, trains instructors to provide the physical exercise necessary to keep Netherlands Army military personnel at the required level of physical fitness. The aims of physical exercise in the army are:

— to render military personnel physically fit for their functions and careers and keep them that way;

— to contribute to:

. soldiers' mental fitness, particularly perseverance and self-confidence;

. soldiers' good physical health;

. soldiers' motivation to engage in sports activities.

The use of the word "professional" in the first sentence will become clearer after the following.

Historical background

The experiences of World War II brought about drastically changed views on how soldiers should be trained. One insight was that much more attention should be paid to the physical and mental aspect of soldiers' training. Guided by the old tenet that an army is as good as the way it is trained, the authorities decided, after the liberation, to start training physical exercise and sports (LO/S) instructors at the School for Army Gymnastics.

The OCLO's motto, *Semper se movens*, was particularly apt during the early years of the School for



Army Gymnastics. Starting out in Breda, the school was subsequently moved to Harderwijk, Hooghalen and Ommen before, in 1948, it finally found a more permanent home in the "Barakkenkamp van Hooghalen", near Assen.

During this "keep moving" exercise the name of the school was changed to School for Military Physical Education. This name survived until the school's final move to Ossendrecht. The change to the present name symbolized the view that the place was not a school but a training centre, as it was felt that young people should be trained rather than educated.

In the early 1980s it became clear that OCLO intake requirements could be met by candidates with relevant previous qualifications, i.e. physical education (tertiary) or training and coaching (secondary) certificates. From 1984 onwards, only pre-qualified applicants were considered. Also in 1984 the LO/S instructor training

course for career NCOs was started, with a training and coaching certificate as a condition for entry. The officers' course had already been running since 1978.

The brief summary above warrants the conclusion that only highly qualified individuals are allowed to provide physical exercise to army personnel. This enables conscripts to render their national service compatible with previous qualifications.

The OCLO's task

Based on the intake requirements discussed above, the OCLO's main task is:

— to provide function-specific training for the functions of officer-LO/S and NCO-LO/S, as well as subsequent training for these categories;

— to provide the general cadre training as well as function-specific training for conscripts who are to become NCO-instructors-LO/S.

The courses offered

1. Career officer-LO/S

Initial training involves a function-specific course of either four or six months. The former is intended for the student who has already finished course No. 3 and has sufficient experience.

Previous qualifications: physical education certificate,

Frequency: once a year,

Course content: competition organization, didactic supervision, physical education theory, physical ability tests, cross-country running, obstacle course, road work etc.

2. Career NCO-LO/S: at least training and coaching certificate,

Course duration: 7 months,

Frequency: once a year,

Number of students: around 10 per year,

Course content: obstacle course, road work, rope course, cross-country running, unarmed combat, swimming, ball games, athletics, gymnastics, fitness, competition organization etc.

3. Conscript NCO-LO/S

Previous qualifications: physical education and/or training and coaching certificate,

Course duration: 15 weeks,

Frequency: three times a year,

Number of students: 52 (on average),

Course content: same as course No. 2.

4. NCO-instructor -LO/S (Sargent-majors course)

This course is open to candidates who have completed the advanced NCO course.

Course duration: 17 weeks,

Frequency: once a year,

Number of students: around 8,

Course content: didactic supervision, coaching, physical education theory, competition organization, games refereeing, recreational sports etc.

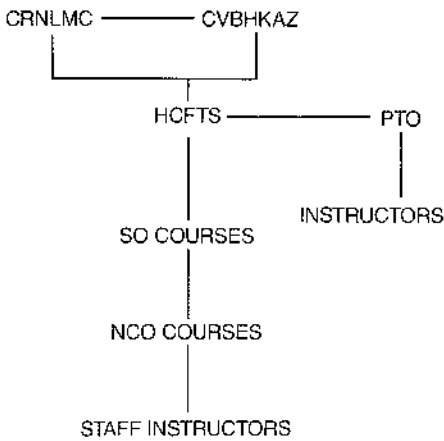


Figure 1



XXXIII Military World Skiing Championship

Östersund - Sweden Febr. 25 - March 2, 1991

Participating countries (12)

Austria, Belgium, Canada (F), Finland, France (F), Iran, Italy, Germany, Netherlands, Norway (F), Sweden (F), Switzerland

Official CISM representative

Commodore H.A. Cooper (Canada)

PTC President

Lt-Colonel Christian Steudler (Switzerland)

(F) with female participation

Biathlon

Following the German display at the World Championships in Lahtis the week before, a clean sweep by the German team was expected in Östersund. True Germany took first place, the gold medal going to Helmut Tengg, but then followed mostly Norwegians, Finns, Austrians and above all Italians. Italy's Johann Passler won the silver medal and together with Andreas Zingerle and Hubert Leitgeb the Italy team were clear winners of the team gold.

Sweden won gold medals in the women's event. The individual victor was Inger Björkbom who, together with Mia Stadig and Anne-Lie Engström, formed the Swedish team which won the team gold medal, 15 seconds ahead of Norway.



Organization

Four times previously has Sweden organized this championship. In 1984 in Arvidsjaur, the temperature was continuously at the limit allowable for competitions. However, this year the competitors were able to experience a Scandinavian winter at its best with comfortable winter temperatures and plenty of sunshine.

Brigadier Leif Nilsson, Garrison Commander in Östersund was allocated the task of organizing the event and began his preparations in 1989. At the head of the organizing committee, he placed Colonel Ove Fahlén, a widely experienced athlete, and as a Secretary General and Chief of Competition he appointed Major Ake Hjelm, a man of many years experience including that of Swedish Team Captain. The Giant Slalom and alpine disciplines in the triathlon were held in Are where the help of greatly experienced World Cup organizers, Are Slalom Club, was called upon. The cross-country and biathlon events had their start, finish and shooting stations in Östersund Ski Stadium. The courses throughout held a high international standard. During the championship, Östersund municipality has actively contributed to the work of organization and cooperative abilities, that hopefully will be called on in a greater context, have been tried and tested.



King Carl XVI Gustaf shakes hands with the CISM representative commodore H.A. Cooper (CAN).

In the background, the chief of competition, Major Ake Hjelm and the chairman of the organizing committee Colonel Ove Fahlén.

Le Roi Carl XVI Gustaf serre la main du représentant du CISM le Commodore H.A. Cooper (CAN).

A l'arrière plan, le directeur de la compétition le Major Ake Hjelm et le président du comité organisateur le colonel Ove Fahlén.



L'équipe italienne médaille d'or à l'épreuve de patrouille de 25 km.
The Italian team winners of the patrol race, 25 km.

Patrol Competition, 25km

Would the dominant team of the 80's, the German team, be able to hold off the challenge of the golden skiers of the XXXIII Military Skiing World Championship, the Italian team?

Despite having the biathlon world champions, Frank Ullrich and Mark Kirchner, and the military world champion, Helmut Tengg in their patrol, the Germans soon fell behind. The challenge to the Italians was taken up by Norway, Finland, Austria and Sweden with Tomas Wassberg as patrol officer. The fight for medals was finally decided at the shooting range after 20km. Here Sweden and Finland collected 3 penalty minutes and Norway four which effectively put them out of the medal fight. Italy with one miss won ahead of penalty-free Austria while Sweden took third place thanks to having the fastest skiing time. The Challenge Trophy for the best country was won easily by Italy ahead of Austria, France Sweden and Norway.

Giant Slalom

A truer title here would read: "Italy, Italy, Italy". The carabinieri fired a volley over the Are mountains that will long be remembered. Everyone realized that Alberto Tomba sought revenge for his failure in Austria in 1990 being determined to take the first place on the podium. With a good first run behind him he was able to ski the second in safety. Despite loosing 5/100ths of a second to his team mate Patrick Holzer his margin of victory was still a surprising 1.42 sec. The Italian gold winning team was completed by Luca Pesando who took the bronze medal, ousting Niklas Henning of Sweden on the second run.

Triathlon

In Are's Giant Slalom slopes Georges Niederberger gained a small lead to take into the concluding 10km biathlon event in which a chase start was used. The chasing pack was led by former champion Heinz Mülbacher of Austria. With ice-cold nerves and a great deal of will power Niederberger succeeded in maintaining his lead. He was followed by five Austrians, the last of them being Mülbacher who missed badly at the standing shoot collecting five penalty laps in the process. The Austrian team of Wolfgang Perner, Armin Trinker and Ludwig Gredler won the team gold medal by a clear margin.

Cross-country Skiing

The people of the Alpine countries are improving rapidly as cross-country skiers, so it was no great surprise when Alfred Runggaldier of Italy won the 15km gold medal ahead of Stephane Azambre and Hervé Balland of France. That Paulo Riva of Italy was fourth, ahead of the Vasalopett victor Jan Ottosson, is a warning to us Scandinavians that we can no longer be certain of victory, even on our own snow. In addition to Runggaldier's gold medal Italy won the team gold medal, Aldo Fauner being the third skier in the team. Italy won, 40 seconds ahead of Sweden, and bronze place was captured by France only 5 seconds behind the home nation.

In the women's 10km race the fight for gold was decided from the start. Isabelle Mancini of France was clearly determined to win her fifth Military World Championship. That she was 2 minutes ahead of the silver medalist Hilegunn Fossen of Norway says everything of her capacity. With her wide margin of victory, she paved the way for a French team gold ahead of Norway and Sweden. The other members of the gold winning team were Véronique Claudel and Nathalie Beausire.



Ceremonies

The organizers had a motto for all ceremonies "Short, Simple and Stylish", a motto which appealed greatly to the official representative from CISM Commodore H.A. Cooper of Canada, who became a most appreciated and valuable member of the organizing staff.

One innovation was the presentation of the first day's prizes at a combined ceremony, held on a cold evening by the light of a log fire on the Artillery Regiments barracks square.

The opening and closing ceremonies were held in the Sports Center in Östersund. At the closing ceremony his Majesty King Carl XVI Gustaf graced the occasion as prizegiver, after which Brigadier Leif Nilsson declared the championship closed.

Finally, officers from Sodankyla in Finnish Lapland received the CISM standard from the hands of Commodore Cooper. Finland is to be host to the XXXIV Military Skiing World Championship in 1992.

Results

Individual classification

Team classification

Men

20km Biathlon

1. Helmut Tengg (FRG) 54.32,2
2. Johann Passler (ITA) 55.17,1
3. Gissle Fenne (NOR) 56.54,4

1. Italy 2.50.15,8
2. Norway 2.54.42,6
3. Germany FR 2.56.20,8

Giant Slalom

1. Alberto Tomba (ITA) 2.19,98
2. Patrick Holzer (ITA) 2.21,40
3. Luca Pesando (ITA) 2.22,08

1. Italy 20.12
2. Switzerland 56.30
3. Austria 69.50

Triathlon

1. G. Niederberger (SUI) 0.0
2. W. Perner (AUT) 11,3
3. A. Trinker (AUT) 38,0

1. Austria 00.00,0
2. France 8.11,8
3. Germany FR 8.20,7

15km Cross-Country

1. A. Runggaldier (ITA) 40.21,8
2. S. Azambre (FRA) 40.44,6
3. H. Balland (FRA) 40.52,5

1. Italy 2.03.14,4
2. Sweden 2.03.54,7
3. France 2.03.59,5

Patrol 25km

1. Italy 1 (1) 1.17.23,0
Paolo Riva
Hubert Leitgeb
Wilfried Pallhuber
Johann Passler

2. Austria 2 (0) 1.18.14,4
Ludwig Gredler
Reinhard Neuner
Klaus Greiderer
Wolfgang Perner

3. Sweden 2 (3) 1.18.47,3
Thomas Wassberg
Jyrkki Ponsiluoma
Peter Göransson
Dennis Andersson

Women

15km Biathlon

1. I. Björkbom (SWE) 53.04,5
2. U. Kristiansen (NOR) 55.06,2
3. E. Gilles (CAN) 55.58,5

1. Sweden 2.51.30,4
2. Norway 2.51.46,1
3. Canada 3.03.45,7

10km Cross-Country

1. I. Mancini (ITA) 32.19,0
2. H. Fossen (NOR) 34.18,4
3. I. Björkbom (SWE) 35.55,2

1. France 1.48.19,0
2. Norway 1.49.12,4
3. Sweden 1.49.19,4

Total classification

Rank	Nation	15km CC	Tri	Gs	Biat	Pat	Total
1	Italy	19	-	25	18	15	77
2	Austria	4	21	11	10	13	59
3	France	15	11	3	5	7	41
4	Sweden	13	-	10	4	13	40
5	Norway	5	-	4	13	16	38
6	Germany	4	10	6	13	1	34
7	Switzerland	1	13	12	1	1	28
8	Finland	4	-	-	9	6	19



The Thomas Wassberg patrol (SWE 2) winners of bronze medals in the patrol race. Wassberg won his first CISM medal in Chamonix in 1977.

La patrouille de Thomas Wassberg (SWE 2) médaille de bronze dans l'épreuve de patrouille - Wassberg gagna sa première médaille du CISM à Chamonix en 1977.

Life in CISM

Au cours de la réunion des deux Offices de Liaison européens (Lone/Lose) en décembre 1990 à Zurich, les participants ont eu l'occasion de rendre visite au C.I.O. à Lausanne. Présentés par Monsieur Thalmann, directeur de Polytronic, ils ont été reçus par Monsieur Gafner au nom de Monsieur Samaranch, président du C.I.O. (photo n°1).

Lors de ce même séjour, Polytronic a organisé une journée culturelle au Château de Vaumarcus, l'un des plus beaux vestiges du Moyen Age en Suisse (photo n°2). En apothéose de cette journée : banquet, dégustation de vins, tir à l'arbalète (photo n°3). A l'issue de cette réunion, les présidents du CISM et du C.I.O. se sont adressés la correspondance reproduite ci-après.



Séminaire de la presse sportive du Comité International Olympique (Octobre 1990)

De droite à gauche: M. Fekrou Kidane, coordinateur des séminaires pour la presse sportive du CIO, Colonel Médecin Hamadi Fayala, directeur de l'Académie du CISM (conférencier du séminaire), M. Amor Ghouila, président de la commission d'information du Comité National Olympique Tunisien, M^{me} Michèle Verdier, directeur de l'information au niveau du CIO.



Seminar of the sports press of the International Olympic Committee (October 1990)

From left to right: Mr Fekrou Kidane, coordinator of the seminars for the sports press of the IOC, Colonel Médecin Hamadi Fayala, director of the CISM Academy (lecturer of the seminar), Mr Amor Ghouila, president of the information commission of the National Tunisian Olympic Committee, Mme Michèle Verdier, director of information at the IOC.

The meeting of the two European Liaison Offices (Lone/Lose) in Zurich in December 1990 gave the opportunity to the participants to visit the IOC in Lausanne. After Mr Thalmann, Manager of Polytronic introduced them, they were welcomed by Mr Gafner on behalf of Mr Samaranch, the President of the IOC. (photo nr 1).

During the stay, Polytronic organized a cultural day at Vaumarcus castle, one of the most beautiful vestiges of the Middle-Ages in Switzerland (photo nr 2). As the grand finale of the day: banquet, wine tasting and crossbow shooting (photo nr 3). After the meeting, the Presidents of CISM and of the IOC exchanged the letters shown below.

Vaumarcus castle, one of the most beautiful vestiges of the Middle-Ages in Switzerland has become a much appreciated gastronomic and administrative center.

La vie au CISM

Life in CISM



Au cours du mois de mai, à Damas (Syrie), le SKDA tenait son assemblée générale ordinaire qui allait devenir la dernière manifestation du Comité Sportif des Armées Amies.

En effet, à l'ordre du jour figurait la ratification du protocole d'accord de Moscou, ratification qui s'est faite à l'unanimité par les nations présentes à savoir : URSS, Tchécoslovaquie, Hongrie, Roumanie, Pologne, Cuba, Corée du Nord et Syrie.

Le Lt-Colonel François Pilot, Secrétaire général du CISM était invité à cette réunion historique et posait, avec les anciens membres du SKDA, devenus soit nations membres du CISM, soit nations invitées, sous le drapeau du CISM, symbole de l'unification mondiale du sport militaire.

During the month of May, in Damascus (Syria), SKDA held its Ordinary General Assembly which was the last event of the Sports Committee of the Friendly Armies.

Indeed, the agenda included the ratification of the protocol of agreement of Moscow. This ratification was approved by unanimous votes of the nations present: URSS, Czechoslovakia, Hungary, Rumania, Poland, Cuba, North Korea and Syria.

Lt-Colonel François Pilot, CISM Secretary General, was invited to participate in this historical meeting and posed for a photograph with the SKDA members, who became either CISM member nations or nations invited to join CISM, under the CISM flag, as a symbol of the world unification of military sport.



La vie au CISM

L'an dernier, une délégation militaire de nageurs soviétiques rendait visite à l'Ecole des Sports Militaires de Warendorf (RFA) pour y disputer une compétition bilatérale précédée d'un stage d'entraînement.

Cette année, au cours du mois de mai, une délégation militaire allemande acceptait l'invitation des nageurs soviétiques à les rencontrer à l'Institut Militaire d'Education Physique et des Sports à Leningrad (URSS). C'était la première fois qu'une délégation sportive de la Bundeswehr se rendait en Union Soviétique. Le stage était couronné par la participation des jeunes militaires allemands aux spartakiades de natation de la ville de Leningrad où ils ont gagné deux médailles de bronze.



«Start» board symbolising the beginning of the Soviet Union joining CISM. Major General Stchurevitch (center) shaking hands with Lt-Colonel Fleischer (left), Deputy Secretary General of CISM. On the right, Colonel Kuhn, Commander of the Warendorf School.



Le Lt-Colonel Fleischer durant sont exposé «Présentation du CISM» aux officiers de l'Institut.

Last year, a military delegation of Soviet swimmers visited the Military Sports School of Warendorf (FRG) to compete in a bilateral event which was preceded by a training clinic.

On May this year, a German military delegation accepted the invitation extended by the Soviet swimmers to compete in a Military Institute for Physical Education and Sports in Leningrad (USSR). It was the first time that a sports delegation from the Bundeswehr went to the Soviet Union. The clinic was crowned by the participation of young German military athletes in the swimming spartakiades of the city of Leningrad where they won two bronze medals.