
Original research article

PIERRE DE COUBERTIN – OLYMPIC GAMES AS AN UNSUCCESSFUL ATTEMPT TO EDUCATE BY SPORT AND HIS SUBSEQUENT EDUCATIONAL EFFORTS

Seman František¹

¹ Comenius University in Bratislava, Faculty of Physical Education and Sports, Slovak Republic

UDK 796.032.2:37

SUMMARY

The Olympic Games have never been educational event in the true sense. Already in its infancy, the educational values substantially defy. Pierre de Coubertin from the following reasons resigned as President of the IOC. He wanted to pay the actual pedagogy. He founded the World Pedagogical Union and International Bureau of Sport Pedagogy. These institutions remained in the background of global attention, which perceives only the Olympic Games.

Key words: Olympic Games, Olympism, education, sport, congress

Correspondence author

Seman Frantisek
seman@fsport.uniba.sk

INTRODUCTION

History has seen over the centuries many different attempts, such as education and thus dominates. Some attempts have been successful, others less successful. Attempts in totalitarian societies tended to have more success because it was usually based on education and training regulations were strictly centralized. Attempts in democratic societies were relatively difficult. Discussions on education, respectively on its direction, were often lengthy. To support this or that doctrine originated various societies, which in turn does not contain a common language with other societies, aimed at other educational doctrine.

METHODOLOGICAL NOTE

When processing this paper, we use the standard methods work in historical science, especially the direct method. Based on the availability of many primary sources from the second half of the 19th century and the first half of the 20th century, we can give an overall picture of the facts. Secondary sources we used only to confirm or disprove some claims despite these sources we consider credible. It should be noted that, except perhaps the source nr. 1, which comes from the French ecclesiastical environment before school reform in France in 19th century, the other primary sources are impartial.

PART 1

Baron Pierre de Coubertin (next P. de Coubertin) is a world-known to the public in connection with the renewal of the Olympic Games. He was born January 1, 1863 in Paris, in the middle nobility family, which was by his father's roots in Italy. His ancestors came on French territory in the second half of the 15th century. He studied at the Jesuit College of St. Ignatius in Paris, during which time he was interested in politics, ceremonies, protocols and reigning dynasties. During these studies he has been acquainted with Hellenism. He did not, however, subject to the will of the parents and refused to enroll in the Military Academy of Saint-Cyr. He has tended to the republicanism in 1887, after he made a trip to the British Isle and the result was the work of *l'Éducation en Angleterre* (Education in England) published in 1888. The following year, under the authority of the Ministry of Education of France, he undertook a journey to the USA and Canada to get acquainted with the organization and functioning of sports associations across the Atlantic. The result was a work *Universités transatlantiques* (Transatlantic Universities), which reported on the much stronger position of sport in the USA and Canada than in Europe.

French Revolution (1789) brought a different approach to education. 19th century France was a country with frequent changes of political regimes, especially in the first three quarters. Subsequent substitution of political regimes, Franco-Prussian War (1870 – 1871) and the short Paris Commune (1871), however, did not allow significant development of education. The education was in relation to a particular political regime, more or less militarized. Physical education should have its place in education, but also subject to political influence, and during the 19th century can be found in France 7 of its developmental stages (Tissiéetal., 1901). The regime of French democratic 3rd Republic (1875 – 1940) was the need for education inclined. The society has also voices calling for a new education. E. g. Abbe Bautain (1876) reported that "society is sick – drug could be education of youth." On an imaginary battlefield where fought for a new French education played a key role initially two men – journalist Paschal Grousset (1844 – 1909), left-wing nationalist, participant in the Paris Commune and sportsman, republican P. de Coubertin.

LEAGUES AND SOCIETIES

P. de Coubertin had initially intended to reform the French educational system – not to renew the Olympic Games. His initial idea was to reform the French educational system at all levels, according to the English model, by introduction of physical education but especially sport into French schools (Cholley, 1996). Paschal Grousset published in 1888 (under the pseudonym of Philippe Daryl) on pages of favorite newspaper in this period *Le Temps* (Time) the articles about physical exercises. In the last of the articles (October 3, 1888) he proposed to restore the Olympic Games: "Olympic Games – the word is pronounced. It is necessary for us to have our... imagine every year, in the spring, a large sports competition in running, jumping, ball games, swimming and rowing, where they met representatives of the French schools, the regional selections. I see these masters fight each other during deposition competitions... to remain limited number of winners in the final. A day national holiday (national holiday, July 14, note by author) will be triumphant awards at a ceremony before boarding units and receive travel grants, diplomas and shorten them active military service in time of peace" (*Le Temps*, October 3, 1888). The proposed Olympic Games should not have international character and to them not being represented English sports, but only traditional French games and sports, as described by Jusserand (1901). This in his book states that the English took over from the French terms not only sport, but often its contents. Paschal Grousset released back in 1888, his articles in book form under the title *La Renaissance physique* (Body Renaissance) and October 14, 1888 he co-founded the National League of Physical Education (*Ligue Nationale de l'éducation physique*). But in that (June 1, 1888)

there was a committee to promote physical exercise (Comité pour la propagation des exercices physiques), known as the Committee of Jules Simon. There was a member P. de Coubertin also. This committee, at the end of January 1889, merged with the newly formed Union of French companies of athletics sports (Union des sociétés françaises des sports athlétiques) where P. de Coubertin same time served as secretary-general. Paschal Grousset's league presented a program of physical education for elementary schools and organized a school games for primary schools in Paris (1889). P. de Coubertin, despite the fact that the first Paschal Grousset's proposal to restore the Olympic Games amazed, later realized that if he manages to restore the Olympic Games as an educational event, and solve the problems of education in France.

"Olympic Games" before P. de Coubertin

Turning a blind eye to try to restore the Olympic Games, and the common organization of the event titled Olympic Games before P. de Coubertin (Dovers Costwolds Olympic Games, Celebrations of the Revolution, Olympic Games in Ramlösa, Olympic Games in Greece etc.) we have emphasize that the baron was undoubtedly inspired by two events, which were to Olympic ideas close. It was the Olympic Games in Rondeau (France) and the Olympic Games in Much Wenlock (England). While the first event was significant in terms of self-education that pupils of seminary at this event consciously preparing themselves and acted as the role of competitors, organizers and judges, the second event in turn rests on a deep educational value ceremonies. Neither of these events, however, be more important than local character.

The first two congresses

P. de Coubertin realized that the Olympic Games can be restored. But first try it did not happen. Restoring respectively proposal for renewal of the Olympic Games he presented at the meeting on the occasion of the fifth anniversary of the Union of French companies of athletic sports (Union des sociétés françaises des sports athlétiques) on November 25, 1892. But it was not the right place for this proposal, while P. de Coubertin it has not presented the proper auditorium. Olympic Games he mentioned in a short paragraph at the end of his speech, the theme of which were physical exercises in the modern world (Müller, 2000). The failure was thus guaranteed. Baron's surely realized since the second attempt he restore the Olympic Games was released. Paris Congress (later 1stOlympic Congress) was convened by decision of the Council of the Union of French companies of athletic sports in the spring of 1893at the request of Adolph de Pallissaux (athlete-runner and treasurer for Racing-Club) and P. de Coubertin. In order to have a global framework, this congress was organized by authorized representatives: P. de Coubertin (then general secretary of the Union) for

continental Europe, Charles Herbert (secretary of English Amateur Athletic Association) for England and its colonies, and Professor William Milligan Sloane (1850 – 1928) from Princeton University for the Americas (Bulletin du Comité International des Jeux Olympiques, 1894). P. de Coubertin gave to the event strongly international character. He invited at the congress a number of representatives from universities around the world, many French and foreign aristocrats and members of the French Academy. Before the Congress they were two sessions – one in New York and the other in London – where he was preparing program. The actual congress met from 16 to 24 June, 1894 in Paris. Already invitation was indicated educational nature of sport and the Olympics, but under the banner of amateurism: „In particular, the point is to maintain sport noble and chivalrous nature, which differ in the past and to effectively continue in the education of modern humans the most remarkable role, which he attributed Greek teachers.” Congress had two objectives:

1. In addressing the issue of amateurism be accepted definition of amateur and discuss problems of prizes and betting in sport.
2. Restore the Olympic Games (Bulletin du Comité International des Jeux Olympiques, 1894).

Olympism, congresses and education

Olympic Games during a little time found many admirers and their popularity soared a dizzying pace. International Olympic Committee (in period International Committee of the Olympic Games) tried (most significant attempt was made by Baron de Coubertin) that in any case, attention is paid to the educational event page. This is best illustrated by the Olympic Congress and the program in relation to participation in them.

The issue of education has been a frequent charge of dealing Olympic Congress to the Second World War. The education resonated in congresses particularly in the years 1897, 1905, 1913 and 1925. All these congresses were convened by P. de Coubertin. He had a great interest to the international Olympic movement has become an educational movement, which he, in connection with the development of sport and the Olympics, failed.

2nd Olympic Congress – 1897, Le Havre

Notwithstanding the 1st Olympic Congress in Paris, at 2nd Olympic Congress in 1897 in Le Havre, were only about 60 participants. The official program states that the Congress will address the „issues of hygiene, education, history, etc. in relation to physical exercise” (Programme officiel du Congrès Olympique de 1897 au Havre, 1897). The actual figure for the Congress, however, was a Dominican Reverend Father Henri Didon, rector of the Dominican College of

Arcueil, who was a friend of P. de Coubertin. He made a substantial contribution on the moral influence of athletic sports. Reverend Father Didon, although it is unlikely to sport had a lot of experience. In his youth he had been a pupil of seminary in Rondeau, near Grenoble, where were organized since 1832 (until 1952) Olympic Games in Rondeau always on February 29 in a leap year. Reverend Father Didon experienced these games twice, and after leaving the seminary, he also educational activities dedicated, which sport plays an important role in the education of boys. In his speech he emphasized that the physical exercise is the moral virtue that will contribute to the spirit of militancy, to remove laziness among children, because they are strong, assertive and well, while the weak are crafty and dangerous, they can also be traitors. He also highlighted the strength and endurance (in the current understanding of motor skills). Finally, he underlined the importance of practicing sport in groups that are always mixed. He claims he thus managed to eradicate sickness among his pupils, stemming from the constant fight one and the same groups among themselves: "... I killed it without words when organizing sport and the stirring all groups" (Didon, 1897). In the context of education we have to emphasize the opinion of the Swedish representative Victor Balck, according to which the International Olympic Committee should not waste forces concentrating on educational theories (de Coubertin, 1932). To help education in schools the Congress gave a final statement with recommendations:

1. Physical education represents the harmonious combination of gymnastics and sports.
2. The director of the school is not responsible for any accidents formed in teaching sport there is reason to inadequate supervision.
3. The schools should be set up space for children's play, over which should have supervision not physical education teachers, but sports associations.
4. The school management should disclose annually the names of students who excel both in intellectual disciplines, as well as in physical education.
5. Mandatory teaching hygiene, physical education and sport should be introduced in all academies.
6. In each school there should be a practicing hydrotherapy (Müller, 1994).

As regards hygiene and hydrotherapy, right here is appreciable "barons manuscript", because this alone was a supporter of hydrotherapy, he had met – in its modern and unusual form – in the United States while in 1890, which at the same time deeply acquainted and the issue of hygiene (de Coubertin, 1890).

3rd Olympic Congress – 1905, Bruxelles

Congress has the highest participation in World War II (205 delegates). P. de Coubertin convened the Congress considering that many national and international sports federations disagree with sports and disciplines at the Olympic Games since uniform rules on how and in many cases uniform rules were missing. As regards the uniform rules should be stressed that these are still lacking in the absence of relevant international sports federations, which are the best to create them. Mass participation in the Congress is at least partially justified – existing national and especially international sports federations rather only declarative level perceived importance of education and sport more interested in the Olympic Games program and instead of „their“ sport in the Olympic competitions.

The main theme of the Congress – Sport and Physical Education – consisted of issues linked to sport and physical education, one of the three commissions dealt only pedagogy. Apart from the contributions of ancient gymnasium and a modern gym, which also emphasized the educational role of physical exercise, it should be pointed allowance American delegate. The United States showed in a better light than all European countries in terms of education by sport. While in Europe were discussed education by sport at various congresses and conferences in the United States, this issue is already addressed in the context of thesis students – future teachers of physical education! The proof is the name of the final thesis titled “The educational task of sports fields” (de Coubertine d. , 1905).

5th Olympic Congress – 1913, Lausanne

From about a hundred participants at the Congress were 70 from Switzerland and the main theme of the congress was psychology and sports physiology. It is through the psychology of the Congress addressed issues related to education. Subject discussions can be summarized in three areas.

1. The origin of sports activity – imitation and role will.
2. Continuity and modality – how to create the need for sports (automatism, psychological and physiological peculiarities of each category of physical exercise, intellectual and moral qualities-loneliness, friendship, independence, cooperation).
3. Results – The conditions for athletic performance, the basic rules of sports training (fatigue resistance, moral progress, confidence, peace, concentration and mental command).

Participants developed recommendations for practice, but is worth noting that the vast majority of them had no practical experience in the field of physical

education, as underlined by P. de Coubertin in its assessment. Congress clarified the various aspects of educational idea of sport psychology (Müller, 1994).

8th Olympic Congress – 1925, Prague

The real (and unique) pedagogical Olympic Congress with the participation of 62 delegates. It was essentially a double congress – pedagogical and technical. Considering that modern sport gave to the Olympic Games another dimension and direction, and that these can't become educational event in the true sense, resigned P. de Coubertin for President of the IOC and the Congress have participated only in the capacity of honorary chairman. At the head of this body to replace the Belgian Count Henri de Baillet-Latour, who headed the Belgian sports "super federation" – the National Committee of Physical Education – which were grouped all national sports federations. Known is his statement: „The real goal of Olympism is spread physical education among the people. Games are only a means to achieve this." Congress adopted resolutions in several areas.

1. Resolution to excesses of sporting competitions. According to the congress participants would be maintained sports competitions mission of physical and moral education and the rational development of the body. Eccentricities sports competitions lies in the fact that many sports competitions are organized for profit and that the same run around in a hidden professionalism.

2. Each children and youth's sport and should be preceded by a thorough medical check-up including repeated during practice sport. Each sport specialization should have their predecessor in purposeful and general cultivation of the body. Congress in this regard recommended that the American way of setting certain minima that are processed for every sport and every age. The flow between the different age groups should be excluded.

3. Women should be given to such sports activities that agree with their natural ability and under medical supervision. Sports, which are unsuitable for women in terms of physical, moral or ethical to be excluded (also sports are boxing, wrestling, rugby, soccer) and the conditions of competition in women's sports to be milder than those in male sport.

4. Proposition of Reverend de Courcy-Laffan, especially on education viewers through the press, Congress passed. According Congress be sporting press paid greater educational issues and put the pages of newspapers and magazines space for learning.

5. In the field of university cooperation should be highlight the issue of physical education teacher jobs in each university and the establishment of sports competitions between universities (in England and the United States, it has been common practice note by author). It is also noteworthy that Congress proposed

that each college and university had its own department of physical education (first Olympic International Congress on Education in Prague in 1925, 1925, p. 49-54).

Already at the opening of the congress were presented important keywords P. de Coubertin, who would rather throw at his conclusion: "Let this spirit go to the top where we want to build a temple, while the plane up huge marketplace. The temple remains, market disappears. Athletes must choose – either the marketplace or temple. They can't want both. Let them therefore chosen..."

P. de Coubertin left the post of President of the International Olympic Committee, and would have given to establishing "... productive pedagogy, which would be clarity of thought and peaceful criticism." It held that "...the future of civilization is not based on political or economic grounds – based solely on how to develop the direction of education... education today introduced a permanent error current generation to false path, which is only darkness and division. It is considered very powerful because it has a great flavor and very wise, because it has great gifts line. In fact, it is but very poorly equipped because of the confusion that still to come."

PART 2

All four Olympic Congress, which have been highlighted here were in the program of their negotiations the issue of education. However, it seems that the Olympic movement – and especially the Olympics – fetched a slightly different direction than educational. Into sport is increasingly receiving money and effort to win at all costs, because victory is brought besides fame and certainly more money. P. de Coubertin certainly realized this and instead dwells on the post of the President of the IOC ventured into new work platform which should be purely educational.

World Pedagogical Union

On November 15, 1925 was founded in Aix-en-Provence World Pedagogical Union (Union pédagogique universelle). P. de Coubertin here involved especially important in education sport. This institution ceased at the end of 1930. On the occasion of its foundation P. de Coubertin proclaimed on the radio: "The evil plaguing Europe come not from the war. War of them only worsened. Their origin is much more remote. They come out of bankruptcy, to which the received Western education... Only an open and comprehensive education prevail in misunderstandings that compromise the world and social peace" (de Coubertin, 1925).

At the time from 14 to 18 September 1926 held at the Lausanne Conference of the World Pedagogical Union (The Lausanne Conference). At this conference, published by P. de Coubertin separate copy of the program, which emphasized the essential points of its deliberations. It followed their thoughts, which are partially presented at the 8th Olympic Congress 1925 in Prague. He emphasized that a modern city has become increasingly prominent role and social future depends mainly on its initiatives and orientation. From the introductory part of the program shows that P. de Coubertin was as if to try to further reform pedagogy. He stated that "... no political, economic or social reform will fail without previous educational reform..." The main theme of the conference was the role of the Faculty of modern city and conference should contribute to the solution of this problem are discussed and recommendations in the areas:

1. Admission to general culture for all citizens.
2. The right to free of charge sport for all citizens. At this point P. de Coubertin relied on their thoughts restoring ancient gymnasium.
3. The moral atmosphere. At that time the morals P. de Coubertin regarded as insufficient.
4. Folk Art, where citizens could participate in the modern city directly rather than spectators (de Coubertin, 1926).

Education reforms had some success as a deduction teaching activities of the World Pedagogical Union in 1927 (exactly 18 months after its creation) found P. de Coubertin, the successful progress of educational reform is a matter of time. It called for intensified promotion of reform and that its main points were available in all languages (de Coubertin, 1927). After 1927, however, the World Pedagogical Union has showed almost no activity. This can be caused by the fact that P. de Coubertin preparing the emergence of new educational institutions – the International Bureau of sport pedagogy. Why not teaching platform of the World Union did not work as the place from which comes proclaimed productive pedagogy? There have played a role financial difficulties P. de Coubertin (in which he got in the mid-20s of the 20th century), or it just was not the right place for the dissemination of new pedagogical ideas? Or, and this seems quite unlikely for such education has been globally interest.

International Bureau of Sport Pedagogy

In the autumn of 1928 was established in Lausanne International Bureau of sport pedagogy (Bureau International de pédagogie sportive). P. de Coubertin lectured in the auditorium of the University of Lausanne on the pedagogical use of sports activities emphasized the need for "other" education sport – a real education, which is at the end of a man who will appreciate all that they have acquired sport and it can be a real pattern". Very often in the lecture appeared the

word "corruption", which certainly does not contribute to positive values of sport. Sports Education should get rid of the borders of adolescence and beyond the end of majority (de Coubertin, 1928).

The objectives of the activities of the International Bureau of Sport Pedagogy summed P. de Coubertin in 1929 saw the objectives very clearly and directly identify the problems:

1. Children and students are prey of sports organizations, which have not reached the necessary level to be able to deal with the sport in this age category. Youth gets the mercy of the action in every sport, negative included, and these are, in many cases, low moral and social value.

2. Each young person, adolescent, constantly attracts nearly continuous competitive sport. Instead, the sport has become a counterweight to intellectual activity, becomes the primary concern of the activities of the young man. Study of a young person is in addition to playing sports and his lack of ambition is just a diploma.

3. Very soon began to show the negative effects of such deception, advertising and attraction to material gain. This also promotes the sports press, supported by industrial interests.

4. Mentality called "Olympic", which is principally based on the cult and the records broken, acts as intrusive to those who cannot think of the record and did not inspire him.

5. When the exaggerated dangers posed by sport, hit childhood and adolescence, young people are already very difficult to be able to engage in sports as a hobby and provided minimal expenditure.

6. Sports pedagogy must raise their methods to the level of demands time that comes. It should be a pedagogy advocated by Thomas Arnold.

Those points were, by P. de Coubertin, the most urgent to be started as soon as possible to address the issues contained therein. International Bureau of Education is committed to the sport that anyone with a solution to these problems will help – be they parents, teachers, representatives of public authorities or the very young (de Coubertin, 1929). International Bureau of Sports Pedagogy can therefore set itself the task to combat the negative aspects of sport. Contemporaries can compare negatives in sport, which is at the beginning of the 21st century, with the negative aspects pointed out by P. de Coubertin in 1929. We believe that the situation was exactly the same time we would like to add that many of these negatives are also found in nowadays. With the exception of doping, which in this period amounted to abuse of the maximum incentive preparations, and the use of more sophisticated advertising and so on, we can find anything that

destroys the educational role of sport. No wonder that the last point is P. de Coubertin turns to pedagogy that promotes Thomas Arnold in a boarding school in Rugby.

In 1930, undoubtedly in accordance with the objectives set forth herein, published by International Bureau of Sport Pedagogy the Charter of sports reform. The Charter is evident manuscript P. de Coubertin, who expressed dissatisfaction with the direction confers a unique sport. Sports acquired contours trade, which goes hand in hand all negative, which is related to making money. Sport is slowly but surely becoming a profitable business article. And athletes are becoming a pawn in the game you played bookmakers, industrial corporations and advertising (Charter of sports reform, 1930). Charter sports reform was thus in the world. The problem remains, however, whether found in sporting and educational circles such response, what it expected from representatives of the International Bureau of Sport Pedagogy. It is hard to imagine the full acceptance at all points.

P. de Coubertin, according Messerli (1949) consistently devoted to the work of the International Bureau of Sport Pedagogy: "He was fully devoted to issues of education, has published numerous papers and studies, convened congresses and conferences, gives the Charter educational and sports reforms developed various initiatives and challenges". But world perceived this effort P. de Coubertin far less than the Olympic Games, which he ruled. Education remained in the background, came to the fore what Baron very happy to see – athletes did not choose pedagogical temple, but marketplace.

CONCLUSION

P. de Coubertin not only gave the world the Olympic Games, as well as instructions on how to most effectively solve education through sport. The fact that he failed to effectively educate youth Olympics, is not attributable to him. P. de Coubertin about it than tried, but the world he did not want to listen. Only people interested in sports performance in many cases, how can the following performance benefit.

Effort of P. de Coubertin in the World Pedagogical Union and the International Bureau of Sports Pedagogy also failed. Possible material gains from the sports activities as fully man up especially many of those in education sport imaginary bear responsibility – trainers, teachers, officials, and the like.

It could be argued that, at present, the institutions that are the successor of the works of P. de Coubertin – Olympic academies at any level. But some progress was made in education by sport? We are now better people than in the past? They

are physically more experienced and also more mature moral? Similar issues are certainly much more. The answers are not optimistic – they are rather pessimistic.

REFERENCES

1. Bautain Louis. *Del 'éducation publique en France au XIXe siècle*. Paris: Brayet Retaux, 1876.
2. Bulletin du Comité International des Jeux Olympiques br. 1 (1894): 1-4.
3. Coubertin Pierre de. *Universités transatlantiques*. Paris: Librairie Hachette et Cie, 1890.
4. Coubertin Pierre de, ed. *Congrès International de Sport et d'Éducation Physique*. Auxerre: Comité International Olympique, 1905.
5. Coubertin Pierre de. „Message par radio transmis à l'occasion de l'inauguration des travaux de l'Union pédagogique universelle“. In *Union pédagogique universelle I. Année 1925 – 1926*. ed. Pierre de Coubertin: 1925.
6. Coubertin Pierre de. *Union pédagogique universelle. Conférence de Lausanne 14-18 Septembre 1926. Programme*. Lausanne : Imprimerie La Concorde, 1926.
7. Coubertin Pierre de. *Rapport annuel présenté au Conseil d'administration et au Comité de perfectionnement de l'Union pédagogique universelle*. In *Union pédagogique universelle II. Année 1926 – 1927*. ed. Pierre de Coubertin: 1926.
8. Coubertin Pierre de. *L'Utilisation pédagogique de l'activité sportive. Conférence donnée par M. le Baron Pierre de Coubertin à l'Aula de l'Université de Lausanne*. [Extract text from periodicals *Sport Suisse*, which editors are paid to the International Bureau of Sport Pedagogy.] 1928.
9. Coubertin Pierre de. *Note sur le but et le fonctionnement du Bureau international de pédagogie sportive*. In: *Bulletin Officiel du Comité International Olympique*, br. 13 (1929): 13-14.
10. Coubertin Pierre de. *Mémoires olympiques*. Lausanne: Bureau International de Pédagogie Sportive, 1932.
11. Didon, Henri. *Influence morale des Sports athlétiques. Discours*. Imprimé spécial. Paris: 1897.
12. Cholley, Patrice. *Pierre de Coubertin. La deuxième croisade. Améliorer la condition humaine par le sport et l'éducation, facteurs de paix universelle*. Lausanne: Comité International Olympique, 1996.
13. Jennings Andrew and Simson, Vyv. *The Lords of the Rings. Power, Money and Drugs in the Modern Olympics*. Transparency Books, 2012. First published 1992. Kindle Edition. 5115 locations.
14. Jusserand, Jean Jules. *Les sports et les jeux d'exercice dans l'ancienne France*. Paris: Plon-Nourrit et Cie, 1901.
15. *Le Temps*, 3rd Octobre 1888.
16. Messerli, Francis. *Le Bureau international de pédagogie sportive (B. I. P. S.) et l'Institut olympique de Lausanne (I. O. L.) con voquent un nouveau Congrès de physiologie et de psychologie sportives*. In *Bulletin du Comité International Olympique*, br. 13 (1949): 17-18.

17. Müller, Norbert. Cent ans de Congrès Olympiques. 1894 – 1994. Lausanne: Comité International Olympique, 1994.
18. Müller, Norbert Pierre de Coubertin. Olympism. Selected Writings. Lausanne: International Olympic Committee, 2000.
19. Programme officiel du Congrès olympique de 1897. Paris: Comité International des Jeux Olympiques, 1897.
20. První olympijský mezinárodní kongres pedagogický v Praze 1925. From the French documents translated by Vitezslav Pavloušek. Praha: Československý výbor olympijský, 1925.
21. Sirinelli, Jean-François ed. Dictionnaire de l'histoire de la France. Paris: Larousse, 2006.
22. Tissié, Philippe et al. L'éducation physique au point devue historique, scientifique, technique, critique & esthétique. Paris: Librairie Larousse, 1901.

ПИЈЕР ДЕ КУБЕРТЕН – ОЛИМПИЈСКЕ ИГРЕ КАО НЕУСПЕЛИ ПОКУШАЈ ОБРАЗОВАЊА ПУТЕМ СПОРТА И ЊЕГОВИ КАСНИЈИ ПОКУШАЈИ

САЖЕТАК

Олимпијске игре нису никада биле образовни догађај у правом смислу. Још у њиховом самом зачетку, образовне вредности су значајно доведене у питање. Пијер де Кубертен се из наведених разлога повукао са места председника Међународног олимпијског комитета. Желео је да се одужи правој педагогији. Основао је Светско педагошко удружење и Међународни биро за спортску педагогију. Ове институције су остале у позадини светске пажње, која иначе види само Олимпијске игре.

Кључне речи: Олимпијске игре, олимпизам, образовање, спорт, конгрес

ПЬЕР ДЕ КУБЕРТЕН - ОЛИМПИЙСКИЕ ИГРЫ В КАЧЕСТВЕ НЕУДАЧНОЙ ПОПЫТКИ ОБРАЗОВАНИЯ ЧЕРЕЗ СПОРТ И ЕГО ПОСЛЕДУЮЩИЕ ПОПЫТКИ

РЕЗЮМЕ

Олимпиады никогда не были образовательные мероприятия в подлинном смысле этого слова. Даже в очень ранних стадиях образовательные ценности вызывали сомнение. Пьер де Кубертен для указанных выше причин ушел с

поста президента Международного олимпийского комитета. Он хотел отдать должное настоящей педагогике. Он основал Всемирную педагогическую ассоциацию и Международное бюро по спортивной педагогике. Эти учреждения остались вне мирового внимания, в центре которого обычно находились только Олимпийские Игры.

Ключевые слова: Олимпиада, олимпизм, образование, спорт, Конгресс
