

S A B B A T I C A L R E P O R T

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July 1972 - July 1973

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The following report is submitted to the Mt. San Antonio College Board of Trustees with a deep sense of gratitude. The experiences offered through their granting of my Sabbatical Leave will always be remembered and, I hope, will forever benefit my teaching and coaching responsibilities at Mt. San Antonio College.

My first reaction is trying to report the year, July 1972 - July 1973, is complete frustration, as it is extremely difficult to put a year of minute daily experiences, impressions, and conversations into a written document like this. Actually, the greatest and most lasting benefits to me would probably fall into this category of "intangibles" rather than any formal heading of "completed goals or accomplishments". I am sure that whenever a leave is granted for travel, such a reaction would be "typical", for all have travelled and all are aware of the indescribable impressions that come from it. Even at that, I must apologize for the length of this report, for it was written with both your use, my use, and perhaps that of the Physical Education (or other department members) in mind. To shorten it, would be to eliminate even more from the already abbreviated report, than I feel should be.

Let me first give a little personal background on the year of travel. I was accompanied by my wife, Sandra, and two children, Kristi, 10, and Mark, 9 years of age. The family purchased a special German model of a Volkswagen Camper through a Stuttgart dealer, and flew via a United European American Club Charter to Stuttgart for our automobile pickup. As it turned out, it was a very practical purchase and most economical means of making the trip we planned. I might add that the Volkswagen camper brought the family closer

together than it has ever been before. For this reason, if none other, the Sabbatical Leave for the track coach of Mt. San Antonio College was important - he was able to see and be with his family like no other time in his tenure at Mt. SAC - a very worthwhile and satisfying experience from this standpoint alone.

In trying to summarize the year, it might best be done by dividing it into four separate categories. First, an explanation of our actual travel. Second, an analysis of the research into school, physical education and athletic programs throughout Europe. Third, the Olympic Games, and fourth, a film documentary that might be of value for both community and College use. (The film documentary cannot, obviously, be included in this report). It has been divided into segments in itself, however: (1) general travel, and (2) the Olympic Games (Munich and the history of the Games in general). This second category of the film report includes several hundred feet of actual competition, the opening and closing ceremonies, as well as the facilities of the 1972 Games in Munich, Germany. It also includes those films taken in Greece at the ancient Olympic training site of Elis and of ancient Olympia itself. Included are films of many ancient remains of the civilization that produced the Olympic Games, as well as films of ancient Marathon and its most recent excavations, Troy and other associated historical remains. This portion of film also includes pictures of numerous Olympic sites of years past and their stadiums (Rome, Stockholm, Helsinki, London, Athens, Brussels, Antwerp, Amsterdam and Berlin). In all, over 2000 feet of film was taken of our travels throughout Europe.

PART I - THE YEAR OF TRAVEL

The actual start of the year of travel was July 20, 1972. The Los Angeles International Charter Airlines Terminal was the departure site. The flight, by Trans International Airlines (T.I.A.), was in a DC8, with one refueling stop in Bangor, Maine. From there, we continued on to Brussels where a connection was necessary in order to reach Stuttgart and the location of our Volkswagen dealer.

Landing in a rainstorm and taking our first ride in our 1972 Camper in the same downpour seemed to be a weather omen for the trip ahead. Although we certainly had good weather, we were made well aware of the abundance of rain the Europeans experience annually. It might be said that "we got our feet wet" when it came to travel in Europe.

With the Olympic Games scheduled to start in Munich on August 26, we found ourselves faced with limitations on time for the first portion of the trip. We had to be back in Munich by August 25 and planned to visit Czechoslovakia, Poland, Russia, Finland, Sweden and Denmark prior to our arrival. Working on such a time schedule as this was actually advantageous to us, as when applying for U.S.S.R. visas, it was necessary to outline our complete travel itinerary and then adhere to it exactly as it was outlined. This, we discovered on several later occasions, was not just talk, but rather the way automobile travel in the Soviet Union is done. As an example, when we reached our first destination in the USSR (Minsk), we were told that we must spend our entire fourteen day trip in Minsk. This, because one of our travel documents listed only Minsk as our destination. "If Minsk was our destination, then Minsk is where we must stay." A lengthy discussion with "Intourist" allowed us to continue as indicated on another document, however.

We had, on another occasion, all we could take of Moscow's campground, heat wave, and smoke (from their history's worst forest fires) and decided to move on to Leningrad. It was impossible, as again, "the schedule must be adhered to." Needless to say, we stayed in Moscow another day and also remained exactly on schedule. Thanks to travel regulations in the Soviet Union, we made the Olympic Games as planned. I mention these examples only to point out some of those "intangible benefits" from travel mentioned earlier - and there were many such "intangibles" in the USSR.

In any case, our thirty-five day pre-Olympic travel started from Stuttgart and took us to Nuremberg and then to the Czechoslovakian border. We intended to cross this border in order to reach Prague and then proceed on to Warsaw, Poland. After 400 yds. into Czechoslovakia we were told by a female (but not feminine) border guard that our visas were no good. Further talk was futile, so we found ourselves attempting our only other possible route to Poland - through the German Democratic Republic. Although we were prevented from seeing a coaching friend in Prague by this surprise border action, we did get an earlier visit to the GDR than expected. After a harrasing procedure of removing international license plates and replacing them with theirs, the irregular payment of road fees and GDR insurance, we proceeded on to Berlin. Stopping and filming along the roadway was prohibited, so it became impossible to really get an understanding of its people or their way of life. Keeping their people isolated and removed from Western tourists and influence was the aim, and it must be admitted, it is quite successful.

In a later visit with coaching friends in Poland, it was learned that the GDR is probably the most secretive of all Eastern Bloc countries. They tell no one of their coaching or training procedures other than the numbers they have involved and the success that comes from their secret training camp program. As our Polish friend put it sarcastically - "Our Socialist Brothers to our west share nothing with any other country, including Russia. They have to be, as

their sole propaganda aim is to be the strongest athletic nation in the world, and only the Olympic Games will reveal their progress in obtaining this goal." (July 30, 1972)

Berlin was interesting however, but it is a city unlike the rest of the world and must be viewed with this understanding. Of greatest interest to us was naturally the security at the Wall and the "No-Man's Land" beyond. While near this area, we were kept under constant surveillance through binoculars by the GDR Patrol. A close visit to a section of the GDR just purchased by the West Berlin Government for \$300,000 (about one block of land still containing the ruins of Hitler's favorite casino and night spot) gave us a view to the East through just a barbed wire fence, rather than over the Wall from raised observation platforms. Security here was quite tight, however, and looking at machine guns as we did, gave us enough insight into their philosophy.

After visiting most of Berlin's landmarks, including its Olympic Stadium (1936) and famous zoo, we repeated our license plate performances and proceeded east through the GDR to Poland.

We immediately fell in love with Poland and its people. It was easy to be very much at home in a country that feels very close to America. The people in general seem to be pro-Western, loving their country, but having little or no respect for their socialist system of government. This was even felt through their loose and rather friendly border inspection procedures, however our greatest insight came through the people we talked to and lived with for the ten days inside Poland. A close friend of ours was past president of the Polish Track and Field Federation, and a more hospitable host would be hard to find anywhere in the world. Besides gaining from five to six pounds in constant mealtime ceremonies, we visited both the old and new Warsaw, saw a special film documentary of the

Battle of Warsaw and Hitler's organized destruction of the city (World War II), visited several museums and churches, and attended a Chopin concert in Chopin Park. We also spent one day at Poland's National Championships for youth (boys and girls) eighteen years of age or under. We were also fortunate to be in Warsaw at the time of their Men's and Women's Final Olympic Qualifying Track and Field Meet. The competition was so fierce that six National Records were broken on the tartan facilities of SKRA Stadium.

As well as time available for general sightseeing in downtown Warsaw, a lengthy meeting was held at the Sports Federation office with the chairman of sports in Poland. We had an opportunity to discuss athletics in general, and at this meeting I was extended an invitation to return to Poland in February to conduct a clinic in conjunction with their National Indoor Championships. Another meeting was held with Poland's National Field Event (jumping-vaulting) coach and with the Public Relations Interpreter for their Sports Federation. The discussions that took place were extremely beneficial in understanding all Eastern European Policy as well as that of Poland itself.

With regrets, we left Warsaw, but I might add, quite well informed in many areas of life in Poland. We proceeded on to Terespol where we spent the night waiting for early morning entry into the USSR. This four hour experience was an education in itself, but after a very thorough customs inspection, which included even wires extended into our automobile window wells, the sealing up of our tape recorder, and the confiscation of our road flares, we were told to "enjoy ourselves in the Soviet Union". Within an hour of this "border farewell", we found ourselves being escorted back to the border by a "State" Police automobile. After another delay of one hour, we were told that we had to have a document indicating that items were confiscated from us. This we got and on to Minsk - our first destination

(and almost final destination). We then visited Smolensk and then Moscow.

While in Moscow, we became acquainted with a young man who could speak some English and insisted on taking us sightseeing. We think he wanted to talk with Americans more than anything else, but in any case, our time spent with him turned out to be very rewarding. We were taken to Red Square and positioned in the front of the line waiting to enter Lenin's Mausoleum. We visited the Kremlin Wall to see the graves of many Soviet dignitaries, including Joseph Stalin, Yuri Gagarin and the three cosmonauts killed in space. A walk to the museum, through Gum's and other stores of Moscow, and a ride through the most fantastic subway system in the world highlighted our visit. Although no meeting as such could be arranged with officials of their Sport Federation, the young man mentioned above, along with printed material (in English) on their athletic and physical education programs were both extremely beneficial in explaining their overall program of sport and fitness. A visit was also made to their Sports Center, University and Stadium where, if selected, the 1980 Olympic Games will be held. For the enjoyment of the entire family, we also attended the Moscow Circus under the canvas tent in Moscow's gigantic park - a very rewarding experience.

Our trip north to Novgorod turned out to be rewarding as well, for at this location we met a Russian chemist who was very well versed on the athletic and physical fitness program of the Soviet Union. This meeting, combined with the previous information obtained, answered what questions I still had concerning this area of their culture.

Leningrad was visited with sightseeing as our major objective, and it turned out to be just that. Three days there gave us the opportunity to visit most of its historical landmarks, as well as get a thorough indoctrination of the "Peoples' Revolution" of 1917. We visited Leningrad University (where Lenin was a student) and several churches which "the people of Leningrad wanted changed into atheistic museums, or museums of the great Socialist Revolution." (Unquote)

Warm as it still was in Russia, we stopped for a swim at a beach just outside Leningrad and found ourselves swarmed by young boys saying "Americans our friends", "Peace", and asking if we had pins to exchange with them. Again the Mt. SAC Relays became known around the world, as we distributed a number of our Relays pins and USA pins. It was a very good feeling to see the attitude of the young Soviets - another intangible of such travel.

In leaving the Soviet Union, we entered Finland and the contrast in life styles were as different as night and day. Since I had been in Finland with the U.S. team for 2 weeks in 1970, I became familiar with their program of athletics at that time. This, along with a meeting with Ron Morris (Cal State Los Angeles track coach who was just completing a three month coaching assignment there) brought me up to date on their programs. Also included was a visit to Helsinki's completely reconditioned Olympic Stadium (site of the 1952 Games). We also made a three day stop in the small village of Hango, which allowed us to partake, daily, of real Finnish saunas with intermittent swims in the Baltic Sea. From Hango, we continued on to Turku, where we took an overnight ship to Sweden. Regaining what weight was lost in Finland's saunas at the ship's smorgasbord table, we thoroughly enjoyed the relaxing and beautiful trip.

In Sweden, time was spent in Stockholm visiting its historical sites (including the Palace's changing of the guards), museums, and the city itself. Time was also spent at Stockholm's Olympic Stadium (site of the 1912 Games). Here we inspected the new tartan surfaces, reconditioned facilities and equipment in detail. We were also on hand to see Sweden's National Juvenile Track and Field Championships for eighteen year olds and under.

I also had the opportunity to sit down and visit, in length, with the director of Sweden's National School of Physical Education in his office. Here I was able to

discuss in detail the old and new Swedish philosophies of physical education and athletics. A comparison of all Scandinavian programs was also explained as were the major differences and goals of each.

Throughout Sweden and Denmark, observations were made of their secondary and elementary schools and facilities. Three days sightseeing in Copenhagen, including a most enjoyable visit to Tivoli Gardens and to Hans Christian Anderson's home and museum (in Odense) made our visit in Denmark a memorable one.

Several ferry boat trips later, we then moved quickly through Northern Germany, with time spent only in Hamburg, Wurzburg and then viewing the medieval cities of Rothenburg, Bad Mergentheim and Schwabisch Hall. A quick trip to Winterthur, Switzerland to visit relatives and then on to Munich through a most beautiful Bavarian country of Southern Germany and Northern Austria for the Olympic Games. Our home for the Games was actually in the small Bavarian village of Seehausen about forty miles south of Munich and very near to Murnau, Oberammergau and Garmisch. Our home for the two and a half week period of the Games was in a small guest house of which the lower level was evenly divided into a small grocery store, a kitchen and a cow barn. We were treated as part of the family in our German "home-away-from-home" and felt we gained much from the time spent in Seehausen with the Weingand Family.

The actual Olympic Games will be explained in another section of this report.

On September 13 we started the second quarter of our travel with approximately 6000 miles already behind us. We proceeded to Salzburg, Austria and Vienna, again visiting the major historical landmarks, including Schonbrun Palace, as well as the city itself. Although tourist season had almost come to a close, we were unable to obtain tickets for any cultural or musical events in Vienna for the time period we had available. This was also the case with the Spanish Riding School, however

we did see a performance by the School in the Olympic Games Closing Ceremonies.

From Austria we drove to the Hungarian border and with visas in order (obtained in Vienna), had no problem with entry. Actually, we had the feeling from this point on that, as Americans, we were very welcome in Hungary. The people throughout the country were very friendly and at all times very accommodating.

Although Hungary, like Poland, still has obvious scars left from the War and the inadequate aid given them by Russia in the post-war period, it was surprising to see the progress they have made. Very determined to improve their lot, they are now "Westernized", considering the controls placed on them. In talking to their people, their next concern will be in answering questions regarding "their progress" to Russian tourists who are beginning to question why Hungarian living standards should be better than their own. It was also learned that Hungary is often used as the meeting place for families from East and West Germany who otherwise are not permitted to see each other. In all, we admired the determination and drive of the Hungarian people despite the restrictions that have been placed on them. Time was spent on both sides of the Danube River (Buda and Pest) with special visits to Parliament, the Palace and to see a Mass being conducted in the ancient Coronation Church (1349). Here again, freedom of religion is quite obvious in Hungary in contrast to the situation in the USSR.

Another two days were spent in the Lake Balaton area of Hungary where information received put Hungary in the same camp as other Eastern European countries when it comes to athletic training and physical education programs. These will be discussed in a later section of this report, however.

From Hungary we travelled across the entire southern portion of Austria to the Tyrolian area of Lienz. The beautiful valleys turned to rugged mountains of northern Italy and southern Switzerland. Over four passes in two days (Passo di Mendol, Passo del Tonale, Bernina and Flucla Pass), we found ourselves in the snow in each and aware that fall was upon us. Dropping down into the famous St. Moritz

and Davos Platz area, we then entered the small country of Leichtenstein (about 70 miles square) before re-entering Switzerland and driving on to Winterthur. In Winterthur (our second visit), I had time to visit its famous physical training course for men and women of all ages. It has become a model for all Switzerland but patterned after similar courses in Sweden. I purchased a book on this program from a local bookstore and then, with my children, decided to undertake the fitness and obstacle portions of the course. The previous day I covered the running portion of the course with the president of the local cross country ski club. (The same wooded course is used in the winter time for cross country skiing training as well)

Next to Zurich, Bern and Biel before spending a day at Magglinen, the location of Switzerland's Institute of Sport. The campus sits high on top of a mountain overlooking Biel and is a most conducive setting for a physical culture school of this type. I was given a tour of all the indoor and outdoor facilities, the physiological and physiotherapy research center (which includes a tartan track itself), and the classroom and laboratory center of the Institute. I was also given a chance to discuss (with the director of tests and measurements at the school) the Swiss school system, physical education and athletics in Switzerland, as well as some of their extensive research with athletes and Swiss school children.

From Biel we continued on to Lausanne, Montreux and then a most beautiful and historic trip up the Rhone Valley. On route we visited the city of Sion which may host the 1980 winter Olympic Games. The entire Rhone Valley is as beautiful a spot as one could find anywhere. Our exit was over Fufenela Pass (just east of Simplon Pass) which is said to be the highest and newest in Switzerland. We would tend to agree since a deep snow cover was present even on a warm and clear September day from its start, over the summit, and to the small villages on the Italian side.

Milano, without stopping, and then on to Venice for a two and a half day visit.

We played the typical tourist while in Venice and with the exception of an off season canal trip on a gondola, we probably walked fourteen miles in our Venetian visit. Besides the interest of the city itself, we found St. Marcos cathedral and its mosaics almost beyond belief.

From Venice we drove on to Trieste and then entered our fifth Eastern Bloc country, Yugoslavia. Since visiting there in 1960, great changes were immediately obvious. Consumer goods and the typical "Western tourist approach" to things were in evidence like in no other Socialist Republic yet visited. The standard of living was still below what we'd consider average, but still, a progressive country compared with others of its kind. We drove the beautiful (but dangerous) road down the complete length of the Dalmatian Coast with stops in Zadar, Split, Dubrovnik, Kotor and Budva. The southern most areas of Yugoslavia, at times, takes on the appearance of Miami Beach with its new and modern hotels being constructed.

From its southern most tip (just north of the Albanian border), we travelled east over "breathtaking" mountain roads in a heavy snow storm which left us at one point in six inches of snow, on a one lane dirt road, and with only two tire tracks to follow. We remained in this cold front (and snow) throughout the next day as we headed for Bulgaria, and entered Bulgaria. It was because of this freezing early October weather, and the fear of further mountainous driving in the snow that we abandoned our plans to head north into Romania, and therefore making Bulgaria our sixth and final Socialist Republic to visit. It is, after all, a country that prides itself in following the policies of the USSR. We found it just that - almost a carbon copy of what we saw in Russia. Throughout our driving we continually saw the red, white and green flag of Bulgaria flying proudly with the hammer and sickle flag from Russia, a constant array of signs and slogans reminding the people of their expected farm and industrial quotas, the Peoples Revolution in southeast Asia

and, of course, American Imperialistic Aggression throughout the world.

This, on top of driving through six-ten inches of mud in many village streets, the cold weather and, for the first time, cool feeling of its people, made our visit a short one. We did see Sofia and its St. Georgi Greek Orthodox Church, their Red Square (paved with yellow brick) and Dimitrov's Tomb (Bulgaria's Socialist Republic founder). As stated before, in other respects it was almost as life in the USSR, and at this point we were not interested in additional inconvenience or propaganda.

Speaking of propaganda, it might be worth mentioning at this point an "extra-curricular" benefit from our travel resulting from the short wave radio given us by the Mt. SAC Relays committee before our departure. This most appreciated gift, not only enabled us to keep abreast of Armed Forces Radio and Voice of America commentaries, but gave us insight into English speaking commentaries from throughout all of Europe. Of most interest to us were programs beamed from the German Democratic Republic, Moscow, Prague, and Radio Tirane (Albania). These, plus Radio Sweden, kept us abreast of the latest in "Eastern Bloc" news and propaganda - mostly the latter. A constant blast at America with always an adjective like "bourgeois," "imperialistic", "aggressive" or "criminal" is used to describe the United States, its government and policy. It is one thing to be told this is commonplace, but something else to actually hear this steady abuse day after day. This, too, has to be considered an education in itself.

Our route south from Bulgaria brought us to Turkey and one of the most fascinating and different countries of our entire trip. Surprisingly also, was the immediate improvement in the weather noticed as soon as we reached the Turkish border.

Although the country was under Martial Law because of recent student uprisings aimed at the American Armed Services there, we felt very much at home and could tell of no hostility toward Americans anywhere in Turkey.

Since their school system and physical education program in particular, was far from progressive, we travelled this country basically as tourists. A visit to a school and a talk to the principal (and English teacher) in addition to what we had seen, confirmed the rather sad picture of Turkish schools. It must be admitted, however, that the Turkish students (all grades) are the best dressed of any we saw. (Coat and tie seem to be in order for boys of all ages, while girls were often in uniform dress.)

As mentioned above, as tourists we probably took in all the typical sights of Istanbul. Visits to the St. Sophie and the Soultanahmed Mosques were most interesting. A Moslem service was in progress in the latter which we were able to observe, and an explanation of the proceedings by a Moslem with us made this extra rewarding. Shopping in the Flea Market area, a walk through the Archaeological Museum grounds, a drive to the Black Sea village of Kilyos and a sampling of its authentic Turkish food made our visit complete. Our stay was highlighted, however, with a four day trip into Asia Minor across the Hellespont (Dardenelles) and to the ancient city of Troy. This entire area is so rich in the history of Man and of early Christianity as preached by Paul in his travels there, that we became completely enthralled.

Our seven day visit to Turkey was followed by travel to a country with an even richer historical background, Greece. There was so much to see and do there that our planned six day visit was extended to nineteen days and we enjoyed every minute of each. Our coverage was complete in that the North Coast, Central, the entire Peloponnesian and Athenian areas were all covered thoroughly. Although the history that went with the ruins in Delphi, Athens, Korinth, Dafni, Sounion, Methani, Pilos, Sparti, Kalamata and others were all so very impressive, it was somewhat overshadowed by my interests in Greece from an athletic standpoint.

It became obvious that athletics and physical fitness were integral parts of

their culture from the beginning. The ancient city of Olympia and the study of the ancient area of Elis (its excavations also visited) were almost the highlights of our trip, for throughout my life I had read and studied the Olympic Games and had always considered a visit to this area a lifetime dream in itself. After viewing it, and all of the associated museums, I found it all that I had ever dreamed. Naturally, the marathon (an Olympic event of 26 miles 365 yds and ultimate accomplished goal of all long distance runners) was of great interest to me also. The inception of this event dated back to the year 490 AD when the Persian Navy invaded Greece's eastern shores. The Athenian soldiers combined with the Plataern soldiers suffered great losses, but did withstand the invasion by killing over 6,400 Persian soldiers and driving the remainder back to the sea. The battle took place where the village of Marathon now stands and the story goes that a 16 year old Athenian soldier ran on foot to Athens (apx. 26 miles) to tell of their triumph. He died of exhaustion after telling the news to those in command at the garrison in Athens, but nevertheless this was the start of the traditional Marathon Run.

The visit to Marathon Valley allowed us to see the mass grave of over 190 Athenian warriors and, of even more interest, to see the very recent excavations (now in progress) of the shallow graves of over 1,000 allied Plataern warriors killed in this Battle of Marathon.

While in Greece, I was able to visit several schools and interview a physical education instructor from the Greek Institute of Physical Education who's also a member of the Olympia Academy there. The interview was very rewarding and although seeing obvious problems in their efforts to strengthen physical education throughout Greece, could also see a renewed interest and enthusiasm in this area blossoming. They are very encouraged to have their new government aware and concerned about the fitness and athletic successes of their people once again. Apparently this has been sadly lacking for the past five decades.

An overnight trip from Patre, Greece to Brindisi, Italy started a very fascinating twenty day visit to Italy. Again we were overwhelmed by the history and culture of this once very rich country. Our first seven days were spent in driving across the southern most part of the country and then (after crossing by ferry boat) on the island of Sicily. It was an unforgettable experience for us in seeing the beauty of its east coast - something we had not expected to be so nice. We camped at the foot of Mt. Etna and treated it as a sleeping volcano, although the smoke billowing from its main crater and the nearby lava flows made us constantly aware of its 1971 eruptions.

From Sicily, we drove north along Italy's western coast to Sorrento. From Sorrento and Naples to a most interesting day in the ancient city of Pompeii, where we could see the architecture of the Roman gymnasium and Palaistra (including the swimming pool) completely intact as it was built over 1800 years ago. Because of the ashes from the erupting Mt. Vesuvius burying and protecting these structures (as well as the entire city), we were able to see, for the first time, such structures in their entirety. (Earlier viewed Greek and other Roman structures were all in various states of ruin.)

Our next week was to be spent in Rome, a city that we all loved but which, by the way, is plagued with crime and unrest. While there, we had a taste of both its strong and weak points and were unfortunately one of hundreds daily that have their automobile burglarized. Being aware of these thefts before reaching Rome caused us to use public transportation and walk miles each day of our visit. Unfortunately, however, we could not use these means to reach the Olympic Stadium (site of the 1960 Olympics) or the Institute of Physical Education nearby. Although our visit to the Olympic site was relatively short, it was enough to allow our window to be pried open and my briefcase to be removed. Along with a stop watch, numerous books from the Olympic Games and other travel, a very valuable pin collection of my son's, all my papers, books, and interviews in connection with my Sabbatical leave were lost.

I was sick, especially since the Eastern European material was so extensive and, what I'd consider, irreplaceable.

The remainder of the day (4 hours) was spent at the Rome Police Dept. in complete frustration, but at least getting insight into why crime flourishes in their city. The inefficiency there gave me no hope of ever replacing the information accumulated or of more importance, being able to make Part II of this report as thorough as it could be. I sincerely regret this last point.

While in Rome, we were also affected in one way or other by their constant strikes. The bankers, museum workers, civil servants, firemen, steel and metal workers, airport workers and elementary and secondary school teachers were just a few who on one day or another had decided to strike.

A return visit to Italy's Institute of Physical Education and a two hour visit with its director, business manager and track coach certainly gave me the other side of the picture. They were all aware of the crisis Italy seems to be going through now, but were as dedicated and enthusiastic in their field as any I was to encounter in the entire year. It was refreshing to see the director's eyes light up when hearing that I was the track coach at Mt. San Antonio College. He responded, "Ah, in California. It is a very famous school for track and field. We know of it." He wanted to talk of our program, but in time, I was able to find out much about their school system, the preparation for their physical educators and coaches, and athletics in Italy in general. I was impressed with their professional approach and their comprehensive preparation of their P.E. teachers and athletes.

While in Rome we again saw all the sights any good tourist should see, but were particularly excited with the time spent in the museum of Vatican City, the Sistene Chapel and St. Peter's Cathedral. We were fortunate to have been present to see a Beatification Service with Pope Paul VI presiding. Our entire family was

within five feet of the Pope for this service, and although non-Catholic ourselves, were greatly moved by the beauty of the ceremony. Of course, the Forum, Coliseum and museums were also part of our visit to the Eternal City.

To us Florence and Pisa were additional surprises in historical beauty. Again, our visits (three days in Florence) to each were filled with the cultural past.

Just before leaving Italy, we visited the birthplace of Christopher Columbus in Cogoleto, then traveled the southern coast of Europe through Monaco and the French Riviera. It was quiet and very nice with the fall colors in our late November visit.

We arrived in Spain on November 17th and reached Madrid on November 18th, via Barcelona and Zaragoza. The following week was spent in and around Madrid, a city we all liked very much. The Prado Museum was probably our most memorable experience, with an unbelievable gallery of paintings by El Greco, Goya, Van Dyke, Rubens, and others. Side trips outside the city were made to the University's Physical Education Institute, Ciudad de Deportiva, El Escorial and to the Valle de los Caídos (Valley of the Fallen) to view the remarkable 492 foot cross of concrete and stone erected in the mountains and overlooking the valley below.

Although Spain is not noted for its track and field athletes, it became obvious to us why it is producing quality tennis athletes. There are good facilities for all sports in Spain, but their tennis courts seem to be outnumbered only by the country's soccer fields. It appears that as the country passes through its present transition period in its education system, physical education and athletics will become a vital part of the entire picture. It now appears as if the Spanish feel that a system similar to Russia's might be best for its people. It was also noted that the permissive system of the United States would not suit their country's needs, and I would agree with them. Their country is well controlled and used to discipline. They seem to be happy and, although wanting a greater voice in government, they do not want to give up the secure and serene life they now have.

Thanksgiving fell while in Madrid and another very enjoyable experience was ours because of a retired Naval Chaplain and his wife we met while camping. They asked us to be their guests at Madrid's U.S. Air Force Base installation for Thanksgiving dinner. We did and had (with all others of the base) one of the finest dinners we have ever had. We had not seen so much food in our lives and needless to say, enjoyed our "American Holiday" greatly.

From Spain, westward to Portugal and Lisbon by way of the most interesting and ancient city of Elvas. Our time in Portugal was short, but we did take two days to visit Lisbon and the coast immediately to its north. From Lisbon we traveled south to the Algarve and then east again to Seville and Malaga. It was now the first of December and we were in search of some warm weather and, believe it or not, some rest. Although the Costa del Sol means Coast of the Sun, it was not that for our three day visit.

Our decision to head south into Morocco was a combination of trying to stay warm during December and an interest in seeing the North African country and its Arabian inhabitants. After coming within one mile of the famous Rock of Gibraltar but not being allowed to actually enter the British Territory because of the present Spanish-English conflict over this territory, we continued south to Algicercis. A short two hour ferry boat trip across the Straits of Gibraltar took us to the African continent, but landed us within the small Spanish colony of Ceuta. (It might be considered Spain's answer to Gibraltar in Morocco.) A short two mile drive from Ceuta brought us to the Moroccan border and a rather extensive crossing procedure.

The decision to see Morocco was a wise one, as it (and everything there) was so very different than any other country yet visited. Although "Arabic" in every respect, it still carries a great deal of the Colonial French influence, including what almost appeared to be its national language. (Almost all city dwellers speak French and Arabic, while those in the country are almost solely Arabic in their speech, we found.)

Visits to Tetuan, Tangier, Rabat and Casablanca were all interesting, however our drive inland to the ancient and semi-desert city of Marrakech was by far the most fascinating part of our early visit. Although sitting at the base of the snow covered Atlas Mountains, the city still took on the appearance of a "village in a desert oasis". It's famous marketplace makes it obvious that this city was an ancient cross-roads and trading center many years ago. One can find everything for sale there, and see snake charmers with their cobras and native dancers from all over Africa entertaining as well.

In southern Morocco, camels for travel and tilling of the rocky soil became as commonplace as the donkeys in the north. Of course, all the men are in their jellabas or turbans, while the women are seldom seen without their caftans and veils. The chanter calling all followers of the Islamic Religion to prayer five times a day from the local Mosques, also makes the visitor well aware of the ancient ways of this most interesting country. A later visit to Tiznit and Goulamine, in the extreme southern most portion of Morocco, revealed an even more primitive Arabic culture to us. An end of paved roads and a sand storm just beyond Goulamine made this our southern most point of our year's travel.

We eventually settled in the city of Agadir (550 miles south of Tangier) for a three week layover. In this time I was able to start this Sabbatical Resume, review three physical education books purchased in Europe earlier, read three novels, get some long overdue running in along the beautiful sandy beaches, and in general re-organize ourselves for the second half of our journey. With Christmas as a part of our visit to Agadir, we found our stay very rewarding and worthwhile. A later visit to the Province Sports Center revealed their countrywide school and athletic organization structure as well as two new games played by their school children.

On December 26 we departed Agadir and by December 28 were already in southern Spain again. Reaching Madrid one day later we were in time to see the preparations and shopping for the Spanish Christmas still underway (celebrated on December 31-

January 1). The spirit of Christmas, missed somewhat in Morocco, caught us by surprise here. It even included a visit to the counterpart of our Santa Claus (called Prince Melgasar), a young man with a dark beard dressed in green satin and wearing a large diamond on his head. An interesting treat in Spanish custom for our entire family.

On this visit to Central Spain, we also included a two day visit to Toledo in the picturesque hills just south of Madrid.

Leaving Madrid, we traveled to Barcelona and then proceeded up the Rhone Valley of southern France (in freezing temperatures) to Geneva. A day in Geneva and a visit to the United Nations headquarters there before driving on to Leysin, Switzerland for another new experience.

Assisted by the track coach of California State College Long Beach, we were put in contact with a gentleman who operates an international travel club for youth. A resident of this old village high on the southern slopes of the Alps (about 40 minutes from Montreux) for twelve years, he was most helpful in getting us situated in a beautiful and "homey" chalet there. As it turned out, our eventual six week visit (Jan. 6 - Feb. 17) was one of our most enjoyable family experiences of our life. Besides the beauty of the entire area, we found life in a small Swiss village in the wintertime very much to our liking.

Always being connected with track and field, I have never had the opportunity to ski, so like my family the experience was entirely new. We immediately enrolled in the famous Swiss Ski School and were given a very professional course by an instructor with over 20 years teaching experience. It was excellent for me, for I was placed in a position of many of my own students and athletes when learning a skill completely foreign to me. I placed myself in such a position and tried to analyze my feelings, reactions, and attitude in relation to the instructor's approach. It was very rewarding, even though I felt the same disappointments and discouragement

that I imagine my own students must feel in learning a new skill.

I was certainly reminded that frequent words of encouragement are important in keeping the interest and enthusiasm of the students high, especially during this new technique period. Along with additional skiing instruction and practice, the sport became more natural and with confidence, automatically came the expected enjoyment. This, too, gave me insight into the time periods of instruction and practice, and the value of each when preparing an individual for any "carry-over" activity.

While in Leysin, I also had time to bring this Sabbatical report up to date, and with the assistance of my wife Sandi, typed the first 31 pages.

Using a new book entitled Physical Education - An Overview (Seidel/Resick 1972), I also reorganized my Introduction to Physical Education course outline, and updated the approach I intend to use when resuming my teaching duties.

For additional therapy, I also had an opportunity to do some painting in oil (something I always try to do once a year anyway, but had been unable to do until our Leysin layover.)

We departed Leysin on February 17 and visited relatives in Winterthur for four days before driving north to Strasbourg, Stuttgart, Ludwigsburg and Heidelberg. A visit at the 14th century university and the famed castle there proved most interesting.

Driving up the Rhine, we reached Koln where we eventually spent the next twelve days, interrupted by a quick trip into Belgium and the Netherlands. Since already interviewing school people from Holland while in Switzerland, our objective on this trip was to see what was suggested to us. The four day side trip, short as it was, turned out to be extremely interesting and worthwhile. From 6:00 a.m. til 6:00 p.m. daily we covered a surprisingly large area of this small country. In looking back on this journey, we must thank our Dutch friends for all the details that made this trip possible in such a short time span.

In Koln on the other eight days we had the opportunity to visit with friends I had met there on my 1970 tour with the USA track team. As past president of one of the local Koln athletic clubs (A.S.V.) and the promoter of Germany's annual USA-Germany meet held in Koln each year, he and his wife were not only wonderful hosts but an excellent source for the information I was seeking. To make the visit even more valuable, several days were also spent at the gigantic Bayer Chemical Company community just north of Koln. Here sits Germany's largest and most prestigious athletic club (The Bayer Club) with spacious indoor and outdoor training facilities to match. Financed by Bayer Chemical Company little, including Germany's best "amateur athletes" seems to be out of the reach of this club. While there, time was spent observing their practice sessions, viewing film and talking with their coach, considered Germany's best in the hurdle and sprint events. Arrangements were made while there for several members of his team to attend the 1973 Mt. SAC Relays also.

It might be mentioned that one of Germany's most famous festivals also took place for four days during our visit to Koln. The annual Fasching Carnival was a celebration we'll never forget, as we just couldn't get over the all-day, all-night singing, dancing and almost continuous parades that took place during this pre-Lenten holiday. (As a result, my wife, Sandi, and I even consider ourselves good polka dancers now. Much fun, as well as an educational visit.)

When leaving Koln we headed west by way of the Mosel River Valley and visited Luxembourg. More impressive than their country's new but very inadequate and poorly planned Institute of Physical Education was the history of World War II that can still be seen in and south of this very small country. We visited the American cemetery there and the simple grave General Patton is buried in.

Our trip continued to Waterloo, Belgium and included a visit to several monuments and museums of the famous battle fought there in 1815. South into France to visit the home in which Jean D' Arc was born in Domremy (1411) and also to visit another simple grave in a small church yard in the village of Colombey - the grave

of Charles De Gaulle.

Since all roads lead to Paris, our next stop was just that. Without all the details here, we can just state that we saw all that any tourist is supposed to see (Notre Dame, Eiffel Tower, the Louvre, Hotel des Invalides, Napoleon's Tomb, the Opera, Arc de Triomphe, Royal Palace, Versailles, etc, etc). We enjoyed the city greatly and while there I had an opportunity to visit with the coach of the Maisons Laffitte athletic club who also is the publisher of France's nationwide track and field news magazine, Amicale Des Entraîneurs Francis D' Athletisme, the statistical and technical publication of France. The interview and copies of the last two years of this publication proved an invaluable resource.

From Paris the trip continued westward to the Normandy Coast, where visits were made to several famous historical sites of World War II, including St. Lo, St. Mere Eglise, Utah and Omaha Beaches and the present American Memorial and museums located at each. A side trip to the famous fortified rock of Mont St. Michel and to the town of Rouen (where Jean D' Arc was burned at the stake) before driving north to Dunkerque and Calais to complete our travels on the Continent.

Upon reaching London, however, we discovered information pertaining to an International track and field clinic to be conducted in Mainz, Germany on March 23, 24, 25 - six days later. With a visit to Buckingham Palace for the guard changing ceremony, St. Paul's Cathedral, Scotland Yard, Madam Tussaud's Wax Museum and a day at Greenwich visiting the Maritime museums, the time center and the astronomical museum, we found ourselves aboard a hovercraft crossing the channel to the Continent again.

Eight hours later we were in Mainz, Germany and had covered not only a portion of England, the entire English Channel, but parts of France, Belgium and Germany as well. As it turned out the clinic date had been changed to one week earlier, but Prof. Benno Wischmann, feeling sorry for our long trip, took several hours to discuss the clinic and his coaching with me. All-in-all the time spent with the director

of the U.S.C. Mainz (Institute of Sport) and with their team in practice appeared to prove more valuable than the clinic itself. The two days in Mainz also afforded me a chance to purchase several training books, including two from East Germany (and Dr. Wischmann's own book), as well as visit their very complete library. While in Mainz, the entire family took time to visit the Gutenberg Museum and view the first Gutenberg Bible, printed 1452-1455. Although the return to the Continent was not cheap, I considered it to be worth the time, money and effort expended.

Across the channel to England again, and this time for a fifteen day visit. In that two week period we were able to make a very enjoyable trip to the northern most part of Scotland and still spend time following the Mayflower's 1620 route along the southern coast from Southampton to Dartmouth and finally to Plymouth.

Visits were also made to the 4000 year old archaeological site of Stonehenge, Windsor Castle, Woburn Wildlife Sanctuary and Stratford-Upon-Avon to take in all the historical 17th century landmarks of William Shakespeare. We even enjoyed seeing Romeo and Juliet performed at Royal Shakespeare Theater there.

In London we visited all the traditional and historical sites including visits to see the Stock Exchange and House of Lords in action.

To better understand the educational and athletic structure of Great Britain, time was spent visiting Cambridge, Oxford and Exeter. An in depth study of both was undertaken with the Master of Physical Education at Winchester College (dating back to 1382) and with a coach at one of London's most progressive high schools. The visit included a three day stay at the home of the Winchester College coach - formerly Britain's Olympic and National Coach.

From England to Holland for a six day visit in Den Haag, including Easter Sunday, and all the beauty of "tulip time" in Holland. It was at this time that word reached us that our original ship scheduled for our trans-Atlantic return had sud-

denly been diverted to South America. Not including this trip south in my tentative proposal, we decided to wait an extra twenty days for a more direct voyage and use this time to visit the Director of Athletics (and Olympic coach) at Norway's Institute of Physical Education.

The trip north was excellent and it afforded me the opportunity to see the "finest" physical education training institute in all of Europe (in my estimation).

Five days with the coach and his family also provided time to discuss athletics and get some practical experience in one of Scandinavia's and Eastern Europe's most popular sports, orienteering. After this participation, I could easily see why this activity is growing in popularity around the world and for all age groups. While in Oslo a visit was made to the Viking Museum, Frogner Park, the ships "Fram" and "Kon Tiki" and to the Holmenkollen ski jump which houses one of the world's most complete ski museums.

From Oslo to Goteburg, Sweden and down the west coast of Denmark for a six day visit in Hamburg. While there the family and I visited the once-in-a-decade I.G.A. Exposition, which was almost a world's fair in itself.

On May 23, 1973 our 38,000 ton bulk carrier, Tete Oldendorf, set sail for Sept Isles Quebec across a cold North Atlantic. Eleven days and three icebergs later the Ruh Family unloaded their car, said goodbye to the seven other passengers and the ship's crew, and started their 7,000 mile trip across North America, through Quebec, New Brunswick and Nova Scotia and south to Boston, New York and Washington D.C., taking in all the historical sights on the way.

Numerous stops were made at colleges and universities along the way, with special interest in the facilities and program at the Univ. of Pennsylvania (Penn Relays) and Drake University (Drake Relays). The trip home took us as far south as Kentucky and north to Minnesota.

On July 2 we reached Walnut, California. Thirty-six thousand miles on the
odometer and equally enriched in what our family considers - the greatest experience
of our life.

PART II

THE ANALYSIS OF THE RESEARCH INTO EUROPEAN PHYSICAL EDUCATION AND ATHLETIC PROGRAMS

Before starting a summary of this portion of my Sabbatical leave report, I feel I should mention again the theft that took place while the family and I were visiting Rome's Olympic Stadium. The briefcase, which was stolen from our locked automobile, contained little of monetary value, but was heartbreaking in that my entire collection of interviews, statistics and information involving physical education and athletic training for the first four months of our travels was lost.

This loss actually accounts for the most significant portion of all the study in that it involved information collected from all the eastern European countries we visited (USSR, Poland, German Democratic Republic, Hungary, Bulgaria and Yugoslavia), as well as the countries of Finland, Sweden, Denmark, Switzerland, Germany, Greece and Turkey. The key to the loss was that information collected (and not yet completely absorbed by me) from the Soviet Union. It was particularly important in that all Eastern Bloc countries have more or less patterned their programs after that of the USSR.

Without carrying on over this loss further, I will simply state that the format of this research report will, therefore, be one of general conclusions rather than one of specific facts. This may be for the best, however, as with few exceptions much similarity (particularly in the area of athletics) exists throughout all of Europe. In contrast to the travel section of this report, this section will not be covered in the sequence of our visits, but rather covered by general areas of organization. Where there are notable points concerning the programs of specific countries, such will be indicated as "points of interest".

In all, it would have to be said that the United States is far ahead of Europe in its concern for education in general. As a country, we probably require more years of schooling than any other country in Europe, but the question arises, just

how much is accomplished and what incentives do American students have to succeed in these education opportunities compared to the students of Europe? The same questions might be asked concerning the physical education and athletic policies of America and Europe. The answers to both will probably be very similar.

From my observations, I would have to say that while there is no real comparison between the USA and Europe when it comes to educational opportunities and potential, I would also have to say that what is accomplished considering our startling "potential" advantage is sometimes just as startling. Where our "opportunity-accomplishment" ratio in education is reason for question, it is even more obvious that this ratio in physical education or athletics is even greater reason for question.

It is hard to imagine how a country with our wealth of technical know-how, educational plants and facilities and number of trained educators should lag, in any area, behind any other country of the world. Add to this our system and number of years of compulsory education, and our potential superiority is without question.

The answer to why some less prosperous, and often times smaller, European countries are keeping pace with us in this technical "know-how" (science, engineering, medicine, business, etc), physical fitness, and in athletic successes (as demonstrated in the 1972 Olympic Games) obviously lies with the individuals who are being offered these opportunities. I just can't help but feel that the difference between opportunities and success lies in the desire and incentives of those being offered the education.

The travel has confused me even more as to why our "disadvantaged", "underprivileged", or "minority" students have not jumped at the opportunity to regain a stronger status by taking advantage of the educational opportunities offered. Perhaps because they are such an integral part of our present society is one of the reasons why they have fallen into the pattern of others. The lack of incentive, desire and appreciation for an education, physical fitness and even a chance for

athletic superiority often seems to be characteristic.

Again, in athletics, such determination for success and self-accomplishment is evidenced by even greater contrast. Perhaps such a comparison between Europe and the USA is not completely fair, though. It might be better to group the above statements into an "Eastern European Philosophy" contrasted to a "Western Philosophy" with the United States, Canada, Australia and most of Western Europe included in the latter.

It appears that the affluence of the "West" has affected the drive of its younger generation in many areas of life. Just spending a year camping with the youth of the West would, if taken alone, indicate this non-industrious attitude. Here, tremendous educational experiences through travel are so often turned into gypsy-like existences, with more concern for "sex and pot" than travel. This, of course, is not meant to group all into this category, nor use this group as the "rule" for present day youth philosophy. Since this was our obvious conclusion concerning many youth who shared our camping experiences throughout the year, it is worth mentioning, though.

The Director of the Institute of Physical Education in Stockholm, Sweden expressed the same point when he said that few young men of Sweden have the desire to train or work for athletic success any longer. He used as an example "track and field", stating that ten years ago this used to be ranked as Sweden's number one sport, but because it requires great time and training effort, it would have to rank around tenth in interest today. "If something is not simple and fun, it doesn't seem to be popular anymore:", he stated.

In Spain a teacher stated that their country will soon undergo a major change in its educational structure. At present they are studying the systems of various countries, but have pretty well decided that the end result will be most like the system of the USSR. They feel it would be the most effective and practical for a country who desires rapid improvement and on the other hand enjoys tranquillity. When asked if the American system was considered, she replied, "Oh, no, this

would never work for us. Your system makes youth spoiled and would eventually create many problems for us."

In Novgorod, Russia a teacher of chemical engineering stated that although Russia does not have the "freedom of education America claims to have, it likewise does not have the student unrest, narcotics problem, juvenile delinquency and unemployment America has, either." He added that, "he personally feels that he would rather raise his daughter in a country free from these problems rather than in a country like the USA, with these problems."

Although these examples are not fair generalities for systems of education, they are interesting in that such opinions seem to be present more often than might be expected. Even people without the "freedom of education" claim they actually have the freedom to obtain one (if they want), but that any loss of "freedom" actually comes from the voice the students have while getting it. This, they claim, is not so bad anyway.

It was hard to overlook the efficiency and satisfaction that seemed to be present in Eastern Bloc systems of education, and the inefficiency and dissatisfaction found so often in the West. Naturally, when greater numbers are educated and people are given a chance to discuss their system in more detail, one becomes increasingly aware of the problems associated with it. I might mention also that the "lack of awareness" of the average citizen of the "East", certainly eases the pressure and criticism of their system also. This should become an increasing problem of their governments as increased tourism will, no doubt, bring an increasing number of questions and problems.

The governing structures of the Eastern Bloc countries certainly know the "best" of all the West's educational systems, and seem to have a knack for taking the "best" from it and claiming it their own. This again is particularly true in athletics, and is a part of the success story they have had. (After the Olympics, an Izvetsia report from Moscow claimed complete athletic victory over Western ide-

ology. In a comparison of Olympic performances (and medals won) through a thorough and painstaking formula, the "Bourgeois-Imperialistic" nations lost "in every department" to the "Socialist Democratic Republics" because of the self discipline and dedication of its youth). It is a fact that the United States and the Western countries as a whole faired poorly when compared with such countries as the German Democratic Republic, Hungary, Poland, Romania, Bulgaria, etc in these 1972 Olympic Games. (Unbelievable when seeing the social status and apparent athletic opportunities of these countries - let alone size.)

Our visit in Poland with the past-president of the Athletic Federation in Warsaw was particularly interesting in that many of the reasons for this success were indicated. He stated that Russia translates all worthy Western technique material to their language (without concern for copyrights) and then sends such information to their allies as if it came from their research and study alone. Before a teacher introduces any such information to his students, he must make sure that he tells them that "this technique is only possible because of the generosity of Russia in sharing it with us." This complete assimilation of information, along with the importance the USSR places on fitness and athletics has helped all of their Eastern allies tremendously. Of course, several countries (notably the GDR) have initiated great research and technique programs of their own - partially for propaganda purposes. Much money has been spent by their government in giving all youth excellent technique and then selecting the most talented to further their development in special year-long training camps. The GDR has done this in all sports, while other less enthusiastic Bloc countries have emphasized only certain areas, with similar success. One key all such countries seem to have is in reaching the masses with good sound fundamentals, providing these masses with an opportunity to compete, and then taking care of those athletes which show world class talent. This, of course, brings up the matter of government subsidies and amateurism.

In the USSR everyone (youth thru the elderly) are encouraged to become physically fit through a program known as G.T.O. (Ready, Fitness, Defense-translated). Categories and various steps are specified for all ages and achievements. The local representatives of physical culture constantly "encourage" all others to partake. Often to the point where an entire factory or school faculty will "volunteer" for training and testing to show their interest in fitness and support of this program. Statistics look impressive because of these "volunteered acts" and may actually help many older people keep fit. The real success is in introducing youth to fitness and doing a good job of teaching youth sound fundamentals of various sports activities. G.T.O. pins are awarded by the Minister of Culture for all those who have achieved necessary standards in their particular age group and ability, while performing in various running and skiing distances, the discus, javelin, soccer skills, swimming, and others.

Since the Soviet Union and the German Democratic Republic are rather unique in their approach to fitness and athletics and are, at the same time, the pace-setters among the other Eastern European countries, I mentioned them specifically above. It is interesting to note that the USSR seems to be quite willing to share a large part of their knowledge with other countries, while the GDR hides most of their pertinent research and technique in the secrecy of their training camps. As it was stated in Poland sarcastically, "Our socialist brothers to the west will share or tell us nothing about their program. They are having tremendous success, but with one goal in mind - to be the best in the world. They won't even tell Russia what they are really doing." (The Olympic Games proved them superior to all others when taking into account the size of their country and their total population. Far superior to even the USA and Russia, although the Izvetsia release mentioned earlier, really showed Russia clinging to the Germans' coattails.)

In an effort to abbreviate this report (which could be endless), all those organizational structures that remain similar in Europe will be stated first. These would be general statements of policy that would more or less characterize the

European educational systems, their approach to physical education and athletics.

Notable exceptions will be then indicated under the heading "points of interest".

General Practices:

1. Schools are divided into primary and secondary divisions with an age of starting a semi-compulsory education at six to seven years and concluding at from fourteen to sixteen years. In poorer countries, southern Europe and in rural areas in general, compulsory education is not strictly enforced. Extremes in this rule would be the Arab countries where schooling first starts at ten and continues for three hours a day six days a week only until the age of sixteen. Greece has six years of primary school (starting at age 6) and six years of secondary school (age 13 to 18 years) required, to make it as progressive a school system as any in the south. Although variations are noted in the names given the schools ("college" often denoting a secondary school) and perhaps a third division or "middle school" included, the requirements of each vary little. In many countries, particularly the Communist countries, "pre-school" or "kindergarten"-like structures are also included - most often to care for the children of the working parents.

Almost universal was the plan, whereby if children needed to work, they would be dismissed from their compulsory school responsibilities. Particularly in the south, one sees many children of school age tending sheep, working in the fields or even in stores.

2. The school day varies in length depending on the country and the age of the student. In most countries, the school day is from four to six hours long and is often interrupted by a two hour lunch break (12-2:00 p.m.). Almost universal is the six day school week with Saturday's session ending at mid-day.

In many countries, including the Soviet Union, Yugoslavia and other eastern bloc countries, facilities are used from early morning until night with students attending school in shifts. Using identical facilities, older boys and girls often attend the morning school (straight thru 8:00-2:00 p.m.) and then become

free to work, study or practice athletics in the afternoon. Younger, or primary students then start their school day in the same facilities at 2:00 or 3:00 p.m. and continue until 5:00 or 6:00 p.m. It appears to be very commonplace and practical to see a school plant used throughout the day either by the above procedure or by double session of primary students using one facility.

3. School plants are in general very simple structures usually of multi-levels. Equipment within these plants is often sub-standard when compared to what we have in the United States. Often the facilities are very old and could be mistaken for an office building when in the urban areas. Although few and far between, new facilities are usually spacious, clean and very modern. Many newer ones even contain elaborate physical education facilities - something almost entirely limited to a soccer field and two basketball backboards are to be found in the older ones.
4. It was interesting to note that the wealth of a nation almost always had an inverse effect on the neatness of the students attending school of that nation. The children attending schools in the southern countries of Europe were without doubt the best dressed of any. In Turkey, it was almost the rule to see primary ("ILK") and secondary ("ORTA" and LISE") boys in a shirt and tie. In Turkey, as in most southern countries, the girls are often in a simple uniform dress or smock type outfit. Uniform dress is also seen in some northern European and eastern bloc countries, as well as in all-male or all-female schools.
5. Students are most often required to purchase their own books, pencils, paper and other equipment, while education itself is free. At least until one reaches the university. In general, the university is connected with the government's Minister of Education and therefore involves little tuition. Scholarships for exceptional scholastic abilities are common practice, while "need" seems to seldom enter the scholarship picture. "Need" does govern the amount of fee requested of the individual in most countries, however. It is also common

practice to base "university entrance" on examination alone, thereby reducing or making the number of years a student spends in secondary school dependent on ability rather than age classification. Special technical or training schools, high schools and colleges are also becoming more popular in many countries now with advancement in each, based on examination rather than chronological age.

6. Teacher training for primary grades usually consists of three years beyond the secondary school education with secondary school teachers continuing on for a fourth and sometimes fifth year of university training. In all cases, secondary teachers are usually given a more concentrated course in one or two specific subject areas, while the primary teacher is more a "jack-of-all-trades". With the number of years of training, teachers do not receive degrees as we know them, but rather something more like a credential. (If a degree is obtained, it most likely would be from an institution in the USA, for example.) In any case, salaries are not based on "degrees" but rather on years of service without differential or the position held at a particular school.

Physical Education instructors training is still received apart from the normal university - most often in an Institute of Physical Education. The training is extensive in sport, anatomy, and physiology and is of three-four years duration (beyond secondary school). The extensive study given through these very professional institutes usually gear a person for teaching physical education, coaching outside the school (in clubs), sports medicine, or research in physical education. In some countries like Sweden, these institutes are being incorporated as part of the university, as many facilities are already part of the other institution anyway. When a student fulfills his physical education training, he will most often enter a secondary school at a salary similar to a regular secondary school teacher. Some countries like Sweden are presently lower paid, while in Greece they often start and maintain a position slightly higher than the normal teacher. Often (as in Greece) funds for their salaries are supplemented by the government under the direction of the Minister of Education or some other

agency. Many countries (like Greece again) will encourage men of athletic ability to enter the physical education profession by rewarding them with scholarships, while other countries must be very selective in their entrance requirements in order to eliminate the many applicants. Clinics and seminars are integral parts of the profession used to up-date and up-grade their members, once they get in the field.

7. Physical education (beyond recess) is required of all primary and secondary school students on an average of two to three hours per week. Regular teachers instruct primary classes while "professionals" are found in the secondary schools. In most areas (other than rural areas) the student will "dress" for their activity, irregardless of "clean-up" availability. Technique through play is taught in the early years and built upon as the student grows. It should be noted, however, that technique is an integral part of all philosophies from the Scandinavian countries to Greece. Most often the techniques of track and field, gymnastics (and rhythms) and basketball seem to be considered the most important. This is true in both Eastern and Western European countries. Norway is also a very good example of this approach to skills for all children at a very early age.
8. More and more schools are using their physical education programs as a means of selecting competitors for inter-school (inter-scholastic) competition, where before the schools only program was of an intra-mural type. This interscholastic competition is even the rule now throughout almost all urban areas of Europe. It is even carried on to "City Championships", "Province Championships" and "National Championship" levels in most countries. Again, track and field, gymnastics and basketball are almost always contested on a national level. In the northern countries skiing is also included.

The physical education program in the school provides the basis for technique and training, then from that point on "after school" athletics and coaching through clubs provides the expertise. Many school physical educators act as coaches after school hours, but "coaches" per se generally need little in

professional training to handle a club soccer team, basketball team, etc. You will find club coaches from any walk of life, however all will usually be designated and recognized by the National Federation of a particular sport. Many (like Switzerland and Germany) will expect thorough training of all coaches through institute training, seminars and clinics and while in the field (by master coaches). In almost all Eastern and Western European countries, national coaching positions or provincial titles will come through Federation approval only. The pay for these coaches will often be partially allocated thru some government agency and might be compared to a city or county recreation leader in that his salary is funded by the government and is indirectly collected through tax money. This would be more true in socialist countries, in particular; however, in Russia, Poland, Czechoslovakia, etc., trade unions of various industries usually sponsor a complete club program, and therefore the coaches within such. (EX: The Railroad Workers of Poland may sponsor a particular club, but in reality since the railroads are owned by the government, all funds indirectly come from the government. Here again the coaches must be Federation approved.)

In other countries, like West Germany, large industries or businesses may use "club sponsorship" as a philanthropic advertising venture. A good example here might be the famous "Bayer Club" of Germany - for years Germany's largest and for years sponsored by the Bayer Company. The equipment and uniforms for "club members" are usually part of such a sponsorship, however nominal dues are often collected of its members. In most cases a full range of sports activities, age groups, and people of both sexes are invited to take part. Facilities for training and competition are usually provided by the city as part of their extensive stadium and park programs by the area sports institute or be constructed by a club or sponsoring business itself. (This is seen almost only in West Germany, however.) I might add here, that all facilities have extensive use in the early morning hours, mid-day, and then from 3:00 p.m. until late into the

night. (This is particularly true because the schools, too, are almost wholly dependent on these facilities and club coaching for any program they may have.

9. More specifically, in the three major Western European countries (France, West Germany and England) it is interesting to note greater efforts to promote physical education and athletics in each.

A. France, operating under the Minister of National Education requires 16 years of mandatory school (primary 7-11 years, and secondary 11-18 years). University would follow secondary school on completion of an examination. A recent law requires five hours of physical education per week of all students, however weak leadership, a lack of school and community facilities (or money to build such), combined with ineffective leadership and personnel to back the new legislation up has made their efforts a farce to this point. Under the frustrated Minister of Youth, it is estimated that less than 10% of France's school children receive even two hours of "physical education" a week, and that is basically a recess type program. As a first step, an effort to train qualified coaches and teachers is being undertaken under the direction of national coaches (themselves responsible to the Minister of Youth). Any teacher can become a physical education teacher or coach (of club or after school program) by attending national clinics offered for one, two or three week periods. This period of clinics (schools) over a three year period, now grants degrees (1st, 2nd, 3rd) to all that attend. These account for teacher training and gives status to the "profession". At the best, it is an effort to "upgrade", but a far cry from anything that will reach the youth of all France for many years to come. Athletics, per se, will continue to be a club activity (typical of Europe's programs already mentioned) with a good integrated program throughout France many years removed - unless more energy is generated from the government.

B. West Germany has a similar school structure (primary 7-10 years, secondary

11-18 years) with a variety of schools and names fulfilling the secondary level. In each case progress through this level and from the Gymnasium to the university depends on annual matures (exams).

Although there is an effort to increase the hours of weekly required physical education upward, it remains at 2 hours now (some schools 3 hours). In Germany however, teachers are well qualified to teach physical education and coach through a long established system of sports institutes throughout Germany.

After four years a teacher may be hired into the school system in this specific area or with study in another area as an academic teacher and coach.

Special degrees are being granted now in 3 years - this would be a provisional type coach or physical education teacher.

Clubs are the key to athletic competition and again are "typical" of Europe. A new federation program is now in operation that tests boys and girls for athletic skills and then sends them to weekend sports camps for concentrated technique work. (In East Germany youth of 10 years are taken from regular schools and sent to sport schools for the entire year, given good food, and outstanding academic and sport training. In this way they are groomed for Olympic competition from 10 years of age on.)

To encourage club sport involvement and competition of all youth after school, there are many incentives similar to those of a scholarship in an American institution. Travel, jobs and now, financial assistance to any person in Germany who meets a specific performance in his special sports event. This financial assistance comes from a nationwide private enterprise called "Sports Help" and through solicited donations, etc provides any skillfully qualified athlete with money for housing, meals and transportation to and from his training site. (No money is given the athlete directly. It is given the coach and he will, in turn, pay those bills up to \$250 a month under the terms of this program.

C. England seems to be having serious problems in promoting physical education at any level of their educational organization. Members of the profession seem frustrated at the lack of concern demonstrated by the government or by the general public in physical education or nationwide fitness. Any good program in England today seems to depend on the drive and determination of the individual instructor(s) at a particular school. Each school's program will therefore vary as dramatically.

Facilities are in general very poor. Older schools (in greatest abundance) have practically no facilities for adequate programs, while new schools seems to build with space enough for at least two soccer fields. Inadequate as this is, it is an improvement over the past. Few new facilities seem to include much more than soccer fields however, and because few are being provided with any large indoor facilities, it is easy to see how serious instruction will often be governed by climatic conditions.

Schools are generally divided into two categories (1) "Private schools" which we would consider public schools since they are supported by public tax money and available to all, and (2) "Public schools" which are considered by us to be private, in that tuition is paid and they are endowed by private benefactors. Until recently England's "public schools" have been regarded as far superior in the education offered. Although the prestige of these still exists, the educational opportunity gap has somewhat closed. These "public schools" considered physical education unimportant and required nothing from their students until recently. A trend now is for these schools to join the "private" schools in at least a two hour per week requirement and thereby showing again an "equalization" of all schools throughout England. At that, "academics" control the thinking of administrators and in the eyes of the professional

physical educator, "England must change its medieval thinking, or face the consequences."

As mentioned earlier, perhaps all the major European powers (and the USA) could learn something from many countries with far smaller resources and population - Norway, Switzerland, and most eastern bloc countries to name just a few.

10. The people of Europe seem to appreciate the free available facilities and take advantage of the opportunity to stay active more than their American counterparts. This is not to say that the coaching or "recreational directors" are any better, only that people of all ages seem to seek activity of some type (recreational) and use any spare time available for such. Perhaps the reason is just the "simpler (less rushed) life" they seem to live. They like their walks, spare time recreation, camping and family togetherness very much. If such a "free-lance" program was offered in the United States, I am afraid few would find or make time for it, however. It is for this reason that our physical education and recreational structure is different but "good" for us. Our life style does not seem to encourage active involvement as does Europe's. Of course other elements such as professional sport support, mass television media, etc also influences our affluent "activity" as well

The ten general statements above would summarize the overall structure of schools, physical education, athletic and recreational or "club" activities throughout Europe. Certainly each country has its own unique qualities, some good some poor, in even their own estimation. In general though each seems to recognize the struggle to give a basic education to all youth, prepare a segment of their population in vocational fields, and encourage the more talented to greater specialization through the university system.

The educator concerned about the physical fitness of their society is confronted

with many problems such as fitting a time period of physical education into a daily schedule, having the support of the rural community in allocating a time for "play" into the old philosophy of "if not in school, the child should be working in the store or on the farm". In addition money, facilities and qualified personnel for such physical education programs at the school level are additional stumbling blocks for such educators.

Without a doubt, the American system of mandatory daily physical education and "school sport programs" are the envy of all countries. Most are striving for something similar but many realize that such will always be a dream and they must compromise themselves to programs that are less efficient.

PART III

THE XXTH OLYMPIC GAMES

Attendance at the 1972 Olympic Games, staged in Munich, Germany was one of my major concerns in requesting a Sabbatical leave during the year 1972.

As most are already aware, these 1972 Games were plagued with controversy as none since the last Games conducted in Germany (Berlin 1936). The unforgettable circumstances which were also associated with the "Munich Olympics" will probably place it in the Olympic annuals as one of the unhappiest events in all Olympic history.

This, in itself, was one of the saddest commentaries of the entire 1972 Olympic project, for the Germans more than anyone else were aware of the impressions left in 1936.

Their last "Games" were conducted in Hitler's "political arena" and with an air of complete "German Nationalism". The militaristic Nazi leadership even managed to bring racist feelings onto the competitive field with America's famed Jesse Owens just one of many athletes flagrantly abused.

In an effort to erase this most critical page of Olympic history, the West German government and the people of Munich made an all out effort to put on what they termed "The Happy Olympics". They did this by building the most impressive plant of Olympic facilities of all time. Mixed with the arenas of competition were numerous areas of play and relaxation. Lakes and pools, large grass park areas (provided with large "push balls" to entertain the visitors", stages with almost continuous entertainment, miniature golf courses, restaurants, and snack bars, shops of all types, and even a mass of television monitors which provided for ticketless spectators a constant coverage of all events being contested at that particular time.

In contrast to 1936, a German flag was hard to find anywhere. Instead large Olympic banners of pastel colors were seen everywhere fluttering in the breeze. The entire Olympic Park area was a picture in pastels - even the guards and stadium police

were dressed in bright orange and powder blue uniforms which made them look more like guides at Disneyland than men of authority.

Our first impression at walking into Olympic Park and hearing the rock and roll music, seeing the balloons and banners flying (along with the beautiful ultra-modern facilities) was that we were at the World's Fair rather than the 1972 Olympic Games. Even Olympic Village was constructed with "care-free living" for all the athletes of the "Happy Olympics". Beautiful and lavish recreational, entertainment, dining, and shopping facilities were provided all the 1972 competitors. The usual German efficiency and discipline was even laxed to make sure all the athletes were "happy athletes" and without complaint.

As is so often the case, however, when such discipline is laxed, the people for whom it was relaxed become the most critical and so it was in Munich. Inconsistencies brought on by an effort to please everyone made many people critical of the entire undertaking. These inconsistencies soon became more numerous and involved the paying public, the officials, judges and athletes. At times the 1972 Olympic Games became almost nightmarish and frightening, while at other times they were what they were supposed to be - the ultimate in amateur athletic competition.

Being avid sport fans as we are, we left the fourteen days of competition excited at the tremendous accomplishments of the athletes and having to admit that the Germans made a gallant effort at putting on what could have very easily been the finest Olympic Games of all times. Their efforts, and our impressions, were marred however, with unforeseen circumstances that neither could have foretold earlier.

One of the most distasteful of all were the inconsistencies in rules governing competition, and in the judging itself, neither the fault of the hosting German Olympic Committee. On many occasions we sat completely frustrated and in disbelief in seeing inferior performances rated higher or "given the decision" over the obvious quality performances. Although many judges were reprimanded or barred from further assignments, the stain on Olympic officiating was already present. We

personally saw this in boxing and gymnastics and were astonished, to say the least.

Of course we had to sit through the ordeal of seeing one of our own Mt. SAC athletes (Bob Seagren in the pole vault) and his fellow vaulters, Jan Johnson and Steve Smith, forced into using untested and (worse yet) unfamiliar poles for competition while all others were allowed to compete with their regular equipment. This shrewd and unbelievable move to put the favored American vaulters at a distinct disadvantage was hard to take and inexcusable on the part of the Olympic Committee.

The "dope test" rulings and inconsistencies, the judging in general, the soccer standoff between the USSR and the GDR (so each team might share a bronze medal) and, of course, the many problems that befell our U.S. athletes were very frustrating and unhappy days for us. These are now looked back upon as experiences that in some way, shape or form will be lessons that can be drawn upon for infinite reference. The entire Olympic Games episode was a tremendous experience in contrasts. It was an episode in extremes, as each day we felt that we had weathered another crisis, when out of the clear blue sky came another.

We were close to the "Games" in that we were close to the American athletes, coaches and officials and knew daily what the problems and feelings of each were. Again, our awareness of the strategy involving the controversial pole vaulting poles made this the most frustrating experience of all. Then, to see our two American sprinters miss their event on a coach's misunderstanding of the European time system, to see an athlete who I personally toured Europe with in 1970 show obvious disrespect for his nation's flag on the victory stand, to see the USA's lane for the 1600 meter relay (an event we should have won easily) go vacant because of disciplinary action against our team, to hear the whistles and boos of the 80,000 fans cast on American athletes for uncalled for reasons, etc, etc, all gave me cause to sit down and think the entire situation over - many times over.

Why shouldn't America have been far superior to all other countries represented? Why does the American athlete and team always seem to have a problem and then a prima-

donna-like excuse to follow? How can a group of athletes, with so much to be proud of and thankful for, seem to have constant friction or, at least, show a constant lack of real team spirit? How can a country like the German Democratic Republic or even Bulgaria or Hungary surpass our efforts when it comes to a ratio between size of country and the success of the athletes within the country?

Not being in the USA or reading the press releases of our country may have allowed me to look at these and other questions with a great deal more insight than otherwise. My impressions as a track coach in the USA are many, and my long pondered conclusions are intentionally rather simple. I left the 1972 Olympic Games believing:

1. That the Games should be continued on a similar format as before, and that the number of sports involved not be reduced. (Although the Olympic Games may not be popular to many athletes of the more affluent countries such as ours, it is the ultimate in competition for most of the world - and as it should be!
2. The Olympic Games should be maintained as an amateur athletic event with criteria for amateur standing modernized and re-defined.
3. In an effort to eliminate the strong "nationalism" that crept into these Games (which were supposed to be void of such), all ceremonies and rituals that tie athletes to a country should be eliminated (i.e., the national anthem and flag raising ceremonies of the victors' country eliminated.)
4. The number of representatives from around the world should be reduced in number by means of regional eliminations and qualifying competition. Too much time is spent in eliminations at the actual Olympic Games as it is now structured. Much time and money could be saved by being more select in the beginning.
5. The Olympic Games competition of the various sports could be distributed over a range of areas (or cities) within a specific country, thereby eliminating the massive extravaganza and gaudy show that characterized the Munich Olympics. The "Games" should be conducted as an athletic event only and thereby eliminating this activity as a political arena, or a place where nation vies against nation

for prestige or propaganda.

6. Future Games could be conducted within one central area if a longer time span (several months) were used. In this way the same athletic and housing facilities could be utilized by each group as they are scheduled. Massive construction costs of facilities necessary for one big surge of athletes and spectators for a short two week game period would thus be eliminated.
7. Judges should be representatives of the various countries (as it is now), but the system changed whereby extremes in judging or scoring should be discounted and only the median scores tabulated. As it now stands, maverick or radical judges can completely influence the competition.
8. And, as for American athletes - certain indoctrination procedures should be adhered to so as to make clear the customs of the country, some key phrases of the native language, and most important, the responsibility that an athlete carries as a competitor of the Olympic Games should be well defined and agreed to by every athlete representing our country. At the present time we must be considered the "prima donnas" of the athletic world.

These conclusions are not new or without criticism. They are not based on a limited number of events observed or what I'd consider a narrow minded outlook. During the dates August 26 thru September 12, we probably averaged six to seven hours of competition daily. We attended all track and field competition, as well as basketball, volleyball, handball, rowing, canoeing, wrestling, boxing, equestrian, gymnastics and were able to see others on television. We saw the opening and closing ceremonies, as well as the mid-week Memorial Service conducted in the aftermath of the kidnapping attempt of the Israeli team members by the Arab terrorists.

By no means were our impressions all negative. On the contrary, the Games will remain with our entire family as a memorable and happy experience. For me, many lessons were learned, new techniques and innovations recognized, and above all else,

I was able to form a basis of comparison between the various approaches to athletics and the resulting degrees of success. My travels before and after the Olympic Games could therefore be placed in perspective.

I will forego the results of competition here, as it would appear such statistics would not be important in a report such as this. Several Olympic books and documents of the 1972 Games were purchased by us and may be of interest to future Mt. SAC students. They will be donated to the College Library for future reference. I would imagine that the Official XXth Olympic Book will give much more insight into these particular Games than any I can relate here. I hope, also, that the films taken of this event will in some way benefit the College and my teaching responsibilities as well.