

Philip Heckmann

**Historical Development of Sport in Germany in the
20th Century: The Formation of Physical Culture**

University of Jyväskylä

Faculty of Sport and Health Sciences

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PHILIP HECKMANN

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ABSTRACT

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Topic: Germany has had a rich history of different political, ideological and organizational eras that have strongly influenced the sport system. However, it is not clear if the actual sport system still retains on parts from its history. Moreover, it is uncertain if eventual advantages or disadvantages have arisen through the different structures.

Research aim and scope: The purpose of the study is to find more information about how the German sport system has been influenced by history. It is important to understand in general how the organization and sport coordination has developed and how this history has been part of the sport organization.

Research design: This qualitative research is based on an extensive literature review. It is a comparative study of German, as well as English, literature and articles published within the last century and text books, such as *Einführung in die Geschichte der Leibeserziehung und des Sports* by Michael Krüger, 2005.

Key research findings: The research reveals that Germany still carries long tradition of the original sports and has structures that already existed in the past. However, some organizational processes have been disregarded for good reason due to Germany's extreme history. In summary, the strong history has influenced the sport system and structures of today.

Main conclusions: After finishing the study, there will be greater understanding of what makes Germany's sport system function and why there are certain particularities in comparison to other sport systems. The unique history is worth studying in context of sport systems.

Keywords: Sport, System, History, Development, Germany

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INTRODUCTION

Sport has an increasing impact on today's global economy. People are spending more and more money on sporting goods, and the media has great expenditure on the broadcasting of sports. Consequently, there is an increasing importance of sport in daily life, also in Germany. Additionally, there is great variety, not only between disciplines, but also in terms of motivation why people enjoy sport (Krüger 2005, 212). Where does this interest stem from? In the 1920's importance of sports in society increased enormously. Nevertheless, there was no unifying sport throughout all classes, genders and countries, but some similarities can be identified, which help to define sport. How was the idea of sports developed and how was it seen as educationally valuable? Have the values of people changed in regards to sports and exercise? Are still the same sport practiced as in the beginning of the 20th century? Furthermore, has the connection with sport changed over years? Although the economic impact of sports has increased, in general people have become less active over time. It is interesting to determine what changes have occurred and what ideals in context of sports have changed. Due to its historical development, Germany is an ideal country to evaluate sport-cultural issues. Within the past century, the country has undergone extreme transitions in politics, economics, and sport organization. Furthermore, innovative ideas were developed and extreme contrasts in policies were present as a divided country. (Krüger 2005, 16.)

A central movement of sport in the 20th century is the development of competitive sports. In the context of the development of sport in Germany, development of sport in England must first be analyzed as a starting point. Furthermore, the history of the Olympic Games and the modern Olympic Games starting from 1896 have played a major role in the development of organized sports. Nevertheless, the emphasis will be on Germany as a primary focus area of this research. An interesting component of German sport history is not only the development of new sports, professionalization, and development of major events, but also the socio-political, and the governmental conflicts which appeared during

the past century. In particular, the organization of sport during worker's class organization, nationalism, and German Democratic Republic (GDR) draw unique attention. (Krüger 2005, 15-17.) Is this political influence still vivid today? Certain sports such as golf, sailing, and horse riding have been related to certain types of social class. Is this still the case nowadays? This needs to be investigated among the above questions.

1 RESEARCH AIM, DATA COLLECTION AND METHODOLOGY

In light of this there has not been sufficient socio-historical research about how past developments are influencing sports today. In an international context Germany has been influential and maintains a reputation as being one successful sport organization. This idea needs to be further developed and evaluated. The research task is to analyze the events of the past and to develop a framework in which positive aspects can be integrated into current sport system, while providing an early detection system to prevent repeating mistakes from the past. Specifically for the research topic, the purpose of this thesis it is to discover the main features and characteristics in the formation of the modern German physical culture. Therefore, it is important to thoroughly research the current literature and its conclusions to further develop a vivid opinion about contemporary sport culture. After distilling current literature, connections may be drawn from the history of German physical culture to sport participation today. In order to determine the current importance of sport in society and involvement in sports, recent studies and statistics need to be investigated. At the conclusion of this study there should be clearer understanding as to why sport participation and involvement is relatively high as seen by sport club membership numbers. Sport has not only been a part of life through free time involvement, but also a strong political factor which current politics tries strongly to avoid. Nevertheless, today people feel strong affiliation towards sports and sport teams.

In summary, there is very little literature about German history in the English language. Much of the international sport history literature is written by native English speaking authors, not by native German speakers who are able to evaluate the German primary literature. In terms of methodology, having access and being able to systematically evaluate and organize German literature helps to understand, describe, and explain actions that happened in the past. The aim is to reconstruct history accurately and objectively in order to comprehend the current system. Findings will help to make people aware of failures, as well as successes of the past to apply them to present-day problems. Consequently, past documents, in form of primary and secondary sources, and literature will be critically assessed leading to a content analysis. With this quantitative approach we

will be able to combine results from different sources and studies leading into a single, descriptive summary estimate. This allows comprehensive investigation of the physical culture that cannot be studied otherwise.

In the following, the results of the aforementioned research tasks will be presented. The structure is organized chronologically starting from the sport deriving from England and finishing with current issues, importance of physical activity, participation in clubs and schools, and economic impact of sports today.

2 FORMATION OF MODERN SPORT/ PHYSICAL CULTURE

Sport in the 20th century is often referred to as the new world religion (Seiffert, 1936). Furthermore, there were different forms of sports. Quantitatively, handball, football and rugby were played the most throughout Europe. From a socio-economic point of view wealthier people played hockey and tennis. Furthermore, there were exclusive sports like golf or polo. The different sports can be seen as different religions that use different balls and the priest is the referee. Furthermore, the spectators are seen as the masses joining a service and they make themselves known with shouts and singing from the stands to represent their affiliation of the religion. In the beginning of the 20th century sport became a very important part of daily life. From the beginning of the idea of sports it also started to be categorized and became more organized. Throughout all races, genders, socio-economic status and countries different ideas of sports were practiced. (Seiffert 1932, 385.)

2.1 Sport in England

To understand German sport history, it is important to have a basic understanding of the history of sports in England. The development of sports is closely related to the socio-cultural structure during the beginning of the 19th century. The industrialization in England led to increasing interest in sport in society. People started joining teams, spectating events, and betting on games. This was due to the new exercise movement in society and the education system leading to an encyclopedia of sports by Earl of Suffolk and Berkshire (1991). During the same time the word “sport” gained popularity which stood for different disciplines, as well as the organization of exercise. The word sport was not introduced by one particular person, but more through society. Originally, sports referred specifically to the classes that could afford leisure. Firstly, in sport culture the word gentlemen was equally used as sportsmen, for those who exercise purely for pleasure. In comparison to sports, games were seen more as traditional exercises during celebrations. Additionally, new sports were developed in England and sport was exclusive for its variety and creativity, according to Carl Diem (1971, 676) Old traditional exercises, like running, were grouped

together with new exercises, like ballgames. In England, even the betting and gaming at events was considered sport. (Krüger 2005, 16.)

The organization of running and boxing was considered a novelty. In its earliest forms noblemen let their workers run or fight against one another. The noblemen started to enjoy watching the sport so much that they wanted to compete themselves. In England noblemen started fighting or running against other noblemen, but also against people from lower classes. Rules of boxing changed so that an official referee needed to be present and the fists were cushioned. (Diem 1950, 82.) Also during that time sports were arranged so more excitement and risk was introduced. For example, in the case of running obstacles were set up and times were measured. Furthermore, athletes tried to have more interregional equality, which led to the development of rule books. This was also helpful to “export” the sports to foreign countries and colonies by introducing equipment and rules. (Eichberg 1986, 124.) Also, during the same time sports were civilized in alignment with strict rules. That also involved the quantification of results and times in form of records. Sports needed to be adjusted, that they could be compared longitudinally. Moreover, Guttmann (1979, 58) even spoke about records as the central element of modern sports. This development of sport resulted in the movement of amateur sports and fair play, which was also the foundation of the Olympic movement. Finally, in the 19th century sport clubs were founded that started to compete against other clubs. In comparison to Germany, English sport developed from the class of gentlemen down throughout all the other classes. In Germany, the gymnastics movement was seen more as an oppositional national wide movement to the gentlemen class. (Krüger 2005, 23.)

2.2 Similarities and Differences in the English and German Early Sport Development

Although a starting point in sports movement can be already found in the 19th century with the introduction of gymnastics as exercise education, the purpose of physical activity in form of gymnastics was mainly building the character, as well as values, body posture, and ideals. (Diem, 1971.) In comparison to the growth of German gymnastics, the organization of sports developed with different values in England. In the 19th century England developed to a powerful nation politically, economically and also in terms of life

quality. During the Victorian Era sports gained importance especially among the gentlemen class and in public schools. From England sport movement came over from France to Germany, where Coubertin and the Olympic movement played an important role. (See page 20)

Nowadays, sports are derived from games, military practices, and different cultures. First exercise movements in Germany were introduced by Friedrich Ludwig Jahn as counterpart to Coubertin who talked about gymnastics which also includes runners, ball players, or athletics. Generally, in the beginning Germans did not like the idea of competitive sports so much. It was not necessarily the idea of having rules in the new developed sports, but more the playing against one another and the heroism of winners that caused protest. German gymnastics was for everyone and was developed to strengthen society and make life more desirable. By comparison, English sports were meant to be class specific, as well as superior and unique to other classes. (Sinsheimer, 1931.)

Before the sport movement from England, German gymnastics was mainly seen as building character, and to educate youth to think with a national mindset which took long time to achieve due to the many different cultures in Germany (Krüger 2005, 25). In this sense the English idea of sports was seen as counterproductive. It educated people to be against one another and it increased hatred which could result in stopping the progress of values and morals. The exception were elite public schools that focused on practical experience and responsibility as a main outcome in students from sports. Generally, in England everything was very organized and statistics about winners and records were introduced. Finally, with the introduction of sports from England the betting and monetary system came along. Also, in the new system athletes needed to specialize in order to be recognized by the society. (Krüger 2005, 26.)

England is certainly the country that introduced the sport. While England was famous for industrial development. There undoubtedly exists a strong connection between the first rules in football and the smoking pipes of the factories. The era of the mid-19th century was also known for the urbanization and the great increase in factory workers. The same social class that pushed the industrialization was responsible for organizing sport teams amongst themselves. During the late 19th century teams consisting of workers from

the iron and steel factories were the dominating teams in the football leagues. (Holt 1989, 135.) Football clubs in companies were seen as proper leisure time activities for people in the urban areas because the workers did not have the same opportunities to be active which they had been used to in rural environments. Furthermore, working life and leisure time activity were now completely separated. (Holt 1989, 136.) On the one hand, most workers did not actively participate in sports but they became very interested in watching sports such as football or cycling. The factory owners, on the other hand, started distancing themselves from the workers' sport and were more involved in fox hunting, cricket or rowing in the beginning of sport development. This tradition has been kept alive until today. (Hirn 1936, 111.)

In both, sports and industry, socioeconomic similarities can be found. In the industrial setting had to be on time, disciplined, worked competitively, and there was a strict hierarchy, which becomes very apparent in German history later on (Elias 1986, 34). Also in sports the same values were present. Furthermore, there was the need of competition and following certain rules and orders. Moreover, this competitiveness led to capitalistic structures that became more present throughout the world. Consequently, the question can be raised as to why it was England that started the movement of industrialization and parliamentaryization. England was leading in inventing new methods to increase productivity in industrialization. Furthermore, England at that time was known for a very flexible social structure and advanced social mobility. Nobility was also seen in normal work, as gentlemen participated sometimes in worker's class dominated sports. Moreover, from early on people from lower social classes were represented in the English parliament. The nobility had less power and it was more balanced with lower social class. (Krüger 2005, 25.) Furthermore, when it came to changes of power between the oppositions in the government this was mostly organized in a peaceful manner which was not common during that time. Only after the start of the industrialization less social mobility was present. (Hirn 1936, 133.)

According to Elias (2003) the time of industrialization and sports involvement were a predictor of society's values at that time. Nowadays, sport is a common part of people's daily life and is quite civilized, especially organized sports. Sport is a form to compete in an

organized matter. Different sports demand different skills where everyone can pick personal interests. Sport was further also seen as a progress of civilization because people started being more constructive in conflict management and learned less aggressive methods. Sport provided a great foundation educating youth of having strong physical bodies and sharp minds. Also interesting in this context is the civilization of the football game. Throughout the world different forms of football evolved, like hurling and rugby. In the school system in England very hard and aggressive games were played between children of different classes. Towards the end of the 19th century a more organized form of football instead of rugby was used as alternative and the game became less harmful for the participants. Furthermore, more equality between the classes was achieved and teachers regained respect. Football was the game to introduce values like strength, toughness, team spirit and commitment in a civilized form. Furthermore, gentlemen liked the education through football because it was still self-fulfilling – a balance between freedom and control. From this the ideals of fair play and sportsmanship evolved which has been important in sports since then. While sport should be serious, it is also important to follow the rules; be a fair loser, treat the teammates well in order to play successfully and gain a good status in society. With the success of educating values through football in schools this approach gained popularity throughout the world, while football became popular especially among workers. (Krüger 2005, 27.) Other sports followed and international organization became necessary (Krüger 2005, 28).

In the parliament and in sports violence was restricted. Consequently, in sports referees were educated and losses were accepted until the next competition between the parties or teams. The opponent or loser had other chances to compete again and try win again. Nobody was supposed to lose their temper in any kind of competition. Sport clubs evolved and the gentlemen had the confidence to meet openly, but they still wanted to separate themselves from the growing workers class. Furthermore, clubs were necessary to organize sport events on a more interregional level. This was further developed also to play against teams from the colonized countries. (Krüger 2005, 26.)

Consequently, the sport formation is a unique phenomenon and could not have started in another country than England. Lifestyle and values of the gentlemen were not

taught, but organized among themselves. By comparison in Germany gymnastics were a specific form of exercise that was executed by people who had few political rights. The gymnasts only stood their ground by being disciplined and adapted well to the aristocratic and military-oriented system. Only after the First World War was there a parliamentary form of government that lasted for a decade. Furthermore, sport in England had evolved throughout the past four centuries, whereas in Germany the era of gymnastics clearly started with the “The father of Gymnastics” (German Turnvater). Jahn in the beginning of the 19th century. In Germany, in the middle of the 20th century researchers like Elias & Dunning (1986, 19) and Hirn (1971, 133) spoke about the true sport and the sport for masses and workers. Professional sport was seen as a circus, as an event to entertain, but not true sport Hirn (1971, 133).

2.3 Sport in Germany

Looking back in history, it can be seen that the idea of modern sport movement is apparently tracked back to England. The influence through colonization and the modern life style were the main reasons for this development. The United States (US) quickly adopted the English idea of sport. Nevertheless, the system was adopted to the specific US environment and conditions. Examples include unique American sports or usage of different words for the same sports such as “track and field” for “athletics”. In the US athletics is an umbrella term for a variety of sports. Moreover, the sport in the US was quickly available through all socio-economic levels. Due to excellent communication and infrastructure sports quickly spread throughout the masses. (Krüger 2005, 41.) Particularly, the college sport system in the US grabbed the attention of German sport pioneers, such as Carl Diem. He said that the masses are electrified by the sport and the development is so much better than in Germany. (Diem 1982, 42.)

In Germany, the gymnastics movement of Jahn was mostly responsible for people being generally sensible and interested in the sport movement idea. The organization was already available, only the structure was old-fashioned and there existed many presumptions about the English sports system. In Germany gymnastics instructors were also leading forces in organizing exercise and they did not let go of the old gymnastic

movement of Jahn. At that time existed some movement towards playing games, such as football, but especially in schools no system similar to the public school sport organization in England could be introduced. The movement in sport clubs could be regarded differently, although here the dominating force was also gymnastics (Krüger, 2005) The German Gymnastics Association felt generally responsible for organizing all sport movement and they did not let go of their sport. Although some sports such as track and field, swimming, and ice skating were tolerated, a big discussion between different levels, such as sports, ideology, politics, and education, were raised. More and more people were motivated to try new sports, but not within the gymnastics association. This was not primarily gymnastics that they were against, but more the inability of the association to organize events such as competitions, tournaments, rankings, games, races or meetings. People started to have the need to compare their abilities with others. (Krüger 2005, 43.)

The gymnastics movement developed exponentially in the years from 1893 to 1904 with 70.000 members (Krüger 1975, 46). This also meant a collision with the German political system. Old structures needed to be renewed and the new gymnastics movement was seen as a facilitator. At the same time, the Worker's gymnastic movement had difficulties setting up a similar system supporting the social democratic party because the infrastructure already existed and even whole families were already involved in the clubs. The German gymnastic movement split up from the Workers' movement because practice times were already during the day when the proletariat was still working and membership fees were too high. (Krüger 1975, 46.)

Besides gymnastics, bicycling was one of the first sport disciplines that founded their own clubs. Starting in France and England, Germany adopted the system in the 1880s to have meetings, so bicyclists could compete with one another. Consequently, bicycle clubs were considered the first actual sport clubs. Gymnastics were still only an exercise for the middle class and workers. The elite did not like the exercise of the lower class and the nobility did not even exercise at all. Nevertheless, the upper class saw the movement in England, where people became rich with their companies and not with politics and dueling one another. (Krüger 2005, 44.) Unfortunately, Kaiser Wilhem II interpreted that Germany needs to become a maritime power and compete with the US, England, and France for

dominance on sea, besides adopting the gentlemen sport. (Mann 1987, 506.) Tennis, golf, horse riding, and particularly sailing and rowing were the Kaiser's favorites; football and rugby was disregarded and gymnastic meetings were not attended by the German representative. (Langenfeld 1985, 63.)

Also in Germany during this time, sport was spare time activity for the elite. The idea was that the upper class specifically wanted to separate from the lower and middle class. Nevertheless, soon after the sport has reached the upper class, it was common to practice sports like football, boxing, cycling and seasonal swimming, and ice skating, as well as skiing along the masses. (Krüger, 1975.)

First sport clubs were founded in cities that had certain connections to England. This included harbor cities such as Hamburg and Bremen, where the first rowing club was founded in 1836, and Hanover in lower Saxony, places where English people already used for vacations or boarding schools. The first football club was founded in Hanover in 1878. (Krüger 2005, 45.) After the sport clubs were established, during the 1980s most of the umbrella sport associations were founded to have some sort of national and international regulations, starting out with the German rowing association. At the turn of the century the German Football Federation (DFB) was founded. In addition to traditional sports, associations for motor sports, tourism sports like hiking, climbing, and mountaineering were established. Soon there was great variety of different sports and activities. Besides the public sports clubs there were the worker's clubs from the proletariat that were strictly distinct. (Krüger 1975, 46.)

In order to explain the development of the variety of sports in Germany, rowing and football can be taken as a representative example. This variety was influenced by different classes, different environment from the sea to the mountains, as well as rural to urban areas. The first rowing clubs were not much interested in competitive rowing; it was more a social event where people could come together. For example, the Berlin rowing club started out with organizing rowing journeys for members. Only when new developed boats from England came over did the competitive aspect gain recognition. The German rowing association was founded in 1883 after more and more competitive races were organized by the 47 individual clubs in Germany. While rowing was mostly practiced by the elite, more

than 50.000 spectators watched the big regattas around the turn of the century. Kaiser Wilhem himself honored the winners and was present at the biggest competitions. Because rowing was seen as a sport for the elite by the nobility, this caused discrepancy among its members. No mechanic, artisan, or engagement in menial activity (Mandell 1984, 153) was allowed in the sport of rowing. Furthermore, nobody was allowed to earn money with rowing, although there was no existence of professional rowers. Because of those regulations, mainly supported by clubs from Northern Germany, many clubs from Southern Germany and Austria canceled their membership from the German rowing association in 1905 and founded their own association. The clubs in the south had many workers among their rowers and did not support the gentlemen rule. (Mandell 1984, 153.)

Nevertheless, rowing gained in popularity and in 1906 there were 205 rowing clubs with a total of 35,227 members (Eichberg 1986, 353). The organization and education for rowing instructors was professionalized and in 1912 the association joined the international rowing association. The rowing sport gained popularity over recreational rowing. After the First World War the gentlemen rule was still practiced in the German rowing association and they were forced to found their own club. Women organized their own clubs as they were not allowed in the men dominated clubs. Because youth rowing clubs needed to be established, the upper class let loose of their gentlemen rule and people from different classes and ages were admitted to the clubs. Moreover, at time of the Weimar republic in 1925 the German rowing association got democratized and started to allow women clubs into the umbrella organization. (Krüger 2005, 51.)

2.3.1 Example of Football

By comparison the German football developed much differently from rowing. From the beginning football was part of the gymnastic clubs, although there were strong attitudes against the sport. Some gymnasts had the opinion that football should not be played on the gymnastic fields, while others started integrating it. Konrad Koch and August Hermann founded the first football club for students in Braunschweig. (Krüger 2005, 54.)

Nevertheless, critics said that the rowdy ball games, as the first forms of football were more similar to modern rugby, did not fit on the calm orderly gymnastics field. Regardless, the

first club for adults appeared in Hanover in 1878 three years after the first youth club. Other German metropolis followed shortly after. Initially, football in Germany was played where players tried to get the ball in their hands, it developed to a more dynamic game played with feet as it is seen today. New offside rules allowed passes to the front, and not just backwards as it is played in rugby. This change led to a more tactical game, where not only the ball carriers needed to be defended. This way the game also changed from being very aggressive and strength oriented to technical and cunning. The game overall became more organized through common rules and values. In 1903 the German Football Federation organized the first national championships in Hamburg and in 1908 the first international game against Switzerland was played. The institutionalization led to increasing participants and regulated practice around the game itself. (Krüger 2005, 54.)

One of disciplines that derived more or less from football was track and field in Germany. Although gymnasts already included throwing, jumping and running into their practice but only through football it gained further recognition. The first track and field athletes that competed in meetings came from sports like rugby and football. Football players kept in shape in between the seasons with practicing and learning track and field disciplines. Running and sprints were especially important for football; throwing disciplines like javelin, discus and shot put were significant for rugby. After track and field became more popular there were even primary track and field athletes that used football to stay in shape. Track and field became part of the football federation. (Krüger 2005, 55.) Because of this strong connection some footballers even demanded that only people should be admitted to football with certain athletic skills (Bernett 1987, 37). In 1890 a track and field meeting was organized by football, cricket and a few gymnastic clubs together in Berlin. (Krüger 2005, 55.)

One particular club in Germany particularly represents for the development in Germany- FC Schalke 04. Football quickly became a sport for the workers, although it started out as the sport for the office workers. (Krüger 2005, 56.) This was seen especially in the western part of Germany where there was much coal mining and industry. Schalke is a suburb of the big city Gelsenkirchen and was located in the heart of the steel and coal industry of Germany during the industrialization era. Consequently, the sons of mining

worker families founded the club in the outskirts practicing on gravel and no field. The club was not admitted to the regional football federation. As a result, they sought out the local gymnastic club. In 1914, when the war started, the football department within the gymnastic club was abolished. Another gymnastic club of the middle class gave the football players the opportunity to continue their games after the war. In 1920 gymnastic clubs were not allowed to have any other sports in their clubs anymore, leading to the foundation of Football Club Schalke 04 in 1923. The first president of the club was former gymnast Fritz Unkel. The Schalke club became successful. All the worker families felt that the club helped the area gain in reputation and give them something besides work to hold onto. Moreover, because the industry hired not only Germans to cover the demand of workforce, but soon Polish families arrived with talented footballers. In 1929 Schalke won the West German championship. (Krüger 2005, 56.)

During the following years, some of the players were suspended because they did not fulfill amateur status in terms as defined by the DFB. Nevertheless in 1934 all players were eligible and Schalke won the German football championship once again. Several championships followed and the whole area was excited. Consequently, this team became a very important part of life and was known for more than just success in football. (Krüger 2005, 56 ff) The fact the players came from the proletariat proved to everyone that simple men can also be successful. Efforts to demoralize the team, especially the Polish players, were thwarted, and over 40.000 spectators came frequently enthusiastic to the matches. There were often arguments, referee harassment, and even fighting on the fields, as well as among the spectators. The stands were much too crowded. Nevertheless, this also stood for power, for hope and passion of the citizens and players. The example of FC Schalke 04 shows a very much different development than rowing in Hamburg, cycling in Berlin, or horse riding. Football in the industrial area can be considered as a mass sport although it was self-organized and not a socialist lead mass sport. (Krüger 2005, 59.)

Still, some similarities can be found throughout the different disciplines. One is that the sports derived from England and changed the dominance of gymnastics in Germany, although some disciplines were even performed in the gymnastic clubs. Some sports were transformed from a more gymnastic kind of game to a more dynamic and exciting game.

Many games that developed in Germany were played together in the beginning and were not meant to be against one another. (Bernett, 1984, 145.) After the First World War games were changed that it was not allowed to play together anymore, but the sole goal of the game was it to get points from the other team. Once again there were big debates in this particular case about fist ball, which was setback game over a rope. When invented, fist ball was used to play as many touches nicely together, later it was the goal to place the ball that none of the other players can reach it. Consequently, exercises were “sportified” into competitive sports, where tactical and smart moves were as necessary as physical and motoric abilities to make the game more exciting. (Krüger 2005, 60-61.)

One factor influencing this development was the industrialization and the constant thoughts about productivity which can be seen as performance in sports. In this context Elias & Dunning (1986, 59) mention the theory of civilizing process. Consequently, sports were integrated into the civilization as its needs changed. Although, on first sight some sports became more aggressive and brutal through competition, in comparison to the medieval ages it became more civilized. Emotions were expected to be shown in a controlled manner. In theory, this is called the quest for excitement. Sport is the ground where aggression and emotions can be expressed and in a controlled manner they can be fulfilled and carried out in the sport context. Gymnastics, on the other hand, was just a representation of what the leaders of the nation wanted the people to behave like. It was used to discipline the people that wanted to rebel from the lower classes. The sport use of sport a way to eliminate the classes and hierarchies, as well as the need for camaraderie. It was a safe way to feel valuable and passionate about something without attacking the hierarchal organization. (Elias & Dunning 1986, 59.)

Guttman (1979, 61) further explained that the modern sport in comparison to ancient sports had conditions such as specialization, quantification, rationalization, bureaucratization that were also present in German sport development. In comparison to the early gymnastic movement, the sport movement was more spontaneous and had much more variety, such as free spirit and ideas. Because the sport could not be scientifically discussed at that time it was not accepted by politicians. The concept of Olympic Games changed that mindset. (Guttman 1979, 61.)

2.4 The Peace Movement of Sports: Olympic Games

In Germany, the sport movement did not start through the idea of sport, but through practical application. Consequently, there was a strong rejection of this movement from the gymnasts. Only the modern Olympic Games integrated through Baron Pierre de Coubertin (1987) and his thinking and ideal of the Olympic Games could give the gymnasts proper counter arguments. In Germany, the gymnastics helped create a nationalistic movement, a way to unite the nation. In Sweden, for example, the gymnastics were executed to strengthen the nation to become healthier. This idea was missing in the beginning of sports. What was the purpose of sports critics often asked? Sport was seen as unhealthy, it only caught the masses attention because of the competition in England sport was a spare time activity. In Germany, the sport was not seen as having any value or importance to the individual. Gymnasts started writing articles about how bad sports are; people are just competing and follow sensational aspects, to torture and humiliate others. Furthermore, simplicity and one-sidedness, as well exaggerated ambitions were seen in sports. Only some gymnasts saw the commitment, dedication, and endurance as in the sport of running. Although of clubs and club members increased in numbers, the gymnasts kept their arguments against sports. (Krüger 2005, 62.)

From England sport movement came over from France into Germany. In England, the praxis of sports was formed and then later on Frenchman Pierre de Coubertin made sense of sports. He thought about the cultural and pedagogical roots of sports, which he established in organizing the first modern Olympic Games. The Olympic movement was the main drive internationally to get more people involved in sports. Rarely were people influenced by the educational and value oriented possibilities in sports. One of the supporters was Coubertin (1863-1937). (Krüger 2005, 69.) He is seen as the founder of modern Olympic Games and the Olympic Idea. The international organization is seen as a communication platform and provides values such as fairness, peace, and human rights. Prior to the first modern games in Athens in 1896, the arrangement of celebrations or meetings of the people were regarded as beneficial, but it never gained momentum as the Olympic Games would do. Germany had already been fascinated by the Ancient Greeks, the myth Olympia and modern civilization during that time. The German Ernst Curtius researched not just the physical location of Olympia but also the idea behind and gave great

input to Coubertin. Cortius said that the Olympic idea is that fine, healthy, fearless, as well as physically and mentally strengthened men that do their sport for the purpose and honor, but not for selfish or short-sighted profit reasons. They should act calm and with passion. (Krüger 2005, 70.)

Coubertin himself said that the Olympic idea was not just his thought but a cosmopolitan movement during that time. It was meant to be the rational consequence of growing international communication, global infrastructure, economic connections, and also sport events that had been organized already beyond the country boundaries. Coubertin saw himself as educator and wanted to enhance the respect and fairness among one another to not end up in anarchy. He saw competitions and challenges in sports as fundament for world peace. Meanwhile, 1899 saw the peak of the peace movement the international court in The Hague was established to reduce war in the world. Coubertin shared the opinion that if people learn how to be selfless and respectful on the fields, they will also gain more compassion for their fellow men. In context with Germany he openly said that the German gymnastic system based on discipline would not be suitable for the sport movement. (Krüger 2005, 74.)

When Coubertin started organizing the 1896 games in Athens, he organized a congress in France to discuss amateurism in sport. Although the sport clubs were growing, it was not clear how they should be eligible to participate in competitions and games. The upper class was upset to lose against people from lower social classes. (Lennartz, 1996.) Coubertin was looking for more common rules throughout the world, primarily because this was the topic that occupied sport officials. The elite wanted to stay among their own, so they have more success, which was secondary for Coubertin. Only this was the way to get all officials together to start thinking about the Olympic Games. The amateurism hindered more the international idea and democratic idea of Coubertin, because it was more selective in who can join the Games. Nevertheless, the officials were excited by the idea of having the Olympic Games every four years and the Olympic Committee was organized to keep information flowing. The first games there should be no women and youth, and no ancient sports, but modern sports should be executed. The first games were a great success and among other disciplines the Marathon was first introduced. (Lennartz, 1996.) The following

games in Paris and St. Louis were less successful causing frustration to the athletes. However, the games in London and Stockholm became more successful and people started believing in a bright future of the Olympic Games. When the Games were supposed to be held in Berlin the war put a spoke in the wheel. (Krüger, 1980.)

In order to understand German sport history, it is also necessary to further investigate and understand the Olympic idea. Most of all, olympism is about athleticism and astonishing performances of the athletes. This form of strength can be used in a positive, but also negative matter for mankind. Either it can reduce war or conflicts or it can contribute to them. But if used wisely it can be the foundation of democracy and selfless behavior. The Olympic idea represents constant development and progress. Coubertin did not just see this concept of faster, higher, stronger in the context of sports or technology, but more so in ethics. Without morals, the success as an athlete is worthless. Coubertin was also responsible for the symbol of the Olympic Games; the five colored rings representing the continents. (Coubertin 1987, 24.)

Although Coubertin was not part of the Olympic Committee in 1935 he held a speech about the philosophic basics of olympism just before the games in Berlin. The speech was broadcasted in many countries via radio when he talked about values that were already present in the ancient as well as current time. One value was to educate athletes to be aware of their task to maintain and further improve international thinking and democracy. He was very much convinced by the educational value of sports, especially with the importance of the Olympic Games in everyone's life. Another point was equality. On the field, only the athletic performance should decide over eligibility and success, not the origin of that person. For example, cheering should be for all the athletes just for their extraordinary athletic performance. The third point was to keep the rhythm of the Olympic Games at four year intervals. Furthermore, he mentioned that the time of the Games should be peaceful as a sign of strength and control, and not taken as weakness. The last point was the inclusion of arts and soul into the games. It was important for Coubertin to combine strength with the mind by adding impressive architecture, poetry and music to the Games. Unfortunately, the Games of 1936 were misused as preparation for the war by Germany,

although during the competition it was promised that those would be the Games of peace. (Krüger 2005, 80.)

Consequently, we need to question the Olympic Idea. After Coubertin laid out the foundation of olympism, the idea has evolved and needs to be revised and adapted to the current times. Not only is it a solely an athletic movement, but also a social and political movement. There is also not just one definition or interpretation of the idea. The German Lenk (from German, 1964) separated into eleven different values which did not just refer to the Olympic Games, but also to the longitudinal Olympic movement. The values were: the combination of religion (spiritual) and culture, the combination of body and mind (such as art), the idea of fairness and equality, performance and competition, fair play and selflessness, four year intervals and periods of peace in the world, the idea of international understanding, community among all disciplines, amateurism, Olympic independence, and the antique role model of the sport.

All those points were never fully realized as there have been always obstacles. In particular amateurism is not achievable anymore and the Games have become more and more an economic endeavor. Consequently, the Olympic Independence is hard to accomplish with the pressure of politics and profit. Moreover, the media is always a strong influence factor before and during the Games. Although the International Olympic Committee (IOC) became very powerful and rich in the 1980s at the same time the application process billion dollar investments provoked for much corruption. (Krüger 2005, 80-83.)

Through the gigantism of the Olympic Games, it became a political tool at the same time. This was specifically observable during the 1936 Games and the Cold War. Moreover, the usage of doping seemed to let the Olympic Idea collapse and the Games were about to fail. In 1994 a new charter was discussed in Paris. Consequently, it was decided the Olympic Games should be more of a role model for a peaceful linkage and for the education of the youth. (Krüger 2005, 84.)

Looking further into the German development of the Olympic movement, it is interesting that there was very little participation in the beginning. At the 1884 Olympic

congress there was no German present and there was also no German member in the IOC. Even at the first modern Olympic Games in 1896, only a few athletes from Germany participated. Even the German Gymnasts Association, as the biggest association, rejected the Games. Invitations to German sport associations were disregarded, but to still inform interested Germans the agenda of the congress was printed in a German sports journal. Because they were not involved in the organizations of the Games, the German's pride was injured and they did not participate in the games. (Krüger 2005, 88.) Nevertheless, people that were particularly interested in the Games existed in Germany, e.g. Dr. Willibad Gebhardt. They organized their own organization for people to be able to participate at the Games. This organization was later the German sports association and National Olympic Committee. In Germany, some Gymnasts were afraid that the Olympic Movement would interfere with the national Gymnastic movement that was just established. In Germany, the organization of the Olympic Games was seen as an anti-Germany pro-France action. After the war against France in 1870 Germany succeeded in isolating France from Europe. Now Germany was in danger to isolate themselves by this stubborn behavior. Germany felt as they need to preserve their pride, but really it was about finding in the new established global politics. (Mann 1987, 506.) As it turned out, the opposite was the case. The German umbrella organization was founded to preserve the pressure from the international movement. (Krüger 2005, 90.)

Eventually, there were eleven gymnasts, two track and field athletes, five cyclists, one tennis player, and two rowers who participated at the Olympic Games in 1896. The gymnasts did not go with the agreement of the national gymnast organization, but in own will and with the help of other German participators. Among the gymnasts were also four Jewish athletes, among them Alfred Flattow and Gustav Felix who both won at the Games. Alfred Flattow was excluded from the German gymnast association in 1933, due to Aryan propaganda. He was killed in a concentration camp in 1942. In 1987 a medal was sponsored in his honor. Overall, the German gymnasts were particularly successful and they managed to win 5 out of 8 disciplines, plus they won medals in disciplines like running, jumping, and wrestling. After returning to Germany the German gymnast association did not allow them to represent the German association, because they did not obey, but rebelled against the organization. (Krüger 2005, 91.)

On the one hand, for German gymnasts nationalization and internationalization just did not fit together. They disliked that the interpretation of the antique Games by Coubertin included internationalization, which was not true. Moreover, the gymnasts felt for example, the pentathlon was the peak of athletic performance, which was counterproductive against the goal of German holistic education. Overall, Coubertin did not emphasize enough that he did not want to replicate the antique games, but he founded the modern Games with only some ancient principles and new interpretations. In Germany, striving for progress like athletic performance, was strange, and did not fit together with personal development. This concept was applicable in England with its parliamentarians and invention of sports. Most importantly Germany wanted to have their own concept and did not want to agree or adapt to the concept of the world. (Krüger 2005, 99.)

Although the German gymnastic association kept denying the Olympic Games, some gymnasts kept pursuing acceptance. Moreover, other sport federation started having their athletes officially representing the German association. Consequently, the pressure on the stubborn Gymnasts was growing. In 1908 the first official German gymnasts' team joined the Olympic Games in London. Unfortunately, because it was known that German foreign politics did not care much about others, meetings were set up during German performances. Both, IOC and other spectators, did not come to see a good German presentation. Again, Germany felt slighted. Moreover, in some competitions the German gymnasts felt hindered and disadvantaged, although they earned the 'Coupe Olympique' which was the highest honorable award. It also became public that some of the athletes had to practice all year around due to government and personal ambitions. Besides practice there was no time for work anymore -consequently it could not be called amateurism. As a result the Olympic Games in Stockholm took once again place with unofficial participation of Gymnasts from Germany. Germany isolated themselves successively from the global platform, which was also seen in the announcement that Germany would host the 1916 Olympic Games. (Krüger 2005, 98.)

In addition to the gymnasts there was more and more interest in German participation in international competitions. As more and more sports clubs were founded and more sports in general were played in Germany. After several disputes about who could

become a German member in the IOC, Coubertin took two Germans from the south to take the roles. The German organization for the Olympic Games was not satisfied because none of the representatives were from Prussia; they thought that the German opinion is not properly represented. After Coubertin visited Germany in 1909 he admitted Germany to apply for the Games in 1916. In Germany, it was already said that the German- Swedish era has begun, as both shared a common gymnastic history. Consequently, Carl Diem became the main organizer of the games 1916, even at his young age. He was the first full-time sport official. (Diem 1971, 968.) For the organization of the event, another debate came up, which covered how to deal with the different sport clubs from different parties. Some clubs were formed by clubs from the bourgeoisie, while others were worker's clubs formed or representing social democrats. Because the German government's majority were social democrats, they first voted against supporting the Olympic Games financially. The social democrats supported the gymnasts' opinion of educating the holistic system and the Olympic idea did not fit in. Eventually they found consent to support the games, because the government had disregarded the sport clubs that were also organized in worker's sport clubs, not just the gymnastics in the bourgeoisie. Nevertheless, the government still held the opinion that this money could be better invested in general exercise for workers, because they could not receive the money directly and they found little time for sport, as well as live under unhealthy conditions. Moreover, they felt that the workers' sport itself was excluded from the bourgeoisie sport. The nation in Germany was split, not just between sport and gymnastics. (Krüger 2005, 91.) Although the First World War broke out, during the winter of 1914 the enemies of Germany, France, Belgium, and England were in Flanders visible to one another, the wishes for peace were greater. On Christmas day, the nations decided to play football and sing Christmas songs together. (Jürgs 2003, 176.)

3 SPORTS DURING FIRST AND SECOND WORLD WAR

3.1 First World War and the Weimar Republic

Looking back, it is important to understand how the English sport spread throughout the world, and specifically through Germany. There were mainly two reasons why Germany picked up on the organization of sports from England. At that time England was a world power. People followed the English way of life and people envied the English success and modern way of life. Furthermore, in the beginning or the late 19th century and early 20th century Germany was divided between the bourgeois and proletarians. It was also the time when social criticism began and systems of German idealism were thought through. In all areas, there existed a big gap between poor and rich. People supportive of the Marxist system became rebellious. The workers and representatives saw exercises to improve the quality of life and prepare for a revolution that would happen sooner or later. The hope was that the workers would identify themselves more with the class and that they would join in solidarity. During the same time in the 1920s the class difference was more balanced in sports, which was now accepted as common general word for exercise instead of gymnastics in the Weimar Republic.

3.1.1 Discrepancy between Parties Disciplines

After the First World War Germany was split into communist and democrats, between bourgeoisie and proletariat, moreover between workers' sport and confessional clubs. All those groupings co-existed due to the political, economic and social conditions in Germany. The Weimar Republic governed from 1919 until 1933. Nevertheless, this also led to a strong variety in sports throughout Germany. Sport gained much importance in clubs, life style, and also school settings. (Krüger 2005, 102.)

Before the World War Germany isolated itself from the neighboring countries. Inside the country old-fashioned politics were still maintained. Little social movement occurred and the aristocrats ruling over the proletariat became a big issue inside the country. (Krüger, 2005) Consequently, there was no progress in Germany, people stuck to

their political party as well as social class, and everyone tried to defend their own position. Somehow the war was more like a liberation from the stagnation the country was experiencing. People were hoping for a change from the old ways it has been. Some gymnasts said that the cause for the war was the rationalism and striving for intelligence. They were hoping that people would become more vital again and strive for their own needs. But the war did not overthrow the rationalism, as Germany and Austria were defeated. Their goal to become a world power did not work out, and with it came a revolution within their remaining borders. For the first time Germany became a republic with a democratic constitution. As a result, the economy was dead, and people were suffering for the big reparations from the Versailles treaty which were too high to be carried by the defeated country. It was difficult for the new democratic state to gain trust and authority. The old elite still tried to grab the power and used military to stand their ground against the people. Finally, people were separated into extreme parties and social classes. (Krüger 2005, 103.)

Advantageous for the sport was that the army was not allowed to be stronger than 100,000 men. The Gymnasts lost their monopoly on exercise as more and more sports were developed as spare time activities. Sport became the new umbrella word for exercise or earlier gymnastics. By comparison, the gymnasts decreased from 64 % of all athletes enrolled to 38 % in 1928. While the gymnastic clubs decreased in members the sport clubs quickly began to increase in popularity. The Deutscher Fussball Bund (DFB; German for German football Association) increased in total members. Already in 1929 there existed 66 sport and gymnast federations with a total of 85,000 clubs. Sports became a mass spectacle, not only in terms of club memberships, but also with spectators attending big events such as the 6-day race in cycling, boxing fights, or football games. (Krüger 2005, 103.)

Consequently, the gymnasts did not want to be satisfied with their loss against the sports. There were big arguments between the sportsmen and the gymnasts about ideology of which was the better physical activity. There were also discussions between the workers' federations and the bourgeoisie federations. Political splits began to occur in the worker's clubs between the socialist and social democrat parties. The physical activity itself often became just a side event. All those arguments for power were often fought at the

organizational level of the clubs, while the athletes themselves were peaceful with one another. Nevertheless, it hindered the development of sports and left scars, although this competition also led to clubs offering as much variety as possible to their clubs to gain members and make the most out of their possibilities. There was great resonance for sporty activity, but also for cultural activities during this time. (Krüger 2005, 106.) For example, in 1922 the German gymnast federation organized a gymnast meeting with over 100,000 participants (Krockow 1990). Six years later the workers' gymnast federation organized a competition with over 200,000 participants. During those 'golden twenties' several great athletes arose that are still well-known today, such as box legend Max Schmeling. In the meanwhile, also some women, who were originally just involved in gymnastics and dancing, started doing sports competitively in the men dominated world. Sport was even called the world religion of the 20th century. (Krüger 2005, 106.)

On the one hand, youth especially started enjoying sports and they were influenced by the different forms of sports and possibilities of competitions. On the other hand, there was still little cooperation between mainly gymnasts oriented clubs and sports clubs. There was no agreement about who would organize common competitions or meetings. Diem, as new head of all sport clubs, suggested that each specific federations each would be responsible to develop systems for leagues or games for their discipline. In the beginning the gymnasts still cooperated but successively they became unsatisfied with the role of only organizing gymnastic events. As a result, in 1922 sportsmen were not allowed to join gymnastic meetings, and gymnasts did not participate in events organized by sport clubs. In the worst cases some gymnastic clubs were part of a football league before 1922. After the separation of both parties the gymnasts could not join the league anymore. (Krüger 2005, 107-108.)

Moreover, the gymnasts were not able to organize their own league. For years the teams, including the youth teams, could not take part in any competitions. Not until around 1930 was this separation resolved and the relationship between sportsmen and gymnasts became more tranquil. Ideologically conflicted gymnasts grasped for arguments from before the World War, such as there is no deeper meaning in sports, it is unhealthy to strive for records, it does not support the national belief and so forth. Moreover, gymnastics

would support the community life and health. Sports would teach individualism, egoism, and competitiveness. (Krüger 2005, 108.)

The sport enthusiasts, on the other hand, did not need to look for arguments, as the increase in members would justify their development. But the sportsmen were not the only ones fighting for their stance against the gymnasts, the bourgeoisie also had issues with the upcoming sports world, because this culture was also proactive for the mass democracy. The bourgeoisie was especially against the competitiveness, which would prepare for war, and would only strengthen the body, but not the mind. In opposition, Carl Diem wrote a book in which he described the reasoning behind the sports culture. He talked about the self-fulfillment of human kind, by striving for nature, equality and inner needs, as well as harmony. (Meisl 1928, 5.) But in order to gain status as a sports culture, the sport development had to confirm that it could function as an educational institution. Consequently, different researchers tried to elaborate on the value of sports. For the sportsmen, it was general knowledge that the sports are beneficial for health. In sports, there are more natural movements and it is performed outside, in comparison to gymnastics. During that time, it was already clear that sports to a certain extent were healthy, even though they were competitive. Only the achievement oriented elite sports were hard on individuals' bodies. If sports were simply performed for pleasure, as balance from work life, for the social event, then it could only be construed beneficial. Furthermore, Diem did not refer to professional sport as a sport but a show for spectators with actors. The sport can lead to great performance while striving for a better life for all. The competition is just a challenge set up for time. The rules set parameters so no one could be humiliated or treated unfairly. It was said to be a very peaceful get together. Moreover, the percentage of elite athletes was very small in comparison to all sportsmen. The argument that sport was only just for a very small part of the population is wrong, since so many people picked up on the different games. Sports were available for everyone as a form of pleasure and fun. (Krüger 2005, 111.)

Particularly Diem was particularly fascinated by the English sport development dimensions that took place, same as Coubertin. However, Diem also knew that admitting to the Olympic fascination would cause a decrease of acknowledgement for his work because

of supporting internationalization in Germany. Consequently, Diem tried to nationalize the idea of sport by saying sport is fighting. This connection to war and organization was acknowledged by politicians. With the intent to keep the positive aspects of sport and to ‘germanificate’ it while still being competitive with other nations. Striving for records should not be part of German sports, but rather the striving for the best individual performance. This ambition should be adapted to personal as well as work life. The performance should be beneficial for the state and the colleagues. Diem stressed the importance of respect for one another. (Krüger 2005, 112.)

In 1920 the first German program for exercise education was founded in Berlin. August Bier, professor of medicine, was the principal of that school and together with the initiative of Diem, they spoke about their goal to re-strengthen the German people after the devastating war. Bier wanted to teach ambition, enthusiasm, dedication and commitment, so Germany could become powerful once again. Sport was seen as a substitute for the military service. For this reason ‘sport is fight’ is seen as a form of national pride. As a result, the conservative and nationalist people in Germany realized that it is good to teach youth sports in school, in order to train physical and mental toughness. The correlations between military and sports led to greater acceptance of sportsmen. Because Germany was not allowed to join the Olympic Games after the First World War, they came up with their own national Olympics. Those national competitions were called ‘Kampfspiele’ which translates as ‘fighting games’. German sport federations tried to organize it similarly to the very popular national gymnastics competitions. (Krüger 2005, 113.)

3.1.2 Formation of Worker’s Sport Clubs

Besides finding a way to harmonize gymnasts and sportsmen, another contrast existed between the workers’ sport or gymnasts and bourgeoisie sport or gymnasts. The bourgeoisie were more commercial clubs. The workers’ sport clubs then formed their own clubs because the gap between rich and poor got bigger. Consequently, there was also more discrepancy between the richer enterprise owners or managers and the low-earning workers. Workers had been the majority social class, but more and more workers were needed. Consequently, the proletariat gained power and they did not feel comfortable in the

clubs organized by the nationalistic bourgeoisie. Most of the workers felt more affiliated with the social democrat left wing. The gymnast clubs did not do anything to make the workers feel more welcomed in the clubs and already around the turn of the century workers started forming their own clubs. Nevertheless, until the First World War the political interest was secondary, more so they strengthened one another to fight for better life and working conditions. Although politicians and bourgeoisie gymnastic clubs tried to prohibit the workers' clubs, membership numbers increased year after year. Rumors that the workers' sport club's youth programs would make them disobedient were started to discourage membership. The opposite was the case through sports the youth learned to work together, to learn social skills and gain self confidence in their difficult situation of coming from a worker's family. Only after the First World War was the situation of workers strengthened with the social democrat revolution. This event in 1918 could only happen with the pre-organization of many workers in sport clubs. (Teichler & Hauk, 1987)

Unfortunately, the general population only worsened. Besides the conflicts of sport versus gymnastics, workers against bourgeoisie, now also political and ideological conflicts increased the separation. The worker's clubs encouraged other workers to get out of the bourgeoisie clubs and join workers' clubs. Furthermore, it was not possible to be part of two clubs anymore. Membership in the proletariat clubs increased steadily and gained popularity. (Krüger 2005, 119.)

As the workers' sport became more and more professionalized. The variety of disciplines increased along with the membership. Magazines were printed about science and culture. Those journals included the ideology of sport and its goals. The workers' sport clubs started to join international competition and some were hosted on German ground as well. A meeting was held in Frankfurt for all socialist and social democratic workers' clubs throughout the world, communist organizations were not invited. Initially, the goals and progress of workers' sport clubs were not unique. The community of people that enjoyed doing sports or gymnastics together, also had the goal to stay healthy and build up resistance against harsh working life. Football was particularly popular. Exercising should not only make the work more efficient and safe, but the exercise should also be the daily part of pleasure in a more or less boring monotonous working day. As ideological goals

spread within the proletariat sport clubs, arguments started to evolve as well. People started rebelling against the capitalistic sport of the middle and upper class. Moreover, the ideology of bourgeoisie was more nationalistic, with a tendency toward fascism. The socialist sport development of the workers was seen as the way to go. People were looking for their own identity, as a socialist or proletariat sport unique from the rest of the country. (Krüger 2005, 120.)

This led to different point of views within the workers' clubs. Some people wanted to see the sport as an opportunity to increase the quality of life. Others wanted to use the sport to prepare the proletariat for a revolution to pursue their communist ideologies. As a result, in 1928, the communist sports men and the social democratic sportsmen departed ways. Because radical communists persistently tried to get workers' clubs under their influence and under their organization, the social democrats decided to prohibit any communistic activity in their clubs. This was even regulated by law after their request. Consequently, the workers' sport movement as a whole was weakened. (Krüger 2005, 121.)

Due to less social mobility it was almost impossible to cooperate between proletarian and bourgeoisie sport or gymnastic clubs. Nevertheless, a nationwide umbrella organization was formed to support sports and exercise in general and the organization was represented by people from both lower and upper class. The proletariat was mainly concerned about better facilities and opportunities to exercise. The upper class wanted to promote research and the education of coaches. Consequently, according to Krüger (2005, 122) there were seven key points: construction of sport facilities, obligatory physical education for youths, physical education in vocational schools, daily physical education lesson, keeping the daylight-saving time, governmental financial support of clubs, and development and maintenance of public offices for sports.

Communities were obliged to build sports fields and halls, so all towns would provide opportunities to stay physically active. This also included the building of playgrounds. Children should have one hour one hour of daily exercise. This was the easiest controlled and organized in schools. More precisely it was demanded that every community over 30,000 inhabitants have a swimming hall, and that every citizen have the right to in relation 0.1 square meter sports hall and 3 square meters' fields. This led to a great improvement of

facilities in the mid-20s, even though Germany was within an economic crisis and was struggling with inflation. The demand of one hour of sports per day was subsequently acknowledged by most professionals. Although it was not implemented immediately, people started to think about ways to keep improving the system. The organization of daily PE lessons was a slow, but steady progress. Most schools had three mandatory sport hours per week plus extra curriculum activities during the afternoons. The resistance against one lesson per day was too big among the pedagogues. Nevertheless, students tried to achieve the same at universities, primarily because of the elimination of the mandatory military service. Also, the clubs themselves benefitted from the new regulations. They got reduced taxes and they were able to use trains for away games for discounted prices. This is another example how sports and gymnastics were blooming throughout the Weimar Republic era. (Krüger 2005, 122.)

Since 1913 there was a nationwide program to earn a sports badges first just for men and from 1921 also for women. A particular youth sports badge system was developed in 1925 and in 1927 girls were admitted as well. Moreover, the German sports school educated professionals and had much success with research. The German Sports School initiated a diploma program to certify sports professionals. Starting out with just 25 students it was soon a worldwide recognized institution with over 350 students. The main focus was in medicine and pedagogue. (Krüger 2005, 124.)

The biggest boom was seen with the development of youth programs. Because youth were well supported in sports, they kept exercising throughout their life. As the youth gained more confidence, they started organizing their own meetings, enjoying nature and they found their own lifestyle. Over 1.8 million youths were involved in sport clubs. The youth enjoyed the autonomy in their clubs and they wanted to be different from the older generation. Besides exercising, other activities were organized, such as singing, hiking, theater, camping and so forth. This was pleasantly viewed by the national socialist gymnastic movement of the proletariat. (Krüger 2005, 124.)

The beginning of the 20th century was a time of contrast; of glamour and poverty as well as an exciting chapter in German history. On the one hand, the German sport- and exercise culture was quite varied and common throughout classes. On the other hand, there

was much controversy in Germany when the nationalist party became power in 1933. (Krüger 2005, 125)

3.2 Nazi Germany

The development starts with the existence of different sports according to the seasons. Some people were disadvantaged by living in industrialized regions without fresh air exists. Furthermore, it is of interest that some sports like rowing were considered dangerous for the heart and gluteus related to over exhaustion. It was generally important to train all body senses. For this reason people should do sports to be more prepared for life situations. The sport development was much influenced by politics. After the seizure of power of the nationalistic party in 1933 the sport was greatly impacted, which also occurred in 1945 after the full capitalization. During this time the Olympic Games were hosted in Berlin in 1936 which is an interesting time to explore. (Weissbein)

3.2.1 Early Nationalism

For some people the nationalistic party represented hope and the solution for economic and social crisis. For others it was frightening how the nationalistic party executed their propaganda in such a brutal and aggressive manner in order to gain a dictatorial hierarchy. In addition, the sport and physical education was influenced by the new political organization. The purpose of sports and physical activity was determined by authorities and was not the responsibility of the clubs anymore. Although many were not satisfied with this solution, a resistance against this instrumentalization was not possible. The civil sport clubs consequently supported and adapted to the new system. Only a few social-communist clubs and professional clubs were more rebellious, and fought for their rights. (Krüger 205, 132.)

The students at the time of the Weimar Republic were especially very skeptical about their government, because they felt it was not 'German' enough. Many students supported the rise of the nationalistic party. Around 1931, as more students joined the party, more radical movement took place against minorities such as Jews and different thinking

students, as well as professors. The students were easily convinced by nationalism because they thought that it would help Germany to regain the power from the past. It came from their own motivation and was not forced on them before 1933. Although the percentage of students was quite low, they started becoming very influential. The professors enjoyed a good reputation and were listened to by the common people. After finishing their studies, the students themselves became teachers, lawyers, or doctors and were also well regarded. This situation was representative for all Germany. (Krüger 2005, 132.)

At the same time the bourgeoisie gymnastic and sport clubs already had an affinity toward nationalistic and patriotic forms of political order. Although they were very grateful for the sport development during the Weimar Republic, after gaining their freedom, PE lessons, and new facilities, they were now striving for a more powerful Germany. They were hoping for even more influence and importance of sport than it had been in the Weimar Republic. This also included the goals to get the inactive people to exercise and to get everyone to know about the importance of exercise for their health. This was important because the gymnasts had struggled to be an important institution since the start, first against the sport and then also against the workers' sport movement. Consequently, there was very little resistance from the people to stop the rise of Hitler and his party. Hitler especially wanted people to be disciplined and he expected them to be willing to make sacrifices as he wrote in 'Mein Kampf'. (Krockow 2001, 87.) He stressed the importance of having a very healthy body and not just intellect through universities and books. Furthermore, he wanted that there should be no day were the youth do not have two hours of daily sport, one hour in the morning and one hour in the evening. He also said that a strong community is more important than a very smart person who is weak. That was something that especially the gymnasts and sportsmen were supporting. The sport recovered from the humiliation it experienced during and after the First World War. Consequently, sports became ideological for the 'germanification' as well as a form of preparation for the uprising national socialistic state. Even if some sports people did not share or support the ideology of the national socialist, at least they were hoping for an increase of appreciation for sports as a form to develop a long-lost culture. The once very rebellious sports movement, now became a follower or at least supporter of the system, although they had to give up some of their ideals. Nevertheless, there existed some

criticism to sport leaders that they followed the nationalistic ideologies without thinking twice. Consequently, workers' sport clubs were prohibited, communist clubs were persecuted, and Jewish formations isolated. Moreover, catholic sports clubs were disregarded as well. Facilities were taken over by the nationalist party and the members of those clubs had the choice to join other clubs but not the religious clubs anymore. (Krüger 2005, 134.)

Meanwhile the bourgeoisie clubs stopped cooperating. The differences between sports and gymnastics still existed. Furthermore, each club decided to quickly get on the good side of the uprising nationalists. In April 1933, the German gymnastics federation decided very quickly to support the Nazis and implement any changes within the federation in their favor. (Bernett 1983) All Jewish or Marxists were prohibited from the underlying clubs, asaryanization continued and culminated in summer 1933. The gymnastics clubs themselves were never asked for their opinion in that critical issue. They had to follow the leadership of Neuendorff at that time and he announced that the gleichschaltung was successfully executed. This was a very radical way to eliminate any oppositions or people against the ideology of nationalists. (Bernett 1983, 433.)

Interestingly, gymnastic clubs and sports clubs quickly adapted the nationalist system to many people's surprise. The bourgeoisie sport and gymnastic clubs have always been patriotic, but they also wanted to be liberal and democratic. Now this quickly changed to being nationalistic and radical. Neuendorff, as head of the German gymnastic federation played a big, but not the sole role. Hitler was invited to the upcoming national gymnastic meetings. (Bernett 1983, 433.)

At a particular event in Stuttgart in 1933 Hitler had the opportunity to speak to the gymnasts and audience while supporting Jahn's theory of gymnastics. At this event Hitler might have noticed why sport events were beneficial for propaganda of his ideologies and politics. As a result, sports and gymnastics had full support of Hitler. Consequently, many thought that the gleichschaltung, aryanization, and the full fellowship to Hitler was acceptable if this support is granted. Giving less power to the workers' clubs, and subsequently the social democrats, had always been the bourgeoisie club's intent. However, the concept of anti-Semitism and racism was not known in the sport clubs. From the

beginning, Jewish people were welcomed in the gymnastic or sport clubs. Moreover, in 1889 the German gymnastic federation split from the Austrian gymnastic federation because of their anti-Semitic activities. On the other hand, Hitler implied that Jahn was talking about national traditions which needed to stay alive. Hitler interpreted it in a way for the gymnasts that they need to act nationalistic, which is according to Jahn's traditions. Consequently, many gymnasts and sportsmen distanced themselves from their Jewish friends that they had associated with for many years for both sports and friendships. Democracy was not seen as important anymore, because it was not important to gain new members, but act according to the new politics. Subsequently, members of clubs were even happy when some people took leadership roles for organizational purposes. Those people were understandably called 'Führer' (English: Guide, Leader). (Krüger 2005, 136.)

The sport was for Hitler a very easy way to gain new supporters. The sportsmen saw Hitler as a redemption for their hard work. The bourgeoisie gymnasts and sportsmen always wanted to be accepted and greatly recognized for their work by the government. Furthermore, it was a logical consequence for the concepts such as 'sport as fight', chauvinism, the alternative to military sport, mass fascination of sports, and the priority of physical performance over intellect. The participants felt more fulfilled under the regime of Hitler after all. This cannot be construed to explain the rise of Hitler, but rather it occurred over time and did not happen suddenly. It was a continuum of Jahn's era that people have strived for a long time. (Krüger 2005, 137.)

For Hitler or Goebbels it was not the sport that was convenient. Rather, it was a method to have physically fit people in their country to further war strategies. Moreover, neither Hitler or Goebbels have ever had a connection to sports, they did not understand the concept of sports and the lifestyle of the people. However, the sportsmen themselves did not know that. Also the Olympic Games of 1936 were not able to combine with the nationalistic ideology and politics, although it received much criticism prior to 1933. The Olympic Games were seen as a great way of propaganda for the regime. (Krüger 2005, 138.)

3.2.2 Political Formation

In 1936 the Olympic Games were held in Berlin. No other event in sports history, or history in general, demonstrate how closely greatness and devastation can be linked to one another. Sport could have been used to strengthen peace, or in this case it was used to prepare for war. Although Germany portrayed to the world that they wanted to live in peace, Germany, or the regime, actually tried to reach for world power once more during this century. It is a prime example how a government uses the sport to reach political goals. By planning the Olympic Games and the great facilities, the dominance of Germany was presented to the world. The athletes practiced under professional coaches and they could adjust their schedule to their practice, because they were employed by the government police or army. (Krüger 2005, 139-140.)

The intent of the Games were not to support the Olympic idea, global cooperation, or to show great athletic performance. The only reason the Games were still held in Germany was because it could show the world and the German people how great and peaceful country was. The foreign countries could see how polite and hospitable the Germans were. Moreover, Germany was seen as not ready for another war. The Germans simply blamed the Jewish population for spreading rumors that the nationalist party was radical and cruel. For Hitler it was especially important that there be no sign of weakness between the people and the government. The Games needed to be organized perfectly and the athletes must be successful. Moreover, it should be seen that the German athletes must be superior. This only partly worked out, because the black American; Jesse Owens, was very successful, although the Germans led the medal ranking. With the perfect organization, also some doubts from the own nation could be erased. Following the introduction of the Nuremberg race laws people did not support the government for their brutal execution of the newly released laws, but rather identified with the victorious German sportsmen. Finally, the Olympic Games prepared the Germans unconsciously to become a unit, to become powerful and proud, as well as to be successful in combat. (Krüger 2005, 145.)

The biggest obstacle for the propaganda goal of the German government at the Olympic Games was the IOC with its specific regulations of how to organize the event and

invite athletes. The IOC and its members nominated a city to host the games, not a country. Consequently, the head of state was only allowed to speak a few words at the opening ceremony. The purpose was independence and to retain control of the Olympic idea and values. (Krüger 2005, 145.) The games should not be used for any political activity. Not any race, confessional, or heritage reasons should decide of the nomination to the Games, but solely the athletic performance and amateurism. Germany had to guarantee that those rules would be respected and implemented in the planning of the Games.

Consequently, this was verified but political ideas were very well integrated into the Games within the interpretation of the guide lines. Nevertheless, there were many people that were skeptical about the Germans hosting the games. Consequently, the president of the IOC, Graf Baillet-Latour, was invited to Germany to personally see the progress. The president was convinced and voted for Germany as trustworthy. The Germans acted well and were allowed to host the Games. But the Americans were persistent in wanting to boycott the Games, if Germany would not take any Jewish athletes into their team. This was denied by Germany, as the Jewish population was supposedly already separated from the rest of the population, but Hitler decided that other countries could start with Jewish athletes. The Americans still did not agree because this was against the Olympic ideals of having no discrimination or racism of any form whatsoever. For example, one Jewish German high jumper had the best results prior to the Games, although she could not properly practice anymore, thus she was not admitted to the Olympic Games. Only half Jewish Germans living in the US were eligible for starting and this was promoted as very generous of the German regime. The boycott was not accomplished because some Germans such as Diem, as well as the IOC tried to calm the US down as some Americans still wanted to support the Olympic idea in general. The argument about the boycott at the 1936 Olympic Games still occupied the American sports organization long after the Games were over. After all, the racism and the propaganda at the games definitely were against the Olympic carta and idea which would have justified a boycott and the withdrawal of the Games. (Krüger 2005, 145 ff.)

The Olympic Games have always been more than just the sum of athletic events since the inception of the modern Games in Athens by Coubertin. Importance was also given to the Olympic oath, idea, fire, opening and closing ceremony and so forth. Just by

coincidence the Olympic greeting was very similar to the Hitler greeting by holding out the right arm to right or to the front right respectively. This was seen as a political success by the Germans because all the athletes were greeting Hitler in their interpretation. Also, the representative flag for the Games 1936 was not the Olympic flag, but the new German flag that had the swastika in the middle. Those particular Games were often referred to as 'Games under the Swastika'. (Bernett 1986, 368.) The Olympic fire according to the IOC protocol should always burn for the striving, braver and purer mankind. Diem created, with the suggestion of the propaganda ministry, from the Olympic fire the Olympic torch relay that started in Athens and was carried all the way to Berlin. The flying of pigeons as a symbol of peace and inspiration was transformed to a competition of sport carrier pigeon. Another Olympic symbol was the awards ceremony which has been a tradition ever since. In Germany, besides receiving a medal, the winners would receive an oak leaf and a plant that the winners should plant in their home country as a sign of German strength, power and hospitality. (Krüger 2005, 148.)

All around the ceremonies and events, the facilities were built in the concept with a nod to the Nazi regime. The names were changed from, e.g. Olympic stadium to Reich (German for empire) sport field. The event became more than a germanification - a nazification. Another sports hall was called Langermarckhall in recognition of the big battle in Langermarck (Belgium / Flanders) where the Germans lost over 80.000 very young voluntary soldiers during the First World. These were designed to prepare the people for the next walk of self-sacrifice for the nation and the Führer. (Krockow 1990, 97.) Moreover, Diem wrote a play where youth self-sacrificed themselves for the nation, which was shown to all the spectators. This particular play did not have anything to do with the communication of peace as written in the Olympic protocol. It only took a few years until self-sacrifice became pure reality for the German people. At the same time Germans part of the 'Hitlerjugend' (German for Hitler's youth) were gathered to prepare for a final attack against the invading Russians. (Krockow, 1990.)

Consequently, the Games of Berlin became both, a highlight and the biggest crisis of Olympic sports. The Berlin Olympic Games had been the last Olympic Games for the following twelve years. It was not only that it was just not possible to host any Games

during the Second World War, it was also a crisis because the Olympic movement and organization was not trustworthy after the happenings in Berlin. The IOC was misled, corrupted and misled by the German regime and they did not have the power to stand up for their fears and apprehension. Right after the games the IOC and the athletes were grateful for the well-organized and huge event. (Diem 1971, 1017.) And most athletes did not understand that they could have changed something. For example, Jesse Owens, the winner of the long jump competition, who was also black American, shared a great story. With his first two jumps he stepped on the beam. Consequently, if it happened again would have been disqualified and, not reach the final. The German - Luz Long, who came in second place - gave Jesse Owens the advice to put a line before the beam then he would easily qualify. In a close final Jesse Owens overtook Luz Long in his last jump and set a new world record. Owens said that he had a lot of respect for Long, who died in combat in Sicily years later, that he showed his friendship to a black guy to Hitler and the world. Owens still often visited Long's family after the Second World War was over. (Diem 1971, 1017.)

During the Olympic Games in Berlin and with the success of black athletes the world was also shown that the ideology about racism and militarism of Hitler was “false, stupid, and obscene”. (Noel-Baker 1991, 149.) Furthermore, the athletes showed that they were one happy family that appreciated sportsmanship and bonded with the same philosophies and interests.

3.2.3 “Kraft durch Freude” – Nazi Germany

Interestingly, before gaining power the national socialist party did not have a concept for sport and exercise. Hitler primarily wrote in “Mein Kampf” that the German race should focus less on intellect, but on a healthy, clean race. This could not be seen as an ideal or thought out physical education program of the people. Nevertheless, Hitler showed in speeches what his educational standards would be. Bennett (1966, 25) has collected those quotes which showed that Hitler wanted to focus on the youth, because the elderly were already spoiled by the experiences and environment. He wanted to form a radical, strong, aggressive, brave, and beautiful youth that people are afraid of. As a result the weak would

have to be erased. The youth should be trained in all exercises, at its best voluntarily. All scholarly education and rationalism would corrupt the soul, so the focus would be more on athletes and be victorious over deadly fear. The focus on power and strengths, resistance and commitment, bravery and health, as well as desire must have sounded familiar for the sport or PE professionals. (Bernett 1986, 416.)

This interpretation Hitler's has nothing to do with the original youth movement and gymnastic movement in Germany, which has had more philanthropical and humanistic basis before Hitler's rise. In contradiction to the original movement Hitler interpreted in a way as Darwin's 'survival of the fittest' – which only his German physical youth should survive and others should surrender. This person that would be 'manufactured' to be a warrior that should not think much, just follow orders, which was also called "übermensch" (literally translated super human). This would be a person that would not suffer from bad consciousness or guilt. Everything else but the superiority of the German race and the political power should be subordinated. Sport was a form to develop the body to become warriors for men in form of fighting sports and gymnastics, and for women it was dancing and playing to get healthy babies. In summary, this period of time was called political pedagogue to develop the nation with the opinion of Germans being superior over other nationalities. (Krüger 2005, 154 f.)

Furthermore, sports and gymnastics were the opportunity to completely control the people. This concept was fundamental to the megalomaniac plan of annexation and conquests. All clubs must be under surveillance of the regime. The Nazi flags and the political power was always present to the people. Starting from young age the children would be under supervision of the political leaders to educate them about the idea of nationalism to become good servants of the nation. They should not have any freedom to develop their own opinion or mindset. Continuously they needed to be educated with political ideas of the regime. Consequently, there was a full manipulation of everyone's mind, especially the youth. This was not completely without conflict. As there were often arguments between the teachers and the young members of the Hitlerjugend about the definition of race. Nevertheless, the PE instructors were seen as very solid servants of the regime due to their important role of getting the students physically prepared. Already in

1935, a department of physical education was formed under the department of education. A concept to optimize the physical education of youths was developed with the background of nationalistic goals, which was released in 1937. This ideology included national community, military performance, race awareness, and loyalty to the 'Führer'. It was also a method to detect youth that were not willing to build their character in that ideology to aid in better selection. Consequently, in the Third Reich it was important to have power, and not to know so much. Women on the other hand were educated to raise children by themselves without the support of their husband. They should be estranged from the community and be controlled that way. This way future war heroes should be formed under the care of the mother. (Krüger 2005, 158 f.)

The amount of time spent on PE lessons were steadily increased. Besides fighting games like football, boxing was part of PE lessons for boys, and from 1937 on it also included disciplines like sneaking, crawling, and obstacle climbing. The purpose was clearly military oriented. The communication was the same that was used in the military began sensitizing the children. There were also extra-curricular activities such as military camps and army specific education. In schools and university sports were mandatory. Starting in 1937, only those who successfully completed the physical basic education was allowed to continue their university studies. (Buss & Pfeiffer 1986, 183.) All PE educators had to attend seminars for the political Führer school to receive their certificate for teaching. After all there was a lack of PE educators because they could not keep up with the new guidelines of constantly increasing amount of PE lessons. As the war started, PE lessons were decreased more and more as sport halls were used as military bases or warehouses for ammunition, and sport field were used for agriculture. Sportsmen, gymnasts, and PE teachers were pulled into the military and sent to the front. The PE lessons were completed by teachers of other subjects or by women as long as it was possible. (Buss & Pfeiffer 1986, 184.)

Athletes, gymnasts, and PE teachers initially were blinded by the sport friendly ideology of the new regime. They realized too late that it was a scam to prepare for war and a way to implement their ideologies, as well as brainwash the youths. When the majority of the population was reached by the leading party, most people lacked the power and bravery

to start a counter movement. The gymnasts, who had high hopes to finally be in the leading role of German sport movement again, were strongly disappointed when they realized what way it was going. After the gymnastics federations, as well as the sport clubs were split under the new German Reich sport federation, people still tried to keep in contact and represent their original clubs or federation at international events the first years after 1935. (Bernett 1987, 151.) After the original federations were done away, people were still hoping that the one organizing body of the German Reich would improve the situation for gymnasts and sportsmen. Beforehand there were many clubs and federations that were challenging and holding one another down. Unfortunately, many gymnasts from the workers' clubs were sent to prison, along with the Jewish gymnasts. The bourgeoisie clubs have lost their independence and right to speak. Moreover, the new leaders of the federation were military officials that had little interests in sports itself. Consequently, most member also lost their pleasure in volunteering and working for the clubs. The military officials took strong youths out of the sport clubs and put them into the Hitlerjugend, where the kids were excessively educated in ideology and were told to be the uprising elite of the country. (Krüger 2005, 164.)

At the same 'Kraft durch Freude' was organized which was an organization for recreational workers' sport. Consequently, workers were told that they would regain power through fun but only through in this organized way. This was previously part of the gymnasts' mass sport, but in this context it was completely different purpose. People were forced to be active to work as much as possible; it was not all their own choice anymore. Underneath the surface of supposedly happy gymnasts, the system started to fall apart. With originally over 6 million, by 1937 the numbers were reduced to 3.5 million. The final step to get rid of the sport clubs, which were supposedly politically neutral, was that it was now called the nationalist German sport federation. Consequently, by 1941, it was completely under the power of the regime. The Third Reich tried to form a unity, a unity that never existed and finally walked shoulder at shoulder into the ruin. Mass events were staged, and sport structures destroyed to demonstrate the new ideologies. Former sports organizers, such as Diem did not rebel. Only Neuendorff shared his opinion about the expiry of the German sport and gymnastic movement, but he had not been supported. Everyone could see how much ideology took over the true values of sports. Consequently, sports were part

of the reason why millions were killed during the Third Reich and the World War and has to be found guilty, but also be seen as a victim of the regime. The moral power of sports in Germany was destroyed after the Third Reich. The sport movement was right back where it started from or even further behind. (Bernett 1986, 417-418.)

4 POST SECOND WORLD WAR AND CONTEMPORARY GERMANY

4.1 Division of Germany and Cold War

After the collapse of the German Reich in 1945, German sports did not really exist anymore. When the military organization stopped abruptly, new ways needed to be organized and developed. The occupying countries emphasized a new sport movement, different from the Nazi organization. German athletes and exercisers looked back to their original ideals of sports. People just wanted to be active without thinking about ideologies and being reminded of the dark past. It was more important to develop the character, body, and social responsibility through sports. The new movement was closely related to the Olympic ideals. The new democratic system encouraged the club and federation oriented sport organization. Sport should be for everyone and the clubs can organize it themselves with domestic goals. The sport grew slowly in the West until 1970, and afterwards quicker with involvement of federations in PE curriculum. Nevertheless, in the eastern parts of Germany, the German Democratic Republic (GDR), the inhabitants had to follow the system given by the rulers, which was much more centralized. Furthermore, the sport in the GDR was not executed by being self-determined, but more to represent the political system. Most athletes paid a high price for their athletic career. Investigations showed that athletes were politically used and mistreated. As a result, internationally the GDR sport system was seen negatively, also due to doping practices. Once again the German sport system and ideals were misused. (Krüger 2005, 157.)

Although people were starving, cities were in ruins, and the economic situation was awful, people wanted to be active in sports. On the field people started playing football or team handball, in old halls people started doing gymnastics, and in rivers or lakes people started swimming. Teams were already formed before clubs were officially allowed to exist. Furthermore, as soon as schools re-opened PE lessons were offered. (Krüger 2005, 157.)

The primary goals of the four occupying powers USA, Great Britain, France, and the USSR, was to completely vanish militarism and national socialism in Germany, to

punish the former regime, and to bring the German population back to democracy and civilized lifestyle. The goals were interpreted differently with the Soviet Union installing a socialist system in eastern Germany while a capitalistic and democratic system was implemented by France, USA, and Great Britain in Western Germany. Consequently, the different occupational zones, especially East and West Germany quickly split. When the cold war started between the USA and the Soviet Union, the border went right across Germany. Following 1949, two German countries were formed, the German Democratic Republic (GDR) in the east and the Federal Republic of Germany (FRG) in the west. This border would last until 1989, when the wall came down. (Nitsch 1990, 34.)

The sport development went separate ways in each territory of the occupying powers. The English, Americans, and French were excited sportsmen and they wanted to integrate some official spare time activities in the life of Germans again. But they have also learned from the past that the organization of sports and gymnastics had partly played a role in what led to national socialism. Sports and gymnastics were used for propaganda purposes and education of the nationalistic regime. Because all sports and gymnastic clubs were organized by the Third Reich, all clubs were initially prohibited. Moreover, all fighting, shooting, or engine powered sports were forbidden, as well as anything that could be interpreted as exercise for military education. Gymnastics were still not allowed in the French occupational zone until 1949, because it reminded them of militarism. Centralized or hierarchal organization in sports especially and over regional competitions were not allowed; the western occupational powers wanted to plan everything new in a democratic way. (Nitsch 1990, 43.)

The Americans took the denazification very seriously, which meant to get rid of all remaining Nazis or nationalistic forms of organization. They tried to punish any Nazis that were involved in the past, and they also wanted to make sure that no former Nazis will take any organizational position; this also included any positions in education or sport clubs. The problem was that all Germans denied any executive function in the Nazi terror, only some said that they would have been forced or that they were just followers. As a result this approach was soon canceled, in 1947, and old officials like Diem had functions in sports again. (Nitsch 1990, 44-45.)

Nevertheless, exceptions existed and sport games were quickly organized and allowed. In Frankfurt, which was devastated after the war with a loss in population from 500.000 to 200.000, in 1945 the first football game was organized again. (Krüger 2005, 165.) A month later an improvised football league was organized within the city limits. It was allowed to start organizing a federation to accumulate the city football clubs. Frankfurt was under American organization. Delegators in French occupational zone, on the other hand, were much stricter and supervised sport clubs more closely. The license for a sport club was only given to clubs that offered a variety of sports. Consequently, those clubs often offered gymnastics, tennis, and football, among several other sports that have ever existed in the region. After a while some specialized clubs split up from the big club. Another development could be seen in the British occupational zone. First of all, the British rejected all possible new formations of sport clubs, but they did allow the organization of sport events and meetings. Soon British-German sport events took place and the old club members found one another again. Within the same year of 1945 sport club organization was allowed again. To reduce the different approach of the three western occupational powers in December 1945 common ground was laid to have the same development in all FDR. Any Nazi formation and military sports like parachuting were prohibited. Local sport organization was allowed after being extensively reviewed. Because sport development had already started again, this national organization hindered more than it supported. Especially as the interregional sport organizations or federations could not be achieved. (Krüger 2005, 166.)

Most of the re-building and organizing of club structure was done by volunteers that were ambitious to train and have a club structure again. This was not only important for the existence of sport, but also for social interactions and social support, which gave them a purpose in life and some joy again. It was always a possibility to find commonalities for the refugees coming from eastern Germany and adapt to Western German people. First local federations were formed and later in the 50s also Western German wide associations. The sportsmen and gymnasts were especially interested to find their connection to the international associations of their discipline again. The purpose of those umbrella organizations was not only to organize sport specific structures, but also to find cultural and social connections. As a result people wanted to have an umbrella organization for all

disciplines, which was a difficult venture. Trust needed to be built between the different gymnastics and sports, between different sport disciplines, between different political parties, between workers' and bourgeoisie sport movement, and finally importantly between the Germans and occupational powers. The only way was to forgive and yield, find many compromises and to cooperate and adapt on many levels. (Krüger 2005, 167 ff.)

In 1949 the allies were concerned about organizing a national sport organization before even having their own national government. Consequently, the foundation of the national Olympic Committee had to be delayed until the constitutionalization of Western Germany, which finally happened on 24th of September 1949. One year later the German Sport Federation was finally founded. For the organization of the newly created German Sport Federation, the allies proposed to take former workers' sport club officials but the problem was that most of them had died or had been killed. Others had lost their expertise after being suppressed for 12 years in progress of the war or they just did not feel the strength to stand up against the officials of the bourgeoisie. Finally, the values of the workers' sport movement were transferred and implemented but rarely any officials of the earlier movement could be recruited. Most things were not new, but it was clear that there should not be any separation between politics, of social class; only there should be a clear cut to the historical nationalistic past. For the first time in history sport and gymnastics worked together under one umbrella organization on a voluntary basis. (Nitsch 1990, 40ff.)

Clearly not all arguments were resolved, but both parties agreed on deciding responsibly together on the future of sports in Germany. It was easy to get all people involved to agree on the fact that there should be no ideologies or politics in sports which had led to their downfall. This also meant independence from the government. The government would only subsidy the clubs if needed. Furthermore, it was needed to find new values, morals, and purposes in sport to further integrate sports into the educational system. Sport needed to be tolerant, open-minded, and human. Theodor Heuss, the first president of the FRG, once said there should be no 'Marxist-proletariat pull-up or bourgeoisie- capitalist handstand'. (translated from German, Krüger 2005, p. 171.) Four aspects can be seen in the German constitution since 1966:

- 1.) Sport should be for everyone's health and wellbeing

- 2.) Everyone should work on re-gaining trust and re-building the educational value of sports for anyone
- 3.) Sport need to be built on fairness, community, and solidarity
- 4.) To invest in sport that puts the center of attention to the person disregarding race, origin, social class, age or ideology

Everyone should be able to perform sports self-determined, without any pressure of ideology, politics whatsoever. (Grupe 2000, 71.)

The intentions were good to have sports as a political and ideology free space and reduce the exercise to the ideal world of sportsmanship, community and performance. Nevertheless, it is common sense that sports and politics are very difficult to separate. On the one hand, sport is depending on the support of politics in form of subsidies, facilities, organization, safety and so forth. On the other hand, politicians said that sports is a great tool for worldwide acknowledgement. In Western Germany, they tried to make the world of sports a solitude world. Furthermore, Diem wanted to see the sport as a religion, where its perfect status is impossible to reach, formulating guidelines like the Ten Commandments. He received a lot of criticism for this approach, because he further claimed that sport is a game which should be only played by amateurs; as soon as it becomes professional it is an act. The only motivation for sport should be the own spirit and not money, which would be betrayers of amateurism, which happened with the German athletes of the 1936 Games. The idea of having only amateur sports would be the catalyst to quickly join the Olympic Games again. On the other hand, the capitalism helped for the economic miracle in Western Germany. For the first time Germany participated at the Olympic Games of 1952 in Helsinki. Two years later the German football team won at the world championships in Bern. This gave Western Germany a huge boost in confidence to be finally back in the world of sports. The GDR was about to rise as a big Olympic powerhouse. (Krüger 2005, 174.)

It was seen as very important to give the youth the opportunity to be creative and play again in the context of sport, after twelve years of sport as a form of drill and brain washing. This was the biggest advertisement of sports during that time; to feel the pure joy

of sports. Sports were becoming also more culturally valued in the now technology based society. Sport was a balance to the lifestyle that should still focus on solidarity and humanism. This would also create a spirit of intellect in the industrialized rising nation of Germany. Some critics said that the educational value should not be disregarded. (Krüger 2005, 176.) Although the instrumentalized exercise of the Nazi regime was the extreme, it should be kept in mind that it is still a great power to educate youth and to find the right path. (Nohl 1951, 11.) Surprising was that although there was no real pressure for success, athletes seemed to be self-determined to reach for success, record and extraordinary performance as Diem noticed. Diem did not want to talk about sport as a fight anymore, as he did before the Second World War, but now he included competition into the sport as a game of pure joy. He saw the success in sport as a form of self-actualization. PE teachers agreed for the first time with Diem, that sport is the combination of game and competition as everyone chose for his or her preferences. (Krüger 2005, 176.)

Consequently, it was acceptable to talk about the educational value of sports again. Until 1970 sport was still seen as independent of any other events in the country. The sport for most people was seen as a variety to the work life, which was one factor that led to the great success and creativity in the economy of the GFR. At the same time the structures of achievement oriented sport were similar to work life's professionalism and consequently criticized. Competition, challenge, and striving for success are also the values needed in the age of industrialization and as a result the people are fascinated by sports. Sports and work life can also lead to individualism; the sport should maintain the value of spare time activity and community, where competition is not the highest standard. A pyramid of athletes was formed where everyone is welcomed to perform in their free time activity at anyone's skill level. Only a few people make it to higher leagues or international competitions. But this form of promotion happens automatically without being pressured to perform. The quality of coaching was developed for the mass, both genders, all ages and different skill levels. In the 70s there were already more women in gymnastic teams with over 70 %. Sport was supported for all educational and monetary classes which is still the case nowadays. (Krüger 2005, 179.)

In 1947 the Sports University of Cologne was founded by Diem, which was recognized as a scientific educational institute in 1971. In that institution degrees like sport science and sport pedagogues were developed. Although sport was well known in society. The PE teachers did not take the word into schools because with PE it had more an educational background and not the striving for performance. Already early it was recognized that the focus should be that only with being self-determined and autonomous there would be pleasure in performing in sports, but also in PE. The concepts of sports and pedagogues were combined for future education and research. (Krüger 2005, 179.)

The structure of PE lessons was organized by the German Sport Federation (GSF), the ministry of education, and the communities. The resulting document, released in 1957, detailed the focus on holistic, creative, and joyful development. Furthermore, it was stressed to give the opportunity of self-actualization in PE, the opportunity to experience the Olympic ideals without involvement of politics and ideologies. This principle could only last until the commercialization started in the 70s, which was also related to the 1972 Munich Olympic Games. The gap between the sport for all movement and the professionalized sport became bigger and education reform could not last anymore in the own world of sport. Different models and concepts had evolved for different interest groups. It was not possible to have one holistic sport concept for the individualized groups. Especially in context of sport for all, school PE, and professional sports. (Heinemann 1990, 188.) In PE it was in the curriculum that it was important to learn a variety of sports enabling the youths to perform different sports in their spare time in future. They should always under any circumstances have the possibility to be physically active. Furthermore, it was stressed that in PE the importance of social interaction, adaptation, and the handling of stress and criticism should be evaluated. Consequently, PE was more seen as a preparation for life than strictly physical development. (Krüger 2005, 183.)

The Munich Olympic Games definitely influenced the sport development of Eastern and Western Germany. Sport became more performance oriented than sport for all which it had been in the years after the war. For eastern Germany, it was an opportunity to legitimize their politics as successful to the world. As a result, criticism had evolved since the 60s that joyful sport and achievement-oriented sport could not be combined. Consequently, the

concept of having a common sport world lost supporters. Only the PE goals had not particularly changed much until 1985, when there was another congress about it, which came to the conclusion that PE students should get prepared for out of school sport activities. Only, the literature and research was much improved and the quality of PE lessons was stressed. Later concepts were constructed where students learned skills more project oriented in a sense that they prepared the lessons and taught one another themselves. The PE teacher acted more as a facilitator, motivator, and support for the students. This art of open PE lessons would lead to a more joyful, as well as cooperative form of learning instead of a competitive environment. The goal was to stress subjective experiences over directive learning and strict solutions to forms of movement. In 2002 a new value oriented discussion took part. The GSF suggested a more performance oriented approach in PE lessons. The discussions of values in PE was supported by the development of the Olympic Games. The increasing importance of the Games enabled the PE teachers to relate their values of fairness and sportsmanship to the Olympic Games since the 90s. This would be one step to a more universal approach in sport pedagogues. (Krüger 2005, 183-184.)

4.2 Development of Sports in Eastern Germany

The history in Eastern Germany, the former GDR, is much more unique, but also very difficult to research because still nowadays new facets and facts are newly discovered. It is still a much-debated topic how important the sports were for the GDR and its politics. Never before had a sport been so much supported by the regime as in the former Soviet Union until its collapse in October 1989. Not only is the history still to be written, moreover the consequences are still evident nowadays. The existence of the German Institute for Sport Science has been funding several projects to further discover the history and some projects are still ongoing. Even just recently new archives of the GDR Ministry of State Security were released which included documentation of spies. The picture that others have perceived during the GDR was just determined through false statements of sportsmen and speeches by officials. (Bennett, 1987)

The socialist body culture was especially important in the GDR. Sport was not mentioned in official forms, but it was called body culture instead. This way the body culture is seen as superior to the cultureless sport which could only evolve in the socialist culture. Furthermore, it would show that there are no class differences and that the well-working socialist system is represented in the more successful sportsmen than from any capitalist country. In reality this success was strongly dependent on the government and its support. Sport and PE was had to obey the guidelines of the politics and state officials. This approach is the complete opposite of the sport development with its independent sport movement in Western Germany. The government in the GDR claimed to work with the purpose to support the life of workers and farmers, as well as generally for the people. The sport organization followed the sport system of the Soviet Union. Consequently, the government suppressed to organize any kind of sport clubs, which especially disappointed the former sportsmen of the workers' sport clubs. (Krüger 2005, 189.)

The concept of the GDR politicians was a democratic centralism that was much different from the bourgeoisie club sport movement and also different from the social democratic workers' sport. It was not even allowed to meet with former club members occasionally on a communal basis. Because former club members kept trying to contact their friends and colleagues, also in people that escaped to the west, the Ministry of State Security occasionally arrested and imprisoned conspicuous citizens from 1958 on. In the GDR the mass sport was once again used for political and educational reasons to control the people. The party in charge was the Socialist Unity Party of Germany. (Krüger 2005, 192.) Although they were elected, at the same time they terrorized, frightened, observed, suppressed, and violated citizens to keep their power. In terms of sports the competencies of the Social Unity Party was not allowed to be challenged, furthermore that party was the only one that could approve any changes in the sport system. The party formed operation unity sport communities between the different working unions. All people that wanted to participate in competitions or meetings needed to be part in one of the unions' teams. Consequently, informal sport was very rarely executed. Furthermore, the union clubs were not very popular, because the workers needed to see the same people at sport that they already saw at their work place and they did not choose the teams by own will. As a result, this mass sport movement failed and general sport participation was low. The government

was scared of an autonomous sport movement as it was happening in Western Germany, because they might lose power over their citizens. Furthermore, there existed no adequate equipment and facilities. Or most facilities that were mainly only used by elite athletes. Occasionally mass sport events like running events were organized, because those did not cost much to organize. All the financial resources were used for top level sport. The main goal was to be very successful, and especially more successful than Western Germany, at the Olympic Games in Munich of 1972. Consequently, even sports that were not part of the Olympics did not get any financial support. Nevertheless, there were some free spirit movements, e.g. an ultramarathon run in the state of Thüringen. This run became very famous because it was organized by the citizens and did not include any propaganda of the government. (Krüger 2005, 193.)

Similar to Western Germany and 7 years later an umbrella organization of the German Gymnastics and Sport Federation was founded. But this organization did not derive by free will, but by the initiative of party and government. Important for this organization was to controversially fight against the sport as a political element, as it would occur in Western Germany. Furthermore, the umbrella organization run by the party wanted to educate socialist thinking and the political neutrality in sports within the same breath. The main goals of the German Gymnastic and Sports Federation in eastern Germany were:

- 1.) The concrete inclusion of sport into the development of socialism
- 2.) To discipline and educate all exercisers of the GDR with the philosophy of the party, to destroy the belief that sport would be a world of freedom and creativity.
- 3.) To resist the sport movement from Western Germany, and more specifically the political system.

All those goals included a very tight hold on exercising people with little space for their own room of development. (Krüger 2005, 194.) The federation was organized by people that were also politicians in the one political party ruling, consequently the democratic centralism was also apparent in sports organization. The controversy was that none of the officials were elected. They were just suggested and approved by other officials of the party. Everything was controlled from the top to the bottom this included mass sport events

or organized doping for athletes. (Spritzer, 1998) Ideologically and scientifically the approach was supported by the German University of Body Culture in Leipzig, which was founded in 1950 and was the opposing institute to the German University of Sports in Cologne. The body culture had been embedded in the constitution since 1968. Sport was highly prioritized by politics in the GDR. (Krüger 2005, 195.)

The school system and education were organized in a way that socialist personalities could develop. Also PE was seen as a very important part in the construction of a communist country, if it was not even seen as the most important subject. Besides teaching physical and motor skills, it was important for the party to educate about discipline, collectivistic behavior, socialist moral, and to defend the home country. PE in schools was very achievement-oriented and was classified in age and skill level. The students had to perform certain skills individually and were graded, marching was a daily ritual, and military drills were part of PE lessons. Camps were organized to specifically teach skills such as parachuting, shooting, and diving and so forth. At the same time youth were attracted by receiving a discounted driver license and youth were fascinated by adventure sports. On the down sides, those camps were used to educate the children about ideologies. Very unique was the talent detection and development in the former GDR, which lead to excellent results in international sports. Children were permanently supervised and the facility was set up similar to a military base. Whoever did not meet expectations, or could not remain good results in sports was sent back to their home town. Some interviews were taken from refugees and former performance school members that escaped to Western Germany to get a picture of what was really happening. (Krüger 2005, 195.)

The sprinter Renate Neufeld said that she had no own will when participating at the school, she was just used to following orders without objection. Holidays were chosen by the coach or travels home were canceled spontaneously to practice more, even on Christmas. Amount of doping, often in form of hormones, was determined by the coach and it was just said to be performance-enhancing without any side effects. Pills were labeled as vitamin and coaches, as well as doctors said the same just positive things about the pills. It was never known that it was doping until Neufeld fled to Western Germany. After she

escaped also her sister had to leave the performance school. Apparently she had to leave because they were not sure that she will carry out the ideologies in the same way after one family member being in the West. (Holzweißig 1988, 55.)

Talents were already scouted and detected in early ages. After being recruited as prospects, the athletes would go to a first level of support in specific performance centers and boarding school. The second level would reach only about 10 % with 2.500 new athletes per year. The even better ones would further compete for clubs. The training centers already existed since 1950 and were always a secret of GDR sport support. No journalist or western visitors had access to the facilities. In order to be accepted at the special schools great athletic performance was no warranty, also good grades, and participating in socialist youth organizations, as well as no relatives at least two generations back to the West were allowed. Not only athletes were trained but also future sport officials or state security workers. The demand on students was very high with up to 60 hours a week of school, training, youth organizations etc. The priority was the practice and the school activities were organized around it. (Krüger 2005, 198.)

Very unique and controversy was also the great success that the athletes of the former GDR celebrated. It is interesting that in a country that is based on equality and socialistic politics was more successful than countries based on capitalism and competition. Since the GDR was accepted into the IOC as an individual country, the GDR decided to specifically support the sport in order to improve their international reputation and gain full recognition as an independent country globally. In 1968 the GDR participated with the first team in Mexico and already in 1972, the GDR was much more successful than for example Western Germany. From then on the GDR was equally successful as the USA and UDSSR although they had much fewer people. Especially the women were dominating the scene. Sports became the most important political force of the GDR with the athletes being used as diplomats. Also the athletes were striving for success, because only medals could get them recognition in an otherwise triste daily routine. Athletes were able to boost the citizens' confidence and pride, which the government could not achieve elsewhere. (Krüger 2005, 199.)

Sport was the only part of GDR society where it was ok to celebrate success and be competitive. That is also why people identified themselves with the sport as they have achieved something for themselves, although the elite sport was only enabled through the government. Nevertheless, also athletes had to show their respect to the party, they had to act for equality in the daily life, the same way as everyone else did. Even more, if they did not join the party they were not allowed to join in sport competitions. The sport itself was physically and emotionally completely detached from the GDR citizens. Although the sport was used to form unity and patriotism in the country, for example all the facilities were strictly separated from the people. The athletes had many privileges and they actually had to receive a lot of criticism of some citizens. The government did not draw back from any costs or cruelty if the result would be medals. Doping was only one part of the system, but also human rights were disregarded. (Nitsch 1990, 60.)

Because more and more athletes tried to flee from the team at international competitions, the GDR had to come up with new strategies. The athletes discovered when they traveled that what they were told by the propaganda is not uniform with the reality. In pre-event instructions in 1988 the athletes were briefed that the other athletes will try to hurt them and they will try to destroy the socialist system. The athletes from the GDR would be there to protect the system and protect themselves from the harmful capitalism. Further, they were told that the athletes from the west might not play with sportsmanship but try to cheat and provoke the athletes from the GDR. Finally, a special tactic would be that the western athletes will fake politeness and hospitality to further make the GDR athletes insecure. In order to recognize and tackle the tactics of the West, the GDR athletes should present themselves with great unity for the social unity party and its values. This was definitely a loss of reality by the regime. Moreover, it could be interpreted that those were seen as last tries to keep the system running and go down as a unit. (Krüger 2005, 201.)

Overall, there are 4 phases that can be separated in the GDR sport development. Until 1961, the time when the wall was built, the GDR was also still looking for contacts to the West to achieve a unification to a whole communist Germany. Sport meetings were used as an environment for propaganda. With building the wall this approach was abruptly

stopped and consequently a separation and isolation tactic was used. This radical organization only changed in 1971 after communication was increased again and the four occupational zones concept was agreed on accepting the GDR fully. In 1972 the first time the GDR had their own Olympic team with their own anthem, flag, and symbol. (Krüger 2005, 202.)

One specific event gained popularity in history for several reasons. The Olympic Games of 1972 in Munich. The GDR politics and sport organizations had been aimed at those particular Games to beat the western Federal Republic of Germany. Because the competition between socialist and capitalist sport nations had raised the GDR already in 1965, consequently they formulated a plan for sport development until 1972. All different sectors of economy, politics, education and science should combine their power to reach the highest goal of the country; to receive as many medals as possible. From an ideological-political perspective the government around the social unity party of Germany gained that the GDR can start as individual country. Further, they protested against the selection as Munich being the host of the games, and after all against the FRG and sport in the FRG in general. The German sport organization told to be nationalistic, revanchist and military oriented. The GDR organized their own department to enhance rumors about unfair behavior in Western German sports that was released in the GDR, as well as Western Germany. (Krüger 2005, 202.)

The sportsmen of the GDR were specifically prepared for the Games of 1972 and received all the support they needed. This did not just include a best possible physical preparation. From an ideological point of view the sport field was compared with a combat. The sportsmen were supposed to beat their enemy with wrong and harmful ideologies and politics. The goal was to build pre-event hater in the GDR athletes. The contact of any GDR athlete to an FRG was prohibited. Finally, in preparation an own faculty of physiology and medicine was founded that would research the application of doping substances. Special regulations existed for travelers that wanted to watch the games. Although the GDR wanted to give allowance to 10.000 spectators to travel to the event, finally only 2000 travelers were finally accepted due to ideological reasons. Moreover, for every ten travelers one informant was sent to spy on them. (Krüger 2005, 202.)

From 1974 to 1989 the final phase in sport development between East and West took place. During that time sport contacts did exist, but were often slowed down due to arguments. Only after the wall came down productive conversations could be held. Beforehand, the GDR kept supporting medal heavy sports intensively up to a point that the GDR dominated the sports world. Moreover, the athletes were used to glorify the GDR in world politics. In 1990, together with the unification, the GDR sports system came to a final stop. (Krüger 2005, 205.)

4.3 Physical Culture in the Contemporary Germany

Nowadays, sport plays an important role in Germany which can be seen in the economical, organizational, and societal impact. Also the sport system of the GDR has influenced the sport organization after the re-unification.

4.3.1 Sport after the Unification Act

After the re-unification of the Federal Republic of Germany and the German Democratic Republic in 1990 some questions were raised regarding what will happen to the sport participation and sport systems in general. Would it automatically lead to an increase in communication in sports and what system will be adapted in future. Some facilities continued being used and were integrated into the Federal Republic of Germany. Slowly the democratic and citizen organized sport for all was adapted by former GDR states. Big changes took part in the educational system and PE. The style of teaching was changed and teachers and students needed to adjust to the federal system. Students should now be educated to become critical and open, instead of being formed to a socialist by a dictatorial system. In 1994 about 56 % of all Germans were actively involved in sports among the people of six to 18 years of age. Because of the demographic changes, the numbers among adolescents would decrease. One of the sport club's goals was to target the group of elderly people. At the same time the boundaries between adolescence and elderly people would become smaller, partly due to the technology era. The social change would influence the power balance between young and the old. Adolescence are less dependent on family ties

while at the same time the elderly try to keep up with the young generation. In addition the independence is represented in sport club changes during adolescence due to change of sport disciplines. (Brettschneider & Sack, 1996.)

Because in East Germany all sport was strictly organized to the extent of screening children for anthropometric measures, mostly traditional sports were continued also after re-unification. Moreover, sports from the USA were almost non-existent apart of some exceptions. Informal sports were much more present in the West, but nevertheless sports played a bigger role in former GDR due to the strong historical and political emphasis. Two thirds see sports as very important among adolescents in comparison to only half of the young population in the west. (EMNID, 1991.) Looking as sport as a leisure time activity, that result is reversed. In conclusion, after unification, adolescents in the West put more emphasis on well-being, relaxation, and enjoyment. Young people in the East, on the other hand, emphasized performance and competition. Nowadays, the screening of young adults is not performed anymore, top elite schools are integrated in usual schools and the children have a free choice for their sport. The system is much less success oriented. The government support was reduced and children were dependent on membership fees to join sport clubs, which lead to a decrease. In both, the former East and West, programs needed to be started in sports and reduce the drop-out rate in the West and increase initial enrollment in the East. (Brettschneider & Sack, 1996.)

The future will show if the sport system of the united Germany can regain trust and acknowledgement internationally. Many ideals stayed unconsciously alive in Germans and in the sport system which is recognized nowadays. (Krüger 2005, 209.)

4.3.2 Benefits of Physical Activity and Current issues

It is commonly accepted that physical activity is beneficial at all ages (McKenzie, Marshall, Sallis, & Conway, 2000). Particularly during adolescence physical activity can build a foundation for preventing a sedentary lifestyle in later life. Physical activity has many health benefits, like reducing obesity, increasing self-efficacy and preventing chronic diseases. (Azevedo, Araujo, da Silva, & Hallal, 2007; Trudeau, Laurencelle, & Shephard,

2009; World Health Organization, 2010) Azevedo et al. (2007) also suggested that a special focus should be given to children and young adults in order to discourage inactivity in developmental stages. Unfortunately, the research shows that the worldwide prevalence of physical inactivity becomes a bigger issue in population as presented in global cross cultural studies. (Dumith, Hallal, Reis, & Kohl III, 2011.)

The health benefits of physical activity and exercise is broadly known for many decades. It is commonly accepted that physical activity has a lot of benefits in all ages. (McKenzie, Marshall, Sallis, & Conway, 2000.) Among children and youth the importance of regular or even daily physical activity is even more important than in the adult population. Physical activity is defined as any bodily movement produced by skeletal muscles that requires energy expenditure. (WHO 2014, 1.) Regular physical activity of moderate or vigorous intensity has significant benefits for health. According to World Health Organization (WHO) physical activity provides fundamental health benefits for children and youth. The documented health benefits include increased physical fitness (both cardiorespiratory fitness and muscular strength), reduced body fat, favorable cardiovascular and metabolic disease risk profiles, enhanced bone health and reduced symptoms of depression compared to inactive children in their age group. (WHO 2010, 18, 20.)

Evidence supports the hypothesis that physically active way of living in childhood and maintaining it into adult years will enable people to maintain a favorable risk profile and lower rates of morbidity and mortality from cardiovascular disease and diabetes later in life. (WHO 2010, 19.) In addition, regular physical activity in the adult years reduces the risk of hypertension, coronary heart disease, stroke, breast and colon cancer as well as the risk of falls causing hip or vertebral fractures. Enabling physical activity in the early years may have favorable indirect consequences later in the life. (WHO, 2014.)

According to WHO global standards daily physical activity should consist of play, games, sports, transportation, recreation, physical education or planned exercise, in the context of family, school and community activities. The recommendations should be applicable for all children and youth in spite of gender, race, ethnicity or income level. (WHO 2010, 18.)

For children and youth the sufficient amount of physical activity is much more important. Whereas the recommendations for adults is at least 150 minutes of moderate-intensity activity per week, for children the recommendations are at least 60 minutes of moderate or vigorous intensity activity per day, in total 420 minutes (7 hours) per week. The recommendations are therefore almost 3 times greater than for the adult population. Added to the health benefits listed above, children and youth also need physical activity for the development of neuromuscular awareness, coordination, and balance and movement control. These skills are much harder to improve in older age.

Physical activity plays an important role also in social and psychological development. It can assist social development by providing opportunities for self-expression, building self-confidence, social interaction and integration. Physical activity, exercise and sports can also have beneficial influence on anxiety and depression symptoms among children and young. A dose-response relationship appears to exist when it comes to physical activity in children and youngsters. Using the overall data, it is estimated that the health benefits can be expected to occur after 60 minutes of daily activity. Time can be divided shorter periods of play throughout the day for instance 3×20 min or 2×30 min. (WHO 2010, 18-19.)

In the age group 5-17 years old, most of the daily physical activity should be aerobic, performed in moderate or vigorous intensity. In addition resistance exercise to enhance muscular strength in the large muscle groups of the trunk and limbs and weight-loading activities to promote bone health are also needed at least 3 times a week. All of these activities should still be unstructured and part of play and games such as playing on playground equipment, climbing trees or pushing and pulling activities. (WHO 2010, 19-20.) The environment of the child should support the child in what he / she likes to do, not what the supervisor's own will and wishes are. It is important that children play with their friends and that they are passionate about doing sports. (Active Healthy Living, 2006.)

Most research in Germany shows that the increase of technology leads to more distraction in regards to a physically active environment. This affects the physical and psychological development of children. Consequently, children in Germany become overweight and some of those results are difficult to compensate during adulthood.

(Boesenberg, 2008.) In Germany there is not enough literature provided about a solution of tackling the issue of sedentary lifestyles. Some professional recommendations describe the integrative model and an increase of school sport as beneficial, but it is not described how a positive climate can be provided with autonomy support. (Laging & Hildebrandt-Stramann, 2006.) Furthermore, importance of physical activity during adolescence can be found in current research. Besides positive bio-psychosocial effects, Governments of Germany and Switzerland suggest that sport helps to prevent addiction and increases overall school performance. (Bundesamt für Sport, Bundesamt für Gesundheit, Schweizerische Gesellschaft für Prävention und Gesundheitswesen, Schweizerische Gesellschaft für Pädiatrie, Schweizerische Gesellschaft für Sportmedizin, & Netzwerk für Gesundheit und Bewegung Schweiz.)

In Germany, few adolescents have virtual contact with their friends on a daily basis by international comparison. Comparing the 11-year olds, 22% of all girls and 11 % of all boys say that they are in virtual contact every day. Nevertheless, at the age of 15 those amounts have more than doubled in both genders. This could be one predictor for sitting time activity. (HBSC 2009/2010) According to the WHO and BMI indexes (2011) in average 14% of all 15 year olds are considered as obese in Germany, which is quite low in comparison to the other assessed countries. Nevertheless, in all ages German children and adolescents think the most that they are too fat. Every second child in Germany thinks that they have too high fat content. Even with this self-belief 15 % of children engage in weight reduction activities, which is still very early during the age of 11-15 years. Knowing those facts about physical appearance and social behaviors it is now interesting to determine activity behaviors. About 22 % of all 11 year olds report that they have at least one hour of moderate vigorous activity a day. By age of 13 this decreases 17 % percent, and finally drops to as low as 11 % during the age of 15. During the same age, virtual communication increased. Although Germany scores low in the physical activity assessment, TV time is low during the age of 11 years with 44 %. Nevertheless, it increases to 66 % to the higher percentile during the age of 15 years. In Germany, the correlation can be very nicely be seen between sitting time activities and physical activity. Furthermore, according to van Bottenburg (2003) 15 year olds and over are 35 % completely inactive and only 45 % meet physical activity recommendations. (WHO, 2011.)

4.3.3 Clubs and Schools Nowadays

Four years after the unification of the German Democratic Republic the participation in Germany was quite high with 56 % of the adolescents (6-18 years old) being part of organized sports. Now, because of demographic changes, the emphasis lays on the elderly people as the majority of the population. Moreover, the quick social and cultural change due to the political organization affected the concepts in sports. Traditional concepts of German sports culture were restructured (De Knop, Engström, Skirstad, & Weiss, 1996.) Technology has a big impact on social change and youth behavior. This means that the adults are not the only people educating children, but the children get also information from the internet or TV. Moreover, modern youth culture sports become trendsetters for the adult population. Youth fashion, style, language and appearance reflects on adults, as much as parents determined the style of children in the beginning of the 20th century. As a result, adolescents are more independent and family ties become smaller. During the past 30 years of the 20th century, sport has become the top leisure time activity for adolescents. (De Knop, Engström, Skirstad, & Weiss, 1996.)

This enormous increase in sport participation is apparent throughout classes, sexes, and ages. Consequently, we can speak about social leveling through sports, a concept that describes the reduction of social classes and increases social mobility. (De Knop, Engström, Skirstad, & Weiss 1996, 149.) Moreover, children have more leisure time and in average they spend up to 8-10 hours weekly for physical activity during the 1990s. One big change in adolescents nowadays is that they try a lot of different sports and new youth culture sports, such as surfing, skateboarding, parkour and so forth. This makes it more difficult to measure participation rates. In the past, the sport that was executed was more a commitment for longer time. (De Knop, Engström, Skirstad, & Weiss, 1996.) Personal subjectivity becomes more important, which also includes sport tourism. The personal preference decides over traditional values in sports. This individualization leads to the smaller importance of traditional ties that can be also translated to other disciplines.

In recent years, sport has become more a part of a lifestyle that represents one's values and beliefs as well as free choice of sport can represent one's own personality. This includes the belonging to a certain social and cultural group with the preservation of the

own identity. This youthfulness can also be seen in adults and the great importance of appearance in the fitness culture has grown important. Consequently, people can be categorized in certain groups from inactive to physically active. The largest group represents a well-balanced group. Physical activity is seen as a variety and part of the daily life. The group is very satisfied with their physical appearance and they do not pay any attention to weight control. Moreover, they have a good approach to life and they get along with their parents. Other groups represent more physical appearance as a motivator for sports, people that are not interested in sports, or where sports is an extreme form of individualization in terms of appearance or lifestyle. (De Knop, Engström, Skirstad, & Weiss, 1996.)

Looking more closely at the sport participation in Germany in the 90s it becomes apparent that sport club participation plays a major role in society. Most of the responsibility of physical activity promotion lies in the hands of the sport clubs. In 1989, one third of the population associated with a sport club. During adolescence, this rate was even higher with an average of 57 %. This number even increased to 60 % in 16 to 18 year olds. Unfortunately, during the evaluated time a difference of 20 % was determined between male and female, whereby female was lower. Another point for discussion is that people from a lower social status (represented in Hauptschule) of lower education have much lower sport participation. Also sport participation is higher in rural than urban areas. A positive determinant is that children start being part of a sport club earlier. In average one out of two children become part of a sport club when they are seven years old. (De Knop, Engström, Skirstad, & Weiss, 1996.)

The motivation of children being part for a sport club varies between social related or performance related reasons. Most children feel committed to the team and they work for achievement. Children feel integrated and get a sense of competence while being part of a team. It is also a form of social binding and emotional support. Overall, it stabilizes the development of children and reduces responsibility of the parents. On the other hand, there are some reasons why children drop out of sport clubs. With increasing age, this number increases to almost half of the participants at the age of 18. Most determinants include the change of leisure time interest and interaction with coaches. Another major influence factor

is the lack of time. Nevertheless, over the half of the dropouts re-enter sport clubs later on. (De Knop, Engström, Skirstad, & Weiss, 1996.)

In comparison, Germany has 25 % voluntary workers and Finland 57 %. In Germany, nowadays, there were 91.080 registered under the umbrella organization of the German Olympic Sport Association (DOSB). A positive trend is that of those clubs 17.8 % cooperate with schools and another 31.4 % offer courses for health education and prevention in a non-mandatory setting. Overall, 27.8 Mio. people are member in the DOSB or the associated clubs. Moreover, 0.75 Mio. volunteers are involved in clubs. Problematic is the increase in day schools. Consequently, there is a lack of practice facilities and time slots in sport halls. (Sportentwicklungsbericht, 2013.) This system allows children to try different kind of sports and they have a wide range and offers to choose from. This is quite unique nowadays, since each sport club offers usually several sports and there is little risk of early specialization prevalent.

4.3.4 Economic Impact of Sports

In 2013, 3.7 % of the GDP in Germany was accumulated through sports. That means that a total of 1.8 Mio. people are employed fulltime which equals 4,4% of the total labor force in Germany. Furthermore, if you compare direct state cost and direct state income of sport, investing in sport is not beneficial. Nevertheless, if the comparison is between income and outcome from a narrow perspective, the outcome is positive because all suppliers are taken into consideration. Moreover, from a broad perspective, which includes the input that is possible in sports, the result is significantly higher by having revenue as high as the state cost. Also, long-term health benefits, social impact and voluntary work need to be taken into consideration. (Palowski & Breür, 2012.)

In Germany 23 % are members of a club. Nevertheless, there are some problems with this number drawing conclusions to sport participation. In Germany, it is quite common to just be part of a club as a member for some benefits, but not necessarily to be physically active. In Finland, only 17 % of the population are members in a club, but 70 % said that they are at least once a week physically active. On the other hand, In Germany 31

% are considered completely non-active and only 50 % do sports at least once a week. (Sportentwicklungsbericht, 2013.)

Most clubs and sport organizations are NGOs in Germany. That means that the sport clubs are non-profit based and the income is based on membership rates, sponsors, and subsidies. Various income sources lead to security and flexibility. The priority of sport clubs is voluntary memberships and democratic decision making. Only some professional sport clubs are nowadays outsourced and privatized. This voluntary system has a great impact on the club structure itself and the economics. Almost one million people are involved in to improve solidarity, involvement, cooperation and multi-disciplinarily sport clubs. A total of 12.5 mio. hours monthly lead to a monetary level of 2.25 billion Euros only on a broad level. The main financial contributor in Germany is the government which distributes money and subsidizes swimming halls and sports halls. Sport clubs rely on public funding, which includes local authorities involved in maintaining sport facilities and direct financial support, government funding, and county authorities. Other sources include national lotteries and lotteries provided by the clubs itself and sponsorship. The biggest income for sport clubs are membership fees, with an estimate of 24 % of the total income. (Sportentwicklungsbericht, 2013.)

5 CONCLUSIONS

Finally, it can be concluded that there is some connection between the sport system during the past century and nowadays. The reason why the past sport systems do not have more influence on the system today is partly because former sport development was highly criticized internationally and certain education, as well as practices are not accepted anymore. Nevertheless, I believe that certain German attitudes led to a successful sport system which is still integrated in society.

Looking at the particular disciplines it is clear that there are sports that have helped form the system from the beginning. Moreover, these particular sports still stand for a guarantee of success in Germany. Consider rowing for example which was one of the first sports coming to Germany and is still a strong discipline for collecting medals. Shortly after gaining population in Germany it was not only executed by the bourgeoisie but also by the proletariat at the turn to the 20th century. Nowadays it is performed throughout all classes. When talking about Germany in terms of physical culture, football is the first sport that comes to people's minds. Deriving from the working class it is still a sport performed by everyone, especially it is possible to play it anywhere and each city has some public spaces for it without having to join a club. Consequently, it can reach most of the population. Even during times of war or right after the war a game of football was one of the first things organized by or for the population. In the past, as today, it helped people to interact and support one another. Many of the strong football clubs derived from the company teams of working class, such as Schalke 04, Borussia Dortmund etc. Currently, the German football league is one of the strongest and Germany has won four world championships. Nevertheless, there exists criticism in this development as well.

Other sport disciplines have disadvantages because of the popularity of football and over the long-term people have to think about whether everyone can be reached with the game of football or if other disciplines should be supported as well. Moreover, there is little inter-disciplinary connection in sports. For example, football players used to be involved in track in field in their off time. Nowadays the one particular sport discipline is responsible

for the athletic training instead of having more interaction with other fields. Overall, football can still be seen as for many people as a religion, as a way of life or something to hold on. World championships bring the country together and the fan culture is immense. Football is in the past, as well as today, is a great example of sportification and civilization. During football national team events in Germany it feels like it is ok to show some patriotism and the flag is frequently displayed. During other times, due to the history, this is quickly seen as nationalistic.

Nobility sports, such as horse riding, sailing, golf, and tennis, are completely different. To be a club member of one of those sport disciplines of higher classes, usually bigger funds are necessary. Not everyone is able to join the clubs, but it is for the monetary privileged people. This is definitely partly related to the expensive equipment, but also due to the high membership fees. Fees are kept being high so there is some selection of members. Nevertheless, nowadays this is the exception and generally in sports subsidies help to keep prices low and enable many people to enjoy their preferred sport. Rules used to exist regarding who would be allowed to be part of a club related to class, gender, different federations and so forth. Those rules have diminished and clubs are open for all members of all classes, genders and religions. For example in 1929 there existed many clubs for the different confessions, social and political classes. Each club tried to offer as many disciplines as possible. Nowadays there are still clubs that offer several disciplines, kept alive from the past, but today the clubs are open for everyone.

From a political point of view, sports have always played a major role. There was a progression from health promotion of the social democrats in the 1920s to mandatory radical methods of the Nazi party, to political empowerment in the GDR, to health promotion nowadays. Particularly Berlin showed through hosting the Olympics that it is not possible to totally avoid human weakness and misuse in sports. The hope that through human understanding peace and friendship can evolve must not perish. Sport has helped to reduce hierarchies and social classes. One great example is the success of Jesse Owens, the black American athlete who dominated the Berlin Olympic Games and also continued a great friendship with the German Luz Long throughout the war. Though, on the other hand, recently Olympic Games in Russia, Handball World Championships and again Football

World Championships in Qatar have been discussed in the news in context of corruption and disregarding human right.

Today, in Germany it is most important to provide sport for every skill level. The league system is quite unique and in most sports there is a league from beginners all the way staggered to professional sports. Consequently, any team can be promoted and clubs often have teams in different leagues. Sport for masses is supported consistently without the focus on social classes or preexistence, which is also due to the historical impacts in Germany. Although there are many subsidies involved the organization I structured in a way that each club works autonomously and there exists a strong trust in self-determination. On the one hand, the government and communities support the clubs, but on the other hand the clubs need to execute and organize their club in the best possible way. This is also related to the history in a way, in that sport clubs should not have any political relation whatsoever. Still nowadays, people are skeptical about organizations due to the intense history. As a result, one task for management is transparency within the clubs so everyone can evaluate what is going on. Each club is based on an association system where there is a voluntary board that controls the executive director.

In PE the theory is similar. The goal of sports in schools is to cover a broad area of sports and to integrate as many students as possible. This means that there should be no PE lesson that is solely performance oriented. Even top sport school athletes that are part of a national team need to take part in the usual PE lesson for everyone, so that there is no focus on particularly elite sport as it was common in the GDR. The big challenge today is to motivate and fascinate the students for sports and moreover integrate them into club activity. It is getting less common to have volunteers at clubs providing coaching for upcoming athletes.

Another big struggle is the availability of facilities. Although member rates are decreasing, available clubs offer more and more activities indoors. For example, football clubs also need practice time indoors for indoor football and futsal. During winter most activities happen indoors. Older facilities need to be remodelled and some communities do not have the money for further development. Also, in professional sports some cities are not available to provide the size of gyms for the regulations of the professional leagues. The

professionalization of sport leagues carries along many rules, especially related to the media presence and some clubs just cannot afford this. Nevertheless, due to the strong sport history facilities are still in use for a long time that we still profit from nowadays.

Overall, in Germany sports play a major role throughout all ages. Sports are seen as an important factor for life development. Much money is invested in the availability of facilities, sports for all, and clubs. Moreover, each club has many disciplines for the different interests which was carried on for many years from the time when gymnastic and workers' clubs acquired as many members as possible in their clubs. This led to a high number of club members with one fourth of the population. Nevertheless, this does not let us draw any conclusions about the sport participation, because many are just member of the club without being actively involved. Nevertheless, sport participation is high in terms of exercising and in comparison to other European countries. One goal, which was previously achieved, was to improve the communication between schools, interdisciplinary activities, clubs and the population. Only this can lead to higher sport participation and also to an increase of volunteers in sports. As a result, the German system has profited from the past in terms of multidisciplinary sport clubs, general importance of sports, organization and transparency of sport clubs, but also faces new challenges because of limited inclusion of sports in the governmental system, school system, and little variety of support in elite sports.

5.1 Final Summary and Future Perspective

It is impossible to forecast the future development of sports in the 21st century, but already now problems can be identified that need to be tackled. The 20th century was considered the era when the sport became a world religion. Nowadays the sport is defined by an open system with increasing freedom in interpretation. Moreover, the purpose of why people do sports differs widely. People do not consider sports in isolation anymore, but moreover sport models that explain the sport culture and society. According to Heinemann (1998, 33) it exists a traditional, professional, expressional, or functional sport construct. It depends on the degree of organization, competitive importance, TV interest, or commercialization of how sports can be explained. Jütting (1987, 102) differentiates

between cultural, professional, and TV sports. Moreover, this be representative for commercial sports, club and mass sport, and health or educational oriented sports. Those are constructs to better explain and analyze the phenomenon of sports. This does not include that sports are strictly categorized, but different societal constructs involve different approaches.

Nowadays, the professional sports is evolved from the elite sport, or so-called achievement-oriented sports. With this form of sports it is possible to earn money. Media attention makes professional sports global, and athletes are known world-wide. In the GDR this form of sports has ruled politics and foreign policies. This historical aspect is both a burden and a chance for German sports. The professionalization, sport science, talent detection was novel and seemed to be the success for GDR sports. Unfortunately, the doping system, dictatorship, and tremendous amounts of money spent shed very negative light on the success and it is not possible to combine with the democratic system of the present united Germany. Fairness, openness, and honesty are now important values of the German sports system. Unfortunately, in professional sports everything seems to be possible. Striving for records as it was always published by Coubertin took another unpredictable level. Consequently, the pedagogic level of sports gets lost in elite sports. This issue can only be solved by global solidarity and controls such as the WADA.

Since the Cold War ended, another negative aspect of elite sports seems to be decreased. The ideological and political value of sports has decreased in world politics. Nevertheless, only if also the doping and corruption can be reduced the humanism in sports could become the first goal again. The question in future is if the organizations, such as IOC or FIFA have the power to dominate the media and politics for a human and pedagogic valuable sport.

Looking at the perspective of mass and health sports, it is still considered the most important field in Germany. With the strong structure of club sports it is valuable in people's everyday lives. In Germany it is self-organized by the participants and is dependent upon strong voluntary force besides governmental subsidies. This independent organization has its goals in social, pedagogic, and developmental aspects as a sport for everyone. This cultural institution is possible with by offering variety and tolerance in sport

clubs. Besides sport competitions and practice the club community is seen as important. Sport clubs have over 27 million members. Nevertheless, commercial competitors pop up on the market, such as fitness studios, tennis halls, dancing and yoga studios. Also individual sports such as cycling, running, nordic walking and so forth become more common. Sport is a societal movement which does not just include one's physical activity, but also spectators, clothing, and different entertainment events. It is a form of life style. The pedagogic value differs from offered activities and different sport clubs. Somehow the voluntary sport loses its attention by talking about pedagogic, commercial or therapeutic values. Those instrumental values have always existed in sports, and will exist. Maybe nowadays the pedagogic value of sports will become more important than ever before, because of technological distractions. Health has become a major motivator for sports. Health, well-being and fitness just recently became the main goal of individuals doing sports as a balance to a less active daily routine. Sport is a form where humanism can be developed and enjoyed as in no other field. Sport has the chance to let communities grow, for life quality, increase social life, and increase communication. (Krüger 2005, 211.)

Nowadays, life is more self-determined than ever. People have more freedom of choices, generally have spare time, and they have more financial resources. Consequently, people can be more self-actualize. After socialism and dictatorship, people now have the chance to be creative, flexible, and innovative. Consequently, people frequently found new sports and new ways of life. Sport can be a form of self-actualization that way. It is a chance to make your own experiences. In sports, you have roles where you can make your own decisions. In the future, sports will be a field that people will see as an area where they can develop themselves, where they have a ground to experiment and find their role that they desire. The history of sports has shown, particularly in Germany, that it can be used to prepare for war, to support political interests, to form communities, to develop students, to integrate people, to develop social behavior and humanism. Sports are a very powerful tool that needs to be used in a positive way to also reduce sedentary behavior.

Lack of physical activity and especially increasing of sedentary lifestyle seems to be a growing trend around the globe. Some speculations and calculations are presented in the

media, that despite the rapid development of modern health care and medication the current generation of children and youth can be the first one in history which end up having lower life expectancy than their parents. The information and estimations presented in different media are nevertheless contradictory. On a large scale increasing daily physical inactivity, and concentrating more on healthy nutrition would result in remarkable health benefits and reduce health care costs significantly. Society and health care systems cannot be held accountable for all of these problems. Yet, society needs to provide an environment which enables people to make the right choice. For instance, routing and sport facilities need to take into consideration when it comes to city development and - modelling. According to WHO (2014) many of the environmental factors which are linked to urbanization can discourage people from becoming more active, such as: fear of violence and crime in outdoor area, high-density traffic, low air quality, pollution, lack of parks, sidewalks and sports/recreation facilities. Upon evaluation of the infrastructure in Germany it does give people opportunities, but can still be improved. Overall, the dropout rate in physical activity among adolescents is rapid in all countries, as time spent watching TV is growing and social media, computers and video games take possession of leisure time. Socio-economical inequalities are affecting physical activity and health in all of these countries.

5.2 Evaluation of the Thesis Project

Since this has already been my second Master's Thesis I am grateful for both experiences. During my first thesis, I did a quantitative study with also collecting data in the field. This was very interesting and I liked the contact that I could have with people and students. I feel like I have had the confidence that I will finish the thesis appropriately due to my experience, but this time it was much harder to accomplish the goal while working full-time and while not having a certain time frame and deadlines. Especially difficult was the situation that I could only work extensively a couple of weeks on the thesis before I needed to take a long break again. Getting back into the topic always took some time and it was hard to keep the flow going. Although I do not regret starting to work while still finishing the thesis, next time I would already try to accomplish most of the thesis while still being located at university. Also, this would have intensified and facilitated the

communication with the supervisors. Moreover, I would have been able to have the graduation ceremony together with my fellow students and it would have been nice to have an official ending of my beautiful time at University of Jyväskylä, which has been an experience that I would always go back to and suggest people to do.

Overall, I appreciate very much that I was able to be timely flexible with writing the thesis and with choosing the locations for writing it. I think due to the circumstances, I managed well and I am proud of finishing it before the main season of work starts. Without this flexibility I would not have been able to start my current work on time and I would have started the work one year later, which would have been challenging.

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