

Bolcseszdoktori Disszertacio

**Promotion of the
Competitive women's sport
In Israel**

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Tutor: Professor Dr. Kornelia HELEMBAI

2007

**EOTVOS LORAND UNIVERSITY, FACULTY OF
ARTS
PH.D SCHOOL OF EDUCATION**

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ABSTRACT

Women's participation in competitive sport in Israel is a subject that has received very little attention by academia. This research will examine the development and promotion of women in competitive sport in general, and in the competitive sport in Israel in particular. It will also examine sports and sports education in Israel, most notably the structure of women's sports.

Researchers, who are investigating the many aspects of changes in the modern society, are inclined sometimes to focus on the changes which occurred along the years in the functions of the woman and in her status. The changes in the woman's functions are being expressed in many social fields. Together with the increasing penetration of women to functions, which men are mainly ruling, there was also a considerable increase in the interest which sociologists found in many aspects which are connected to the differences among the sexes in the field of work. In that point, it is liable to assume, that the all-social differences between man and women are being expressed also when we are dealing in sports.

From an historical aspect, it is possible to see clear differences in relating to female athletes. In the past the participation of women was forbidden, and they were not allowed to watch the competitions. Today, the situation is different. In spite of the women's discrimination, changes occurred for improving the woman's status in sports.

From the beginning of the seventies, the number of women who participated in the Olympic Games increased. Additional events and professions were added which were open to women, including professions, which in the past were regarded as being masculine. The image of women's sports was considerably changed. The female athletes turned to become professionals and skilled. Myths, which are connected to the processes of training, scope, standard and type, changed. In spite of the improvement, which occurred in the woman's status in sports, and the penetration of women in the competitive sports in the recent decades, the control of resources and the opportunities to deal with sports remained mainly masculine.

The need for that change was also expressed in Israel. Israel forms an exclusive case of an immigrants' society, which was established on the basis of ideological movements. In the beginning of the 20th century,

during the development of the Jewish settlement, life in Israel was difficult from the economic and security aspect. In those circumstances, the woman participated in the doing, in field works, in protection and defence against enemies. That situation brought equality between the women's status to the men. In those circumstances, a society grew up, which was not conforming to the European conventions, though the crucial majority of the society came from Europe. That society created a new type of an active and independent woman.

Later, after the foundation of the State of Israel in 1948, following the immigrations which arrived from the countries of Oriental traditional Jewish heritage, a society was formed in Israel, with a traditional structure of a family, which maintains a differentiation in the function of the sexes, and which is committed to national, ethnic and religious values. Most women did not deal with sports, and even those who did, preferred to give up in favour of a career for the benefit of the traditional family function.

In addition, the changes of the political structures in Israel, and following the increased number of religious parties. Created religious values, which are not democratic and liberal as in the past. That brought an inequality between women and men.

The political – military actuality also contributed its share. The lack of equality in that field was expressed by the women's obligation to serve in the army, while limiting their possibilities, in comparison to men. The women have not equal duties and rights in the military array. They do not take a considerable part in the vital arrays, such as the regular combat array, the reserves array or the technological array, and they do not reach key positions in the army. All these, and additional reasons, caused an inequality between the sexes in Israel, which also affected additional social fields, among them sports. That conduct along the years harmed the development of sports, and especially the women's sports, in Israel.

Education, since it is, by its very nature, an institution that preserves the Jewish culture and the social values of the State of Israel, influences the subject of physical education taught in the schools. The goals of physical education are determined according to the needs of society and the needs of the individual, through the emphasis on motor, physical, emotional, and psychological aspects. One of the main topics in the curriculum of physical education in the schools is competitive sport.

Physical education in the schools in the upper classes is divided in boys and girls, with a similar curriculum. The difference in the studies of the two sexes is expressed in the exposure to competition and achievement orientation. The boys by their very nature are exposed more to competition and achievement orientation than are the girls. This fact influences the development and cultivation of competitive sport in Israel in general and competitive sport of women in particular.

This research will form one of the first attempts to examine those influences along time in an organized way, while examining the development of women in sports, and especially in the competitive sports in Israel.

In addition, we shall examine the sports structure in Israel, and especially the structure of women's sports. We shall examine which are the steps, which were taken by various governmental bodies, in order to encourage and to promote the Israeli women to deal with sports. We present a complete and comprehensive framework for the development, cultivation, and promotion of women's sports in Israel in general and competitive sports for women in particular. Accordingly, we hope to examine how, and in what ways, women are adversely effected; is it through lack of awareness and the low media exposure of female events and achievements in comparison to male's? Regarding this point, we would like to examine the media's contribution and pedagogy contribution to the promotion of women's sport. We will also discuss prevalent public opinion regarding women's participation in sport.

The research will focus on the women in Israel, because the women in the competitive sports were almost not investigated in an organized academic frame. The research study will be based on a direct discussion of secondary sources. This method addresses secondary analysis, which uses data collected by others. This research study will include data that have been collected over years in archival material. Another method that will be used is the collection of data using official statistics, some of which will be presented in tables and some of which in graphs. These statistical data were collected from a number of information sources: the unions of different sports in Israel, the Ministry of Education, Culture and Sport in Israel, the Sport and Physical Education Authority, and Unit for the Promotion of Women in Sport in Israel, the Statistical Bureau in Israel, etc.

The campaign for promoting women in sports is doing its first steps, but the road is still long and there are still many obstacles. After performing all the stages, which were raised in that research, and creating a favorable, stimulating and supporting, the atmosphere, we shall contribute to the development and promotion of sports in general, and particularly of the competitive sports among girls, maidens and women in Israel.

INTRODUCTION

Researchers, who are investigating the many aspects of changes in the modern society, are inclined sometimes to focus on the changes which occurred along the years in the functions of the woman and in her status. The changes in the woman's functions are being expressed in many social fields. Together with the increasing penetration of women to functions, which men are mainly ruling, there was also a considerable increase in the interest which sociologists found in many aspects which are connected to the differences among the sexes in the field of work. In that point, it is liable to assume, that the all-social differences between man and women are being expressed also when we are dealing in sports. If the opinion is true, that along the years indeed significant changes occurred in the woman's status, then it is possible to say, that these changes will probably be reflected in the sportive activities of women. In that aspect, the sports field seems especially interesting, since sports is traditionally regarded as a masculine activity and as a clear prototype of the masculine ruling strength in society, as was mentioned in the articles of Sheard and Dunning (1973). Moreover, it seems, that the participation of women in the competitive sports is supposedly an extreme example of breaking the barriers of an activity, which was considered to be masculine in its essence (Bar-Eli, Shpigel and Yaaron, 1998).

From an historical aspect, it is possible to see clear differences in relating to female athletes. In the past the participation of women was forbidden, and they were not allowed to watch the competitions. Today, the situation is different. In spite of the women's discrimination, changes occurred for improving the woman's status in sports. From the beginning of the seventies, the number of women who participated in the Olympic Games increased. Additional events and professions were added which were open to women, including professions, which in the past were regarded as being masculine, such as wrestling, football, boxing and weight lifting (Ben-Melech, 1995). The image of women's sports was considerably changed. The female athletes turned to become professionals and skilled. Myths, which are connected to the processes of training, scope, standard and type, changed (Oran, 1998). In spite of the improvement, which occurred in the woman's status in sports, and the penetration of women in the competitive sports in the recent decades, the control of resources and the opportunities to deal with sports remained mainly masculine.

In spite of that improvement, there is still a relative discrimination in favour of the men's sports. That institutionalised discrimination towards women, was expressed in various ways: A smaller allocation of resources in the terms of budgets, wages, installations, grants to female athletes etc. A smaller availability of women's participation in sports events, the arrival of few women to key positions and power in the sports organizations, giving lower money prizes to female against the male (for instance in tennis and in golf) etc.

Hence, the success of women in sports is representing a certain level of opposition to the based masculine values. That situation is also identical in other fields of society. In spite of the penetration, and the success of women with masculine functions, still in most cultures, the masculine functions are more appreciated than the functions of women. If the women want to be equal to men, they will have to change the social structure by increasing the awareness to the assumptions which are self based about sports, or other fields, and to challenge the discrimination of the systems which exists according to gender, and through that cause the change.

The need for that change was also expressed in Israel. Israel forms an exclusive case of an immigrants' society, which was established on the basis of ideological movements. In the beginning of the 20th century, during the development of the Jewish settlement, life in Israel was difficult from the economic and security aspect. In those circumstances, the woman participated in the doing, in field works, in protection and defence against enemies. That situation brought equality between the women's status to the men. In those circumstances, a society grew up, which was not conform to the European conventions, though the crucial majority of the society came from Europe. That society created a new type of an active and independent woman (Sherman, 1982).

Later, after the foundation of the State of Israel in 1948, following the immigrations which arrived from the countries of Oriental traditional Jewish heritage, a society was formed in Israel, with a traditional structure of a family, which maintains a differentiation in the function of the sexes, and which is committed to national, ethnic and religious values. Most women did not deal with sports, and even those who did, preferred to give up in favour of a career for the benefit of the traditional family function (Kaufman, 1999).

In addition, the changes of the political structures in Israel, and following the increased number of religious parties. Created religious values, which are not democratic and liberal as in the past. That brought an inequality between women and men (Kaufman, 1999). The political – military actuality also contributed its share. The lack of equality in that field was expressed by the women’s obligation to serve in the army, while limiting their possibilities, in comparison to men. The women have not equal duties and rights in the military array. They do not take a considerable part in the vital arrays, such as the regular combat array, the reserves array or the technological array, and they do not reach key positions in the army. All these, and additional reasons, caused an inequality between the sexes in Israel, which also affected additional social fields, among them sports. That conduct along the years harmed the development of sports, and especially the women’s sports, in Israel.

Education, since it is, by its very nature, an institution that preserves the Jewish culture and the social values of the State of Israel, influences the subject of physical education taught in the schools. The goals of physical education are determined according to the needs of society and the needs of the individual, through the emphasis on motor, physical, emotional, and psychological aspects. One of the main topics in the curriculum of physical education in the schools is competitive sport. Physical education in the schools in the upper classes is divided in boys and girls, with a similar curriculum. The difference in the studies of the two sexes is expressed in the exposure to competition and competitive orientation. The boys by their very nature are exposed more to competition and competitive orientation than are the girls. This fact influences the development and cultivation of competitive sport in Israel in general and competitive sport of women in particular.

This research will form one of the first attempts to examine those influences along time in an organized way, while examining the development of women in sports, and especially in the competitive in sports in Israel. Examining the participation of women in the competitive sports was chosen due to two important reasons. The first one is of convenience. The data about the feminine competitive sports are documented and available, while for the feminine popular sport there are in that stage no available data for research. The second reason is importance. The feminine competitive sport is forming the spears edge of the feminine sports in Israel, and therefore, it is possible, and desired, to examine it and use it in order to try and reflect the situation of the women’s sports in Israel.

In addition, we shall examine the sports structure in Israel, and especially the structure of women's sports. We shall examine which are the steps, which were taken by various governmental bodies, in order to encourage and to promote the Israeli women to deal with sports. We present a complete and comprehensive framework for the development, cultivation, and promotion of women's sports in Israel in general and competitive sports for women in particular.

The research will focus on the women in Israel, because the women in the competitive in sports were almost not investigated in an organized academic frame. The research study will be based on a direct discussion of secondary sources. This method addresses secondary analysis, which uses data collected by others. This research study will include data that have been collected over years in archival material. Another method that will be used is the collection of data using official statistics, some of which will be presented in tables and some of which in graphs. These statistical data were collected from a number of information sources: the unions of different sports in Israel, the Ministry of Education, Culture and Sport in Israel, the Sport and Physical Education Authority, and Unit for the Promotion of Women in Sport in Israel, the Statistical Bureau in Israel, etc.

The inequality between male and female in all areas of society, including sport, is apparent. This research will endeavor to examine the causes of this inequality, which also impacts on women's participation in sport. Accordingly, we hope to examine how, and in what ways, women are adversely effected; is it through lack of awareness and the low media exposure of female events and competitive in comparison to male's? Regarding this point, we would like to examine the media's contribution and pedagogy contribution to the promotion of women's sport. We will also discuss prevalent public opinion regarding women's participation in sport. Additional conclusions and solutions will be raised in the research, as well. The Unit for the Promotion of Women in Sport was created in response to the poor situation of women in Israeli sport, and in order to respond to some of the problematic issues raised above. The goal of this unit is to promote women in sport and create equal opportunity in this area. The research project will include a detailed account of this unit's activities and competitive.

It seems that the topic of women in sport is being discussed widely at many conferences and events. The reasons for this might include an attempt to encourage and foster the culture of women's sport; to increase

women's involvement in sport in all fields and roles; to raise women's awareness to the importance of sport and its contribution to personal development. All the issues mentioned above will be explored in a number of ways; through the presentation of statistical data illustrating the changes that have taken place in the development of competitive sport over the years and through explanation, presentation of personal, relevant ideas and solutions for the future. These will all be discussed in detail in the research.

CHAPTER 1

WOMEN'S STATUS

1.1 The woman's status in modern society

One of the most important aspects of social change in modern society is the changing of the woman's function, as it was expressed by the consistent increase, which occurred of the participation of women in the active working power from an economical aspect. The literature, which accumulated data on that subject, emphasized the importance of the structured characteristics of social systems, whether in regard to the rates of women's participation in the working power, or in regard to the occupational segregation, which is connected to gender.

From the beginning of the seventies of the 20th century, the investigators focused on subjects, such as, the differences between the sexes in the occupational mobility, the lack of equality and economic and occupational discrimination on the sexual background, the women's' position towards the participation in work and the connection between the demographic variants – especially of fertility and the participation of women in the working power (Semyonov and Levin-Epstein, 1988).

The inequality at work has deep historical roots. The women in the western world, were limited to domestic functions, and were removed from the public field. The religious and political ideology of ancient, classic and even modern societies, advised, that the woman's place is at home. Taking women out of the public – political life circle was going on as an official policy, with a legal seal until the beginning of the 20th century. That norm had no economic importance in the working field, as long as the family's income derived from domestic industry. In spite of the fact that in the frame of household the men and women performed different functions, the contributions of their work for the domestic services and to the economy were equal. But, the industrial revolution changed the economic balance between the sexes. The men were relieved from household works and began to sell their human capital for money. The women continued to provide household services for free. The family did not exist anymore from the domestic production of the couple, but from cash money, which the man earned out of his home, and from the services, which the woman provided inside it.

On those backgrounds, the entry of women to the work market in the 19th century was characterized by the difference between the men's work and the women's work. The participation of women in the work market was considered as secondary to their functions at home, and they were limited to working fields, which suited the stereotypes about their homelessness. Instead of improving the conditions of the workingwomen, in order to raise their inferior status, a solution was adapted of limiting their participation in the work market. In a historical aspect, they also served the interests of masculine workers organizations by preventing the entry of women to a free competition with men.

A heavy load of stereotypes and prejudices, which derive from the 18th century, is keeping on accompanying us in regard to the work market of the 20th and 21st century. Functions of managing a household and treating children and sick people by women became from a historical fact to a normative expectation, and to the two sexes are attributed accordingly stereotypes characteristics. Moreover, the phenomenon, that immediately after the industrial revolution, the women's work was done as a free service in the frame of her home, or in exchange of a low salary on the work market, is feeding stereotypes even in our days. The stereotypes still exist and they are feeding prejudices, which are harming the women in the processes of reaching decisions by various factors in the work market and are causing discrimination in receiving work, in work's conditions, in promotion, in professional training and in wages. (Raday, Shalev and Libon- Kobby, 1995).

There is a wages gap between men and women. A considerable part of the wages gap between the women's work and the men's work, is related to the difference of the specific characteristics of the works in which women performed all along history. Women's works were regarded as less complicated, which needed less skills and a smaller responsibility (Steinberg, 1992).

The messages about the masculine superiority are transmitted through various agents and mechanisms of socialization, and with their help, women and men alike are introverting gender patterns, which are influencing their expectations from both sexes, about their appreciation as professionals, and of their behavior. One of the important implications is that consistently men are more appreciated than their real value, while women are less appreciated than their real value (Heilman, Richard and Michael, 1998). In view of the devaluating process of the women's work,

the entry of many women to a profession with its masculine composition is threatening the profession's status.

The developments, which occurred in the western world in the 20th century, undermined the division between the masculine work and the feminine family. The increase of white-collar functions and the services, the development of new technologies and the spreading of high education, brought more and more women to the modern urban modern work market. Thus, for instance, in 1967, 28,6% of the women's totality, and 25.3% of the married women were taking part in the civilian work power. In many cases, the men objected to their wives working outside home. In recent years, the situation changed and more women are integrated in the civilian work power. For instance, in 1967 45.8% of the women's totality and 52.7% of the married women were taking part in the civilian work power. Nevertheless, there was also a change in the attitude of women towards their functions as earners. The women working with a salary, which in the past pointed at a failure, became a source of pride to most men (Yishai, 1997).

The increased commitment of women to the working world, and especially of educated women, gives its signs in the daily negotiations between them and their partners, in expectations and in the work distribution in the family. The self-understanding priority of the man's work against the woman's work is showing signs of retreat in view to the new opportunities. Two thirds of the women, and almost the same rate of men, agreed to the decision, that women must cultivate a career of their own even at the price of an inconvenience to the family. Work outside is not less important than treating small children (Yishai, 1997).

Nevertheless, those opinions are expressing a desired situation more than the available situation, even when they are trying to point at the accumulated pressure to change the situation. The social norms are still defining women, and not the men, as being the main responsible for managing the household, though most men and women are still regarding women's work responsible to the family's work. As a rule, there is a considerable variety in the form of dividing that work in families in which both members of the couple are working. In spite of the difference of working power by the women, there is still an inequality between men and women, and the women's force is still very limited in places in which the rules of the games are decided and in which the policy steps are decided by the men who manages them (Izraeli, 1999).

1.2 The woman's status in Israel

The status of women in Israel is similar to the status of women in the western world, but it is more inferior due to specific processes, which are influencing the status of women in Israel.

The political system, which is common in Israel, is encouraging an increased number of parties. A great number of them are including religious parties. That political reality has a bad influence on women's status, since the small religious parties have a great political power, which enables them to influence the social basic values in the spirit of the Halacha, which is not falling in line with democratic, liberal values, which is related to the woman's equality.

The State of Israel crystallized its social arrangements and the order of its political preferences on the background of a continued political – military conflict, which is accompanying it from the day of its establishment. According to that, the Israeli society was subject to a process of adopting military norms, which are based on masculine values, in which the women are in the fringes of that valued system.

In order to comprehend the development of women's status in the Israeli society, it is necessary to consider first of all the wide system of work – family in its feminine context. In Israel there is a society, which is much concentrated around the family, which strives to integrate work and family (and not to encourage one at the expense of the other, as is customary in the western world). The family institution in Israel was even revealed as marvelously stable for a long time, while maintaining most powerful social mechanisms, which are operating for its preservation and stabilization (Izraeli, 1999).

The great value which is given to family life in general, and especially to the birth of children, is related to the integrated influence of some factors, among them the Jewish religion, the traditional culture of immigrants from Muslim countries, the wish of survivors from the second world war to rebuild the families which were lost in the holocaust, the influence of the prolonged military tension, which strengthens the need for support and security which provides intimate relationships systems, such as the identifying with collective destinations, which are connected to the growing population and the national security (Izraeli, 1999).

In addition to the demanding nature of the family institution, it seems that the public policy, which concerns employment, has adjusted, at least until recently, the traditional inclinations and supported them. The traditional distribution of work according to sex, kept ruling, where the man received functions of family providers and while the women were mainly limited to economical functions, which completed the family's income (Izraeli, 1999). A situation of big families served as a brake for achieving equality in the woman's status, while immortalizing the traditional function distribution between men and women (Jerby, 1996).

The State of Israel is preserving the big family values also due to demographic reasons, which are connecting between demography and security, but in parallel is adopting a modern life style, which emphasizes contradicting values, such as a personal extraction, responding to professional challenges, pastime culture, utilitarianism etc. The modern face and the traditional face of Israel are broadcasting contradictory messages, whose result seems almost impossible. The choosing conflict of one of the options, career, or motherhood, seems to be unsolvable.

The military field is also affecting the woman's status in Israel. The army's service obligation for women, while limiting their service possibilities, in comparison to men, leads to deepening the social inequality, in spite of the unequivocal taboo which exists in Israel about the service of women in the battle fronts. That subject forms a key issue in the subject of women's status in the military system especially, and in the social system in general. Namely, that also without entering classified data, it is possible to get an impression, that in spite of the legal definition of obligation service for women, and in spite of the great number of women soldiers, they are not having equal obligations and rights in the military system.

The women soldiers are not taking a significant part in the vital arrays, such as the regular combat array, the reserve array or the technological array, and in fact, the crucial majority of the women in the army is fulfilling minor functions, whose value in the military importance scale is quite low. At the beginning of the 21st century, signs were seen of breaking that taboo, by giving women an opportunity to fulfill functions as combat pilots, and individual women are serving in combat duties. In such a situation, in which the woman's service is still inferior in its nature than that of a man, a clear harm is created in the equality values of the woman's status (Jerby, 1996).

The lack of equality between the sexes in the Israel Defense Forces, as well as that of other armies, is a basic data. The status of women in the military system is influenced by the norms, which are accepted in the civilian society, and it is reflecting very much their status at all. On that background, the goal for achieving a full equality between the sexes, and carrying the military service burden is not achievable. Therefore, it is possible that in a paradox manner, the women's service in the Israel Defense Forces in its present form, is indeed limiting the inequality between men and women in the Israeli society. Hence, it is possible to estimate, that the time of military service for women, even if it is relatively shorter than that of men, has a great value to delay the development of the Israeli woman, and to the prospects of her integration in the Israeli society (Izraeli, 1999).

Most findings are pointing at the inferiority of the woman's status in the Israeli society in all its extensions as a fixated pattern. The Israeli society, as a sexist society, creates a negative incentive for an equal integration of women in the military and civilian system. The incriminated integration of women in that frame is not forming something exceptional in the general social context. The unequal nature of women's service in the army is also influencing the woman's status in the civilian society, and it deepens the inequality in society (Jerby, 1996).

To sum up, let us say that in Israel there is a massive entry of women to all fields in life from the work market through the various education frames, as well as the political participation, which comes with the right to vote and to be elected. Namely, superficially it is possible to say that there is a phenomenon, which points at the fact, that women were recognized as having equal rights. as well as obligations in the western society in general and in the Israeli society in particular. In spite of the increasing entry of women into the public, and social world they still cannot receive equal conditions as the men. Namely, all the time there is distinction between the sexes, and the constant difference which was cut on the basis of sex (gender), remains (Herzug, 1994).

The dealing with the woman's status, in the relationships between the sexes, and in the defined identity has accumulated acceleration in the last decade of the 20th century. But in spite of that a slow change is sensed. Nevertheless, there is still a strong objection between the women, to translate the social, and the personal, awareness into an organized power, which will cause a change of policy and a change in the powers array of sexes in society (Friedman, 1999).

CHAPTER 2

THE WOMEN IN SPORT

2.1 Historic perspective

2.1.1 The participation of women in sports – trends and changes.

Traditionally, sports is regarded as a masculine activity, and as one of the masculine ruling fortresses in society. In spite of the fact, that women always took a part in sports, only in the recent decades of the 20th century there was a significant increase in their sportive activity. That phenomenon assumingly reflects changes of women's functions also in the social fields (Bar-Eli, Shpigel and Yaaron, 1998).

The place of women in sports was always limited by social positions, which were directed towards them. At the beginning of the 20th century, when sports became very popular among men, the woman's function was to sit in the gallery and to encourage her man to victory. If she herself participated in the sports, she was expected to do it without any effort, or competitiveness. Many researches documented the removal of women (especially those of the middle class) from the sports (Birrell, 1988).

The ideals of femininity protected her from a too great physical effort, in order to be able to maintain her beauty, health, and good name and fertility. There were women who stuck to their love of sports, and refused to be limited, due to social conventions. The few stars that became famous in that era were from the fields of sports, such as tennis and golf. Only in the twentieth years of the century, those women were accepted by society, but were perceived as irregulars (Birrell, 1988).

The involvement of women in sports was mainly blocked due to the public's reaction, which was also supported by the professional teachers of physical training. They were convinced that it was worthwhile to change the women's sports activities in order to avoid an excess physical effort, maintain their feminine appearance and avoid injuries from the masculine sports system. These teachers were influenced by the medical position about the lack of women's ability to carry too much effort physical activities.

During the years, And the more that the public interest in the Olympic sports increased, an interest began in developing the feminine talents, especially in the track and in the field, by the association of amateur athletes. The teachers for physical training objected to that inclination. That inclination was based on two sources: The ideas of what is good for a woman, which were dictated by the masculine medical establishment on the basis of mistaken, and many times of interested, evidence, and on the ideology of a feminism. Which dictated what is a proper behavior for women. Those two powers created an image of a weak and delicate woman, who is unfit to deal in sports, and encouraged her beauty and its passive feminism. During the fifties, voiced began to be heard of lack of satisfaction from the woman's status in sports.

In the sixties, articles began to appear, which were written by women who dealt in the situation of women in sports, In spite of that, they did not demand a reform on that subject. The seventies were characterized by ups and downs in the women's status in sports. Social powers and institutions influenced, and helped to cause a dramatically increase of opportunities for women in sports. Many girls, and women, began to participate in sports, and many changes began to occur (Birrell, 1988).

The beginning of the eighties is an additional period of ambivalent regarding the placement of women in sports. The public, and academic, interest in women sports' increased, but did not receive an established support. In spite of the fact that the growth of the programmes for women created more opportunities for training women, the number of women in these positions began to decrease. A similar trend occurred in the managerial positions, and more men were called to deal in those functions. An example to that is liable to be found in the researches of Acosta and Carpenter (1985), who tried to examine the loss of training, and management positions of women in sports from the beginning of 1974. Data showed a worrying trend: Between the years 1974 and 1986 the percentage of women's' sports descended from 81% to 51%, and the changes in the managerial levels were even more traumatic.

In these years, articles were written, which claimed, that sports is a significant place for creating anti feminine sentiments. For instance, the article of Sheard and Dunning (1973), in which the authors revealed some specific forms of cultural habits, which are removing women from sports. It was also found out, that the differences in sports are natural, and that men are dominant by nature. But In reality, sports is an ideal tool in its

essence for creating a masculine dominance towards women, and by that it is preserving the work distribution between the sexes, in which, people think, we are assimilating the stabilization of social order (Willis, 1974 ; 1982).

As of the beginning of the nineties, sports helped to change the image, status and even the skill of women. Then fact that women are showing physical skills, power, braveness and charm, gaining recognition for a certain club, or country, are all is helping to promote the idea of the independent woman, who operates for her own sake.

In addition, the awareness, which comes out of a proper use of body and brain, is reflected by the increasing confidence and in the self-respect of women in the whole society. That, not only influences the participation of women, and their success in a wide range of sports fields, but it also challenges all the cultural, and traditional approaches regarding the women's place, and function, in society (Riordan, 1994).

2.2 Social mechanisms which influence the participation of women in sports

The increasing growth of women's participation in sports was affected by a number of reasons (especially in medium and up layers), including: 1. The women's movements, which strived to promote the woman's status in all the social institutions; 2. The movement strived to improve the physical fitness in the total population, not just to take a better advantage of the pastime, but also – and perhaps manly – to improve the external appearance, the physical health and productivity at work; 3. An increase in the number of women who are acting, and succeeding in sports, who are serving as models to functionaries; 4. Researched evidence, which contradict many of the physiological, and medical. Myths, which operated against the participation of women in various social classes (Bar-Eli and Tenenbaum, 1996)

In spite of all that, there was a slow, and unsatisfactory, change in the sexual functions which appear in various society, and, or, in certain social segments, which are not encouraging the participation of women in sports, and are even discriminating it. That established discrimination, was expressed by allocating an inferior allocation of resources in terms of budgets, wages, installations, available training hours, grants to female athletes etc.), in a lower availability for women of sports events and sportive events, by the arrival of less women to key positions in the sports

organizations, by giving lower money prizes to women (such as in tennis and golf), by a narrowed, communication coverage, which was inclined according to traditional sexual stereotypes etc. (Bar-Eli and Tenenbaum, 1996).

All the above mentioned points, are leading to a basic assumption, which is explaining that women are sometimes found in a functional conflict due to their dealing in sports, especially if we are speaking about a branch which is not perceived as being feminine, but as masculine. The functional conflict is derived from the fact, that the woman who participates in sports must decide, between fulfilling her functions as a woman, or to ignore the social norms, and sanctions, of that context, in order to accomplish herself in sports. Therefore, the women who is diligent herself in sports will find herself trapped between two contradictory systems, something which will influence her self image, the feminine sense and the perception of her self value, and in the end it will harden – as a result of those mediating psychological influence –of here sportive activity. It is worthwhile to point out, that in recent years, various investigators found out, that the limited participation of women in sports, is not necessarily a product of women's positions towards the involvement in sports (which derives out of functional conflict), but mainly as a result of limited opportunities and hardships, which derive from the social mechanisms which were described above (Allison, 1991; Birrell, 1988; Hall, 1988).

Hargreaves (1994), supports and claims, that in case that sports will become a way of life for women, it is possible that there will be an inclination for changing the total perceivedion regarding women's behavior. That fact will not deprive the masculine control, but it will definitely change it.

Therefore, it is necessary to regard that difference as a reflection of the social - structural conditions, which are enabling women equality, and a penetration into the masculine fortresses, as it was expressed in sports. In other words, the assumption is, that social characteristics, which are promoting a changed in on field (such as in working power), will also contribute to changes in other social fields (such as in sports). In order to examine that assumption, data was collected regarding the participation of women in the Olympic Games between 1948 and 1988, according to countries. Data was also collected about those countries in regarding the social – structural and demographic variables, such as industrialization, fertility and the percentage of women, which is active in the working

power. It was found out; that the rate of women's participation in sports is increasing the less that the birth rates on the country are decreasing, and the more that the percentage of women in the working power is increasing. Moreover, in societies, which limit women to traditional feminine occupations, they are more inclined to deal in feminine sports events. Hence, that these measures are indeed reflecting, according to the investigators' claim, a social change which is connected to the woman's rights and for an increase in the opportunities which she meets in society (Kuath, 1990).

2.3 The development of women's sports in the Olympic Games

One of the proofs to the increased number of women in sports was expressed by the significant increase, which occurred in the number of female athletes, which participated in the Olympic Games. In spite of the fact, that we are finding little evidence about the existing competitive sports for women in the ancient ages and in the middle ages, it is necessary to recognize the fact, that the competitive sports for women is a phenomenon which grew in the recent 125 years, and even more in the 20th century.

The importance of the Olympic Games was expressed also as an international arena for demonstrating feminine competitive, as well as a tool for promoting the women's liberation all over the world. A small survey of women's participation in the modern Olympic Games reveals the progress rate and its limits in feminine sports (Riordan, 1994).

In the first Olympic Games of the modern era, in 1896, women did not participate at all, mainly due to the vigorous objection of the initiator of renewing the games, the French Baron Pierre de Coubertin. The objection of participating women in the Olympic Games was mainly concentrated around sexual stereotypes.

Coubertin claimed that women's sports are contradicting the laws of nature. After Coubertin was pushed out during the Olympic Games in 1900, women started to participate in the Olympic Games only in golf (a single participation) and in tennis (Zimri, 1996).

The British fulfilled a major function in the penetration of women's sports to the Olympic Games, in a period in which the hosting country was able to decide the games' programme (until 1912). The

British included tennis, archery and artistic ice-skating in the London Games in 1908, and they even persuaded the Swedes to include women's swimming competitions in the Olympic Games of 1912 in Stockholm. Not only that, they even permitted a woman to participate in the sailing competitions in 1908 and thus they opened the gates for the open competitions, the competitions in which men and women are competing together in the frame of the Olympic Games (Zimri, 1996).

In table No. 1 it is possible to see in detail the sports events, which were opened to women in the frame of the Olympic programme during the years 1900-2004.

Year Event	1900	1904	1908	1912	1920	1924	1928	1932	1936	1948	1952	1956	1960	1964	1968	1972	1976	1980	1984	1988	1992	1996	2000	2004
Golf	+																							
Tennis	+		+	+	+	+														+	+	+	+	+
Archery		+	+													+	+	+	+	+	+	+	+	+
Swimming				+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Fencing						+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Athletics							+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Gymnastics							+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Kayaks										+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Baseball															+	+	+	+	+	+	+	+	+	+
Rowing																	+	+	+	+	+	+	+	+
Handball																	+	+	+	+	+	+	+	+
Basketball																	+	+	+	+	+	+	+	+
Hockey																		+	+	+	+	+	+	+
Cycling																			+	+	+	+	+	+
Shooting																				+	+	+	+	+
Table Tennis																					+	+	+	+
Sailing																					+	+	+	+
Weightlifting																						+	+	+
Judo																					+	+	+	+
Soccer																						+	+	+
Beach Volleyball																						+	+	+
Football																						+	+	+
Weightlifting																							+	+
Wrestling																								+
Horse polo																								+
Baseball																								+

Table No. 1 - The development of sport for women, which were opened in frame of the Olympic programme during the years 1900-2004. (Riordan, 1994 and Chalvovski, 2005).

Therefore, until after the Second World War, the participation of women was quite neglect. For instance, during the first half of the 20th century, female athletes consisted less than 3% of the total participants. Nevertheless, since 1904, there was indeed a slow, but consistent, increase in the number of events in which women participated, as well as in the number of participants. After the Second World War, a dramatic increase occurred in the participation rate of women in the Olympic Games. That was in parallel to the steep increase, which occurred in the participation of women in the working power in general (Krotee, 1981).

Table No. 2 is describing the number of participants in the Olympic Games between the years 1896 - 2004 according to the division of gender.

Year	Host City	Number of competitors	Male	Female	Females %
1896	Athens	311	311	0	0
1900	Paris	1331	1319	12	0.90
1904	St. Louis	625	617	8	1.28
1908	London	2035	1992	43	2.11
1912	Stockholm	2546	2491	55	2.16
1920	Antwerp	2704	2628	76	2.81
1924	Paris	3092	2956	136	4.39
1928	Amsterdam	3014	2724	290	9.62
1932	Los Angeles	1408	1281	127	9.01
1936	Berlin	4066	3738	328	8.06
1948	London	4447	4062	385	8.65
1952	Helsinki	4925	4407	518	10.51
1956	Melbourne	3197	2813	384	12.01
1960	Rome	5348	4738	610	11.40
1964	Tokyo	5140	4457	683	13.29
1968	Mexico City	5530	4749	781	14.12
1972	Munich	7385	6086	1299	17.59
1976	Montreal	6085	4834	1251	20.56
1980	Moscow	5326	4238	1088	20.43
1984	Los Angeles	7078	5458	1620	22.89
1988	Seoul	9581	7105	2476	25.84
1992	Barcelona	9366	6658	2708	28.91
1996	Atlanta	10305	6809	3496	33.93
2000	Sydney	11090	6990	4100	36.97
2004	Athens	11196	6890	4306	40.70

Table No. 2 – The frequency division of participants in the Olympic Games between the years 1896 – 2004, according to the division of gender (Riordan, 1994, Chalvovski, 2005).

In Diagram No. 1 it is possible to see the development of female participation against the male in the Olympic Games.

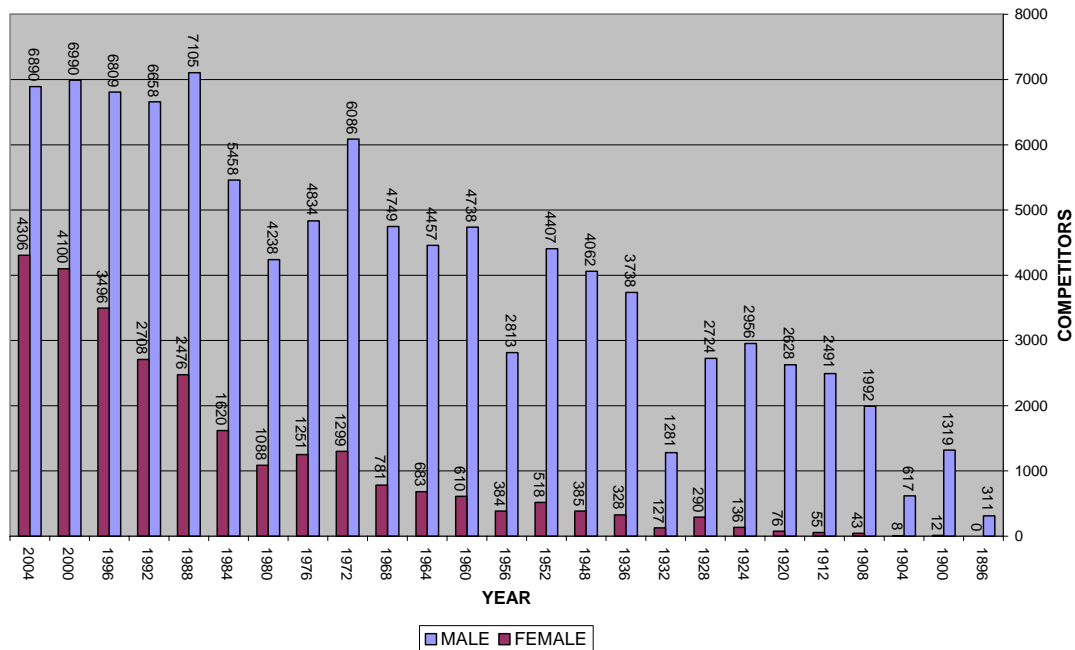


Diagram No. 1 –The development of participants of female and male in The Olympic Games between the years 1896 – 2004. (Based on data from International Olympic Committee-IOC).

In 1952, women consisted, for the first time, more than 10% from the total participants in then Olympic Games. In the seventies and in the eighties, the number of women who participated in the games increased. In the years 1980 – 1990, a huge jump of women’s sports occurred in the international programme. In 1988 over than 2000 female athletes participated in the Olympic Games. The image of women’s sports was considerably changed. Women were integrated almost in all the existing sports for men (Zimri, 1996). Female athletes turned to become professional and skilled Myths, which were connected to the training processes, scope, standard and type, were changed. During the years, female athletes reached an intensive training regime, and they were treated and promoted in a professional, scientific and competitive, way, such as that of the men (Ben-Mulch, 1995). The increased number of women participating in the Olympic Games is described in the main quantitative points, according to the years, in table No. 3.

Year	Host City	No. of the participation of women
1924	Paris	Crossing the 100 = 136 women
1952	Helsinki	Crossing the 500 = 518 women
1972	Munich	Crossing the 1000 = 1063 women
1988	Seoul	Crossing the 2000 = 2438 women
2000	Sydney	Crossing the 4000 = 4100 women
2004	Athens	Crossing the 4300 = 4306 women

Table No. 3 – Quantitative points of the participation of female in the Olympic Games (Chalvovski, 2005).

In table No. 4 it is possible to see the important mark points of the participation percentage of female athletes out of the totality of participant.

Year	Host City	% Female
1952	Helsinki	Above 10%
1976	Montreal	Above 20%
1996	Atlanta	Above 30%
2000	Sydney	Near 40% (37%)
2004	Athens	Above 40%

Table No. 4 – The important mark points of the participation percentage of female athletes in the totality of the Olympic Games. (Chalvovski, 2005).

In diagrams No. 2 and No. 3 we shall present the development of participants; percentage (female and male) in the Olympic Games. As well as the relation between the numbers of female to the number of male in the Olympic Games in those years.

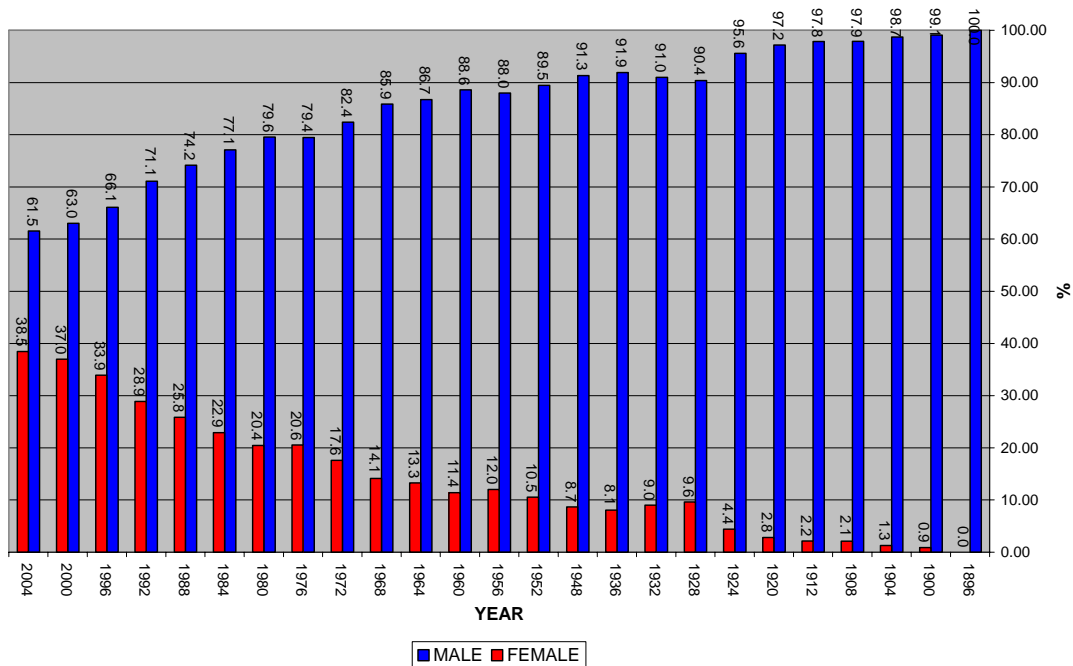


Diagram No. 2 – The development of participation percentage of female and male in the Olympic Games between the years 1896-2004. (Based on data from International Olympic Committee-IOC).

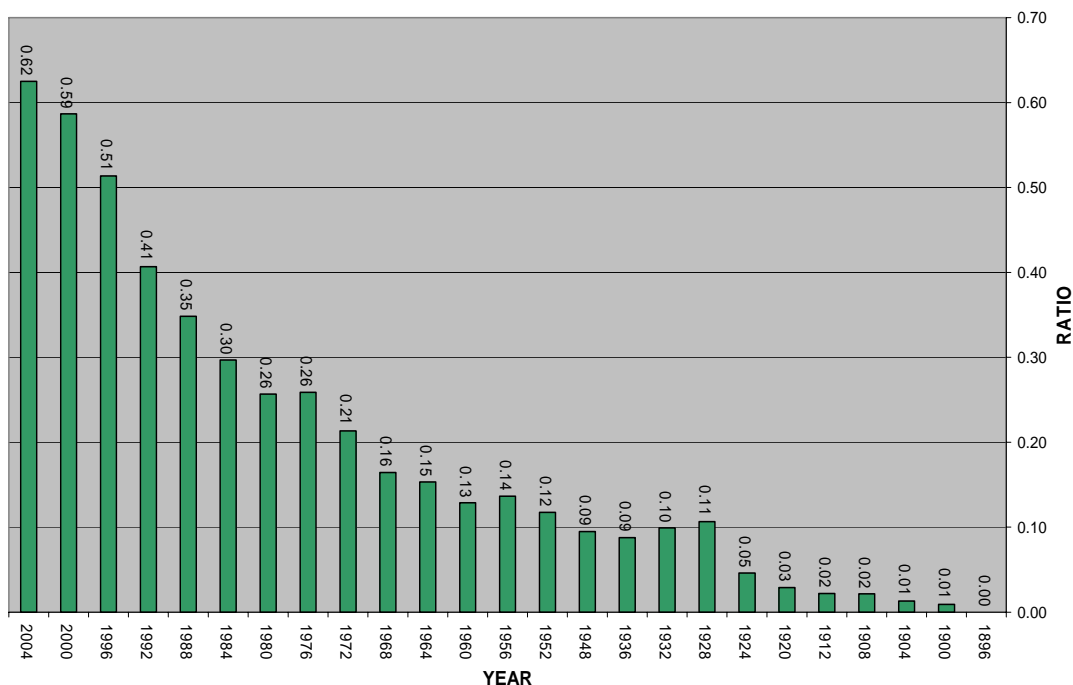


Diagram No. 3 – The ratio between the number of male and female in the Olympic Games. (Based on data from International Olympic Committee-IOC).

According to the summing of that data, it is possible to say, in general, that a constant increase occurred in the number of women who participated in the Olympic Games along the years, and a trend of narrowing the relation gap between the number of female and male who participated in the Olympic Games. There is also an increase in the number of sports, which were opened to women during the years. In spite of that, there is still a relatively great gap between the numbers of male to the number of female who are participating in the competitive sports in the world.

CHAPTER 3

THE SPORTS IN ISRAEL

3.1 The Historical – political aspects

Israel is an exclusive case of an immigrant society, which was established on the basis of ideological movements. That fact had a crucial influence on the development, and organization, of sports, and it caused the establishing of the sports inside a frame with a very high political standard.

The Jewish occupation in sports consists a central component in the Zionist ideology about creating a "new Jew". The dealing in sports is perceived as a uniting factor; by its cultivating the team spirit, the movement's unity, the discipline and the participation of the society, without regard to the background and the status of the individual. The sportive action served as a magnet to many Jews in the Diaspora, who came to the Jewish club not necessarily out of Zionist reasons, but who absorbed there a Zionist national atmosphere. The Zionist movement, which was formed in 1897, consists the Jewish people's liberation movement. That movement, served as a central accelerator for the Jews' occupation in sports in general and to the forming of Jewish national sports associations in particular (Kaufman, 1999).

3.1.1 The sectarian - political society

A central process, which characterized the Israeli sports along the years, and which is probably coming to its end in the recent years, is the politicization of sports. That is a process in which the various associations are having a clear political nature. The main reason for that phenomenon was the sectarian nature, which the development of the mandatory settlement had.

In the twenties of the 20th century, the image began to crystallize, of the political image of the Jewish settlement, and define political camps were formed. In spite of the many revolutions, which those camps went through, they are consisting the basis for the political structure of today's State of Israel (Kaufman, 1999).

The first Jewish sports organization was the Maccabi, which was formed in 1912w. Its purposes were: to enable physical activities to the secular Jews, which were deprived from them in the various Diaspora countries (Riordan, 1977). Developing a physical fitness among the youth, giving a spiritual education and strengthening the n nationalistic awareness (Afek, 1999). The name Maccabi was given to the organization because it symbolizes power, pride and self respect. The Maccabi movement, which was the uniting organization of the national sports movement, defined itself as a national, super national, sports, movement, which comes to serve the whole nation in its struggle for a national liberation.

Another organization is Hapoel, which was formed in 1926 by the Histadrut (the labour federation of Hebrew workers in Israel), in order to act against the supposedly different influence of Maccabi. Until 1948 (when the State was formed), the Histadrut provided the Jewish community in the land of Israel all the institutions and services, which were required for its existence. Therefore, Hapoel supported first of all the sports for the masses (against the competitive sports), while integrating the fitness activity with the Zionist-socialist education and political activities. During the years, Hapoel, which was well anchored in the Histadrut structure and its operations, managed to turn into the dominant Israeli sports centre. That Histadrut, besides being a labour union, regarded itself as an organization, which was designated class and national purposes. The Histadrut regarded itself as a leading institution in building the country, and therefore it also dealt in absorbing immigration and in settlement and it took care of the totality of personal, cultural and mental, needs of the labourer, including his sportive need.

Another organization is Beitar, which was formed as a youth movement in Eastern Europe in 1924. Beitar had a tight connection with the revisionist movement. Its purposes: Developing the sports and culture of the Israeli youth.

An addition al organization is Elitzur, which was formed in 1939 in the frame of the Mizrahi, orthodox Zionist movement. That organization suffered all the years from the relative weakness of that political movement, whether from its ambivalent attitude, which was anchored by the Jewish tradition and in three Halacha – towards physical activities and sports. Its purposes: Training trainers and operating individuals and groups in fitness and sports events, forming installations and sports site, organizing sports competitions and events.

The last additional organization is the ASA (academic sports association, which was formed in 1935. Its activities are managed by the high education institutions during the academic learning period. That association's relative part in sports is small and it operates on a non-political basis (Afek, 1999).

Therefore, it is possible to see, that from the beginning of the "Yishuv"(Israel before 1948), there was never clear distinction between the political and sportive activities of the parties and the sportive organizations, which are connected to them. Since society was not yet independent, and it lacked State institutions, every political camp created for itself its own institutions, which became a weapon in the ideological struggle between the camps. Therefore, the sports associations, which were formed in Israel, were a part of that phenomenon and an outcome of the political struggle in the "Yishuv", for cultivations the new Hebrew national identity. (Kaufman, 1999).

Forming the State of Israel, and the passage to Statehood (from a nation to a State), did not put an end to the organizational politicization, The political hostility between the sports associations, and the political division continued for many years after forming the State (1948), and they influenced the structure of the leagues, the national representation and the distribution of resources for sports. That structure of sports, continued to exist also after the ideology, which fed it, has lost its significance. The mechanism, which maintained that ideology, accumulated much power and influence, and was not easily ready to give it up (Kaufman, 1999).

Therefore, capitalization of the Israeli society, and the privatization process of the sports associations in the recent years, forms the beginning of the end of a process, which began in the twenties by the Hebrew Yishuv in the land of Israel. The influence of politicization on sports was not expressed just in the structural programmed. It also had implications on the sports' standard, especially in the competitive programme. The ideological basis on which the associations leaned, forced them to maintain the frame of amateur sports, since the objection to professionalism was one of the ideological corner stones of all the Hebrew sports associations, and especially of Hapoel –which was the biggest among them. Since most competitive ball teams belonged to political associations, it was impossible to form professional associations, such as those in Europe. The passage to professionalism penetrated gradually into the traditional associations, and only in the last years of the

20th century, the “guilt senses” vanished totally, and the process of passing to a professional sports was accomplished (Kaufman, 1999).

3.1.2 The heritage of the Mandatory regime

The sports in Israel was also influenced by the mandatory regime. After the First World War, the British Empire reached its peak in ruling wide parts of the world. Its cultural influence in its former controls is significant until this very day. One of the political fields to that influenced is the popularity of the sports events in those countries, which were ruled by Britain, such as the status of cricket, hockey and rugby in countries such as India and Pakistan.

Britain ruled in the land of Israel for thirty years (1918 – 1948), and since those were the childhood years of the Hebrew settlement, they were the years of shaping the Israeli identity, which were supposed to stamp its seal on the nature of the ruled Jewish society. Examining the British influences on the Hebrew culture in the land of Israel is very much raising, an exclusive picture. The Hebrew sentiment in the land of Israel cultivated for itself autonomic frames, which almost lacked the influence of the British culture. The trend was, to create A new Hebrew culture, and therefore, quite a lot of cultural influences were removed, which were liable to endanger the new national hegemony (Kaufman, 1994).

The best example to that is the fact, that in spite of the decisive British influenced, the English language did not become the speaking language, and most of the Jewish residents did not master that language, in spite of its being one of the three official languages. Therefore, the influence of the British regime was mainly on the surface. The British paved roads and railways, cared for the current security, improved the communication devices, formed a new harbor etc. The daily rubbing with the Jewish residents was minimal, including the sports events, which until then were favored by the British, such as cricket and hockey.

An exception to that rule was football. In spite of the fact that football was played in the land of Israel prior to the British conquest, the British contribution to its development was crucial. The British, who were in the country, cultivated football teams, and coped with Jewish teams, which began to form gradually. The Hebrew Yishuv was unable to stand aside against the conquering magic of the football games. The unshaken hegemony of the football branch in the Israeli sports is among

other things, an exceptional heritage of the British mandate (Kaufman, 1999).

3.1.3 The massive immigration

The national home, who was built in Israel, was not designated to be just the home of those who lived there, but also that of the Jews that immigrated to it. That concept is continuing to characterize the State of Israel until this very day, being defined as the State of the whole Jewish people, and not just as the State of its citizens. Hence, that the development of the land of Israel and of the Israeli sports, just as the development in other field, is not just a product of internal processes, but an outcome of the immigration waves, (Alyiah) which sometimes influenced dramatically the cultural, economical and social demographic balance of the Jews in the land of Israel.

The most significant demographic increase in the mandate period was in the period of the fifth immigration (Alyiah). By the end of the thirties, the beginning of the forties of the 20th century, during which the number of Jews in Israel was doubled, from 200,000 to 400,000. Against its predecessors, that immigration included a central component of Jews from Western Europe, and especially from Germany. They brought with them to Israel the tradition of sports which was developed in their countries, and they caused an accelerated development of the various sports events, to a significant increase in the number of male athletes and physical education teachers and to an increase in the achieve ness standards.

The massive immigrations after the forming of the State also made their contributions. Especially prominent was the contribution of immigrants from the former USSR, who became dominant male athletes in Israel's representative delegations. A prominent example to that is the fact, that out of 31 male athletes who represented Israel in the Barcelona Olympic Games in 1992, 13 were new immigrants (Kaufman, 1994).

3.1.4 The regional – political isolation

In the seventies, And in the eighties, the Israeli sports was restraint on the international programme as a result of the war situation between Israel and its neighbors in the region. The Israeli sportsmen always went too far for coping. Moreover, in addition to the refusal of the Arab

countries to cope with Israeli male athletes, they operated their full influence in order to remove Israel and its male athletes from international competitions and from international organizations. The security problems, which were created due to relationships of terror, where the peak was the murder of the Israeli male athletes in the Munich Games in 1972, caused a situation in which countries refrained to invite Israeli male athletes if it was not regarded to necessary competitions. The result was, that a free competition was deprived from Israel in its natural living region (the middle east and Europe), it did not participate sufficiently in international competitions and it did not cultivate a normative system of representative sports (Kaufman, 1994).

In recent years there was some improvement in that field. Indeed, the peace with Jordan and with Egypt, and the relations' improvement with Arab countries, which are not bordering with Israel (Such as Morocco and the Gulf countries) did not yet bring friendly sportive competitions between them and Israel. But Israeli male athletes are not longer boycotted by those countries in official competitions. The fall of the Communist block also made its contribution, and Israel came out more from the isolation, which was imposed, on it. Hence, that the political isolation was a crucial factor in blocking the development of the Israeli sports. As a result of that, the present standard of the sports and its various events is relatively low, in comparison to countries of the same size (Kaufman, 1994).

3.1.5 The separation of sports from politics

Lately, there is more trend of separating sports from politics in Israel. While until the end of the sixties the political parties regarded the sports centers as efficient agents for ideological – political socialization, now, the parties easing their tight grasp in the sports centers, mainly because they understood that they are no longer fulfilling that function as was expected from them. Thus, for instance began to form – especially at the beginning of the eighties – sports clubs which arid not connected to any political party and thus non-fellowships were formed independently.

These processes were also contributed by the repeated sportive failures on the international programme. Not little due to the deep political intervention, and the non-professional processes of reaching decisions in sports. The professionalism (mainly of football and basketball) of sports also made a contribution to that, which caused a need of flowing increasing giant budgets to the sports clubs up to the

parties inability to meet that burden. From those reasons, a considerable increasing trend was seen in the recent years, for an autonomy of the sports system in relation to the political system, while managing it more and more by economical and professional considerations (Kaufmn,1999).

In spite of that situation, and the strive to separate the sports system from the political system; there is in Israel still quite a direct control of politicians with sports. Generally, all the sports events are controlled by a number of political bodies, such as the government, the ministry of education and culture, the sports and physical education authority and the sports association. The appointments to key positions in sports are essentially political. Thus that frequently the sports is controlled by politicians with a limited understanding in sports (Kaufman 1999).

Moreover, the sports clubs are financed by four sources – the sports and physical education authority, the Sport-toto, the municipal authorities and membership feeds. Since these sources are limited, the sports social workers are frequently appealing to their political patrons, in order to receive additional support. Needless to say, that thus their dependence in the political power sources is increasing. Many sports events, clubs and associations are appealing to the private sector, in order to search for themselves financing and publicity, in order to minimise, as far as possible, the support and intervention of the political system (Kaufman, 1999). Today, the Israeli sports has no conventional structure which is accepted big its leaders and public workers – a structure which will be compatible to the demands of sports in general, and the modern competitive sports in particular (Levin Committee report, 1998).

3.2 Organizational - structural aspects

The sports in Israel is operating in competitive and popular frames. In the competitive sports, some 350.000 that is registered and active in these competitive sports, in the bodies, which will be detailed below. In addition, some 20,000 people are living off the physical sports and education (physical education teachers, trainers, organization and administrative, marketing, commerce and communication, maintenance, operational people etc.).

The basic cell in the structure, is he club, which is defined in the sports law as a group of people, which deals in certain event, or events of sports, and which is affiliated to an organization, or which operates as an independent corporation (Levin Committee Report, 1998). The basic

sports, in its wide significance, is taking place in clubs, which are managing their current operations around an axle, which joins three points: The manager and the organization, the training and the competition. In Israel there are over than 5,000 clubs, most of them that are affiliated to the sports centers, which were mentioned above. “Hapoel” has some 1350 clubs, “Maccabi” – some 1300 clubs, “Elitzur” – some 1250 clubs, “Beitar” – some 650 clubs and “ASA” (academic sports association) – 120 clubs.

The State authority, which is in charge of the sports and the physical education in Israel, is the “Sports and physical education authority”. The authority was established in 1960. Since it was formed, the “Sports and physical education authority” performed the policy of the “Ministry of culture, science and sports” for promoting the sports in Israel, and is contributing to achieve the educational purposes, in the frame of the formal, and the informal, education. All that, through the monitoring of teaching, organizing operations in schools. Assisting the local authorities, training manpower, assisting in forming installations and developing scientific and professional services for sports.

The sports authority cooperates with the competitive and with the popular sports organizations, in order to promote the male athletes in their various standards. One of the main purposes of the sports and the physical education authority is the promotion and development of women in sports and in physical education, the absorption, cultivation, and incorporating of female athletes, as trainers, as physical education teachers and as scientists in the sports field. (Levin Committee Report, 1998).

The superior institution of sports in Israel is the “Olympic Committee”, which was formed in 1933. The Olympic Committee’s function is to assist the sports bodies in international representation, to actually manage all the Israeli delegations to the prominent events, to treat all which is connected to the Israeli delegations to the Olympic Games, to assist in the infrastructure and the preparations to the Olympic Games and to serve assistance to the associations and to the male athletes through funds and fellowships.

The “Sports authority” and the “Olympic committee”. Are operating for cultivation and promoting the sports, through bodies, such as the “Sport-toto” (Sport gambling council) and the “Wingate institution”. Those two are forming the economical arm of the sport

institution, and are operating in order to raise means for developing the sports in Israel and of promoting it.

The “Wingate institution” was formed in 1957, in order to form a supreme national institution for training manpower for training (teachers in the college of physical education, trainers in the trainers’ school), training, and sportsmen preparation centre and a leading institution for rendering scientific and professional services of all kinds (Afek, 1999)

The “Ministry of science, culture and sports”, the “Olympic committee” and the “Sports association”, are frequently associating together, in order to promote bodies, such as the “Unit for competitive sports”, the “Unit for promoting women’s sports” and the “Unit for cultivation young excelling athletes”, in order to improve the Israeli sports in its various levels, and to make it efficient.

The Israeli sports activities are organized by the sport’s unions whose base is public and independent. The notion of union is defined by the sports law. As a non-profit organization, which is representing sports in Israel, which the international bodies are recognizing and which are known in that sports (Afek, 1999).

Every union, has to clear purposes: A. In the national level – managing the current operations of a league. Cup, championship, tournaments etc. B. In the international level – organizing the representative delegations, maintaining a connection with the interested international associations and incorporating in all the sports events in the world. The association or union members are representing the clubs, and they are elected to it according to the sport’s regulations and rules. The union, is usually including bodies, or a plenum, a management, presidency, a professional committee, a fence committee, a referee’s union and judgment institutes. As mentioned, all the associations, or the unions, are affiliated to the corresponding international associations.

3.3 Israel in the Maccabiyah Games

One of the exclusive enterprises for the Jewish people, which takes place in Israel, is the Maccabiyah Games. The Maccabiyah Games are an exclusive competitive sports enterprise, in which Jewish male athletes from all over the world are assembling.

Only in 1928, after the forming of the football association it achieved an international recognition, and the road was open for arranging the first Maccabiyah Games in the land of Israel.

In 1932 the first Maccabiyah Games were held, with the approval of the British mandate with the participation of 390 Jewish male athletes. In 1935 the second Maccabiyah Games were held, with the participation of 1350 male athletes, including many from Eastern Europe and from the neighboring Arab countries. These Maccabiyah Games, the last until the creation of the State of Israel (1948) brought to the “Yishuv”, and to the Jews in the world, much pride, as the realization of the vision of the “Jewish muscle”, which Max Nordau declared in the second Jewish congress in Basel (Switzerland) in the end of the 19th century.

After the fourth Maccabiyah, only in September 1953, it was decided to arrange the enterprise only once in four years, as the other big sports enterprises in the world, and as a part of recognizing the Maccabiyah as a regional enterprise of the international Olympic committee (Kaufman, 2001).

Since then, until now, another 13 regular Maccabiyah were held (a total of 17 Maccabiyah) in Israel, on the background of the various events in the 59 years of its existence. Beyond their being a spacious sportive enterprise, the great success of the Maccabiyah was in strengthening the relations and in heartfelt nearing for thousands of Jews in the Diaspora and in Israel.

The highlight of the Games was in the last four Maccabiyah, with the returning to the arena of the delegations from Eastern Europe and from the CIA, after the fall of the iron curtain.

The 14th Maccabiyah (July 1993) was held under the sign of immigration and absorption, in which the number of participants reached 5100 athletes from 48 countries, who competed on 32 of competitive sports.

The 15th Maccabiyah was held under the sign of “100 years of Zionism” and the opening of the jubilee ceremonies of 50 years to the State of Israel. The number of participant reached 5800 athletes from 56 counters and 36 competitive sports.

The 16th Maccabiyah (July 2001) was under the sign of decline by the number of participants, some 3500 athletes from 40 countries. Due to the security situation in the country in the last year, many participants from various countries annulled their arrival. In spite of that, it was decided to maintain the Maccabiyah as programmed. (Kaufman, 2001).

The 17th Maccabiyah (July 2005) were a success. It attracted the largest attendance of any Maccabiah Games to data, including more than 7700 athletes from 55 countries, 2000 of them were Israeli athletes.

In Table No. 5 we can see the division of frequency of the Israeli delegations in the Maccabiyah Games between 1932 – 2005 and it is possible to see the percentage of female in comparison to the total number of participants in these games.

YEAR	No. of competitors	Male	Female	% Male	% Female
1932	70	50	20	71.43	28.57
1935	243	207	36	85.19	14.81
1950	208	154	54	74.04	25.96
1953	175	127	48	72.58	27.42
1957	751	516	235	68.71	31.29
1961		No data was saved			
1965	214	151	63	70.57	29.43
1968	192	148	44	77.09	22.91
1973	284	221	63	77.82	22.18
1977	246	191	55	77.65	22.35
1981	210	166	44	79.05	20.95
1985	501	349	152	69.67	30.33
1989	431	325	106	75.41	24.59
1993	728	510	218	70.06	29.94
1997	675	442	233	65.49	34.51
2001	671	467	204	69.60	30.40
2005	2022	1447	575	71.57	28.43

Table No. 5 – The development of Israel’s delegation in the Maccabiyah Games between the years 1932 – 2005, according to a gender division.

For the illustration, that data is described from different aspects in diagrams 4 - 6.

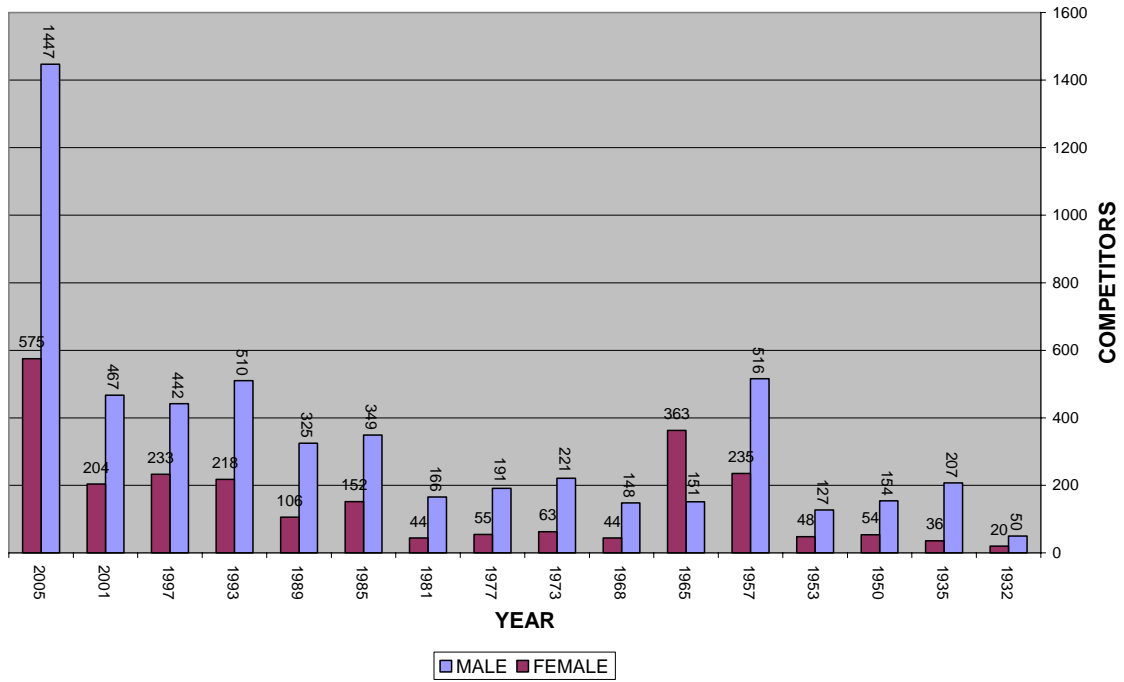


Diagram No. 4 – The development of the Israeli delegation in the Maccabiyah Games between the years 1932 – 2005, according to gender division.

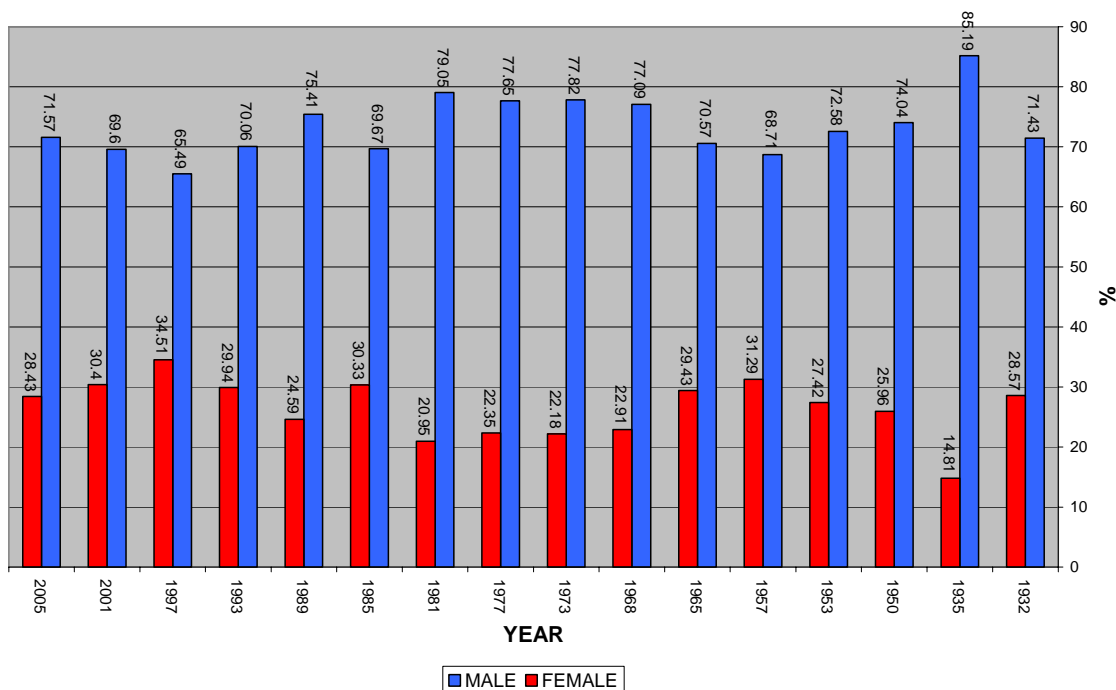


Diagram No. 5 – The development in percentage of the Israeli delegation participation in the Maccabiyah Games, between the years 1932 – 2005, according to gender.

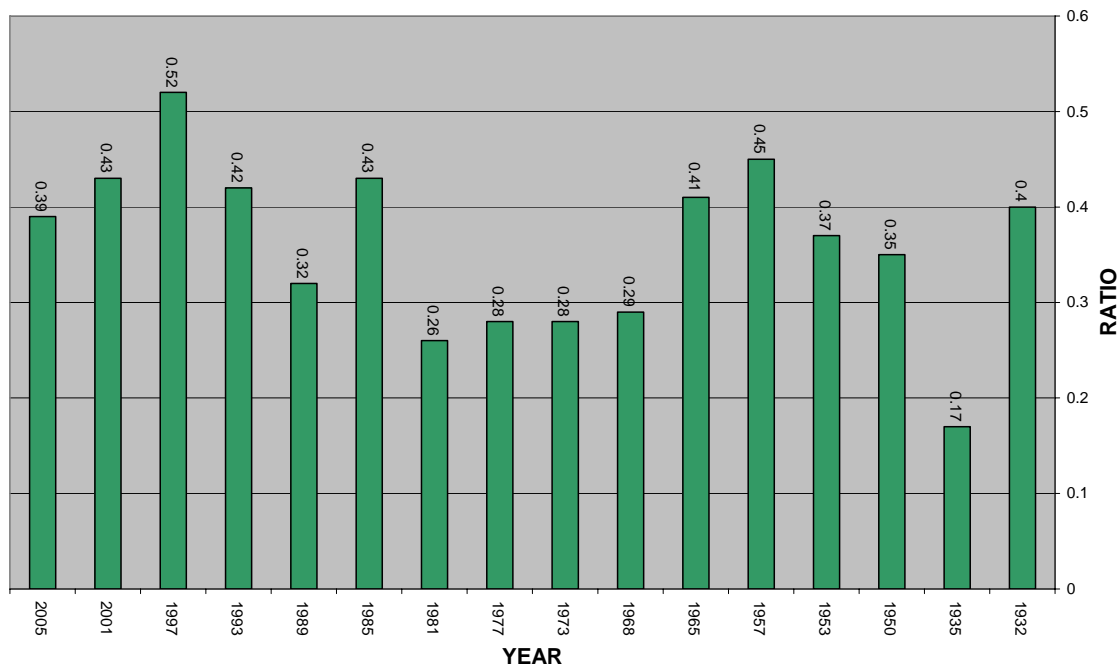


Diagram No. 6 - The ratio between the number of female and the number of male participating in the Maccabiyah Games between the years 1932-2005.

3.4 Israel in the Olympic Games

Israel was invited for the first time to participate in the Olympic Games in 1936. But that opportunity was rejected because the host was Nazi Berlin. In 1948, Israel intended to participate in the London games, but a formal reason of the international Olympic committee's refusal to recognize Israel's Olympic committee, prevented the participation of Israel in that sport. Only in 1952 Israel participated in the Olympic Games, which were held in Helsinki. The Israeli delegation consisted of 26 athletes, most of whom were men (only 3 women), and since 1956 and onwards Israel participated in all the Olympic Games (except in 1980 in Moscow).

Table No. 6 shows the division of the frequency of Israeli delegations in the Olympic Games between the years 1952 – 2004. In addition, the percentage of women is shown.

YEAR	No. of competitors	Male	Female	% Male	% Female
1952	26	23	3	88.47	11.53
1956	3	2	1	66.67	33.33
1960	23	17	6	73.92	26.08
1964	10	8	2	80	20.00
1968	31	28	3	90.33	9.67
1972	15	13	2	86.67	13.33
1976	28	25	3	89.29	10.71
1984	33	25	8	75.76	24.24
1988	19	15	4	78.95	21.05
1992	31	26	5	83.88	16.12
1996	25	18	7	72	28.00
2000	39	29	10	74.36	25.64
2004	36	20	16	55.56	44.44

Table No. 6 – The division of Israeli delegations in the Olympic Games between the years 1952 – 2004 according to gender.

For the illustration, data is described from similar aspects than what was shown in the Olympic Games in diagrams 7-9.

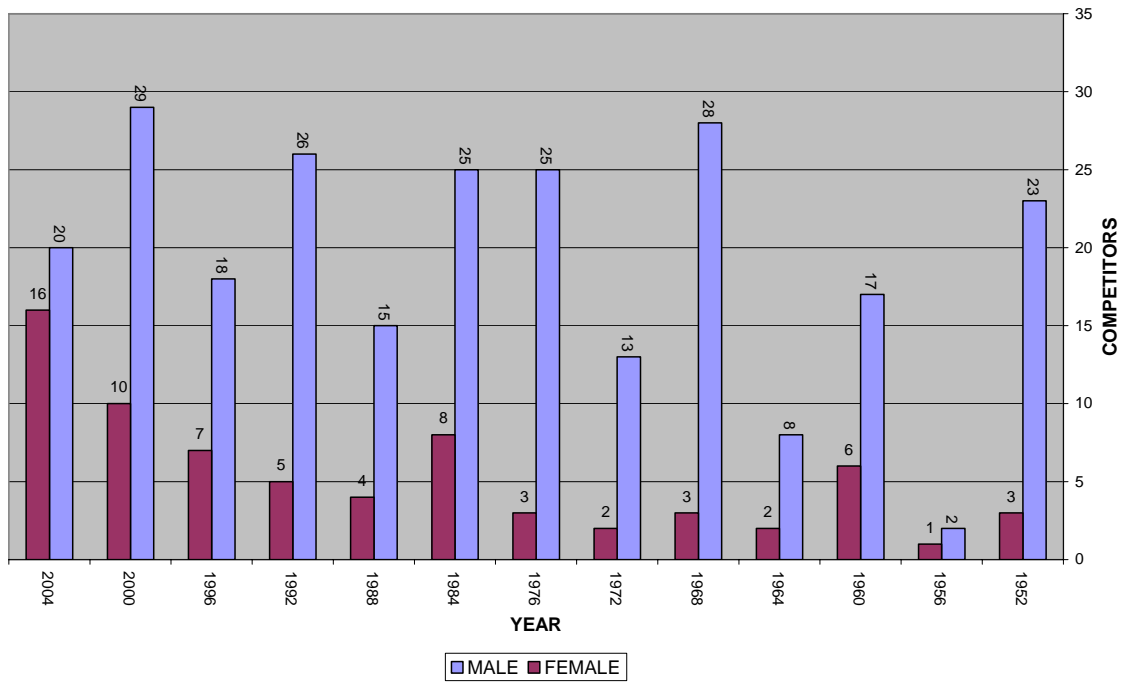


Diagram No. 7 – The development of the Israeli delegation in the Olympic Games between the years 1952 – 2004, according to the gender division.

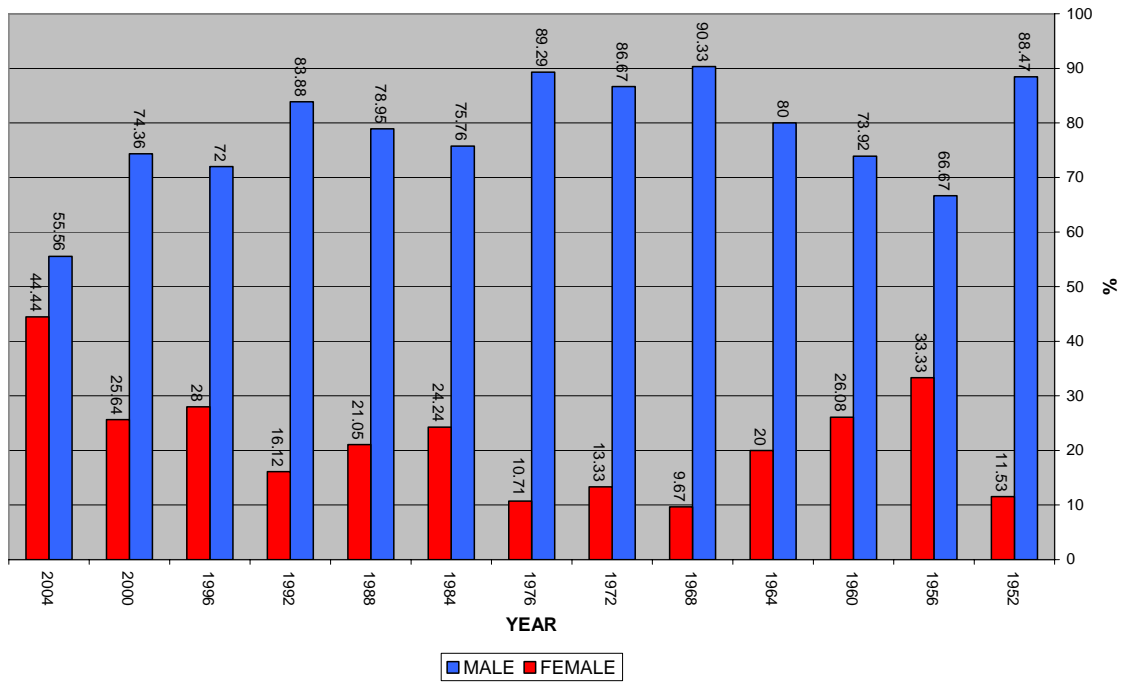


Diagram No. 8 – The development in percentage according to participation percents of the Israeli delegation to the Olympic Games between the years 1952 – 2004.

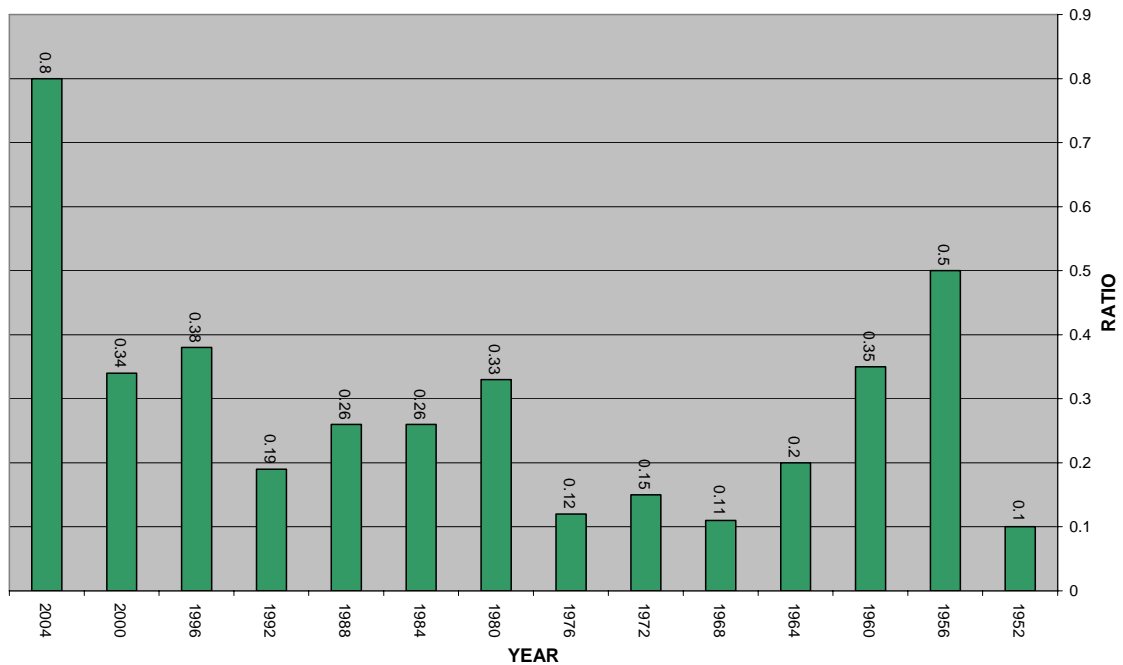


Diagram No. 9 – The ratio between the number of female to the number of male In the Olympic Games between 1952 – 2004.

Diagram No. 10 shows the development in percentages of the participation of female athletes in the world against the participation percentage of Israeli female in the Olympic Games between the years 1952 - 2004.

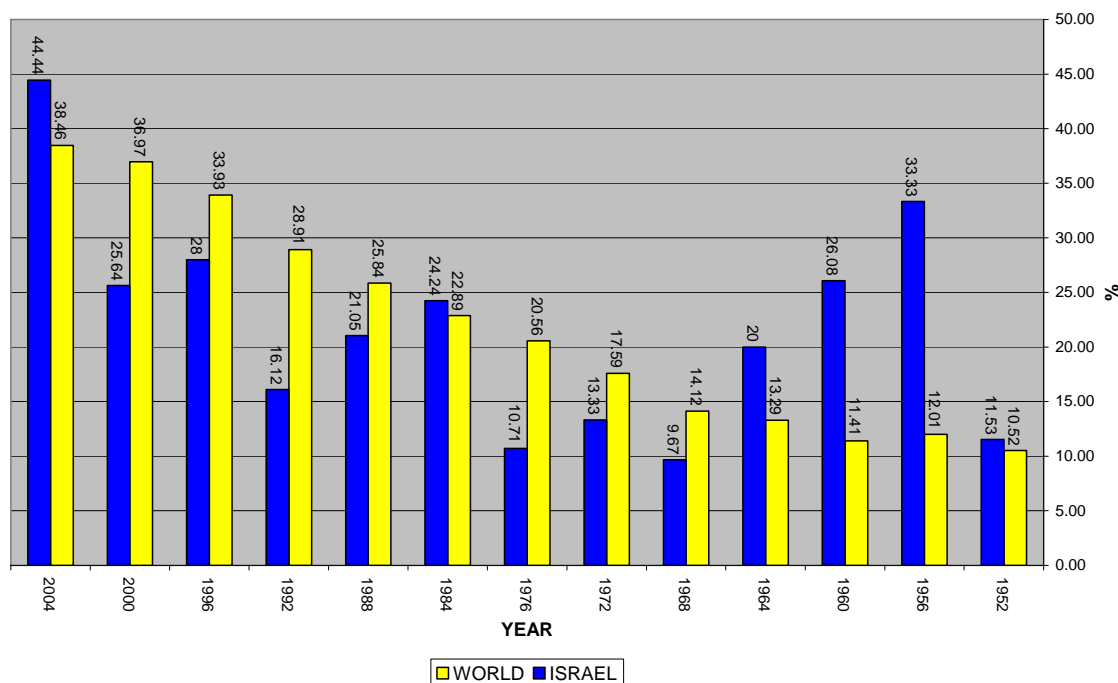


Diagram No. 10 – The participation in percentage of female in the world in Contract to the participation of Israeli female in the Olympic Games, between the years 1952 - 2004.

Data summing

Out of the data, which is related to the participation in percentage of male and female in the Olympic Games and in the Maccabiyah Games, it can be seen, that generally the percentage of female athletes that represented Israel is much lower than that of the male athletes. Those division point out, that Israel was represented by 249 male in the Olympic Games and 5471 male in the Maccabiyah Games, against 72 female in the Olympic games and 2150 female in the Maccabiyah Games. The difference in the number of participants in the Israeli delegation (female and male) between the Olympic Games and the Maccabiyah Games, is inserted in the fact that the Maccabiyah Games, in spite of their being representative competitions, are sports of a lower standard competitive than in the Olympic Games. In the Maccabiyah Games, the best athletes in Israel are participating, most of whom cannot meet the criteria which

conditions the participation in the Olympic Games. In spite of the fact that the differences between female and male are not stationary, the trend of the female's inferiority against male was maintained all along the way.

The percentage division point at the fact, that along all the years female who represented Israel in the Olympic Games consisted of 22.42% of the total number of Israeli participants (against 77.57% of male). Whereas in the Maccabiah Games the female consisted 28.21% of the number of Israeli participants (against 71.78% male).

Comparing the percentage of female athletes in the world who are participating in the Olympic Games, to the percentage of the Israeli female who are participating in the same games in the last decade, shows that the average is some 37% in the world, against some 35% in Israel.

Nevertheless, it seems, that from the beginning of the seventies, there is a constant, and clear increase in the world in the frequency of female's participation in the Olympic Games, as well as in the relation between the participating number of female and male in those years. The ratio between the participation of female and male was an average of 0.23 in the seventies, 0.32 in the eighties and of 0.50 in the nineties and 0.6 in last decade . Against that, in Israel in those years there was indeed an increase in the frequency of female's participating in the Olympic Games and in the Maccabiah Games, especially in the last decade, but the relation between female and male is not constant. The relation was 0.13 in the seventies, 0.30 in the eighties and 0.30 in the nineties and 0.53 last decade. That data does not point at some trend of a constant increase.

CHAPTER 4

PHYSICAL EDUCATION

4.1 Definition of Education

Education by its very nature is an institution that preserves tradition and its values and thus preserves structures, patterns, and processes that occurred in society and continue to influence and shape it. (Alboim-Dror, 1999).

Education is defined as an overall process that directs people, primarily young people, towards a goal perceived as appropriate according to the outlook of the educating system. Education, therefore, is an intentional process when the educator's intent in the educational process is to cause a change that he considers a change for the better. The concept of education is essentially linked to the concept of value (Kashti, Ariel, and Shlasky, 1997).

Education is a phenomenon of 'doing'. The person learns through doing in every framework in which he is found. Hence, the process of education occurs in every place where the person lives and acts.

Another opinion maintains that education is the process of the supervision over environmental factors, in order to bring about the person's improvement and to bring him to realize the utmost of his innate potential (Ruskin, 1987).

According to Lidor and Fejgin (2004), the primary tendency of education is to maintain, cultivate, and promote the developing wisdom, knowledge, and human aspirations. To achieve this goal, education must disseminate knowledge, raise a generation with the ability to think, cultivate research ability, encourage creativity, and establish approaches to order and to different situations in life, and thus, with the help of these attributes, education will succeed in contributing to the individual and to society.

According to Ruskin (1987), education helps life in the construction of a correct approach, in the learning of basic skills, and in knowledge, understanding, and ability. These lead the person to a pleasant and healthy life. Education gives mental safety, develops good

human relations, and develops the individual's esteem of others – society and moral values. It helps the training for a profession and instills an interesting and fascinating life.

Ruskin (1987) adds that the primary education processes are found in teaching in the schools. Teaching has a main status in the realm of educational activity and has two main goals. The first goal is the inculcation of knowledge – facts, concepts, and principles – and the second goal is formal – cultivation of intellectual skills and habits such as logical thinking, abstraction, clear expression in writing and orally.

4.2 Physical Education – What Is It?

According to Ruskin (1987), the term 'physical' addresses different traits of the body, such as physical strength, physical development, physical heroism, physical health, external physical appearance, etc. Many tend to use this word as an opposite of the words 'mind', 'intellect', and 'spirit'. The combination 'physical education' clearly indicates the educational process that occurs in the context of actions that develop and maintain the human body. In every action there is, on the one hand, an organic physical aspect and on the other hand, an intellectual-mental aspect. The individual develops and grows as a whole unit: the body grows in its dimensions, the nervous-muscular system develops, and in parallel the ability to think develops. When the individual plays, swims, walks, exercises, or participates in any physical activity, he participates in an educational process. During the individual's participation in physical activity, he acquires motor skills and, on one hand, develops his physical ability and, on the other hand, acquires approaches, values, and social customs, skills for use that have value in leisure hours and an appropriate attitude to health values.

In physical education there are three main outlooks that originate from different starting points and set unique goals:

1. Cultural Sportive Outlook

According to Sidentop (1991) and Nichols (1994) sport is an important and meaningful part of human culture. Just like the school instills in the students the verbal and logical culture, so too must it instill in them physical culture. They maintain that the main goals are the

inculcation of control of sports skills and sports games and the inculcation of values of competitive.

2. Health Outlook

According to Deal and Deal (1995) and Kirkpatrick and Buck (1995), the physical activity contributes to the person's health. The school is supposed to prepare its students for life in the future. The inculcation of knowledge on the health of the body and the ways of preserving it is one of the foundation stones of this approach. According to the researchers, the main goals are awareness of the body and its movement, maintenance of correct posture, development of heart-lung endurance, inculcation of correct living habits, etc.

3. Developmental Outlook

According to Shuval and Navell (1996), it is possible to influence the motor development of children using directed physical activity. The school needs to allow the children to realize their potential and to support their motor development, but also their social cognitive development. According to them, the main goals are to improve the psychomotor development, to develop the social functioning, and to reinforce the positive self-image. Therefore, physical education is an integral part of the general education processes. It is an educational realm in which both physical and motor development and cognitive, emotional, and social development are achieved through physical effort. The actions related to the physical effort were chosen from the intention to help achieve the desired general development, as defined in the goals of general education (Barcelona Declaration, 1998; Berlin Agenda for Action for Government Ministers, 1999; ICPAFR, 2001; Johannesburg Declaration on Physical Education, 1999; Madrid Declaration on Physical Education, 1991; Ruskin, 2001; UNESCO, 1999).

4.2.1 The Goals of Physical Education

According to Lidor and Fejgin (2004), the goals of education in general and the goals of physical education in particular are determined on the basis of the needs of the learner and those of society and are founded on the principles of the sciences upon which the subject is based. These goals are put to the test of educational philosophy and the test of educational psychology and from them the goals that can be

accomplished are chosen, which are suited to the age group and cultivate the learner's personality and abilities.

Lidor and Fejgin (2004) add that several main factors influence the goals of physical education. A first factor is the needs of the individual, such as the need for belonging, the need for love, the need for self-esteem, the need for the appreciation of others, and the need for self-expression. These needs influence the determination of goals of physical education through the reference to the person's physical, motor, social, and mental needs. A second factor is the needs of society. Society is interested in preparing the student to fit into it. The nature of society and its demands of the individuals who live in it influence the goals of education. The different social realms indicate the considerable importance of physical activity and play to the development of a person as a social creature.

A broad and appropriate perception of the curriculum in physical education is anchored in the psychology of learning and of development, as it relies on biological and environmental factors. Experiences appropriate to the learner's age and his physical and mental development increase his willingness to learn. The goals and programs of physical education take all this into account. Physical education, as any other subject of study, has a unique nature. With the rise in the knowledge and the development of the sciences, there is room for the classification of ideas, of concepts, and of contents, during the determination of the curriculum. Physical education has approaches, devices, and methods for the training of the student that are unique to it and these must be taken into consideration when determining the goals and teaching programs (Aden, 1979; Ruskin, 1987).

The curriculum of physical education is divided into a number of activities. The activities are divided into different types, from simple and popular to a high level and competitive – play, games, sporting, competitive sport, representative sport, and exhibition sport.

Different organizations in the world, such as American College of Sports Medicine (1998), American Heart Association (1992), ICPAFR (2001), and the US Department of Health and Human Services (1996) determined that an appropriate formal program of physical education or annual work program in physical education must expose all the students to physical activities, on all their levels, so that they will become the province of most of the students. From time to time, papers of positions

and recommendations of different organizations that engage in sport medicine, physiology of physical effort, and physical education are published, based on conclusions of dozens or hundreds of researches conducted throughout the world. All these indicate the desired directions for the scope and level of physical activity. Following the collection of knowledge, periodically the recommendations of these organizations change as well.

Hardman and Marshall (2000) conducted international surveys of curricula around the world and found that the goals of physical education change from country to country and in every country emphasis is placed on different areas. However, comparison between the goals shows that in all the countries there is reference to the physical realm, the social realm, the emotional and character realm, and the cognitive realm. Diverse sports activity also appears in all the curricula in physical education around the world. (National Association for Sport and Physical Education, 1998; National Association of Head Teachers, 1999).

These surveys even indicate that competitive sport was chosen as one of the main topics in the curricula, when the assumption at the basis of this choice is that the development of competitive sport in schools is important, since it leads to the development of competitive sport in every country. This topic is emphasized so that it creates curriculum in physical education, in which the performance of sportive skills (as high as possible) is dominant and not the participation of the individual (Williams, 1997).

4.3 Physical Education in Different Countries

4.3.1 Physical Education in Britain

According to Kirk (1998) from the middle of the 18th century, group games have played a main role in education of bourgeois men and were a part of a powerful educational ideology. These were called games ethics of private schools. The development of physical education commenced through games in the private schools in the 19th century. The success of group competitive games in the bourgeoisie was the symbolic value as an indicator of social supremacy, through which they could simultaneously imitate their betters and distance themselves from their inferiors. The participation in competitive group games was prominent in the period 1850-1914. The games filled the requirement for

complementary leisure time activity, provided a way to teach the youths from the dominant class to find their places in the social order, and created new class identity and cohesion among the bourgeoisie.

Games ethics penetrated into physical education in the bourgeois schools for girls in the same way, although the games were different. In the 1880s and 1890s, games such as netball and lacrosse arrived at the girls' schools. These games emphasized the cooperative and therapeutic aspects of games and not the physical effort and competitive nature of the men's' games.

Excellence in games became by the 1870s the sign of uniqueness of education in the private schools and a measure of the quality of the school. At that time, when women from the upper class and less rich bourgeois women began to play, the participation and observation of sports competitions was a popular leisure time activity of all the social classes in Britain. Games and sports did not constitute a meaningful part of the physical education programs in the schools in the public sector until the appearance of secondary schools for the masses in the 1940s. Within a short period of time, competitive group sports became the nucleus of the physical education programs in Britain. In this process, the meaning of physical education in the schools was redefined.

Till the end of World War II gymnastics was the core of physical education. Slowly gymnastics lost its main role and by the end of the 1950s competitive games took its place. The 1950s were characterized by mass consumption, which was expressed in the extension of professionalism and the commercialization of competitive sport, which situated physical education in the school at the basis of the pyramid of British sport.

At this time, the emphasis in physical education was on competitive sports. The physical education teachers saw competitive games to be a tool to heal different social ills. The competitive games became primarily a part of the physical education programs in the secondary schools. These also became a part of the national culture of Britain. The hope was that physical education would cure the economic and military flaws caused by an unhealthy and unfit population (Kirk, 1998).

According to Kirk (1992) and Tinning (1991), in the 1960s and 1970s the interest in the issue of health as a response to different illness

related to the life style increased. This focused the attention on the preventative role of physical education in regards to certain illnesses. The perception that physical activity, along with changes in the life style, is an effective means of prevention became established. Hence, in the 1980s the teachers were influenced by the professional literature that encouraged the development of programs that focused on involvement in health-related activity throughout the entire life span (HRE – health related exercise). During the 1980s and 1990s HRE encouraged an ‘active life style’ through physical education. Consequently, the promotion of health became the mainstay of physical education, primarily in the secondary schools. It should be noted that the decade of the 1980s was not a period of changing ideologies. While the balance changed perhaps in the direction of health ideologies, the games ideology still remained strong.

To summarize, according to Roberts (1996), it is necessary to emphasize that it would be a mistake to assert that the traditional dominant attitude of sports and games in physical education was eroded or weakened extremely. Games retained their prominent place in almost all the curricula of physical education, primarily in the secondary schools in Britain, to this very day.

4.3.2 Physical Education in West Germany

In the middle of the 18th century new concepts were formulated in regards to a person’s natural rights versus tyranny and exploitation and the equality of man before law in such a way that was important to the development of physical education. In 1744 Basedow established the ‘philanthropist’ educational institution, where German physical education was born. Education was perceived as physical as well as intellectual development. Basedow’s assistants attempted to change the intellectual hard labor of the ‘Gymnasium’ for the acquisition of knowledge through activity. According to Hardmark (1981), the goal of education was to cultivate the body and the mind. He proposed that physical education be a part of education. Consequently, the tradition of gymnastics in open air and sports games was established, and this founded the basis of the activity of the organization of sports associations organization that exist today in the sports of Western German. He believed that the person exists to serve the state and he supported the individual’s complete obedience and asserted that the goal of gymnastics was to achieve order and discipline.

In the period 1880-1914 there was a tremendous rise in the participation in sports activity and growth in the number of sports clubs. One of the reasons was the import of English games, which were considered contradictory to the rigid curriculum and the discipline of gymnastics in the schools.

Although after 1919 the political and economic situations in Germany were instable, the participation in sports after the war flourished, in reaction to the economic and emotional exhaustion. Gymnastics, games, sports, and hikes became an expression of a way of life. Thus, sports and gymnastics clubs were established. Sports were also adopted as one of the means of the creation of professional well being. During these years, a conflict was created between the people who wanted to support purely German gymnastics and those who wanted to import English sports and games.

During the Weimar regime (1918-1933), sports became more competitive oriented and attempts were made to link between sports in the schools and sports in the clubs. At this time, the level of sports rose and records began to be broken. Schools for gymnastics began to flourish. Gymnastics constituted a reaction to the cult of training and support of the direction of the 'education' of the individual. In the beginning of the 1930s, there was a severe economic decline, which caused widespread unemployment and many political problems. These lead to the collapse of the Weimar Republic and to the rise of Hitler.

The National Socialists under Hitler forced a 'New Order'. According to Hardmark (1981), their ideology was based on three elements: race, national unity, and obedience of the Fuhrer. The general consensus was that physical education must be a medium of propaganda and political education. Physical education and sports were massively promoted, when the goal was to prevent any form of individualism and to make sports and physical education nationally popular. Physical education and sports were enthusiastically received and induced great enjoyment. The time devoted to physical education in the schools was greater than today. To achieve Aryan superiority the emphasis on the intellectual education was changed since Hitler's principle was "a strong and healthy mind is found only in a healthy and strong body".

The total collapse of Hitler and the Third Reich at the end of World War II in 1945 and the rejection of everything Nazi were important factors in the development of physical education. Since physical

education and sports in Hitler's time were raised to a high level to promote the dictator's goals to create a supreme Aryan race, after the war, in response the status of sports and activities declined and the educators did not know how to give them the dignity that was taken from them by the National Socialists. At this time the lack of teachers, equipment, and buildings was felt. Several organizations and people attempted to revive physical education but in a most limited manner.

In 1950 the German Sport Federation (DSB) was established with the goal of helping promote physical education in the schools. In 1956 recommendations were published emphasizing the essential contribution of physical education and calling for the re-evaluation of the teacher training, the supply of facilities, and closer cooperation between the schools and the clubs. However, for the most part the response to these recommendations was sympathetic only theoretically. Consequently, in 1966 'Guidelines to Physical Education in the Federal German Schools' were published. It was a new attempt to create greater uniformity in physical education throughout the country.

According to Hardmark (1981), in 1967 there was a change in the emphasis of the German Sport Federation (DSB) from the promotion of physical education in the schools to focus on the promotion of competitive sports. This was the year before the Olympic Games in Mexico and there was concern regarding the rising success of the East German Athletes. In April 1967 the DSB formulated a decision regarding the promotion of sport abilities in the schools. These steps included the establishment of experimental sports schools based on sportive abilities, promotion of groups in the schools and clubs more efficiently, and attention to the organization of competitive sports in the clubs. The school reality at this time was that the general framework and the proposed curricula were not generally accepted. The content of the lessons was adjusted to the school conditions, needs and abilities of the classes, and the teacher's abilities.

Today, physical education constitutes an important element in education in the school, an element that enables the child a place to play and movement through which spiritual and intellectual powers are acquired. Physical activity is considered as filling the child's natural need to move, creating a healthy way of life, helping the individual grow physically stronger, improving the body posture and stamina, and maintaining good health. In addition, physical education is considered

meaningful in the socialization process as long as it encourages cooperation and emotion towards society.

It is important to note that most of the study subjects are not compulsory in every curriculum in Germany, when physical education is one of the three subjects (German and mathematics) that are mandatory in the schools. The goal is to allow the student to choose physical activities suitable to his abilities. The structure of studies in physical education divides into two: practical work and theoretical work. From a practical perspective, the goals were to take 'main' sport to high levels of performance and to extend the experience in the complementary realms of sport from the desire to help the optimal development of the individual's abilities. In theoretical work, the goal is to provide students with knowledge regarding different areas of the sport sciences so as to allow them to understand their sportive activity. The performances in physical education are evaluated and marked in report cards throughout the years of the student's school attendance. The goals and content of physical education in the vocational schools are very similar to those of the regular schools.

Hardman (1981) adds that apparently the general system of competitions will increase if the current emphasis on excellence in sports will continue. Until today the emphasis is on interest, abilities, and performance, which reflect the approach of modern German society.

4.3.3 Physical Education in the Soviet Union

In the 1920s, when the Communists took over the countries of the Soviet Union, there were more than a hundred ethnic groups of illiterate farmers. The country was in chaos and destruction after World War I. The rulers knew that an economic and social transformation was requisite to change the situation significantly. At this time, people with physical ability and discipline were needed to survive and reconstruct the country. Therefore, physical education in the schools in the Soviet Union was connected, first of all, to helping in the development of the young people, with ability, strength, skills, and awareness, who were willing to work and protect their country.

One of the means was the regular participation in physical activity to improve the health standards and the education of people in hygiene, correct nutrition, and activity. The name given to the new system was 'physical culture'. This new system was considered to be one of the most appropriate tools for the implementation of the social policy at that time. Physical education was exchanged for hygiene and health studies. In the years 1927-1929 the subject received only slight encouragement since it was not a part of the natural educational process but was artificially attached to the curriculum. Only in 1929 did physical education become a compulsory subject of study in schools in the Soviet Union (Riordan, 1998).

In the 1930s the new curriculum of physical education became official and incorporated competitions among the schools. In 1937, for the first time, gymnastics was included and created the basis of the physical education lesson.

In the 1940s, following World War II, a new curriculum appeared, including military training. In 1947 a new curriculum was determined, with the declared goal of improving children's health. The classification was according to motor ability and not according to sport types. In addition, all group games were cancelled. Attention was directed to the children's biological and psychological needs, especially those of physically weak children. In 1948 it was decided to promote the skills in all areas of sports and the earlier decision to compete in sports on the international level influenced physical education in the schools. In 1954 a new curriculum was determined, which again changed the orientation, from motor skills to competitive sports. The curriculum in this year aspired to international success and physical education was directed to achieve this goal. Intensive training in individual sports was held, standards of competitive at all levels were determined, and schools needed to participate in a great number of competitions.

The curriculum of the early 1960s changed. The number of competitions in the schools was reduced, and the content of the studies was divided into two parts: one part was shared by all schools and included gymnastics, track and field, and group games and the second part let every school choose an area of school in which it wanted to compete (Riordan, 1998).

In 1967 the curriculum of physical education was changed. Greater emphasis was placed on the academic subjects, to a certain extent at the

expense of physical education, and the choice of sports areas was eliminated, when gymnastics remained the basis of the physical education lessons.

Beginning in the mid-1970s the position of physical education rose higher, when a student who did not pass the test could be kept back a grade and physical education appeared in the end of studies report card. In the 1980s the great and only change in physical education in the schools was the inclusion of swimming in the curriculum. The curriculum included gymnastics, track and field, swimming, group games, wrestling for boys, and rhythmic for girls. During these years, it was decided to change the emphasis from professionalism in sport to sport for all.

Soviet physical education today shows a number of trends that distinguish it from the past. First, the curriculum of physical education includes a wide variety of activities. Second, although teachers of physical education believe that the complete curriculum cannot exist based on sport alone and that it is necessary to include developmental exercises, the trend is to stay away from gymnastics and to focus on sports and games according to the areas of specialization, so that the students can develop their abilities and interests. Third, although the studies of physical education still emphasize skills and wholeness, there is a trend to stay away from official exercises performed together in the direction of the fulfillment of the individual's needs.

There are several reasons for these trends. One clear reason is the increasing availability of apparatus for more areas of sports. Another reason is the less urgent need today to focus on the cultivation of health and the encouragement of fun for the masses. However, the changes in society and the response of the population to these changes, as well as the priorities of the current leadership have strongly influenced the present trends in physical education, like in the entire educational system.

4.4 Physical Education in Israel

4.4.1 Physical Education in Israel in the Ottoman Era

According to Ram (1999), 1882, when the Turks ruled Palestine, is considered the turning point in the history of the Jewish settlement, which was, at that time, almost entirely populated by the members of the Old Settlement, who for the most part belonged to the Ultra-Orthodox community and lived in great poverty. In this year, in Russia a Youth Association, called *Bilu* (the acronym in Hebrew for the Biblical phrase ‘the House of Jacob shall walk’), was established and worked to convince Jews to immigrate to the land of Israel out of a position that totally negated Jewish residence in the lands of the Diaspora. The *Bilu* Association sought to achieve for Jews liberation and dignity through the creation of a new society, which would have a uniform cultural character, language, developed national awareness, and would be based on independence, social justice, and productivity (agriculture), which would be the foundation of a stable economy.

In July 1882 the first fourteen *Bilu* members arrived outside of the city of Jaffe and following them commenced the first wave of immigration, in the period 1882-1903. These immigrant Jews began to be interested in education and some became the first teachers in the settlement. These teachers, members of the First Immigration, laid the foundations for the development of the Hebrew educational system in the land of Israel at the close of the 19th century. In this period, there was no orderly main curriculum but there were general teaching programs, which were taken from the general European educational systems of the time. These programs included chapters in physical education but the teachers of this immigration lacked experience and appropriate training in this field.

The inclusion of physical education in the curricula reached a turning point in 1903, in the meeting of the Teachers Union in the Land of Israel, where decisions were made obligating the teacher population in the local educational system. However, only in 1904 in the second teachers’ meeting was gymnastics spoken of as a part of the curriculum proposed then for the elementary school, which included one physical education lesson for grades one to six (ages six to twelve).

According to Ram (1999), at the end of the 19th century, physical education constituted a main chapter in education of that period. The

members of the Jewish settlements were totally indifferent to gymnastics. Physical education was perceived by most parents, members of the Old Settlement, as a waste of time. Several cases of falls and injuries that occurred during the few physical education lessons given in Israel in this period quickly gave the subject the reputation of a 'dangerous matter'. The result was expressed in the regular need to fight for the image and place of the subject in the system.

According to Kaufman and Harif (2002), this situation increased the urgent need for skilled professionals in the system so that it would be possible for them to act in the realm of physical education. Physical education was perceived then as a unique subject different from the other subjects of study. Education for movement was perceived as a special topic with materials that need a certain personal movement control of the teachers who teach the topic.

According to Zimri (1967), the 19th century gave birth in Europe in three different countries – Germany, Sweden, and Britain – to three new main approaches in the teaching of physical education. These approaches were characterized by different goals and means.

The German approach was built from free exercises and from work on comfortable apparatus. The Swedish method was built on scientific-medical gymnastics, which emphasized the person's posture and aesthetic movement, while the English method included group games and competitions. In a certain stages, a struggle for dominance in the educational systems in different areas in the world was waged among these methods and this struggle also reached the local system of the Jewish Settlement in Israel through a number of teachers who went to Europe for inservice training. Their work program included drills, free gymnastics, rhythmic gymnastics, and track and field (running and long jump and high jump). In the beginning of the 20th century, in 1905, gymnastics exercises based on the Swedish method also began to appear.

In 1912-1913, after the British had conquered Palestine, in Israel the first two in service training courses in physical education were held and therein the first booklets in physical education were distributed, at the initiative of Nishri and published by the Center of the Teachers' Association, which engaged in gymnastics exercises in different methods. Nishri (1913) did not accept the competitive-competition facet of the English method, but adopted its contents into his program. The British were the first who introduced ball games methodically into the curricula

in physical education. They did so for two reasons. First, they understood that ball games constitute multidimensional movement activity (psychological-social-motor), which are suited to education for values of responsibility, coordination, and cooperation, which constituted a main part in the objectives of education in general. In addition, they discerned that the games are well suited to children's natural tendency. According to Ram (1999), in retrospect we know that the topic of games was absorbed well in the Hebrew educational system and it constitutes the core of the curricula in physical education in Israel, to this very day.

The teaching programs that were implemented in Israel at this time and even many years later were, for the decisively most part, copies of the work program of Nishri (1913). Therefore, the Swedish method, in combination with a number of elements from the German method and movement and ball games, served as the main tenet of the curricula that prevailed in the schools in the Jewish Settlement (Ram, 1999).

4.4.2 Physical Education in Israel in the British Mandate Era

According to Ram (1999), World War I halted the movement of immigration and settlement in the land of Israel. The hardness of the war and the strict rule of the Turks had even resulted in the departure of many settlers from Israel. Of the 40,000 immigrants of the Second Immigration only about 4,000 remained in Israel (10%). The Jewish population in the land of Israel at the end of the war was about 60,000, as before the second wave of immigration.

By the end of 1918, the British completed their rule of the entire land. In 1920 they received from the League of Nations a mandate over the entire territory and sent to Israel the first High Commissioner, Herbert Samuel, who laid the foundations of the mandatory civilian government, which remained in force until 1948 – the year in which the State of Israel was founded. At the center of the life of the Jewish Settlement after World War I several important topics were on the agenda such as volunteering to the Jewish Military Brigades, reconstruction of the destruction of the war period, and the new settlement programs. These topics influenced the work programs in physical education.

Following the Balfour Declaration, in November 1917, there was hope among the Jewish residents of the land of Israel that this period would lead to the re-planning of education of the students with the goal of training them to build the homeland. But these hopes slipped into a

feeling of disappointment after the publication of the First White Paper in 1922. This was the period of the Third Immigration, which consisted of 35,00 people. Members of this immigration wave initiated the Work Brigade, which were established in actuality by the members of *HaHalutz*. The goal of the members of the organizations was to prepare conditions for mass immigration and to create a Hebrew defense force. This fact had considerable impact on the direction of development of new Hebrew physical education and thus the relationship to pre-military physical preparation.

Ram (1999) adds that in the period after World War I till 1930s, with the increase of the military orientation in the Hebrew educational system, activities such as practice drills and pursuit and following games were added to the work programs in physical education. In this period the establishment of an extensive physical education project in the Settlement was declared, which was intended to prepare the young people for significant military-national tasks in the service of their society.

The official declarations of the teachers and the activities in physical education in this period maintained that the goal of Israeli physical education is the rehabilitation of the individual's physical role and national honor so as to transform him into a new person. However, in actuality they engaged in physical education with a significant military-social orientation. At that time, in Israel about ten professional teachers worked in the field of physical education. This number would significantly increase only with the advent of the First and Second *Maccabiah* Games in the years 1932-1935. The increase was caused by the fact that many Jewish athletes remained in Israel, when some naturally joined the ranks of the physical education teachers who already worked in the Settlement. In these years the organization of physical education teachers was established, which worked to promote the employment situation, work conditions, and salary of the teachers, and worked to promote the subject in the educational system of the Jewish Settlement. In the realm of the professional literature, the members of the organization published a number of booklets on different topics in the fields of physical education, which they translated from foreign languages. They even purchased books from abroad to enrich the professional library in the Jewish Settlement.

About ten years after the establishment of the organization of teachers of physical education, the number of members reached 120

professionals. The organization began to develop local events that organized periodic local training courses for teachers. Till the establishment of the State of Israel (1948) in Israel there were about one hundred teachers who engaged in teaching physical education, but only thirty of them had adequate specific professional training. The British Mandate government supported the general educational system in Israel and even gave preferential treatment in all that pertains to physical education. According to Nishri (1949), in the years 1939-1949, following World War II and events such as the Arab Rebellion, there were changes in the curriculum of physical education. The physical education programs in the school, in the youth movements, and in the sports associations now included pre-military physical training as an essential and major element. An extensive program of physical education was decided upon, including: physical training – general, drill exercises, applied sports – camping and orientation in nature with maintenance of hygiene, pedagogy, aesthetics, and morality.

According to Ram (1999), it can be said that in spite of the many positive developments in the fields of physical education in the period until the establishment of the state of Israel (1948), it could be determined that, all in all, the subject did not assume its appropriate position among the study subjects in the Hebrew school of the Settlement Period. This phenomenon is rather strange, given the fact that in the awareness of society in the Settlement and primarily in the awareness of the leaders of the generation, Hebrew education was given an essential pioneering role of paramount importance. This role was the realization of the cultural revolution at the basis of the Zionist movement and the building of a new society in Israel. There were several reasons related to the origin of the leaders of the Settlement, the decisive majority of whom came from Eastern Europe and the decisive majority of whom did not, in their youths, have an educational process with a systematic physical education. Nevertheless, some succeeded in this time to internalize a positive approach to the world of the culture of the body, primarily those who served in the British military, since all in all, physical education was not at the top of their priorities. In contrast, most of the leaders of political Zionist movement were educated in the countries of Western Europe and had profoundly internalized the importance of gymnastics in the national education, from the example of German physical education. Thus, in the end physical education was pushed to the side and was not among the important issues that occupied their awareness and that naturally were allotted more resources.

Physical education is close to the work areas of agriculture and security/defense and through these two fields it was possible to also realize the goals in the field of physical education. The necessity of these two areas was not disputed and thus, since there was no choice, when the resources were allotted, physical education was pushed to the margins.

4.4.3 Physical Education after the Establishment of the State of Israel

According to Zimri (1967), beginning in the 1950s, it was decided to change the name of the subject from 'gymnastics' to 'physical education'. This change actually occurred when the Western countries gradually began to disconnect from this term (the Communist countries never used this term and preferred the concept of 'body culture'). The people who decided upon the change did not address the strident argument conducted at that time in the Western world on the nature of physical education – whether education means 'education of the body' or whether it is 'education through physical exercises'.

In the decade 1950-1960, the goal of physical education was comprehensive physical fitness. In this period, a new era of education began. The approach to the child changed essentially. The child was perceived as an independent and inseparable entity, which must be cultivated equally in all areas – physical, cognitive, emotional, and social. The curriculum in physical education continued to emphasize the physical fitness, but this concept assumed new and comprehensive meaning. It included cognitive-emotional and social development and not just physical development. The element of physical fitness also included appropriate functioning in the cognitive areas. A physically fit person functioned better at work and in the family.

According to Shuval and Navell (1996), in the decade 1960-1970, there was a change from education of the body to education by the body. The emphasis in physical education was on education for movement in the elementary school and sport for life in the secondary schools. Physical education was identical for all the other disciplines in the goals of education but it used the motor activity for the harmonious development of every individual.

Beginning in 1970 the rhetoric's of physical education based on health was based on uneasiness in regards to the motor ability and increasing recognition of advantages of the health of regular exercise. As

a result of the concern in regards to the poor physical fitness of school children, programs of physical education based on health appeared. These programs included tests that measured the motor ability or health related ability. These programs had many supporters. According to Shuval and Navell (1996), the goal of teaching physical fitness based on health in physical education is to encourage participation in physical activity for life. The ultimate goal of physical education needs to be helping the student to acquire skills, knowledge, and attitudes required to make him act all his life and thus to preserve an appropriate level of health related ability.

Crawford (1987) supports this idea and maintains that the role of regular physical activity in the competitive and maintenance of health has assumed an important place in physical education in the school. The appearance of health issues as having a main part in physical education in the school indicated a new period in the creation of the outlooks of teachers of physical education in regards to their professional mission and in the creation of a 'new health awareness'. As a result, the new perception of physical education was individualist and physical and based on health.

In light of these principles, the objectives of physical education in Israel were determined. The aim was to shape, develop, and cultivate in the individual patterns of activity and physical and sportive behavior, in the framework of the individual's personal potential, in order to ensure his quality of life, health, and harmonious personality in the present and in the future.

According to Lidor and Fejgin (2004), one of the important goals of physical education in Israel today is to bring the greatest number of students to actively participate in sports during their leisure time hours in their lives, so as to maintain their health and fitness. Thus, in the years of childhood and adolescence, when the children have a high level of willingness and scholastic ability and can absorb new skills, the emphasis is on enjoyable and interesting lessons, in as wide as possible a range of skills, from which the child can select the skills that suit his personal abilities. Intensive training and specialization do not have a place in the stages of growth and development that occur in the period when the child learns in the elementary school (ages six to twelve) and in the middle school (ages thirteen to fifteen).

Hence, it can be said that it is possible to find similarity between the development of the new Jewish-Hebrew physical education and the theme of development of worldwide physical education, from the beginning of the 20th century until this very day. These two systems, although not necessarily according to a precisely coordinated schedule, began to act due to the education goals in the realm of personal health and individual welfare, and experienced similar turning points and transitions in the socialist in the service of culture and society. In recent years the purpose of these turning points is to shape physical education so as to improve the individual's quality of life and benefit his physical-motion realization (Ram, 1999).

4.4.4 Additional Extensions in Physical Education in Israel

The 1970s were the years in which the most apparent extensions in the constellation of physical education in Israel occurred. The following extensions were assimilated in the system:

Active Recess: Organization of activities during the recesses in the school. This extension is customary in the elementary schools (ages six to twelve). The active recess includes sportive activity in stations during the recesses between the lessons. The active recess constitutes an important factor in the student's life, from the cultivation of culture and game and the development of leisure activity. The activity inculcates educational and sportive values that may contribute to the reduction of the violence and the safety of the students.

The 'dancing school': The idea began in 1978. This is mass dancing of the entire student public, generally in the classes of the elementary school and the middle school (ages thirteen to fifteen).

The sports classes: The sport classes were introduced in the middle school (ages thirteen to fifteen). This framework, which was introduced in 1976 and within twelve years encompasses about one hundred classes throughout the country, allows the student with talents and inclinations in the field of sports to realize his ability in these fields. This program is three years in duration and the student receives between seven to ten hours a week of physical education and sports. The sports class focuses on a certain domain, when the recommended sports domains are track and field, rhythmic gymnastics, table tennis, volleyball, and handball. Four to six hours of physical education are given in the framework of the regular schedule while the additional hours are provided in the framework of

specialization courses in the afternoon hours. The division of the hours in the framework of the sports classes is as follows: lessons according to the general curriculum – two hours a week; inculcation of knowledge and understanding in the topic of the body and its functioning – one hour a week; motor enrichment lessons and physical building – two to four hours a week; study and learning by rote of technique and tactics in the selected sports domain – two to four hours a week.

According to Zimri and Erlich (1999), in 1989 the framework of the sports classes was extended to ‘competitive sports classes’ and since then about half a dozen such classes have been established. The criteria for the acceptance into such a class are very strict and are parallel to the criteria of ‘gifted children’ accepted in the Ministry of Education. The competitive sport classes, with the declared goal is to cultivate reserves for the national teams of the State of Israel, enjoy the possibility of more intensive activity in the realm of physical education (in the framework of the selected domain) and the number of weekly hours devoted to the main subject reaches less than fifteen hours.

Theoretical studies in physical education: One of the main recommendations of the Ministry of Education and Culture addressed the inculcation of theoretical studies in physical education in grades ten to twelve (ages sixteen to eighteen). This is the introduction of physical education as an elective subject in the framework of the high school matriculation examinations. In addition, curricula were proposed as follows: tenth grade – approaches and currents in physical education and the theory of health, eleventh grade – the theory of physical fitness and problems of leisure and relaxation time; twelfth grade – psychology and sociology of sport and biological and biochemical processes related to physical education and sport. In 1975 the first study programs in the secondary schools were introduced and in 1977 the first matriculation examinations in the framework of the study program were conducted.

Dance studies: A number of years later dance study programs were opened in the high schools. Today dance programs are found throughout the country. The matriculation examination in dance is divided into two main parts: theoretical part, which discussed primarily the studies of dance (three units) and a practical part, in which there is choice between the performance of classic and/or modern dance and composition in the realm of dance (two units).

While the matriculation examination in dance was recognized by the universities as academic studies, the universities do not behave similarly in physical education, although these studies are totally theoretical. It should be noted that, for a period of time, the matriculation examination in physical education did receive complete recognition. Then the recognition was removed, without a logical explanation of this step. Today there are about one hundred study programs of physical education and dance in the secondary schools in Israel, when the physical education study programs constitute about 60% of these programs (Shuval and Navell, 1996).

4.4.5 Physical Education in Early Childhood

According to Zimri and Erlich (1999), one of areas in which the people of physical education in Israel can be proud and can indicate their uniqueness (in comparison to many countries around the world) is physical education in early childhood – kindergarten and first and second grades. The directives of the Ministry of Education and Culture necessitate the existence of five lessons of physical education a week, when the duration of every lesson is 20-25 minutes. It should be emphasized that in the kindergartens these lessons are held in addition to the rhythmic and music lessons. Over the years, detailed curricula for early childhood were prepared, programs based primarily on the English education for movement.

4.4.6 The IDF and Physical Education

In the first two decades of the existence of the State of Israel, strong relationships did not exist between the IDF (Israel Defense Forces – the Israeli military) and the physical education constellation. On the one hand, the military relied on the *Gadna* training (pre-military training with the goal of preparing youth for their recruitment into the military through the inculcation of skills and knowledge) and on the other hand, it displayed a tendency to be contemptuous of the physical education constellation. This contempt derived more than a bit from the fact that the inducted soldiers have a poor level of physical fitness. One of the reasons was the absence of physical education in the second half of the last school year, when the youth prepare for their high school matriculation examinations, or the absence of physical education among youth who are not found in the educational system.

An essential change of approach occurred in the period of the Six Days War (1967), since many commanders reported deficient physical fitness as the battle went on. Since then, it was understood that it is necessary to bring the soldiers to a higher level of fitness and primarily it is necessary to increase the awareness of the topic, which will cause the continuation of the cultivation of physical fitness (Ruskin, 1995).

For the past 40 years, the problem of physical fitness of the inducted youth has not disappeared from the agenda. The people of physical education continue to see the preparation of the youth for induction into the IDF to be one of the main tasks of physical education in the secondary school (Lidor and Fejgin, 2004). Hence, physical fitness lessons, which include general exercises suited to the level of the students in the schools, were introduced into the curriculum and there was activity outside of the school that primarily included military fitness exercises. It is important to note that the activity was elective and adjusted to each person individually.

4.4.7 Health Education and Education for Leisure Time Activities

Education for health and education for leisure time culture were entwined in the life of physical education in the schools and received different expressions over the years. Health education and a healthy life style have many enthusiasts, who wanted to see the knowledge and understanding of these areas as the climax of physical education. In contrast, others maintained that the knowledge and understanding are not concomitant issues of the activity and the activity practices. The leisure time and recreational culture was tied to the constellation of physical education in the school and this relationship was expressed in the school life. Although a curriculum in this topic was published with out the allotment of hours, the assumption is that the entire school teacher population adopt the topic and see that it is incorporated in the school life.

4.4.8 Other Developments in the Realm of Physical Education in Israel

It appears that the field of physical education does not remain constant and in the past twenty years, there have been many developments, although not all are essential. In 1986, it was decided to unite the Sports and Physical Education Authority and the Supervision of Physical Education, but the decision was implemented only in 1988. Before the performance of the unification, many efforts were made on the part of the people of physical education to prevent the unification, out of fears of the status of the subject in the overall framework and the expected disconnection from the Pedagogical Secretary. With a look back, it is possible to say that physical education was strengthened by the unification. The heads of the local authorities learned to know the physical education and from a more comprehensive perspective, they often increased the support with the establishment of facilities and the acquisition of equipment.

One of the important steps that were adopted to benefit the position of the subject of physical education in the secondary school was the obligation to record the score in the subject of physical education in the high school matriculation certificate. A student who did not meet the subject requirements and received a negative score is not entitled to the matriculation certificate.

In addition, in 1995 the Sports in Schools Association was established, with the goal of institutionalizing the extensive sports competitions that exist for the public of students. In the 1990s, the physical education system faced the absorption of many hundreds of immigrant teachers from the countries of the former Soviet Union. This absorption was performed using 'adjustment courses', which were held in the different colleges throughout Israel. The absorption of the immigrant teachers provided a solution to the lack of teachers in the towns of the periphery and especially in the towns of the minority groups. These teachers made another important contribution to the development of special topics of activity in frameworks of specialization in certain areas of sport, frameworks in Israel that suffered from a lack of professionals of a high level.

4.5 Informal Physical Education in Israel

Till now it is possible to see that the curriculum in formal education in the schools in Israel avoids the over emphasis of sports activities that selectively remove the less active children from the circle of activities. The system believes that in the schools it is necessary to teach what are the advantages and what is the benefit of physical exercise. It is necessary to develop proper physical fitness and to preserve it over time, when the main goal is to develop the awareness of physical activity through the maintenance of the health of the body and the mind. Nevertheless, many teachers assert that it is necessary to develop competitive-competitive sports in parallel, so as to ensure the next generation of competitive sports in Israel in the different areas. Thus, it was decided to establish the school sports clubs, as a solution to the promotion of health and physical activity for all general in the schools in the physical education lessons.

4.5.1 The School Sports Club in Israel

According to Lidor and Fejgin (2004), diverse sports activities appear, including competitive sports, in all curricula in physical education throughout the world. The topic of competitive sports was chosen as one of the main topics in the curricula. This topic emphasizes the control of the performance of a sportive skill (on as high a level as possible) and not the individual's participation. Thus, it was decided to establish the school sports clubs as a solution for the promotion of the health and physical activity of all the children in the schools in the physical education lessons.

According to Bar-Eli, Hanegbi, and Fejgin (1998), until 1994 competitive sports groups for children and youth operated only in the frameworks of the community and the sports associations. In the framework of the educational system, sports groups operated and competitions were held among the secondary schools for the upper grades in a limited number of sports areas (primarily basketball, volleyball, and handball). With the goal of encouraging the participation of youth in Israel in competitive sports, primarily in the areas weakened in recent years, the School Sports Union initiated the establishment of 'The School Sports Club'. The school sports clubs were established only in the middle schools, only in places where agreement existed among the school, the municipality education division, and the sports associations. The sports

associations agreed to close the competitive groups and to transfer to the schools the responsibility for a number of sports areas: track and field, volleyball, and handball for boys and girls, and basketball for girls. With the establishment of the club in 1995 sports clubs operated in 159 schools. In 2003, these clubs operated in 250 schools throughout the country, in both large and small cities and towns, in both the Jewish sector and the Arab sector. According to the outlook of the Union, the role of the school club is to act to cultivate and promote physical education in the school, in order to improve the students' competitive, improve their health, exploit their free time appropriately, and shape their harmonious personality and behavior in society.

Researches conducted in Israel on the contribution of the sports club as functional (with a positive contribution) or dysfunctional (with potential to induce conflicts in the school) in the school found that the teachers and principals agree considerably that the sports club has a valuable contribution. It contributes to the improvement of the status of sports in the school, to the increase of the identification of students with the school, to the development of 'pride in the unit' in the school, to the improvement of the school atmosphere, to the education of students in discipline and obedience of rules and in norms of fair competition, and to the increase of the chances of girls to engage in competitive sport.

To summarize, it can be said that over the past three decades sports have become a social-cultural phenomenon in all strata of the population (Coakley, 1998; Halberstam, 2000; LaFeber, 1999).

In recent years, this extensive interest is evinced not only among the managers of the professional sports clubs that belong to the senior leagues but also among those who engage in the cultivation of young sportsmen in the sports associations and in the schools, primarily in the middle schools (ages thirteen to fifteen) and in the upper schools (ages sixteen to eighteen) (Lidor and Lavyan, 2002). The blossoming of sports in the population has also penetrated into the schools, which have begun to cultivate sports teams, primarily in track and field and ball games, such as basketball, soccer (football), and handball.

This accelerated process has been legitimized in the discussions of the *Dekel* committee (Dekel, 1993). This committee was established to examine the organizational, systemic, and professional aspects of the physical education profession taught in the elementary schools (ages six to twelve) and of the sports managed for many decades

by governmental organizations such as associations and organizations of sports and by semi-private organizations, such as the sports associations and sports clubs. One of the main recommendations of the *Dekel* committee was to establish the School Sports Union (Dekel, 1993). The main goal of the School Sports Union is to extend the organizational and professional infrastructure of a number of accepted sports areas in Israel so as to encourage an increasing number of boys and girls to engage in physical activity and in sports (Meridan, 1998). The principals of many schools throughout Israel have displayed considerable interest in the initiatives adopted by the School Sports Union and have begun to cooperate with it. In many middle schools, school sports clubs were established, which founded competitive sports groups in a number of sports areas, alongside the non-competitive 'recreational classes' that are aimed at all the students, boys and girls. In the upper classes (ages sixteen to eighteen), the school principals and physical education teachers allocated human and economic resources for the establishment of school representative teams. These members of these teams are students from the school who are excellent male athletes.

4.6 Summary

Sport is one of the most important sociological phenomena of our time, when physical education constitutes a basic tool that nurtures sport. Physical education encourages young people to perform sports, which constitute distinctive forms of activity worthwhile in life. Sport is seen as a culturally valued practice that embodies some of humankind's highest ideals. According to this outlook, physical education is seen as an instrument for the acquisition of knowledge in sport physically, culturally, and morally.

Physical education in today's schools constitutes a response of society to the problem of the development of youth in cultures of steadily increasing complexity. The school's primary purpose is to train the youth to take part in the life of society and culture in the future, while the purpose of physical education in the school is to present to the student the culture of movement, with the intention of training him to take part in it in the present and in the future. The students must learn and understand the culture of movement as a social structure and as a changing entity. Only then can they acquire the skills necessary for satisfactory involvement in sportive activity. We see today the increasing interest in the subject of physical education and in the study of health-related issues. This issue is expressed in the change of the priorities within teaching: teachers today are more concerned about health and fitness than teachers a decade or two ago.

To sum up the first fifty years of Israeli statehood, it can be said that the government of Israel has evinced the most positive attitude towards the topic of physical education in the 1970s and primarily in the first half of this decade. In the 1980s and 1990s, there was a decline in the attitude towards physical education, especially in regards to the programs for the entire student population. If there were extensions in the framework of certain programs, these primarily pertained to the excellent students in this subject, and mainly occurred in the period in which the Ministry of Education and Culture supported the emphasis of excellence. The extension that occurred in the curricula for early childhood is manifest, especially for the kindergarten. (Zimri and Erlich, 1999).

In the 59 years that the State of Israel has existed, essential development has occurred in the ways of teaching the subject of physical education. From extreme conservatism, when the exercises to be performed were dictated, the country has gone to relatively considerable

liberalism. Nevertheless, the better situation desired in areas such as the allocation of facilities and equipment in the schools is still far from being achieved but certainly there has been progress that cannot be ignored.

CHAPTER 5

COMPETITIVE SPORT IN ISRAEL

Competitive sport is steadily becoming money passing to the merchant. In many cases, it serves as a political 'display case' and as a factor that cultivates national pride and excellence. Competitive sport constitutes a model for imitation for popular sport and encourages the entrance of economic factors into sport.

From the unique perspective of modern competitive sport, people around the world have understood the need for the investment of resources in the cultivation of coaches, professional and skilled personnel, and young talents (Ben Melech, 2006). Competitive sport is flourishing in the different countries of the world and reaches high levels primarily in three groups of countries:

1. In regions where there are exceptional talents, such as Ethiopia and Kenya, where many talent distance runners develop, and in Western Africa and the United States, where most talented African American sprinters develop.
2. In countries with a socialist or centralist regime, where the decision was made to make competitive sport a supreme goal, as in the former Eastern Bloc, China, Cuba, etc.
3. In countries with a longstanding tradition of many years of competitive sport such as Australia, Finland, and South Africa.

In all of these countries, competitive sport has a special status – in terms of budget, organization, management, medicine, and science. Without such a status, there is no basis for a true expectation of competitive on the international level. The expression of such a status is in managerial independence, in non-conventional medicine, and science, and in norms of employment of coaches, men of science and medicine, and professional managers, who must take into consideration the demands of work with athletes.

According to Ben Melech (2006), the existence of appropriate systems for the coping with the aforementioned requirements is relatively more possible and easier in countries with a centralist regime and/or in

countries where the standard of life is lower. In contrast, today, in the Western countries (and not only in Israel), steadily increasing difficulties in the coping with these demands are encountered.

In East Germany, which was a model of successful competitive sport, sports were managed under the guidance of the government using a centralized organizational, scientific, medicinal, professional, and methodical system. This country succeeded in joining by 1989 the leading two-three countries in the world sport (along with the United States and the Former Soviet Union), although its number of residents is relatively small – fifteen million. This system was also aided by the fact that the level and quality of life in the former East Germany, exactly as in Cuba or in China, are low and the engagement in competitive sport is thus most worthwhile. Every parent in these countries aspires that his son or daughter will qualify for the competitive sport system. Aside from the status and the prestige, the competitive of a place in this system, as an athlete or as a member of the professional or organizational systems, allows advancement and a high level of life.

5.1 The Uniqueness of Competitive Sport

To succeed in competitive sport it is necessary to almost completely disconnect it from popular sport. Although in all of the cases, the word ‘sport’ appears in the name, the two areas are not similar and frequently there is even a conflict between them. The attempts in the associations, organizations, and sports centers and primarily in the institutions such as the unions and Sports Authority to integrate in their frameworks competitive sport and popular sport together – these attempts are doomed to failure. The reasons for this failure are as follows:

1. Separate systems: Competitive sport needs frameworks and exclusiveness of its own in all that pertains to the research and medicine centers, the institutions for the training of personnel, professional units, and the different sports facilities.
2. Training of coaches: The role and functioning of the coach in competitive sport is totally different from the activity of the teacher or instructor in the school or in popular sport. The training of every coach is specific and different from that of another.

3. Unique medical care: The medical care of a senior athlete is shortened and unique. Very few physicians can and are ready to cope with the rehabilitation or prevention of injuries and illness of the competitive sport athlete.
4. Quality of talent and training process: The high level of competitive sport in the world necessitates both personal talent and quality of coaching on the highest of levels. Moreover, the coaching must be unique and of high intensity. In the advanced stages, the athlete is required not only to attain high achievement but also to attain them at a certain date, which requires sophisticated regulation of the coaching that is possible only if the training is conducted in a scientific manner and is accompanied by documentation and constant follow-up.
5. Recovery and reconstruction processes: An inseparable part of these processes is the recovery and reconstruction constellation. The methods and means in this realm have improved and intensified in the world in recent years.
6. Unique additives: An elite athlete receives special nutritional elements and additives that allow accelerated recovery from loads and thus greater loads are enabled.
7. Innovative treatment means: Means such as physiotherapy, massage, hydrotherapy, and others have advanced and become, in the world of modern sport, widespread and routine.
8. Identification of talents: The system of the identification and cultivation of talents is very important. In small countries, which are limited in the number of talents, this system is doubly important. This system as well must be unique to competitive sport. Considerable scope of activity without filtering and multifaceted training aimed at achievement will prevent the competitive development (Ben Melech, 2006).

5.2 The Structure of Sport in Israel

The structure of sport in Israel has constituted for many years a topic of controversy among the heads of sport. Committees on different sport topics have expressed their opinion on this issue and focused on the

complexity of the topic. Today, sport in Israel does not have an agreed-upon structure that is accepted by its leaders and its active members – a structure that corresponds to the requirements of sport in general and those of competitive sport in particular.

In this context, it is important to note that, to the best of our knowledge, in the countries of Europe the process of the change of the structure of sport and the adjustment of it to the professional modern era, has reached the end. With the exception of Germany, where both the German Sport Union and the German Olympic Committee operate as in the past, alongside one another, in most of the countries a merger has been performed between the Sport Union and the Olympic Committee. A confederation has been established (as in Britain, Belgium, Holland, Denmark, etc.) or a unification in which the government is very involved (as in Spain, Greece, and Portugal). This change derives primarily from the following reasons:

1. The need to reduce the expenses and increase the effectiveness of the systems of organization, implementation, follow-up, and control in sport.
2. The local Olympic Committee, by the agreement of the International Olympic Committee, constitutes the supreme and exclusive authority for the sending of the athletes of the country to the Olympic Games and thus is responsible for their perpetration and training for these games.
3. The establishment of a systemic body, in which there are representatives of the Olympic Committee, the Sports and Physical Education Authority, the unions, the associations, the sports organizations, the representatives of the establishment, the professional experts and the public personas, contributes to the involvement and cooperation of all those who engage in sport, popular, competitive, and competitive, in a greater degree than in the past. The establishment helps the crystallization of a comprehensive systemic structure, which is organized and institutionalized, for sport for athletes.

In Israel, since the Sport Union was dissolved in 1995 and the independence of the associations, there has been no supra-organization that directs and helps the independent sport unions and associations in the organization and in the management of competitive sport. The exception

is the Olympic Committee, which functions as a supra-body of the Olympic areas to the best of its ability. However, it should not be seen as responsible for the rest, as well as for the preparation of representative teams of Israel for competitions abroad in the continental, world, and other frameworks. The shortcoming of the supra-body today, in actuality, prevents the associations and unions from cooperation on the systemic level and causes the waste of resources and the prevention of cooperation in the recruitment of money, the arrangement of broadcast rights, the acquisition of equipment and facilities, etc.

To promote competitive sport in Israel it is necessary to promote sport as a whole with emphasis on the promotion of competitive sport for women. Thus, we recommend the establishment of a national body for sport in Israel, which will be the supreme body with the authority to fashion policy, indicate the ways of action, determine priorities in the development of sports areas, address the recruitment of financial resources, and strengthen the independence of the sport associations and the unions. It is important to note that the Olympic Committee maintains its independence and freedom of action in the Olympic topics and the senior status of the competitive sport.

The supra-goal of this body is to develop and promote sportive activity in the State of Israel on the popular and competitive levels, on the basis of educational, democratic, social, and cultural values. In addition, the body develops and promotes women's sport in general and competitive sport for women in particular so that we can attain high competitive similar to those of other Western countries. The body will determine standards and priorities in overall sportive activity, according to which and from which the principles for the distribution of the financial resources to the different areas of sport are determined. The body will coordinate, approve, and provide budgetary control of the international schedule of events planned by the associations and unions in all the areas on a multiyear basis. In addition, it will determine policy, priorities, and standards for the allocation of resources for the development and cultivation of sports facilities around the country. The body will help the associations in marketing, advertising, and public relations. It will act in cooperation with the unions, associations, and the unit for competitive sport to train, promote, and cultivate coaches. The body will act, because of the complexity and importance of the topic, as the representative body of all the sports organizations when dealing with the country's institutions and will also address the topic of the recruitment of money and budgets for sport in Israel.

5.2.1 Financial Resources

Sport, at its different levels, popular and competitive, is found in severe financial difficulties. The gap between the essential resources required for the development and implementation of sport and physical activity in Israel and those that exist in reality is very large. The reasons are as follows:

1. The budget of the country for sport, through the Sport and Physical Education Authority, was cut a number of times and today it is 0.4% of the budget of the Ministry of Education, Culture, and Sport (about 25 million dollars a year or 20 million Euros). This investment of the country in sport is the smallest or among the smallest in the Western world.
2. The cutting of the budget of the Sport and Physical Education Authority led directly to the reduction of its support of all sport bodies and organizations that it helps. These include sport unions, including the schools sport union, the sport associations, the local authorities, the regional councils, etc.
3. There is dependence between the scope and depth of sports actions in Israel and monies collected from the gamblers in the framework of the Council for the Arrangement of Gambling in Sport. When the Council does not meet its financial objectives (in light of the reduction in gambling), the support of the different sport organizations grows less. This prevents many bodies – unions, associations, clubs, etc. – from planning the year's activity in an appropriate and balanced manner and puts those affected in an impossible situation.
4. The number of residents in Israel is constantly increasing. The growth in the number of people in the population requires preparation in the constellation of sport and physical education, in regards to facilities, instructors, coaching, teaching, etc.
5. In regards to the competitive athlete today, it is clear to all those who engage in the topic that in recent years a revolution has occurred – the transition from amateur sport to professional sport. The need to focus on activity and to invest in it the utmost time and physical and mental powers rises along with the requirement to

disconnect from all other activity, with the exception of the studies or the military service. In parallel, the ultimate demand rises for coaching and instruction of skilled professionals who devote themselves to this engagement and the best possible conditions of training and competition. All these make the investment in athletes expensive (coaches, equipment, medical follow-up, training camps and competitions in Israel and abroad, etc.).

In order to improve the situation in Israel, we must collect resources from the Sport and Physical Education Authority, the local authorities and regional councils, the council for the Arrangement of Gambling in Sport, and the different government offices. The purpose is to establish the sports facilities that are lacking. Today there is a lack of more than 2000 sports halls throughout the country. The construction of sports facilities from public funds is performed according to the international formats, standards, and laws of the international sports areas for which they are intended. In addition, we must invest the resources in the cultivation and development of competitive sport, so that we can succeed on a higher level of worldwide sport.

5.3 The Local Authorities and Regional Councils

5.3.1 Sport and Physical Activity in the Local Authorities and Regional Councils

The local authorities and regional councils, with the aid of the State, provide service to their residents to ensure their welfare and improve their quality of life. Hence, they act to develop sport and physical activity, through the establishment of sport facilities and the opening of courses for physical activity and sport in the formal and informal system.

In the past, the authorities worked in coordination and collaboration with the Sport and Physical Education Authority, in the Ministry of Education, Culture, and Sport to develop an infrastructure of facilities and to extend the popular physical activities in the local authorities and regional councils. The determination of the rate of financial support given to them from the country through the Sport Authority had an important contribution. The increasing involvement and support of the local authorities and regional councils in competitive sport are explained through the rise in the importance and status of the

competitive sport in the citizens' lives as a part of the aspiration to excellence. This increase has occurred in spite of the difficulties that the sport associations face in the development of sport and as a result the reduction and even cessation of the activity of many associations in recent years due to their collapse.

Lacking public standards of funding for competitive sports activities in the local authorities, the decision on how to support competitive sport activity of any kind or what approach to support is subject to the consideration of the head of the local authority and his council members or the head of the regional council and his council members. The difficult financial situation of most of the local authorities and regional councils and the lack of procedures for the arrangement of the support of the different competitive sports cause the lack of consistency, lack of stability, and lack of certainty in the support and damage the development changes of competitive sport in the areas of the authority.

Hence, it can be said that the local authorities and regional councils have control and ownership of the necessary resource for the existence of sports activity – the sport facilities. There is a constant rise in the supply of the sportive activities, increase in the number of Olympic and non-Olympic areas, and expectation of increase in the demand for competitive sport activity, primarily among children and youth. It becomes clear that the financial and organizational weakness of the sports centers is apparent and they cannot support, as in the past, the sport unions and clubs. The existing cooperation between the Sport and Physical Education Authority and the local authorities and regional councils contributed greatly to the development of sportive actions. This explains the centrality, importance, and possibilities of the local authorities and regional councils, during the development and promotion of the sportive activity and sport in Israel on the local and regional level.

For the local authorities and regional councils to promote competitive sport, they must develop and plan 'a master plan' for each and every town and city in the country. They must support competitive sport in the town/city on its different levels through a pre-determined standard. These standards are determined according to a number of points: the size of the town/city; the tradition of activity in the area of sport in the town/city and in the country; facilities that are at the disposal of athletes in the town/city; quality and accessible personnel for coaching and instruction; the need to promote women in sport; and essentiality in

the development of excellent athletes and balance between the investment and the development of group and personal sports.

5.4 Unions and Associations

The sports unions and associations in Israel are responsible for and manage the ongoing sport life. These aspects include the organization of competitions, local, regional, national, and international competitions and tournaments, the preparation of national representative teams of Israel for international events, the appointment of national coaches and personnel for the support roles, and the recruitment of financial resources in addition to what was allotted.

Sport unions and associations cooperate with the Unit for the Cultivation of Young Athletes and the Union of Schools and are concerned with the promotion and development of the infrastructure of athletes in the different areas. In addition, they cooperate with the unit for the cultivation of young athletes for the purpose of the establishment of regional staffs for young people in centers of excellence and work to promote excellent athletes during their terms of compulsory IDF service (improving their service conditions and ensuring that the regular continuation of their training).

To improve sport in Israel in general and competitive sport in particular, it is necessary to allot resources to the unions and associations by giving professional directions from the unit for competitive sport. It is necessary to increase cooperation with the individual in the unit in the centers of excellence to prepare an infrastructure for young people in the different areas. It is necessary to ensure the independence of every sport union or association, to act according to their consideration, given its international commitment.

The sports unions and associations will crystallize long term programs (five to ten years) to encourage the participation of women in sport and support the activity of children and youth. In addition, they will act in cooperation with the Sport and Physical Education Authority and the local authorities for the establishment of competitive oriented regional centers for excellence in sport. In these centers, competitive athletes will act under the responsibility and supervision of the Unit for Competitive Sport and young excellent athletes will act under the guidance of the Unit for the Cultivation of Excellent Young Athletes.

5.5 Association – Sports Club

Associations and sport clubs today constitute one of the weaker links in the structure and mode of action of sport, unlike the decisive importance in the identification of athletes, the preparation of infrastructure for their development and cultivation as competitive athletes. Over the years, some sport associations depended on and even were controlled by the sport centers that funded the associations and that appointed their representatives as members of the management in the associations and unions. Several main processes that occurred at the end of the 1980s and 1990s led to a significant turning point in the relations between the sport associations and the centers and caused the weakening of the connection between them and the establishment of new centers. The reasons that led to these changes are:

1. Ongoing financial crisis that was suffered by all the sport organizations and derived from the reduction of the government support of sport.
2. The sport associations became independent in 1996.
3. The local authorities and regional councils steadily became more involved in the establishment of new sports associations and clubs and the participation in the maintenance of the existing associations/clubs.
4. Privatization processes experienced by the economy did not pass over sport.
5. The transition from amateurism to professionalism in competitive sport in the management, the status of the athletes, the level of training, etc. and as a result of the acquisition of the control of sport groups (in ball games, primarily football and basketball).

On this basis, it is necessary to encourage the establishment of sports clubs that will be different in their structural relationship and connections. The financial aid for the club provided by the association or union will be determined according to its level, or in other words, on the basis of standards for the evaluation of the athletes' / group's competitive. To help the club or association promote its activity they will charge activity fees from every athlete registered in it (this has been done in the past). Sport clubs and association, whether focusing on one area or on

multiple areas, which have yet to register as associations (as recognized for tax purposes), will register as such for the purpose of management and receipt of monies directly allotted to them. So as to bring about the cooperation and integration of women in sport, the unions and clubs must do all that is possible to establish new groups of women in the different areas and see to the strengthening and establishment of existing women's groups.

5.6 Sport Centers – Sport Associations

The historic sport associations, such as *Maccabi*, *Hapoel*, *Elizur*, and *Beytar*, which were founded before and after the establishment of the State of Israel, contributed, operated, and developed significantly on an ideological and value-oriented basis. Their importance was primarily in the establishment of the infrastructure for sport and physical activity among the Jewish communities in the Diaspora, before and after the establishment of the State of Israel. In addition, their unique contribution in the institutionalization of competitive sport was apparent, when all the residents of the country, in their different sectors, natives and immigrants, young and old, were involved in this activity, and the sport and physical activity constitute a means more than an end. The cited evidence shows that the power and strength of the centers in the past were greater. They controlled the sport associations that were linked to them and appointed their representatives to the different sport institutions as they saw fit.

Over the years several important processes commenced, such as making a decision that allowed organizations and sport clubs registered as associations to receive funds allotted to them, establishing sports clubs on behalf of the local authorities, becoming independent. Another process was a profound financial crisis suffered by the sports centers, which caused a manifest reduction in their ability to operate and support sports associations and activities. All these caused significant changes in the structure, organization, and mode of functioning of sport in Israel, when the main changes are as follows:

1. Development of a process of democratization in the choice of the heads and members of the management for the sports associations and organizations.
2. Weakening of the status of the sports centers.

3. Establishment of the sport union in the schools and its activity among the children in the schools, in cooperation with the associations for volleyball, handball, athletics, and others.
4. Development of a business-economic approach in sport that led to the investment of more resources than in the past in the marketing, advertising, recruitment of sponsors, assignment of broadcasting rights, etc. on the national level (through the unions and associations) and on the local-regional level (by the sports club).

To improve the status of the sport centers and sports unions, it is necessary to establish, organize, cultivate, and promote the sport clubs in the different sport areas around the country in coordination with the Sports Authority, local authorities, and regional councils. It is necessary to promote and strengthen the associations and unions. It is necessary to continue to provide financial, professional, and organizational support of the clubs and associations affiliated with them, and primarily to contribute to the promotion of popular sport and competitive support, through cooperation with different bodies.

The sports infrastructure in Israel is supposed to allow athletes in general and female athletes in particular to realize their sportive ability in the different areas of sport. In addition, it is supposed to allow excellent athletes to train under optimal conditions.

Furthermore, girls' groups should be given an especial budget to encourage the association to recruit other female athletes. The regular sports associations (in which the groups operate) will be budgeted according to the criteria of the government sport program all know as opposed to the other frameworks – excellence centers in the urban regions, excellence centers with boarding school conditions, and competitive associations. A unique budget will be allotted every year, subordinate to the budget law.

Competitive unions will receive, in addition to help as an achievement union, the budget for the sports program for the groups that act under its name, with the intent to encourage the union to implement a broad infrastructure of groups.

5.7 The Sport and Physical Education Authority

5.7.1 Goals and Actions

From its establishment, in 1960, the Sport and Physical Education Authority has implemented the policy of the Ministry of Education, Culture, and Sport for the promotion of sport in Israel and contributes to the competitive of the educational objectives in the framework of formal and informal education. In its actions, the Sports Authority directs the programs and actions of the local authorities, the regional councils, and the community centers. The sports authority cooperates with the competitive and popular sports organizations to promote athletes on their different levels. The following is a description of the main goals of the Sport and Physical Education Authority.

1. To cultivate and promote excellence in sport and physical education through the construction of a national program that combines all the bodies that address the development and cultivation of competitive and excellence according to the work program and initiatives of the Sports Authority. Granting scholarships for excellent athletes, promoting them by strengthening the sports associations, establishing coaching centers to identify and cultivate excellence, and establishing, extending, and cultivating competitive sports classes.
2. To develop new programs and initiatives in physical education and sport, to develop unique models, and to conduct surveys. To increase the involvement of the supervision and of the school principals in the teaching of physical education and sport in the schools.
3. To promote and improve the professional personnel in the areas of physical education and sport in the schools and in the informal systems. To design a town/city plan, to hold courses and seminars to promote and cultivate professionals, to train young judges, to develop administrative and pedagogical leadership in physical education and sport. To methodically instruct the teaching staffs.
4. To promote and develop women in sport and physical education. To absorb, cultivate, and integrate immigrants (from the countries

of the Former Soviet Union) as athletes, coaches, physical education teachers, and scientists in the areas of sport.

The Sport and Physical Education Authority is in charge of the development of the infrastructure for popular and competitive sport and for physical education in the schools. The Authority helps the local authorities and regional councils in the implementation of their programs. In these areas, it counsels the local authorities, regional councils, and other organizations in the construction of sports facilities. The Sports Authority does its best with the resources at its disposal, to promote sport and physical education inside and outside of the schools, to cultivate an infrastructure of the areas of sport, and to promote competitive sport.

5.7.2 Budget of the Sport and Physical Education Authority

The governmental system in charge of sport and physical activity in Israel in general and in charge of the development of infrastructure in particular (athletes, facilities) in particular acts with a severe budget shortage that does not suit the basic needs. The scarce resources that are allotted by the Ministry of Education, Culture, and Sport to physical education are in complete contradiction with the value and educational importance of sport in the life of the community, including in the educational institutions. These means are insufficient and for the satisfaction of the needs of the citizen in the third millennium this insufficiency is even more prominent.

The Sport and Physical Education Authority, along with the local government and the coordinator of the regional councils, are called to cooperate in a master plan for the development of different types of sport (popular, competitive and excellence centers) and sport facilities. The Sport and Physical Education Authority needs to continue to develop the sport infrastructure and deal with the athletes in cooperation and coordination with the Unit for Excellent Young Athletes and the Unit for Competitive Sport. The sports areas to be defined will be cultivated in each one of the stages: the school, the school club, the sport associations, and the centers for the cultivation of excellent young athletes.

The Sport and Physical Education Authority will act in cooperation with the Olympic Committee, the Competitive Sport Administration, and the Unit for Young Excellent Athletes to run centers of excellence in sport. The centers will be established and will operate in cooperation with the associations, unions, and local authorities. The place, age of the

athletes, and cultivated areas of sports will be determined in cooperation with all the factors on a professional basis of excellence.

5.8 Infrastructure of Sport and Physical Activity: Physical Education and Sport in the Schools

5.8.1 The State of Physical Education in the Schools

Today two weekly hours in physical education are taught in the third to twelfth grades. In the first and second grades the lessons are taught by the teacher who teaches the children all their study subjects. Sometimes, in the national public religious schools and the schools in the minority sectors, only one weekly hour in physical education is taught. In many cases, this subject is not taught at all. The present situation and difficulties of physical education in the school is described in the following:

1. The class size (about forty students) does not allow effective lessons to be taught and thus reduces the 'net time' that the student is active in the lesson.
2. There is a significant lack of the appropriate facilities. As aforementioned, in Israel there is a lack of more than 2000 appropriate sports halls in the schools. This situation has exacerbated in light of the cessation of the construction of sports halls by the *Payis* Organization (State run lottery, which had sponsored the construction of sports halls) and the lack of allotment of resources to this issue on the part of the Ministry of Education, Culture, and Sport.
3. The supply of physical activities outside of the school today is considerably larger than that taught in the school. Many children are interested in these activities.
4. The score in the physical education matriculation examination is not factored into the overall score of the matriculation examination for the calculation of the eligibility for studies in the institutions of higher education.

5. There is almost no possibility of studying in Israel for a graduate degree and doctoral degree in physical education and sport (there is only an undergraduate degree). The physical education teachers have the rank of a senior teacher or hold an undergraduate degree in physical education. It would be possible to improve this situation if the teachers could achieve a higher academic level.

To improve the status of physical education in the schools, it was recommended to change the name of the subject from physical education to sport and physical education, to express in actuality the broad agreement on the importance and contribution of physical education to the child's development, and to hold lessons in physical education only by professional teachers of physical education. The physical education lessons in the elementary schools will be given from first to sixth grades for at least three weekly hours, two compulsory hours and one elective hour or from the supply of afternoon physical activities inside or outside of the school, according to the student's choice and with the approval of the physical education teacher. In the middle school and upper school as well, there will be two compulsory weekly hours in physical education and one elective weekly hour chosen from the supply of physical activities such as sport, dance, etc. held inside or outside the school, according to the student's choice and with the approval of the physical education teacher. It is necessary to recognize the subject of physical education as a subject for the matriculation examination, like the other the matriculation examinations recognized by the institutions of higher education in Israel in the calculation of the overall matriculation examination score, as are other subjects in the educational system. In addition, it is necessary to continue to develop and cultivate the elements and roots of competitive sport enrooted in physical education, which are in the formal and informal educational institutions. In these institutions, the competitive sportive activity is crystallized and organized, between the group areas and the personal areas. To attain a high level of competitive, it is necessary to organize and operate competitive sport in the educational institutions, each for itself and among themselves. It is necessary to organize and promote competitive sport in the school or community sports clubs. It is necessary to organize competitive sport by the educational institutions themselves and to run it through the sport union. Competitive sport sets challenges, improves abilities and achievements, strengthens the physical fitness, adds to the team spirit, and through intentional activity promotes competitive.

5.8.2 School Sport Union

The School Sport Union was established in 1994 at the initiative of the Sports and Physical Education Authority and has two primary goals:

1. To develop and promote as broad an infrastructure as possible of athletes – students in competitive sport in the schools (mainly in the middle schools and upper schools).
2. To establish school sports clubs with the intent to allow every student to enrich his physical activity from as broad a range of activities as possible, and to build, encourage, and cultivate frameworks for competitive physical activity for children.

To improve and increase the effectiveness of the actions of the sport union for the schools it is necessary to extend and increase its activity and to introduce additional areas of sport. The school sport union runs a sport area, aside from football and basketball, ranging from the age determined as the age for the beginning of the competitions in the field. In any event, the beginning of the cultivation of athletes in the field will be through the school sports union and until the athletes are transferred to the associations (age seventeen – youth).

The School Sport Union will work to establish as many as possible school sport clubs, with the cooperation of the Sport Authority and the local authority / regional council, so as to allow every interested party to train in an institutionalized and organized fashion in sport. The Sport Authority and the local authority / regional council is obligated to provide financial support and ensure appropriate facilities and equipment for activity. The School Sport Union works in cooperation with the Union for the Cultivation of Excellent Athletes and is professionally directed by it. The School Sport Union should initiate different projects for the cultivation and extension of the excellent athlete infrastructure in the schools. To implement these recommendations, it is necessary to see to the appropriate budgeting of the School Sport Union on an annual basis through the Ministry of Education and the Sport and Physical Education Authority and the Council for the Arrangement of Gambling in Sport.

5.8.3 Personnel for Physical Education and Sport

Promotion and improvement of action systems that engage in the cultivation of excellence and in the educational processes are possible when the personnel in charge are of quality. In the past two decades, there has been a considerable improvement in the level and quality of the sport facilities (although there is still a great lack in the sport facilities), the personal equipment (clothing and shoes), and the activity equipment (balls, mats, fitness room equipment, etc.). In addition, many resources are invested in the development of correct nutritional habits, in the performance of periodic ergonomic examinations, etc. Nevertheless, there is a lack of satisfaction among professionals, representatives of the unions and association in regards to the coach's status and the coaching profession. In addition, there is a problem of the promotion of academic personnel in the sport sciences in Israel, in light of the fact that the colleges are not permitted by the Council of Higher Education to grant an undergraduate degree (B.A.) and graduate degree (M.A.) in these subjects, while the universities cannot offer studies in these programs.

According to Ben Melech (2006), in countries where competitive sport advances and is found on high levels (such as Cuba and China), it is possible to find a large and comprehensive system of high level coaches and medical professionals who are entirely focused on competitive sport. The coaches are employed in full-time coaching positions and they all have a high social and economic status. In many Western countries, it is possible to find a high level of expensive technology, facilities, and aids, but a small number of scientific and medical professionals who are entirely devoted to competitive sport.

In Israel, too, there is a paradox – there are facilities for exhibition with equipment from the best in the world at a tremendous cost but simultaneously the budget for the employment of coaches is ridiculous. To succeed in the Western countries it is necessary to ensure the livelihood of the talented and skilled coach, so that he can invest his utmost in the training of his pupils. The investment in coaches, in scientists, in physicians, and in professionals is the basis of competitive sport. To promote the quality and level of the professional work force in physical education, sport, and sport sciences, it is necessary for the Council of Higher Education to fully recognize the undergraduate and graduate degrees in the colleges so that they can train scientific personnel in sport, people such as sport psychologists, sport physiologists etc. We see the opening in Israel of a study program for the graduate degree

(M.A.) and even for the doctoral degree (PhD.) in physical education, sport, and movement to have paramount importance. These programs will allow their graduates to engage in the domain of the sport sciences and not only in teaching.

5.9 Promotion of Women's Sport

5.9.1 Competitive Sport for Women in Israel

The culture of sport constitutes in the modern world a considerable and significant part of a nation. The status of a woman in sport reflects, more than once, her status in society. The more society cultivates equality of opportunity and the more it is pluralistic and liberal, the more the woman attains her deserved status.

In many cases, it is possible to find women athletes who were discriminated against in comparison to men athletes; there are obstacles to women's sports, inadequate representation of women on the committees and managements of associations and unions, etc. The promotion and development of women in sport appears to us to be natural and essential if we want to base the culture of sport and physical activity on enlightened social values in particular and if we want to promote competitive sport for women in particular.

To improve and promote women in competitive sport several issues must be addressed:

- Sport institutions and organization must make certain that their codes express the need for the equality of opportunities and realization of the competitive potential of women in sport.
- The division of the resources among the groups and sport clubs at all levels must be equal, without discrimination on the basis of sex.
- The Sport and Physical Education Authority must encourage the development and cultivation of special programs for the promotion and increase of the supply of activities for girls and young women in sport.

- The Supreme Council for Sport in Israel must act to train leadership among women in sport.
- It is necessary to continue to conduct researches on the topic of the importance for the understanding and cultivation of sport among women.
- The sport institutions and organizations must ensure that women are appropriately represented in their administrations.

In addition to the aforementioned issues, in March 2003 the *Knesset* (the Israeli Parliament) decided to establish a public council for the promotion of women's sport in Israel. It decided to advise its Ministers in all that pertains to the determination of standards for the support of women's sport. In addition, the council will act and promote policy for the development of women's sport in Israel, including the development of Olympic sport areas. The council will crystallize a multiyear plan for the creation of a broad infrastructure for women's sport activity and promotion of competitive sport, in the framework of the sport bodies, educational institutions, governmental organizations, and local authorities.

In addition, the council will crystallize recommendations for the development of leadership for women's sport in Israel and will act to change attitudes in the public in Israel in all that pertains to women's sport. It will act to promote legislation in its areas of activity and will advise the relevant government offices how to encourage equal opportunity for the activity of women in the different sports areas. The financing of the council's administrative activity is derived from the budget of the Ministry of Education, Culture, and Sport.

Another proposed law (2007) notes that the council for the Arrangement of Gambling in Sport is to determine a sum separate from the previously determined sum for women's sport. In addition, it is to set a sum as support of the sport associations and clubs that engage in competitive professional sport, including those that are privately owned, according to standards to be determined for this issue. The sums according to this ruling will be transferred directly to the sport organizations and clubs.

This proposed law aims to promote a more just division of the monies from gambling and lotteries, so that the sport associations and sport clubs will receive a higher stipend, through the concentration of the effort of the sport organizations (associations and clubs coordinators). In addition, the clubs engaging in the promotion of professional competitive sport through the groups of top league (the first league) and the national league (the second league) are for the most part managed by private organizations and do not receive any service from the organizations, but nevertheless the sport organizations deduct 15% from the allotted and transferred monies.

In addition, it is proposed that a separate sum from the sum determined for division to the sport associations and sport clubs be determined as support of the sport associations and clubs that engage in professional competitive sport, including those found under private ownership, according to standards to be determined in this matter. It is further proposed that the sums determined as support will, as aforementioned, be directly transferred to the sport associations and clubs.

5.9.2 Women's Sport in the Media and Representation of Women in Sport

For the most part, men cover the field of sports in the media. In general, it can be said that when women are represented in the media that engages in sport, they hold certain roles, for the most part, not as broadcasters, and primarily in the 'esoteric' or specific events of sport, and very minimally in football. Women in the media who engage in sport are frequently represented as a 'curiosity' and not always as professionals. Women's sport is covered very little in Israel; aside from the women's league basketball, other areas of women's sport are barely covered. The coverage of women's sport is not anchored in regulations or procedures that obligate the sport broadcasting for a coverage quota.

In Europe, too, the media that engages in sport is primarily masculine, although the integration of women in this area is more widespread than in Israel. On CNN, for example, more women professionally broadcast and commentate only in a small number of areas.

Television: Women have never served in the role of broadcaster in sports games, but they have served as studio broadcasters. Many women have used the sports broadcasts as a 'springboard' to new areas on the same channel, a trend that is identical among men. In some of the television channels in Israel in the first stage women served as interviewers on sports issues but not in the professional interviews that focused on the sport itself. In the second stage, women began to be integrated into the channel as 'line girls' (line girls interview professionals on the sports field, generally in the half break or at the end of the game).

Radio: On some of the radio channels in Israel until today women do not serve in the roles of game broadcasters. Sometimes it is possible to find commentary on basketball games of both women and men.

Written press: Women are barely involved, aside from two women who have regular columns in a newspaper supplement and who write commentary.

Women's sports are very minimally covered in Israel. The main reason for the low rate of coverage is that women's sport in Israel is developed even less than that of men's sport. Some assert that the problem of women's sport in Israel does not begin with the media. The media does not cover women's sport, since there are not enough excellent women in the areas of sport. When women attain real competitive in sport, the media covers and is full of praise. Hence, it can be said that the problem of women's sport and its coverage is a circle: women barely engage in sport since the media does not present models of feminine identification in sport. Conversely, the media barely addresses women's sport, since, unfortunately, there is no women's sport that should be addressed. In addition, there is the problem of the low ratings of women's sports, which is also a result of the aforementioned factors and contributes to them. The way to break this circle is to increase the sportive activity among women. When more women engage in sport, more women will excel in the different areas of sport and thus the chances of media coverage will increase. The entire process will eventually lead to a rise in how women view the prestige of the engagement in sports and to an increasing interest of women who consider engaging in sport. As more women are involved in sports – as coaches, managers, journalists, broadcasters, and television program editors – the circle of young girls who engage in sport will broaden and their high competitive potential will be actualized.

5.9.3 The Unit for the Promotion of Women in Sport in Israel

After all the recommendations of the different committees that were established in Israel to promote sport in Israel, it was decided to establish the Unit for the Promotion of Women in Sport. This committee was established in 1994 on the background of the inequality that exists between women and men in all the areas of sport in Israel. The Unit for the Promotion of Women in Sport acts in all dimensions and at all levels to develop and promote the awareness of the individual, the organization, the family, and the community, to develop a fair and supportive sport culture, to promote the status of women, and to provide an equal opportunity for women in the field of sport.

The Unit for the Promotion of Women in Sport works to extend the infrastructure, to increase the number of girls and women who engage in sport, to recruit women to key positions and to the administration, and to further the knowledge and extend the awareness among all those who engage in sport. The Unit strives to change the approach towards the status of the woman in sport and her ability to attain competitive. The policy of the Sport Authority in Israel strives to integrate women in sport at all levels and for this purpose resources have been allotted. In addition, the authority acts to promote girls and women in sport in Israel, in the local infrastructures, in the different sport unions, and in the Olympic Committee.

As aforementioned, in 1994 the union for the school was established. This decision derived from the decision that the development of sport on the level of the infrastructure needs to shift from the responsibility of the sport centers and sports unions. The reason is that these organizations are steadily more engaged in the development of competitive groups on the level of the national league and the investment of the utmost financial resources is in these leagues alone. Thus, only meager sums remain for the development of infrastructures for children and youth in areas such as gymnastics, swimming, athletics, judo, table tennis, etc. Many areas have been repressed and have nearly vanished from the sportive map of Israel.

The 'Schools Sport Union' supports equality, with educational reference and thinking, the development of human sport infrastructure in the framework of the school where both boys and girls study. The development of a school club with the involvement of the entire community: parents, teachers, and students. This great involvement will

ensure that the sport organization and activities will be conducted in an appropriate way that allows girls and boys to be full partners in sportive activity. All the rules of fair play will be honored and a healthy sport culture will develop. It is possible to see that over the past years sports groups arose throughout Israel and the number of athletes increased by hundreds of percent (Chalvovski, 2005).

5.9.3.1 Goals and Actions of the Unit for the Promotion of Women in Sport in Israel

The Unit for the Promotion of Women in Sports in Israel sets a number of goals and objectives with the intent to effect a change in the situation today that indicates many areas in sport appropriate for change.

The Development of Leadership among Women – Construction of a Network of Women Activity in the Israeli Sport

The goal is to increase the number of women among the decision makers in all the sport organizations at all levels. To train women to leadership roles in sport through study days, seminars, and in service training courses. To establish secondary committees to promote women in sport in the local authorities, in the associations, and in the Olympic Committee. To identify train women who want to be active in sport, to train them, and to promote them to a management role. To act to attain a regulation that enforces appropriate representation for both women and men (as in the example of Norway, 40-60%). As of today, there is a regulation that determines representation of at least one woman in every management of the sports associations. What little there is also is not implemented in some of the associations.

Development and Encouragement of New Programs for the Cultivation of Competitive Sport among Girls and Young Women in the Different Sport Areas

Every union will appoint a professional and organization staff that includes both women and men, which will be responsible for a special program for the cultivation of girls and young women. The program will include the identification of excellent athletes, the creation of regional and national staffs, training and enrichment camps, and international

competitions. The programs will be conducted with the coordination, follow-up, and control of the administration of the Unit for the Promotion of Women in Sport and the Unit for the Cultivation of Excellent Young Athletes and Supervisors of the Sport Administration.

Extension and Basis of the Professional Knowledge of Coaches Who Work with Athletes

To hold conventions and training courses for coaches, to extend the knowledge and awareness of what is special and different in the training of women, from physiological, psychological, and sociological aspects. To increase the number of coaches who will be fully employed in sport. To combine special aspects in sports training in the curriculum of school for coaches and instructors in the Wingate Institute.

Medical Committee

To construct an expert medical staff to provide services and counseling for women athletes in the group and personal areas, in the fields of medicine, nutrition, physiotherapy, and psychology.

Researches: Extension of Knowledge of Women in Sport

To conduct unique research studies in the fields of psychology, sociology, and physiology on girls and women in sport and to disseminate them in Israel and around the world. To increase the exposure of women's sport through the written and electronic media. To create international relations – to participate in international congresses. To create relations to exchange sports delegations of girls and women. To develop physical activity as a healthy life style among women. To extend the physical activity and to increase the awareness of the improvement of the physical ability, of correct nutrition, and of the prevention of illness among girls and women.

Additional New Projects: To establish a children's football league for the community centers and to establish a football league for women. In addition, the committee will act to encourage women to engage in popular sport and leisure activity. 'Women Go Far' – a great event for women that will include a run/walkathon. It will include recreational activities, examination of fitness, and promotion of awareness, exposure to physical activity as a healthy life style for women. This is an

opportunity for a session filled with enjoyment and exchange of opinions, through the display of quantitative power that emphasizes the ability of women to organize and change together patterns of thinking and behavior. The idea to collect women together in a sportive event crystallized in 1998 and has since become a tradition. The main goal is to develop awareness of sport among women at an early age, so as to encourage more girls and women to engage in different events of sport and to attain competitive (Buksten, 1999).

It should be noted that unfortunately in recent years there have been many cuts in the distribution of budgets for the sport activities, which have also harmed the resources of the Unit for the Promotion of Women in Sport and the continuation of the activity and cultivation of women in sport in Israel.

Summary

From among the athletes who take part in popular and competitive sportive activity, over time athletes blessed with talent are discovered, who, with the direction of coaches and experts, may attain competitive on the highest level. They should be cultivated and promoted in special frameworks, so that with time they will represent Israel in the international frameworks and will put Israel on the map of world competitive sport.

Today's reality shows that the little that has been done so far has helped us draw closer and closer to compete on a high international level. It is clear to us that strengthening the sportive activity in all areas and at all levels, in the appropriate and correct manner, will eventually led to welcome achievements that we all will be proud of.

We see the structure of sport as a pyramid. At the basis of this pyramid is sportive activity that is diverse in infrastructure. At the apex, there is a responsible and efficient leadership, which loyally represents all the factors who are active in the realm of sport and who can contribute to its promotion. This authoritative leadership will be in charge of all the areas of sportive activity, setting the sport system in Israel on the cultural and competitive level, which we, the citizens of the State of Israel, deserve and can achieve.

It is a combination of leading and authoritative leadership that meets the challenges, broadcasts value orientation, efficiency, creativity, and adherence to the goal, alongside a developing and expanding infrastructure using the education institutions, the local authorities, the different sports club. This combination is nurtured by public governmental resources and other resources, which constituted the essential 'fuel' for the implementation of the entire system. Combined and adjusted activity in all these areas together can change, and within a short period of time, the miserable reality and to propel the sport culture in Israel to its social objectives and sportive achievements.

The Levin Committee (1998) recommended the continuation of the development of a sport infrastructure, physical activity, and promotion of changes in the area of physical education lessons in the schools and extension of the actions of the school sport union. The Sport and Physical Education Authority is responsible for the preparation of an

infrastructure of athletes in Israel and is a partner in the development of competitive sport.

A town/city master plan prepared by the Sport and Physical Education Authority and the Center of Local Government and regional councils should be adopted. It is necessary to develop the centers of training of competitive for women, to improve the training conditions of the competitive athletes, men in general and women in particular, in these centers.

It is necessary to recognize the great importance of the media in the production of broadcasts of sport events of women as a part of the sport broadcasts. It is necessary to continue to cultivate and promote women in sport through equal opportunities for both genders for equal financial return in groups of both sexes and to provide appropriate representation of women in all the sports organizations.

Our best impression and assessment indicate that there is real potential for a stable and efficient sport system in Israel, as long as the sport will from now on be founded on stable organizations. It is necessary to see to a change for the better in the reference of institutionalized bodies to sport as a value-oriented topic and as positive message that encourages society and the community. It is necessary to allot resources for the competitive of these important goals and objectives.

It is necessary to build and strengthen a correct infrastructure for the structure of sport in Israel, which will begin in the kindergartens and schools and the clubs and will continue in competitive physical behavior. Sport should be managed by people who grew from the sport activists. These are people for whom sport is a part of their personality and being, people who know to organize the system in a responsible manner according to normal procedures, according to rules, and from adherence to the task. It is necessary to set (competitive) sport in its proper place as a main part in the life of culture and society in Israel.

CONCLUSION

Putting a mirror in front of the Israeli society is reflecting a clear picture of inequality between the sexes in society. The inequality is prominent in most areas of life, and is influenced from general social concepts, which were examined during the research.

It was found out in the research that in Israel there is a society, which is concentrated around the values of a family, which is striving to integrate work and family together. In the recent decades, the number of women in the working field increased. More and more women are going to work, and are even entering managerial positions, which in the past were the property of men alone. With the appearance of the modern feminist movement in Israel, in the seventies and the eighties of the 20th century, women were able to identify mainly with the demand for equality in wages, promotion at work and the distribution of functions.

Following that, many changes occurred in the Israeli society. The women's status turned to become a central issue in the public debates and in private conversations. That issue even received a communicative coverage more than ever. Various steps are taken, among them including an advanced legislation, for changing the women's status in society. But the influence is slow, and their achievements are scanty.

The inequality between the sexes in the Israeli society is mainly expressed in the military system. Israel is in a constant struggle with its neighbors (the Arab countries) until today. Following that the military system is the most important, and dominant of all the other systems. The military system is a sexist masculine campaign, and its culture is a most endocentric culture, according to which only men are fitting to carry the sacred symbols of army life. All the heroes and most fighters of the Israeli Defense Forces are males. Women have no important function in that system. That culture is distributing the myth of male supremacy and the dependence of women in men.

The nature of the military service is decided according to the biological sex of the enlisted persons. Men and women are being mobilized according to different standards, and for different periods (two years for women and three years for men), and they are sent to different training programmes. Their function's quality is measured by different criteria, and they are routed to different career tracks. In all the army's activity fields, the man is deciding, giving the orders and is manning the

authoritative and leadership functions. The women are not involved in the process of reaching decisions. Even the authority, of women who are functioning in senior functions, is usually limited to a different, special world for women.

The military system is contributing to strengthening the sexual inequality, and to its immortalization more than any other institution, not because it is more discriminating, but due to its dominant positioning, and its enormous influence on the culture and society in Israel. Many key people, who served in the army, are coming out to civilian life, and are employed in senior functions in various systems, such as the political, economical. cultural, management and academy systems etc. As a result of that, the men's supremacy is maintained in the Israeli society, and the women's discrimination is a directed and consistent way.

The women's discrimination, and the inequality between the sexes, which are found in the military, economical and social systems, are also existing in sports. They are expressed by reduced resources to women, giving lower salaries and scholarships to the competitive female athletes etc. Due to that, lower participation rate of women were found, in a lower competition level in comparison to men. Hence, the status of the women in the Israeli society is also influencing her status in sports in general, and in the competitive sports in particular.

This research tried to examine the development rate, which occurred in the participation of women in the competitive sports in Israel during the time. This research was conducted through examining numeral data about the Israeli delegation to the Olympic Games and to the Maccabiah Games. According to that data, it appears, that as of the seventies and onwards, there was indeed a moderate increase in the number of female athletes, which participated in the competitive sports in Israel. That was mainly expressed in the last decade. In spite of that, there is still a considerable sub-representation of Israeli women in comparison to men in the representative international sports enterprises, such as the Maccabiah Games and the Olympic Games. In contrary, the relation between the number of women and men in Israel, who are participating in the Olympic Games is not constant, and is not reflecting some trend of increase.

However, the situation in the world is different. As from the seventies and onwards, there is a clear constant increase in the frequency of women participating in the Olympic Games, as well as a trend of narrowing the

gap in the ratio between the number of women and men who are participating in the Olympic Games.

Hence, it is possible to see that developing of the competitive sports for women in Israel, is not at the height of the state's interests, and the participation of women in representative enterprises, namely the Olympic Games, depends on the circumstances of time and place, and not on some arranged long range policy to which the government is strict.

In order to promote the competitive sports for women in Israel, we must build a wide infrastructure and a long range policy, which will be built as a pyramid. First, it is necessary to develop the awareness, and the exposure to the sports culture, in a way, which will enable the full participation of girls, maidens and women, in all the sports. We shall begin by locating the excelling girls, their preparation and training to participate in a high competitive standard. For that, we shall begin in the basic school level frame. It is necessary to programme motivation in the pupils, and to teach them valued tools, in order to deal in sports also in the future. It is necessary to encourage competitive activities in the schools, in a regional, national and international frames. In addition to the integration of the girls in the sports associations, whose main sport related competitive activities are after school hours, and to encourage them to continue their activities after graduation from school.

These institutions; the school and the sports association, are two different institutions, which are operating according to different criteria, for different purposes and in different working conditions, but both of which have identical objectives, for which a maximal cooperation is needed.

One of the results for such cooperation is the opening of a common school for initiated operations, such as the sports associations and unions, whose purpose is scouting for young talents, locating them and supporting them. This will cause the encouragement of the competition among the girls. In addition, they will result in a positive attitude to the competitive sports by the parents and the physical education teachers, as well as among the institutions for training physical education teachers, the ministry of education, culture and sports.

In recent years, some action have been carried out in Israel, which point to the development of competitive sports for women:

1. Forming the unit for competitive sports. The unit's function is to implement and to cultivate the competitive sports in Israel in general, and the competitive sports for women in particular, according to sports. For that purpose, the unit will accompany the competitive sports people; (with an emphasis on female athletes) in their current activities and competitions, with the cooperation of the associations.
2. Forming the unit for excelling male and female athletes, and widening its activities.
3. Opening sports classes and sports schools.

After locating the excelling female athletes for the competitive sports, it is necessary to see that during the female athlete's military service, they will receive a status of excelling female athlete by the state, and thus they will ensure the continuation of their competitive activities. By the ending of the female athlete's military service, it is necessary to receive economic and social resources and incentives, which will enable her to continue her activities, in order to encourage her to choose sports career. It is necessary to secure keeping the trainer, or the female trainer, in order for them to be able to invest their utmost efforts in training female athletes. In addition, it is necessary to invest, and to cultivate, scientists, doctors and other professional people, because these are forming the basis for the competitive sports. All those points, are pointing out, that the competitive sports for women in Israel needs a new managerial structure. It must be separated from any other sports, cultivated and subsidized, and to operate in professional, methodical and scientific non-routine frames.

Promoting the competitive sports for women, is also involving an increase of the appreciation of society to sports in general, and to female athlete in particular, emphasizing in the media, especially on television. The television exposure is also stimulating the massive entry of highly influential economic factors to the sports field (sponsors). Moreover, women are more and more involved as spectators in sports. In recent years, there is also an increase of key positions, such as trainers, newspaperwomen (sports), commentators, referees (in games), manageresses and communal workers.

In spite of the fact, that a change in the status of women in sports in general, and particularly in the competitive sports is beginning to form,

the discrimination, the deprivation and the inequality between the sexes still remains. In order to narrow that gap, the women must cause a change for their status in society, by increasing their participation and succeeding in the competitive sports. Their succeeding in sports will cause a political pride, which will lead to improving their status in society. Hence, that the sports is serving as a social lever for improving the women's status in society, and vice versa. An improving of the women's status in society will also improve her status in sports.

All these, are pointing at the assumption which was presented in the research, that social characterizations, which are promoting processes in one field, will also influence the occurrences in other social fields, such as in sports, were proven to be correct.

The campaign for promoting women in sports is doing its first steps, but the road is still long and there are still many obstacles. After performing all the stages, which were raised in that research, and creating a favorable, stimulating and supporting, the atmosphere, we shall contribute to the development and promotion of sports in general, and particularly of the competitive sports among girls, maidens and women in Israel.

To conclude – This research examined the development of the competitive women's sports in Israel. Then focusing in the competitive sports derived from budget limitations. Most of the research is based upon governmental sources and data, which were collected during the years. There is no doubt, that in order to receive a comprehensive picture of the women's status in sports in Israel, with its various levels, it is necessary to conduct in the future a more comprehensive and deep research. A research of that kind calls for a considerable financial investment and a cooperation between the State and the various sports associations in Israel.

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