ARTICLE BY J. ANDREWS - FOUR LANGUAGES ABSTRACTS

(E)(F)(S)(P)

FIEP 80TH ANNIVERSARY YEAR MESSAGE

This article portrays John Andrews' personal view on some of the changes in Physical Education over the past sixty years. Using his own story as a guideline, John Andrew leads the reader through the changes experienced by Physical Education and Sports throughout the years.

His story begins in primary school, where the idea of organised physical activity was that of exercises led by the class teacher, in the classroom. At the preparatory school he witnessed the replacement of ex-army Physical Training instructor by physical education specialists. A professional with a one-year postgraduate PE qualification would take over the teaching position some time later.

By the year of 1953, John Andrews applied to a new University Degree course at the University of Birmingham, which pursued to the students a General Degree in two major subject departments. At the end of three years, that course would be the first PE intake to receive classified Honours Degrees.

After three years in the military service with the Royal Air Force, John Andrew took a post at Roman Hill Secondary Modern School. The programme he built up at that time, which combined the skills and interests of many members of staff, was featured at a Physical Education Association national conference and recorded for posterity in a book written by Gerald Murray. In 1964, at St. Paul's Men's Teacher Training College in Cheltenham, John Andrew experienced the golden age of teacher preparation.

At that institution, John Andrews also lived a civilised and respectful period of co-operation with Bristol University followed by great external pressures and internal bureaucracy caused by a hectic period of course validation ensued by the Council for National Academic Awards. In the late 1960's, he was a member of one of the groups that drafted the first statutes of the new British Council of Physical Education. His experience in the attempt to unite the various professional groups in and around Physical Education "to speak with one voice" played an important part in his preparation for his future work in the world of international organisations of physical education and sport.

After writing the official English version of the ***1970 FIEP World Manifesto***, John Andrew took charge of the English text of the *FIEP Bulletin* in 1972. Twelve years later he took on the role of FIEP President and during his four presidential mandates, FIEP achieved a considerable increase in its worldwide programme of activities, including a long collaboration with the Arab Sports Confederation. One of John Andrews' successful administration landmarks took place when FIEP was once again an "IOC Recognised Organisation" and part of the wider Olympic family, which entitled it to become the recipient of annual grant aid. Another remarkable fact in his administration is the fact that, for the past eighteen years, the largest regular gathering of physical educationists in South America has been the FIEP Congress and Courses organised in Foz do Iguacu, Brazil, every January. President John Andrew attended most of these events, which often bring together up to 3000 participants.

In January 2000, he passed the Presidency of FIEP to Dr. Manoel Tubino, and was elected FIEP's *Life President of Honour.*

FIEP – MESSAGE DE SES 80 ANS

Cet article présente le point de vue personnel de John Andrews sur quelques changements de l'Éducation Physique aux dernières 60 ans. En se servant de sa propre histoire comme fil conducteur dans le temps, il fait parcourir le lecteur les transformations vécues par l'Éducation Physique et les Sports tout au long des années.

Son exposé commence par l'école primaire, où l'idée d'activité physique organisée se constituait d'exercices conduits par le professeur de la classe, dans la salle de classe. À l'école préparatoire il a assisté au remplacement de l 'instituteur, ancien-entraineur de l'armée, par des spécielistes en éducation physique. Quelque temps après, un professionnel avec des études de pos-graduation de durée d'un an en Éducation Physique occuperait la place de professeur.

Vers les années1953, John Andrews s'est inscrit dans un nouveau cours à l'Université de Birmingham. Ce cours accordait aux étudiants un Diplôme Général avec concentration d'études en deux spécialités. À la fin de trois ans, ce cours serait le premier programme d'Éducation Physique à recevoir Mention Honorable.

Après trois ans de service militaire dans la Royal Air Force, John Andrews a accupé une place dans la Roman Hill Secondary Modern School (école secondaire). Le programme qu'il a développé à cette époque-là - qui intégrait les habiletés et intérêts de beaucoup de membres du corps enseignant - a été présenté dans une conférence nationale de la Physical Education Association et enregistré pour la postérité dans un livre écrit par Gerald Murray. En 1964, comme professeur du St. Paul's Men's Teacher Training College à Cheltenham, John Andrews a vecu l'âge de l'or pour la formation de professeurs.

Dans cette institution, John Andrews a vecu aussi une période civilisée de respect et coopération avec l'Université de Bristol, suivie de jours de fortes pressions extérieures et beucoup de bureaucratie intérieure produites par une période agitée de validation de cours qui a culminé avec le Council for National Academic Awards (Conseil National de Concession de Prix Académiques). À la fin des années soixante, il a participé de l'un des groupes qui a rédigé les premiers statuts du nouveau British Council of Physical Education (Conseil Britannique d'Éducation Physique). Ses efforts pour unir les divers groupes professionnels au tour de l'Éducation Physique, l'assurant la possibilité de "parler par une seule voix" a joué un rôle important par sa préparation pour le travair futur dans le monde des organisations internationales d'éducation physique et sports.

Après avoir rédigé la version officielle du ***1970 FIEP World Manifeste*** en langue anglaise, John Andrews sést chargé du texte en anglais du *FIEP Bulletin* en 1972. Douze ans plus tard il a assumé laprésidence de la FIEP et pendand ses quatres mandats, la FIEP a obténu une considérable augmentation en son programme mondial d'activités, y compris une longue collaboration avec la Confédération Arabe de Sports. L'un des traits de l'administration réussie de John Andrews est arrivé quand la FIEP a été considérée une "Organisation Reconnue par le C. O.I.", comme partie de la famille Olympique plus ample, avec le droit de recevoir l'aide en sommes annuelles. Un autre fait notable pendant as gestion, c'est que dans les dernières 18 années la FIEP a organisé la puls grande réunion de professionnels d'Éducation Physique en Amérique du Sud: le Congrès et les cours à Foz do Iguacú, Brésil, chaque mois de janvier. Le président John Andrews a été présent dans beaucoup de ces événements - qui réunissent presque toujours 3000 participants.

En janvier 2000, John Andrews a passé la Présidence de la FIEP à M. le Docteur Manoel Tubino et a été élu *Président d'Honeur* de la FIEP à titre viager.

ARTICLE BY J. ANDREWS - FOUR LANGUAGES ABSTRACTS

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FIEP - MENSAJE DE SUS 80 AÑOS

Este artículo presenta el punto de vista personal de John Andrews respecto a algunos cambios en la Educación Física de los últimos 60 años. Utilizando como hilo conductor de su propia historia en el tiempo, hace al lector recurrir los cambios por los cuales ha pasado la Educación Física y el Deporte a lo largo de los años.

Su exposición comienza en la escuela primaria, donde la idea de actividad física organizada que se tenía eran ejercicios dirigidos por el profesor en la clase. En la escuela preparatoria asistió a la sustitución del instructor, ex entrenador del ejército, por especialistas en educación física. Tiempos después, un profesional con estudios de posgrado de un año en Educación Física se haría cargo del puesto de profesor.

En el año de 1953, John Andrews se inscrivió en un nuevo curso en la Universidad de Birmingham. Este curso confería a los alumnos un Diploma General con especialización en dos áreas de disciplina.

Después de tres años ese curso sería el primer programa de Educación Física que recibiría Mención Honorífica. Después de tres años de servicio militar en la Royal Air Force, John Andrews asumió un puesto en la Roman Hill Secondary Modern School (escuela secundaria). El programa desarrollado por él en esa ocasión - integrando las habilidades de diversos miembros del cuerpo de enseñantes - fue presentado en una conferencia nacional de la Physical Education Association y registrado para la posteridad en un libro de Gerald Murray. En 1964, como profesor del St. Paul's Men's Teacher Training College en Cheltenham, John Andrews vivió la edad de oro de la formación de profesores. En esa institución, John Andrews vivió también un periodo civilizado y respetuoso de cooperación con la Universidad de Bristol, siguiendose días de fuertes preciones exteriores e intensa burocracia interna a causa de problemas con la validación de cursos que llegaron al cumbre con el Coucil for National Academic Awards. A finales de los años 60, él pasó a hacer parte de uno de los grupos que redactó los primeros estatutos del nuevo Bristol Council of Physical Education (Consejo Británico de Educación Física). Su vida de esfuerzos para la unión de diversos grupos profesionales alrededor de la Educación Física, dándole la posibilidad de "hablar a través de una sola voz" tuvo un papel importante en su preparación para el trabajo futuro en el mundo de organizaciones internacionales de educación física y deportes.

Después de redactar la versión oficial del 1970 FIEP World Manifesto en lengua inglesa, John Andrews se hizo cargo del texto en inglés del FIEP Bulletin en 1972. Doce años después asumió la presidencia de la FIEP y a lo largo de sus cuatro mandatos la FIEP logró un crecimiento considerable en su programa mundial de actividades, incluso una larga colaboración con la confederación Árabe de Deportes. Uno de los hitos de la administración lucida de John Andrews fue cuando se consideró de nuevo la FIEP como "Organización Reconocida por el C. O. I." parte de la familia olímpica más amplia, con derecho de recibir ayuda en importes anuales. Otro hecho notable en su gestión es que, en los últimos dieciocho años, la FIEP llevó a cabo la más grande reunión de profesionales de Educación Física en América del Sur: el Congreso y cursos de la FIEP de Foz do Iguaçu, Brasil, todos los meses de enero. El presidente John Andrews compareció a muchos de estos acontecimientos - que a veces congregan hasta 3000 participantes.

En enero de 2000, John Andrews pasó la Presidencia de la FIEP para el Dr. Manoel Tubino y fue elegido, en carácter vitalicio, Presidente Honorífico de la FIEP.

MENSAGEM DOS 80 ANOS DA FIEP

Este artigo apresenta o ponto de vista pessoal de John Andrews a respeito de algumas mudanças na Educação Física nos últimos sessenta anos. Usando sua própria história como fio condutor no tempo, ele faz o leitor percorrer as transformações vividas pela Educação Física e Esportes ao longo dos anos.

Seu relato se inicia na escola primária, onde a idéia de atividade física organizada constituía-se de exercícios conduzidos pelo professor da turma, na sala de aula. Na escola preparatória assistiu a substituição do instrutor, ex-treinador do exército, por especialistas em educação física. Algum tempo depois, um profissional com estudos de pós-graduação de duração de um ano e título de na área de Educação Física assumiria a vaga de professor.

Em torno do ano de 1953, John Andrews matriculou-se em um novo curso na Universidade de Birmingham. Este curso conferia aos alunos um Diploma Geral com concentração de estudos em duas áreas disciplinares. Ao fim de três anos, este curso seria o primeiro programa de Educação Física a receber Menção Honrosa em sua categoria.

Depois de três anos de serviço militar na *Royal Air Force*, John Andrew assumiu um cargo na *Roman Hill Secondary Modern School* (escola secundária). O programa que desenvolveu nessa ocasião - integrando as habilidades e interesses de vários membros do corpo docente - foi apresentado numa conferência nacional da *Physical Education Association* e registrado para a posteridade num livro escrito por Gerald Murray. Em 1964, na qualidade de professor em *St. Paul's Men's Teacher Training College* em Cheltenham, John Andrew viveu a idade de ouro da formação de professores.

Nessa instituição, John Andrews também viveu um período civilizado e respeitoso de cooperação com a Universidade de Bristol, seguido de dias de grande pressão externa e muita burocracia interna causadas por um período conturbado de validação de cursos que culminou com a criação do *Council for National Academic Awards*. No fim dos anos 60, tornou-se membro de um dos grupos que redigiu os primeiros estatutos do novo *British Council of Physical Education* (*Conselho Britânico de Educação Física*). Sua vivência de esforços para unir os vários grupos profissionais em torno da Educação Física, propiciando-lhe a oportunidade de "falar através de uma única voz" desempenhou um papel importante em sua preparação para o trabalho futuro no mundo de organizações internacionais de educação física e esportes.

Depois de redigir a versão oficial do ***1970 FIEP World Manifesto*** em língua inglesa, John Andrew encarregou-se do texto em inglês do *FIEP Bulletin* em 1972. Doze anos mais tarde assumiu a presidência da FIEP e ao longo de seus quatro mandatos, a FIEP conseguiu um aumento considerável em seu programa mundial de atividades, incluindo uma longa parceria de colaboração com a Confederação Árabe de Esportes. Um dos marcos da administração bem-sucedida de John Andrews aconteceu quando a FIEP foi de novo considerada uma "Organização Reconhecida pelo C.O.I.", parte da família olímpica mais ampla, com direito a receber auxílio em verbas anuais. Outro fato notável em sua gestão é o fato de que, nos últimos dezoito anos, a FIEP realiza a maior reunião de profissionais de Educação Física na América do Sul: o Congresso e cursos da FIEP, organizados em Foz do Iguaçu, Brasil, todo o mês de janeiro. O Presidente John Andrew esteve presente em muitos destes eventos - que muitas vezes congregam até 3000 participantes.

Em janeiro de 2000, John Andrews passou a Presidência da FIEP ao Dr. Manoel Tubino e foi eleito, em caráter vitalício, *Presidente de Honra* da FIEP.

FIEP 80TH ANNIVERSARY YEAR MESSAGE

(E)

JOHN C. ANDREWS

Delegate in Great Britain since 1972
Secretary General 1974-1984
World President 1984-2000
Life President of Honour

President Manoel Tubino has asked me to prepare a message for inclusion in this special anniversary edition of the *FIEP Bulletin,* which celebrates the official foundation of the FIEP eighty years ago this summer. My first thought was to try to record the many successes I have witnessed in the past thirty years but the meticulous account of FIEP's activities in Europe, prepared by my indefatigable colleague and friend, Robert Decker, has released me from much of the painstaking research necessary. So instead what follows is a very personal view on some of the changes in Physical Education over the past sixty years through which I have lived a life greatly influenced and often dominated by my contacts with and through Physical Education and Sport.

In Primary school, during the final years of World War II, my first memories of organised physical activity as part of an educational programme, were in wet weather, of exercises led by the class teacher with the children standing in lines in the spaces between the rows of double desks. When the weather was dry, we went out onto the gritty surface of a small square of tarmac, to do the same exercises, in the same lines. The game at the end was often "O Grady" says, "Do this" or "Do that", no move on "This", or a move on "That" meant elimination and a long stand doing nothing until the last pupil (the winner) was caught out. Sometimes the winner was then allowed to move to the front of the class to become "O Grady". I managed this quite often, so playing my first role as a replacement teacher! Running was not encouraged, a sudden stop often resulting in a skid or a fall on the loose stones covering the surface. An important part of the teacher's equipment in those days was a bottle of disinfectant and some scraps of bandage to treat the bleeding knees of those who fell.

Moving to the Preparatory Class section of Towcester Grammar School at the age of eight, I accepted as normal that when I had to contact an "academic" member of staff, I knocked timidly on the door of the male or female teachers' "staff room", whilst to visit the ex-army Physical Training instructor I descended into «the coal hole»; a cellar directly below the men's staff room, where he had a small partitioned space in which to display his team and fixtures lists, and store the rows of freshly waterproofed rugby balls and bunches of coloured braids, used to designate teams. As a class PT monitor it was my proud task to collect and return the balls and braids used for our games lessons, crunching across the coke on the floor, which was also stored in this cellar to feed the school's heating system.

During my eleven very happy and active years at this school, I witnessed the departure of this gentleman, to be replaced by women and men physical education specialists trained at Bedford and Loughborough Colleges respectively and I became increasingly interested and involved in the PE programme, supported by many members of the school staff, which included (as it appeared on the official school time table) "PE lessons, games, swimming, team practices, lunchtime and after school clubs, and inter-school matches". In my final years the ex- Loughborough specialist was replaced by a graduate with a one-year post graduate PE qualification from Carnegie College, Leeds, who helped to steer me into teaching. I still remember clearly the day I decided to become a PE teacher; I was fifteen and fielding near the boundary in a Wednesday games afternoon cricket match. It was warm and sunny and the PE master was umpiring and coaching a group of boys all immaculately turned out in white shirts and white cricket trousers, part of the compulsory PE and games kit which each boy had to have. It seemed a wonderful way to earn a living.

To become a PE teacher in 1953, the main choices were between Diploma courses at Loughborough or Carnegie, or one of the other Men's Wing Colleges of Physical Education, but I was well advised to apply for a new University Degree course at the University of Birmingham being pioneered by an outstanding group of lecturers: David Munrow, Peter Macintosh, Max Madders, Barbara Knapp and Bill Slater (amongst others) with the support of the University Medical School and other university departments. I became one of a small, mixed group of students pursuing a General Degree in two major subject departments, which at the end of three years became the first PE intake to receive classified Honours Degrees. A post-graduate year with two superb teacher trainers, Christine Roberts and Dr. James Oliver, completed my teacher preparation. Jimmy Oliver was one of the first, probably the first, British physical educationist to be awarded a Doctorate for a PE related thesis at a British university. His insistence on a close relation between theory and practice and his tutorship of my Master's

Degree dissertation later in my life, made indelible marks on my career. I was ready to get started.

But in 1957 military service was still compulsory and I chose to fulfil my obligations by entering the Royal Air Force on a three year, short service commission. After a three-month officer training course, I spent the rest of this time as a station education officer and as Officer in Charge of the RAF Mountain Rescue Team in North Wales. It was an interesting and often exciting time in which I had to grow up and out of a PE student mentality very quickly but I did not loose my determination to become a teacher and this helped me to resist considerable pressure from the RAF Station Commander to stay with the team and sign on for a further spell of RAF service. He could not understand why I wanted to be a teacher when, as it rightly turned out, my first month's teaching pay was almost exactly half of my last payment as an RAF officer!

I moved from coast to coast, taking a post at Roman Hill Secondary Modern School in Lowestoft, which gave me many opportunities to develop a wide PE programme, with the inclusion of outdoor activities in particular. The programme I built up at that time, which combined the skills and interests of many members of staff, was featured at a Physical Education Association national conference and recorded for posterity in a book written by Gerald Murray (1). Up to that time new members of staff were often appointed with an eye also on their sporting interests and their willingness to contribute to a full programme of school teams and club activities. But already the creation of «Posts of Special Responsibility» and the extra payment given to their holders, was beginning to bring out the response It's not my job, you are the paid specialist, you get on with it!

Appointed in September 1964 to St. Paul's Men's Teacher Training College in Cheltenham, (one of the ten men's PE Wing Colleges) I experienced the form, content and high success rate of an excellent, sharply focused, appropriate and very thorough preparation of well selected students, all wanting to become specialist P.E. teachers in secondary schools. I genuinely believe this period of teacher preparation has never been bettered and this is largely borne out by the opinions of many ex-students of that time who went on to become headmasters, university teachers, local authority advisers, and in some cases Directors of Education. I have often referred to what happened in the years that followed as "the rape of the Colleges of Education".

Certainly Physical Education has moved on, sometimes under other names. Already, when I was appointed, discussions were going on with the nearby University of Bristol to offer a 4-year course leading to the award of a Bachelor of Education first degree as part of the national drive to create an all-graduate teaching profession. Following a civilised and respectful period of co-operation with Bristol University, a hectic period of course validation by the Council for National Academic Awards ensued which involved great external pressures and internal bureaucracy, diverting thousands of staff hours from the real business of working with students, It was this period which largely decided me it was the right time to take the offer of «early retirement» at the age of fifty. The institutional change process had started with the full merger of St. Paul's with its sister college, St Mary's, and that enlargement has continued up to the present day where the old colleges now form part of the University of Gloucestershire which is spread between Cheltenham and Gloucester, towns some thirty minutes apart by the inter campus bus service! On leaving I missed the student contacts but not "the rat race" university life had become.

Already in the late 1960's I was quite heavily involved in the work of professional associations. I had been a member of the national PE Association from my student days, and from 1964 joined the British Association of Organisers (later changed to Advisers) in Physical Education. As a BAALPE Council Member and Editor of the national *BAALPE Bulletin of Physical Education*, I was one of the small groups that drafted the first statutes of the new British Council of Physical Education, which tried to unite the various professional groups in and around Physical Education "to speak with one voice". This aim to build a fully united professional group has still not really been achieved, each time failing in face of the pressures from the different histories and constitutions of the main bodies, which still exist in Britain today. But this experience did prepare me in part for my future work in the world of international organisations of physical education and sport.

I had moved into that wider world almost by chance. During my five years as general editor of the *BAALPE Bulletin* I exchanged publications with many journals around the world, including *The FIEP Bulletin*. Constantly on the lookout for interesting articles, I first read the ***1970 FIEP World Manifesto*** in French, and contacted the editor, Dr. Pierre Seurin, to see if he would allow me to make an English translation for the *BAALPE Bulletin*. Pierre, of course, was delighted and so came into being the official English version of the Manifesto and the start of a working contact and friendship, which has largely influenced the rest of my life.

Much of what has followed is part of FIEP history. I took charge of the English text of the *FIEP Bulletin* in 1972 and two years later was appointed General Secretary, a role I filled for the next ten years. That period closed with terrible losses from the core group of FIEP leaders, Pierre's untimely death, the tragic aircraft accident which so soon after took the life of Vice President Jose Maria Gagigal, the death of the stalwart Vice President Bert Willee in Australia, and the loss of Treasurer Jean Monsinat. It was in a state of shock and grief that I took on the role of FIEP President, well prepared in many ways by my ten year's apprenticeship with Pierre, but unprepared emotionally for the difficulties following the sudden losses of such high calibre colleagues. But FIEP and its youngest President survived.

During the following sixteen years of my Presidency there were many problems, quite a few successes and certainly great changes. In closing I'll mention just a few of these.

During my four presidential mandates, FIEP achieved a considerable increase in its worldwide programme of activities. Event development was

especially strong in Central and South America, so moving the centre of local operations away from Europe and the long Scandinavian period of leadership and activity.

The FIEP Bulletin settled to a regular three times a year publication in three languages and in my final ten years as Editor and Director, I was enormously aided by Ghislaine Ouvrard who took charge of the French text and shared the in-house computer preparation of all the final texts, which allowed us to bring the costs of production within an affordable budget.

The balanced financial state of FIEP was also stabilised by our long collaboration with the Arab Sports Confederation, assured by our Vice President Mr. Othman Al Saad, and centred around the promotion and award of The Prince Faisal Research Prize. This award is now well established in its own right.

Another landmark was that after many years of uneasy contact with the Olympic movement, (following the FIEP abandoning the organisation of gymnastics in the early days of the Olympic Games to concentrate on its educational mission), we have once again become an "IOC Recognised Organisation" and part of the wider Olympic family, and also recipient of annual grant aid. I see this aid as a proper return for the investment teachers and teacher's organisations make to the bases of sporting activity and excellence.

My experience of navigating the sometimes-stormy waters of inter-association relations in Britain has been largely repeated in the formation and subsequent activities and attitudes of the International Council of Sport Science and Physical Education (ICSSPE-CIEPS). My first mentor at University, David Munrow was one of the founders of this organisation and I well remember him talking of its aims enthusiastically in my student years. Pierre Seurin was also a great supporter in the early days and one of the key foundation meetings of this organisation actually took place during a FIEP World Congress. Its first Presidents, Sir Philip Noel Baker (a Nobel Peace Prize winner) and Sir Roger Bannister (the first sub 4 minute miler) were great athletes, leaders and gentlemen, with no need to further prove themselves in life, nor to build "empires" and enhance personal careers; characteristics not shared by the lesser men from Germany and Finland who followed as presidents. I still remember the anger of the then ICSSPE President on learning that FIEP had been given "Recognised Status" by the IOC when this was announced in an ICSSPE Meeting. Despite such unpleasantness, FIEP remained in ICSSPE membership and in my final 4 years held the Chairmanship of the International Committee on Sport Pedagogy, a quite representative group which was behind the initiative to stage "A World Summit on Physical Education" where for perhaps the first time all the major PE groups in the world tried "to speak with one voice". This summit took place in Berlin in early November 1999, and provided an appropriate high point on which to draw to a close my work with ICSSPE and soon after, with FIEP.

For the past eighteen years the largest regular gathering of physical educationists in South America has been the FIEP Congress and Courses organised in Foz do Iguaçu, Brazil, each January. Whilst President I attended most of these events, which often bring together up to 3000 participants, and I have watched physical education and its scientific background studies develop on this young and enthusiastic continent. Thus it was with great pleasure and long-term confidence that I passed the Presidency of FIEP to Dr. Tubino in the elections, which closed the General Assembly in January 2000. As he approaches the fourth year of his first mandate as President, I wish him, and especially his closest collaborators Almir Gruhn, General Secretary, and Paulo Antonelli, General Treasurer, every success in the future. The same best wishes are extended to all FIEP members wherever you are.

In the sixty -two years encompassed in these recollections, Physical Education and FIEP have moved a long way forward. We now have a new World Manifesto for the years to come. If you will accept my testimony, to engage in the hard work necessary to make the hopes set out in that Manifesto become reality is well worth the effort. Thank you for accepting the challenge.

FIEP WORLD CONGRESS

NOVEMBER 2004
MEXICO

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