

Fair play in the physical education class

-The handling of fair play in the Japanese guideline for junior high school course of study-



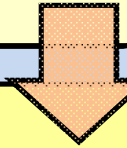
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Introduction

In 2008, the guideline for junior high school course of study was revised in Japan, and the "significance of sport as the culture" unit was set in "the theory of sport and physical education" of junior high school in third grade newly. In this unit, there is "the cultural significance and role that international sport events served as", and the word called the Olympics appeared in it for the first time. The teacher will perform the instruction mainly on the Olympic Games (the Paralympic Games or the Youth Olympic Games, etc.) in a class.

Introduction

The guideline for junior high school course of study
(= national/official guidelines for teachers)



Unit of "significance of sport as the culture"
(the theory of sport and physical education)



Class of "the cultural significance and role that
international sport events served as"



Olympic Games, Paralympic Games or Youth
Olympic Games

About these Olympic Games, the IOC attaches great importance to the environmental problem after the 1970s.

It is the result of citizens becoming sensitive to the correlation of the environment and social life as each country promotes the economic development. It is guessed that the IOC which holds international sport events has the process that was not able to ignore it.

This environmental problems lasts in both events now in the summer and the winter Games. The present condition is that various problems have occurred besides the environmental problems, such as energy consumption, an economical problem, an athletic (competition) regulation, and doping.



HARD LEGACY

facilities
equipments
traffic
mechanization
etc.

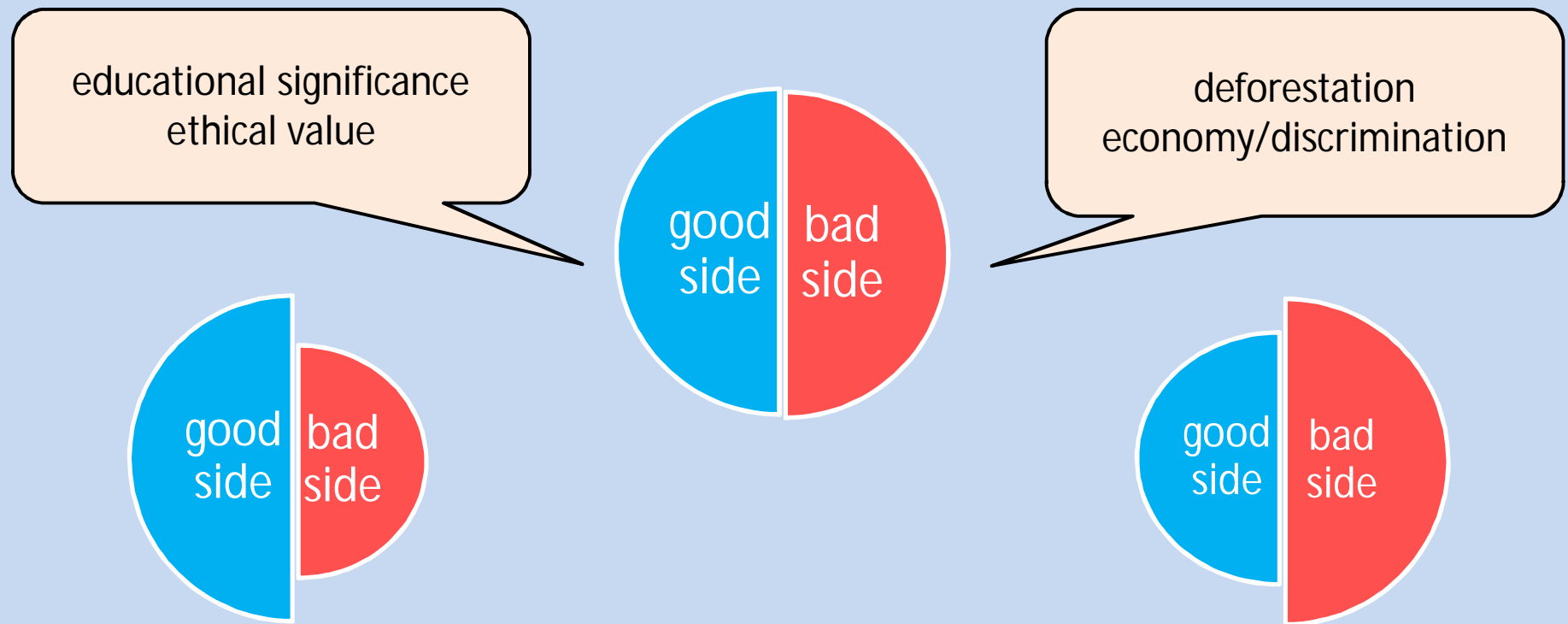
SOFT LEGACY

nature/education
economy/society
regulation
discrimination
Judgment
etc.

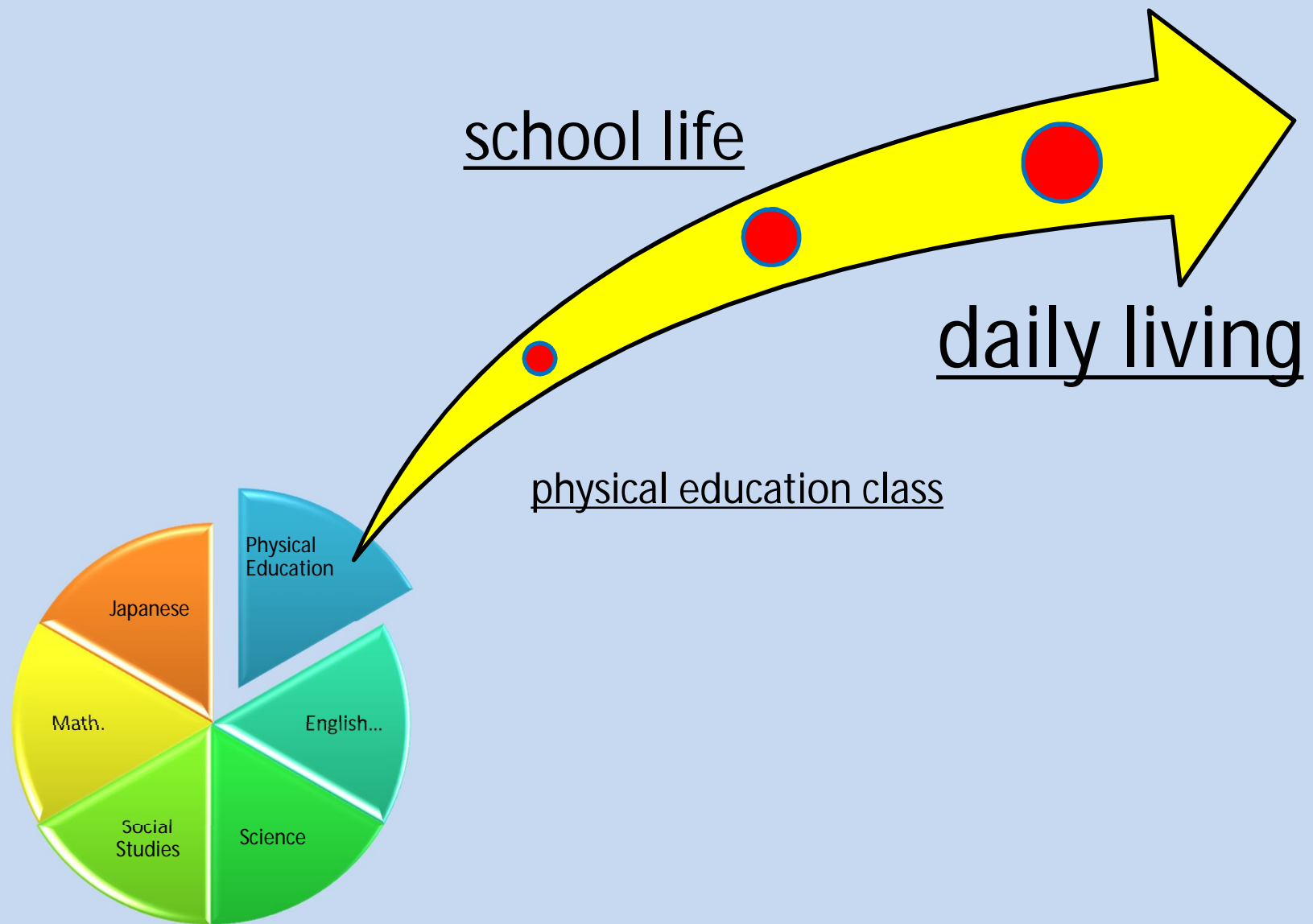
How should the teacher teach about the Olympic Games which are in such the situation? The teacher can also teach only about the good side of the Olympic Games, probably could point out about the problems on the contrary, and could also strengthen the critical impression for students.

For an important point, however, the physical education class is education basically. In other words, the class contents are not only learning acquisition of the knowledge about the Olympics. Students use the learned knowledge, and utilize it for sport activities and the social life in present and the future.

How should the teacher teach about the Olympics which are in such the situation?

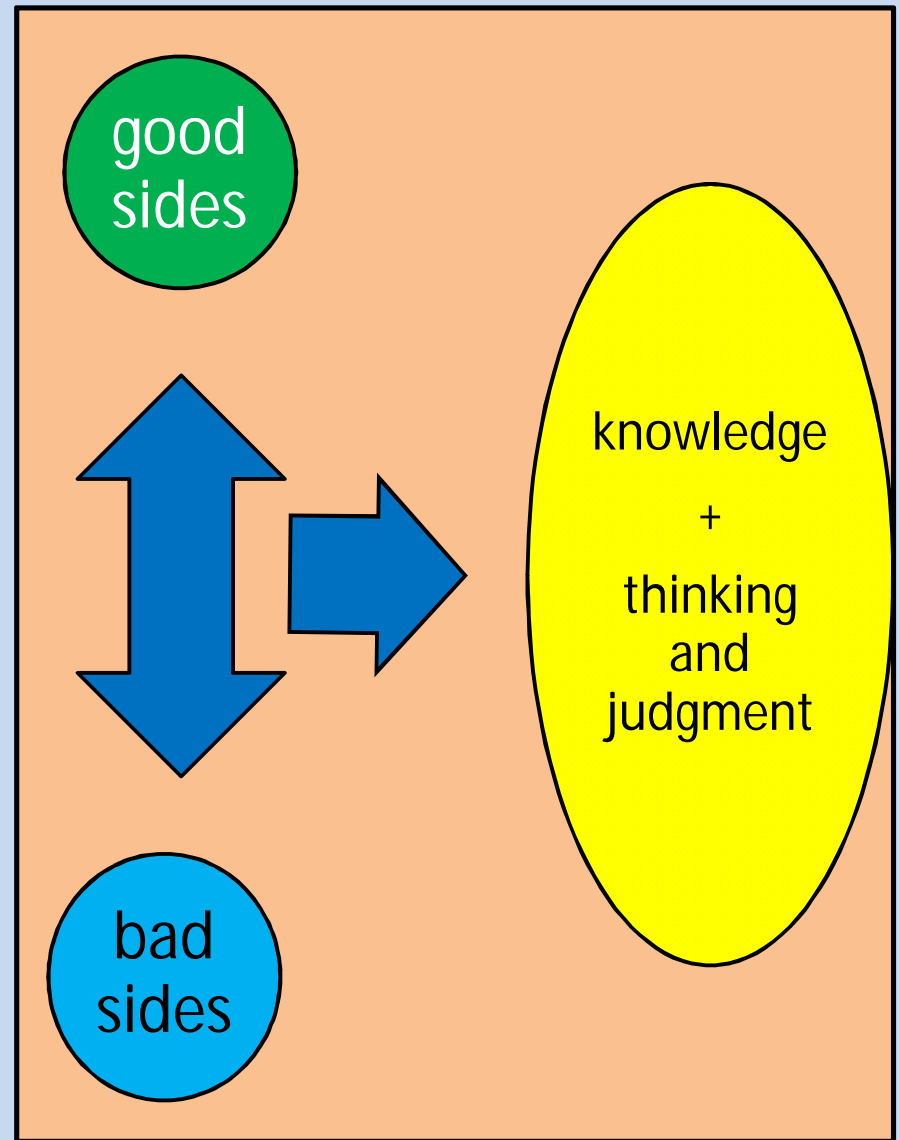
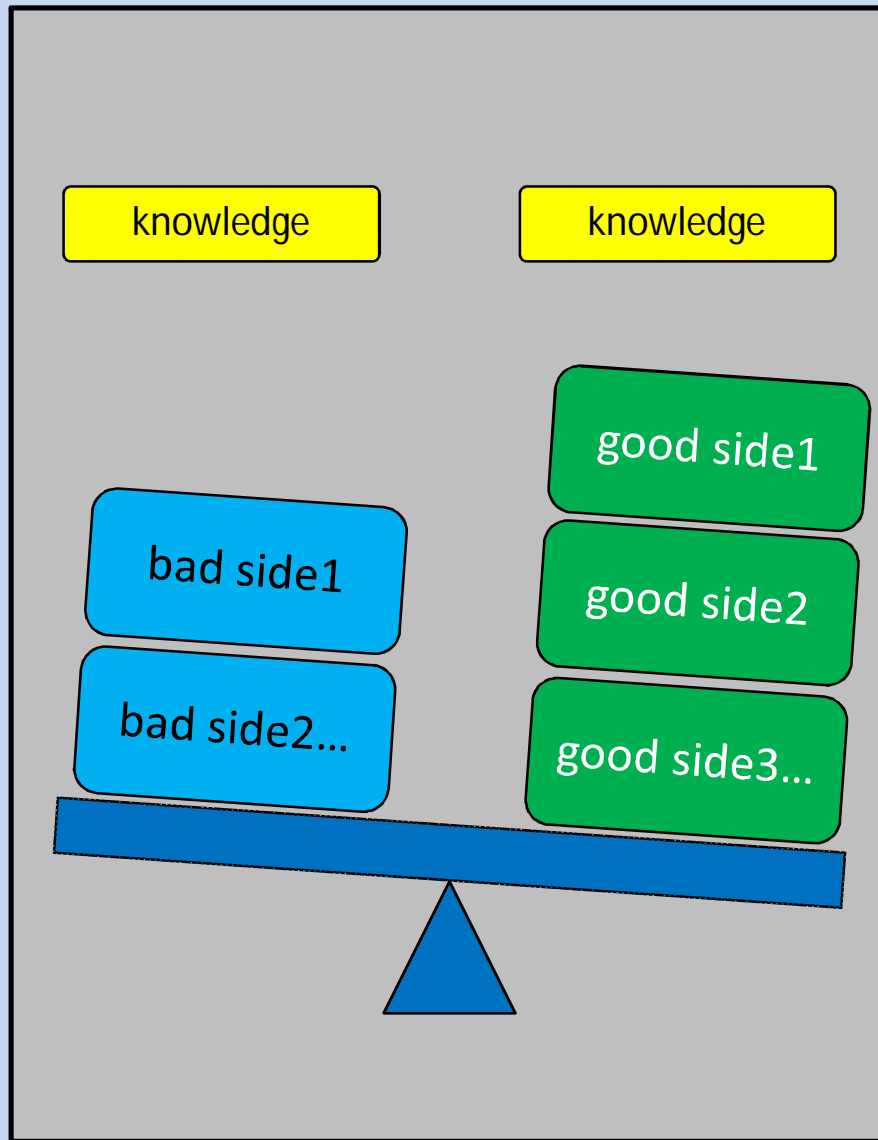


The physical education class is education basically. In other words, the class contents are not only learning acquisition of the knowledge about the Olympics. Students use the learned knowledge, and utilize it for sport activities and the social life in present and the future.

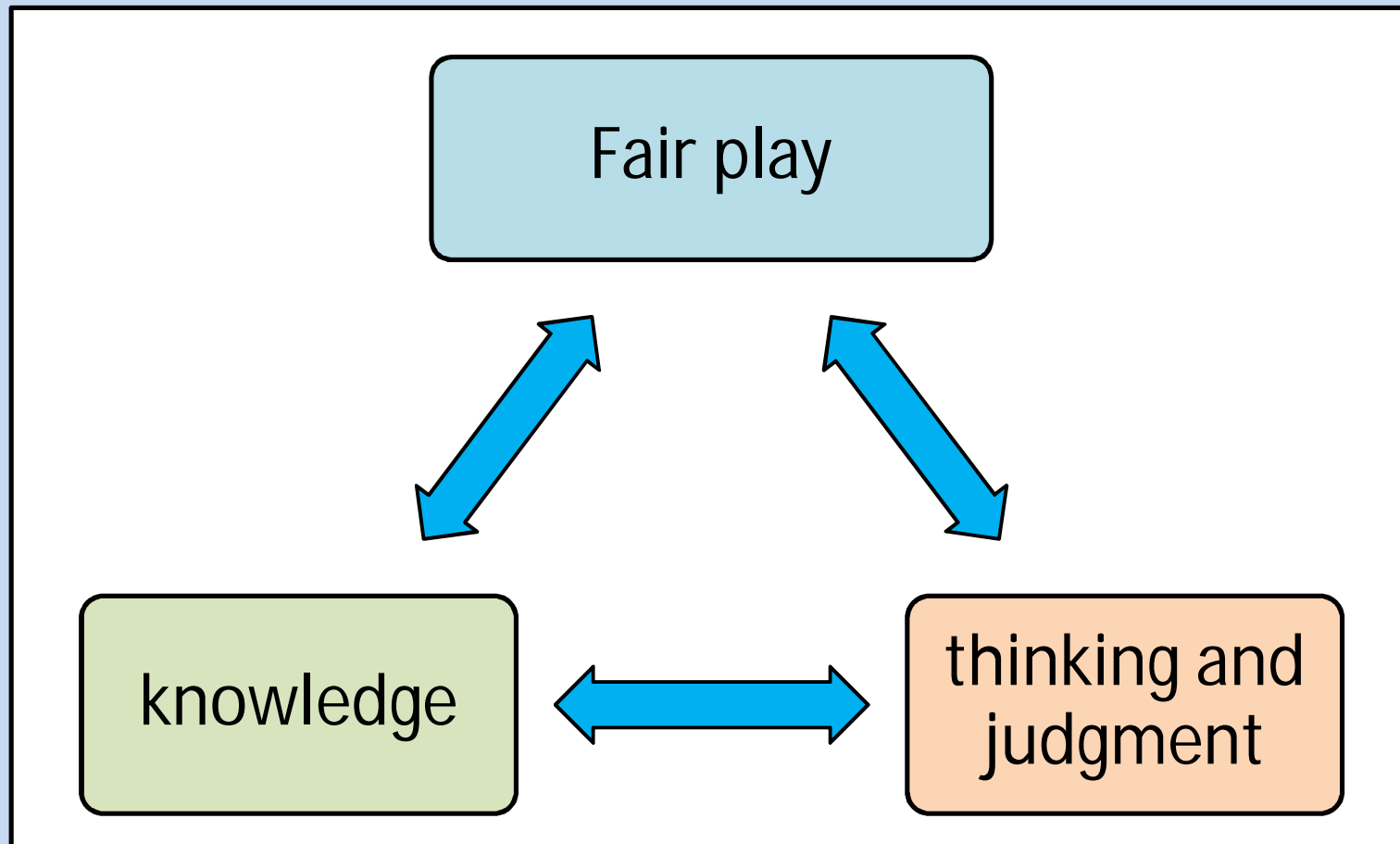


Therefore, the teacher explains the good and not good side(task) of the Olympic Games and gives students basic knowledge about the Olympic Games. Next, the teacher lets students think about educational significance and the ethical value that Olympic Games have.

The cyclical learning (mutual complementary), such as "knowledge \Leftrightarrow thinking and judgment" is effective. And for learning to join both together, the concept to become the grounds or the criterion of thought is required. Therefore, the author examines the concept of the word called "fair play" which is currently used also in Japan and discusses about the design of the physical education class in this paper.



The cyclical learning (mutual complementary)



Purpose

This study is aimed for more improvement of the physical education class. The author stands in the situation that the concept called "fair play" is one of the educational and ethical contents of the physical education class. From these points of view, the word called "fair play" is arranged, and is proposed the necessity of the concept called "fair play" in all physical education classes.

Purpose

aimed for more improvement of the physical education class

standing in the situation

educational contents

ethical contents

the word called "fair play"

arranged

proposed

Method and Data

In this study, the books (encyclopedia or dictionary) published after the 1970s in Japan (follows, 13 in total) were made into the research objects. The contents of the descriptions of "fair play" shown in them were analyzed and examined from the view point of pedagogy. Next the words fair (play) described in the guideline for junior high school course of study (volume on health and physical education)¹²⁾ and its commentary¹³⁾ were examined.

And the grounds that the concept called fair play needed were shown in all physical education classes from the viewpoint of the health and physical education pedagogy.

1 The word of fair play in Japan

In recent Japan, the word called "fair play" has come to be known gradually. The word is one of the well known words of foreign origin. This word is already described in the book of "Riron/Jikken Kyougiundou¹³⁾" of the publication in 1904 (note1). The exact time that, however, this word called "fair play" has come to be generally used is not certain now.

Table 1 is the list of the existence or nonexistence of fair play item described in the above mentioned books.

Tab1 List of Encyclopedias and Dictionaries

| num. | title | fairplay | pub. year |
|------|--|--------------------|--------------|
| 1 | Gendai Supotsu Hyakka Jiten | -([*] 1) | 1970 |
| 2 | Taiiku Kagaku Jiten | ○ | 1972 |
| 3 | Gendai Gakkoutaiiku Dai Jiten | -([*] 2) | 1973 |
| 4 | Supotsu Yougo Jiten | ○ | 1975 |
| 5 | Shinsyuu Taiiku Dai Jiten | ○ | 1976 |
| 6 | Supotsu Kagaku Jiten | -([*] 3) | 1981 |
| 7 | Shinban Gendai Gakkoutaiiku Dai Jiten | ○ | 1981 |
| 8 | Saishin Supotsu Dai Jiten | -([*] 1) | 1987 |
| 9 | Gakkoutaiiku Yougo Jiten | - | 1988 |
| 10 | (NichiDokuEiFutsu-Taisyo) Supotsu Kagaku Jiten | ○([*] 4) | 1993 |
| 11 | Saishin Supo-tsu Kagaku Jiten | ○([*] 5) | 2006 |
| 12 | Chugakkou Gakusyu Shidou Youryou = the guideline for junior high school course of study | ○ | 2008 |
| 13 | Chugakkou Gakusyu Shidou Youryou Kaisetsu = the commentary of the guideline for junior high school course of study | ○([*] 6) | 2008 |

There is no item of fair play in 1, but this word has been explained in relation to the sportsmanship. It seems that the word called "fair play" was used in the beginning of 1900 as a part of the contents of the word; ex) kyogido, athlete's special character, contestant soul, athletic soul, sportsmanship or sportsman spirit. For this reason, it is historically thought that fair play was introduced especially as a part of the contents of the word called the sportsmanship in Japan (*1).

Fair play is explained in the headword called "a social system, custom and sport (fair play)" with 2. In this encyclopedia, unique interpretation is considered to be it, not general explanation about fair play (later description).

There is the item called Fair Play Award, but there is not the item called fair play in 3 that is the encyc. for school physical education (*2). Fair play item was added to 7 (new publication) published eight years later of 3.

With 4, general contents of fair play are explained briefly. There is the fair play item in 5 that is the general physical education encyclopedia. The word called fair play is explained in detail over a half page. The most of the explanation of contents are interpretation of the writers, however, and are not the contents which are common, and were understood.

6 is the encyc. of the Japanese editions which Peter Röthing edited. This does not have the item called fair play. Fair play is shown with → fairness (vide→fairness) (*3).

Although 7 has an item of fair play and this is generally explained, and most contents are the same as 5.

8 is the authoritative encyc. which Japan Amateur Sports Association supervised and was published 11 years later of 5, but there is not the item called fair play. As for fair play, it is only explained connection with the sportsmanship in the sportsmanship item.

9 is a dictionary for school physical education teachers, there is not a fair play item.

10 is a Japanese edition of the dictionary entitled "Wörterbuch der Sportwissenschaft : Deutsch, Englisch, Französisch." This is the dictionary of four languages and was supervised by German Beyer. E. English translation does not have the item of fair play and cf. is fairness (vide→fairness) (*4). The Japanese fair play is transcribed into the word of "fairness" in English, "fairneß" in German and "fairplay ou franc-jeu" in French in this. The explanation is similar to many Japanese encyclopedias.

The encyc.11 is published in late years and specialized in physical education and sport. The word called fair play is listed three times every domain as an item in this. The domain is three of a games, sport ethics and youth sport. In addition, it is listed in the sentence of the associated item three times (*5). In all items, it is explained the general contents including as the justice of fair play, the rule observance and ethical norm.

In the guideline for junior high school course of study, this word has been used (note2). And the described number of times is only four times.

In 13 the commentary, the word called fair play is not described (*6, note3). In this commentary, it is used 14 times in total as an adjective and an adverb the word to be fair. For example, like "fair" play (fair play ≠ fairplay) , and compete "fairly."

On the other hand, the word called the sportsmanship is used in present Japan. As for the word called "man" means "male." Therefore, there is the person using the word called the sport person ship, but this word is not common.

In 1983, the translation of a book of "fair play¹⁾ (1979)" which is not the encyc. and British Peter McIntosh wrote is published (note4). Therefore, probably the word called fair play begins to be gradually used as a part of the contents of the sportsmanship from the about 1970s, and it is thought that it spread. At that time, however, there was no common understanding in the concept of both yet, and those difference points were not clear.

In the physical education class, the word called fair play is used, but it is only about sport scene. When students play games as a player, it is the instruction about the mental attitude for eager action as an athlete, the teacher instructs; "Make an effort! Hustle, hustle!" In addition, it is the instruction of the attitude and understanding of knowledge to obey the rule called fair play as a player that the teacher instructs; "Follow the rule and play the game! Be supportive!"

It is the instruction about attitude both. The sportsmanship is a mental attitude like the will and the interest for play, etc., and fair play is a moral attitude like knowledge and the understanding about the rules, etc.

In the past physical education class, there were many ratios that the word called the sportsmanship was used for. In late years, however, both are used as a similar meaning word < sportsmanship \equiv fair play >, because all two of them are the same contents of attitude.

Therefore, the word called fair play is used in the ambiguous now, and their interpretation varies by researchers.

sport scene

mental attitude for eager action as an athlete

make an effort!

hustle, hustle!

to obey the rule

follow the rule and play the game

be supportive

sportsmanship

will for play

interest for play

2 Fair play in the guideline for junior high school course of study and the commentary

This word which is common in modern Japan, it is also used in the physical education class to learn about sport. And the item where this word is described is only an item of "the grade objectives" and "attitude of ball games." There is little description number of times of this word and is described four times in total. In other sport events, like the case of interpersonal events such as judo, kendo and sumo, this word is not used in particular. In the swimming performed in environment of nature of the water, the word of "fair play" can't be found either. It is certainly one of the important things as content of the sport learning to take fair attitude when students are taught in a ball games class.

Fair play is pronounced "fair play" same as English in Japan. This word is usually often used about the play scene of sport. In addition, as an antonym (anti-meaning word) of fair play, the word called same "unfair play" in English is used. In addition, the word called *malicia* (Portuguese) and *malizia* (Italian) has begun to be used by the soccer games by fan recently, too.

These words are not used, however, in the physical education class.

2 Fair play in the guideline for junior high school course of study and the commentary



- grade objectives
- attitude of ball games



- judo, kendo and sumo
- swimming

In the case of a junior high school course of study, the word of "fair play" has been described in the third item of the school grade objectives in 1st/2nd and 3rd grade (total 2 places). The contents are described as follows:

"1st/2nd grade objectives (2) To enable students to motivate fair play, cooperate with one another and accept their responsibilities through experiencing competition and cooperation in sport and to develop the attitude of making efforts to the best of their ability while paying attention to health and safety."

"3rd grade objectives (3) To enable students to motivate fair play, cooperate with one another, accept their responsibilities and participate through experiencing competition and cooperation in sport, and to develop the motivation to be familiar with sport in each life stage while paying attention to health and safety."

In addition, the commentary explains instruction contents in detail than the guideline for the course of study. The word of fair play, however, is not described in it as one word. All is a description called "fair ...". The historic investigations or the detailed analysis by the English dictionaries will be necessary in the future what kind of difference point is in fairplay and fair play.

It is the present conditions that "fair play or play fairly" in Japanese is translated into "fairplay" by the English translation. Both have been similarly treated.

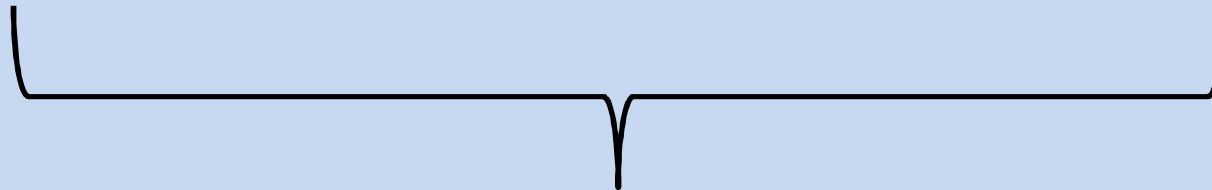
Fair play should be applied for all sport that students learn at school as sport events mentioned above, by the reason why fair play is listed in the objectives of all school grades.

Usage of the word “fair”

fairplay
fair play

≡

play fairly



fairplay
commentary in English

3 Instruction contents

It may have to be arranged before explaining the relations of each event and fair play. It about the instruction contents of the physical education class.

In other words, it is the content of the instruction that the teacher performs for students in a physical education class.

As for the instruction contents of the field of physical education (practical exercise area), three items of "skill", "attitude" and "knowledge, thinking and judgment" are shown in the commentary. The instruction ratio of each item is not described in it, but the teacher must instruct about all three items for students. In addition, the class of the theory of sport and physical education "cultural significance and role that international sport events serve as" is not practical exercise area (later description). Because there is not a "skill" item in the commentary, the contents become "understanding" of knowledge in "knowledge, thinking and judgment" in it.

The instruction contents

skill

- sports skills
- offence/defense skills, moving skills

attitude

- fairness cooperation
- responsibility participation

knowledge, thinking and judgment

- characteristics of sports history name and method of skills fitness traditional idea expression
- idea of method and content according to one's task

4 Fair play in the ball games area

The word of fair play shown in the guideline for junior high school course of study and the commentary was examined as follows. In the instruction contents of each sport event, it is only a ball game that the word of "fair play" has been described as the content of "attitude" (total 2 places). Specifically, it is described as follows:

"1st/2nd grade attitude (2) To enable students to actively engage in ball games. To enable students to strive to observe fair play, fulfill one's own responsibilities, and take part in discussions on game plan, as well as to enable students to mind health and safety."

"3rd grade attitude (2) To enable students to independently engage in ball games. To strive to hold fair play in high esteem, fulfill one's own responsibilities and contribute to discussions on game plane, as well as to enable students to maintain health and safety."

In addition, there is not the description called "fairplay" in the commentary and it is described with "fair play or play fairly, etc.", as having mentioned above. The number is 14 places, and the breakdown is as shown in Table 2.

Table2 List of "fair/fairly"

| | number |
|----------------|--------|
| fair play | 10 |
| fair behavior | 1 |
| play fairly | 1 |
| compete fairly | 2 |

In this table 2, the word of "fair" is often used as an adjective "fair." And same time, it is also used as an adverb "fairly."

I doubt why the word of "fair play" is not described as a noun by one word (fairplay) though the word of fairplay is becoming common at present. About this, the problem of the religion may be related. The word of fair play spreads out in the world across the wall of the religion, but is a product of the Christianity culture basically. In Japan, the name of an imperial era is used not the Christian era name on the date of the formal official document.

Table2 List of "fair/fairly"

| | number |
|----------------|--------|
| fair play | 10 |
| fair behavior | 1 |
| play fairly | 1 |
| compete fairly | 2 |

Table3 A part of speech

| | | |
|----------|-----------|----|
| fair | adjective | 11 |
| fairly | adverb | 3 |
| fairplay | noun | 0 |

From the view point of pedagogy, however, the word of "fairplay" put an important point in the instruction on < play > and the word of "fair play" put it on < fair >. This is because the word to be fair or fairly of an adjective and the adverb is often used as a same meaning of < fair \equiv just/impartial \equiv right > in Japan. About this, more detailed examination is required in the future.

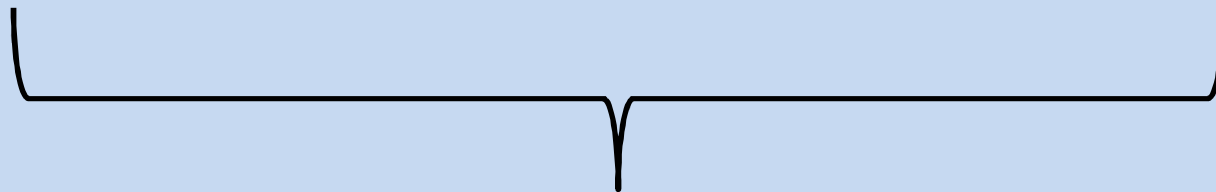
In any case, "fair .../... fairly" is shown as the contents of attitude and does not describe as the contents of "thinking and judgment" in the commentary.

Meaning and important point

fairplay

\doteq

fair play



○ attitude contents

× thinking and judgment contents

5 Fair play in the events of outdoor sport

The reason to take up the events of the outdoor sport is that the relation between sport and the environment is closed up in recent years in the world. About the contents of natural environments, students learn science.

For the physical education class of the outdoor sport, "knowledge and understanding" and "thinking and judgment" about natural environments are required. Because, it is

< natural environment \equiv sport environment >.

5 Fair play in the events of outdoor sport

natural environment \equiv sport environment

swimming

the word of fair play has
not been described in the
instruction contents of
swimming

skiing
and
skating

not described in the
commentary

It is only swimming to have been described in the commentary as an event of outdoor sport. Skiing and skating are really learned in the northern part and the cold and snowy area in Japan, but these events are not described in the commentary. About the reason which is not described, it is not clearly shown in it. Probably, the reason is that winter season sport is not nationwide events.

The word of fair play has not been described in the instruction contents of swimming. It has been described about the contents to "strive to rules and the accident prevention of the swimming", but there is no description as attitude of sport person about property of nature called the water and sport environment of the pool containing the water.

The indirect instruction of nature merely only teaches students the rule of "When swimming, let's put one's cap on one's head." Although the related thing, "value the rules and manners" as the contents is described in the commentary, this is the contents of "attitude" of how to learn on exercise.

After all, neither the word of "fair play", nor related contents are described in "knowledge, thinking and judgment" item.

6 Fair play in Budo area (judo, kendo and sumo = martial arts)

In the commentary (1st and 2nd grade), attitude is described as,

"(2) To enable students to actively engage in budo: To enable students to respect one's opponent, strive to uphold the ways of traditional conduct and fulfill one's own responsibilities, as well as to enable students to mind health and safety, such as not using prohibited skills."

6 Fair play in Budo area

judo, kendo and sumo = martial arts
the word of fair play has not been
described

"respecting a partner
(opponent/ adversary)"
= one content of fair play
= attitude content
= not thinking and judgment content

Although there is no word of "fair (play)" in this place, there are contents of "respecting a partner (opponent/adversary)" as semantically related words.

This "respecting a partner" is the content of "attitude", and is also one contents of fair play.

This content wasn't showed from the concept of fair play, however, and invented from the educational feature of martial arts as a historical sport of Japan. Also in the area of these martial arts, "respecting a partner" is showed as the contents of "attitude."

In Budo area, the contents about fair play aren't also the contents of "thinking and judgment."

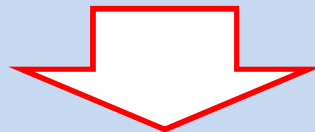
7 Fair play in the class (theory of sport and physical education) of "the cultural significance and role that international sport events served as"

Also in Japan, we can watch the Olympic Summer Games on television after the Tokyo Olympic Games. In late years, we can watch the international games and competitions such as world cup of soccer, volleyball and the world ski championships, etc. on TV or the internet including the Winter Olympic Games.

In such society development, "significance of sport as culture" unit was newly introduced into the commentary which was revised in 2008. The reason might be invitation plan (2016) of Tokyo Olympic Games at the first time. So to speak, this can be called a change of the educational contents according to the situation of society.

7 Fair play in the class (theory of sport and physical education) of "the cultural significance and role that international sport events served as"

- (1) To enable students to understand the significance of sport as culture*
 - (a) Sport are important for leading a cultural life and living better*
 - (b) The Olympics, international sport events and the like, play a major role in international goodwill and world peace*



To enable students to understand:

The Olympics and the international athletic (sports) meets play the large role in international goodwill and global peace, through deepening people's mutual understanding by telling the educational significance and the ethical value which sport have to people all over the world.

In such situation, the Olympics have been taken up in the class of the theory of sport and physical education. This class is mainly a class to learn knowledge not a practical study (students learn in a classroom). Specifically, it is described as follows:

(1) To enable students to understand the significance of sport as culture

(a) Sport are important for leading a cultural life and living better

(b) The Olympics, international sport events and the like, play a major role in international goodwill and world peace

This class of "the cultural significance and role that international sport events served as" is described in the commentary as follows:

To enable students to understand:

The Olympics and the international athletic (sports) meets play the large role in international goodwill and global peace, through deepening people's mutual understanding by telling the educational significance and the ethical value which sport have to people all over the world.

Neither the concrete contents nor methods are described in it. "Understanding" is that students remember the given knowledge "A is B" as it is. They will merely remember only the result as a form without thinking about the contents (acquisition of the "knowledge").

But, will it be really possible to understand without thinking?

"A is B"

only given knowledge



"What do you think about A?",

< understanding \Leftrightarrow knowledge >

<knowledge \Leftrightarrow thinking and judgment>



Neither the concrete contents nor methods are described in it. "Understanding" is that students remember the given knowledge "A is B" as it is. They will merely remember only the result as a form without thinking about the contents (acquisition of the "knowledge").

But, will it be really possible to understand without thinking?

When a question is asked "What do you think about A?", how should students who know only the knowledge of "A is(=) B" answer? It is necessary that students think why it is so and the reason by own head for "learning to understand."

It may be said that it is the true understanding to pass through the stage of "think, and understand"

< understanding \Rightarrow knowledge >

It becomes the foundation to understood knowledge in this stage. Next, the understood knowledge is utilized and a new subject is grappled (knowledge \Rightarrow "thinking and judgment"). And when students meet with the new problem which is not understood, newer knowledge is explored and it is considered. Students develop the ability to be able to explain one's thought to friends.

This is the learning that is cyclical learning (complimentary mutually) such as

"knowledge \Leftrightarrow thinking and judgment."

The contents learned by a practical exercise area and the theory of sport and physical education are that students think by himself taking advantage of it, after learning fundamental knowledge, such as the rule, the judging method and commencing time of the Olympic Games ("thinking and judgment"). Students could not have their own thought about the environmental problem etc. of the sport which poses a social problem, if it does not do so.

Therefore, the concept of fair play should be required to explain it later as one of the educational significance and the ethical value of the Olympics in this class. In an actual class, it is educationally effective that the teacher introduces the concept of fair plays and an example of the unfair plays.

It is educationally very important that students learn about the importance to live in society fairly as one social person, including sport activities. It is the human being formation of character as education.

Discussion

If the physical education class is only for the education of sport from beginning to end, the teacher might only have to bring up the elite athlete who has wonderful ability and skill. It is foundations that students learn about sport through the instruction of the teacher. And only skill or knowledge which was learned will be important as learning by this method.

Discussion

If the physical education class is only for the education of sport from beginning to end, the teacher might only have to bring up the elite athlete who has wonderful ability and skill. It is foundations that students learn about sport through the instruction of the teacher. And only skill or knowledge which was learned will be important as learning by this method.

The most important thing is that the presupposition of the physical education class is education. Physical education is education, so we must not forget that the physical education is the subject which performs the human being formation of character, through the physical education class experiencing the learning of exercise, sports and the theory.

I think that the concept required in order to perform such learning is "fair play." It is because the concept on educational instruction which includes both sports and the theory of sport and physical education is required in order to connect, form and secure the cyclic learning of

< knowledge \Leftrightarrow thinking and judgment >.

Discussion

Physical education = education
sports area \Leftrightarrow theoretical area



fair play

skill \Leftrightarrow attitude \Leftrightarrow knowledge \Leftrightarrow thinking/judgment

The explanation about the concept of "fair play" currently introduced in Japan is various. There are the following contents which are served as grounds to locate fair play in the physical education class in them.

- 1) Fair play is required by all the sport events held based on the rule ¹¹⁾.

This content includes not only ball games (the commentary), but also the theory of sport and physical education which concern sport and events.

2) Through fair play, the person realizes the establishment of the self in others. It is based on the social relations and correlation of self and others. It contains the simultaneous human being formation of character between oneself and others developed in the world of "performing by oneself" sport³⁾.

Fair play of "following the rules" in the play and "competing fairly" is of course important as educational instruction. But, is this fair play attitude to be required only in sport scene? Is it not necessary for the everyday life that a person leads a social life? The answer is very clear.

the concept of "fair play"

- 1) Fair play is required by all the sport events held based on the rule ¹¹⁾
- 2) Through fair play, the person realizes the establishment of the self in others

The result of the physical education class should be connected not only with the inside of it merely but also with the present and future human being formation of character. The educational instructions that students can think about feeling and behavior as a person by oneself is very important to the physical education class as human being formation of character. In a word, it is considered that students think about how tackling leads to fair play and practicing is more educational learning.

In order to carry this out, two instructions are needed about "fair play." One is ability ("knowledge and attitude") to be taught and the other is ability ("thinking and judgment") to think. The learning that is the cyclical (complimentary mutually) is essential for the human being formation of character called establishment of the self by learning fair play. This learning way is the circulation of < think \Leftrightarrow understand \Leftrightarrow know \Leftrightarrow and think \Leftrightarrow and know \Leftrightarrow and understand >.

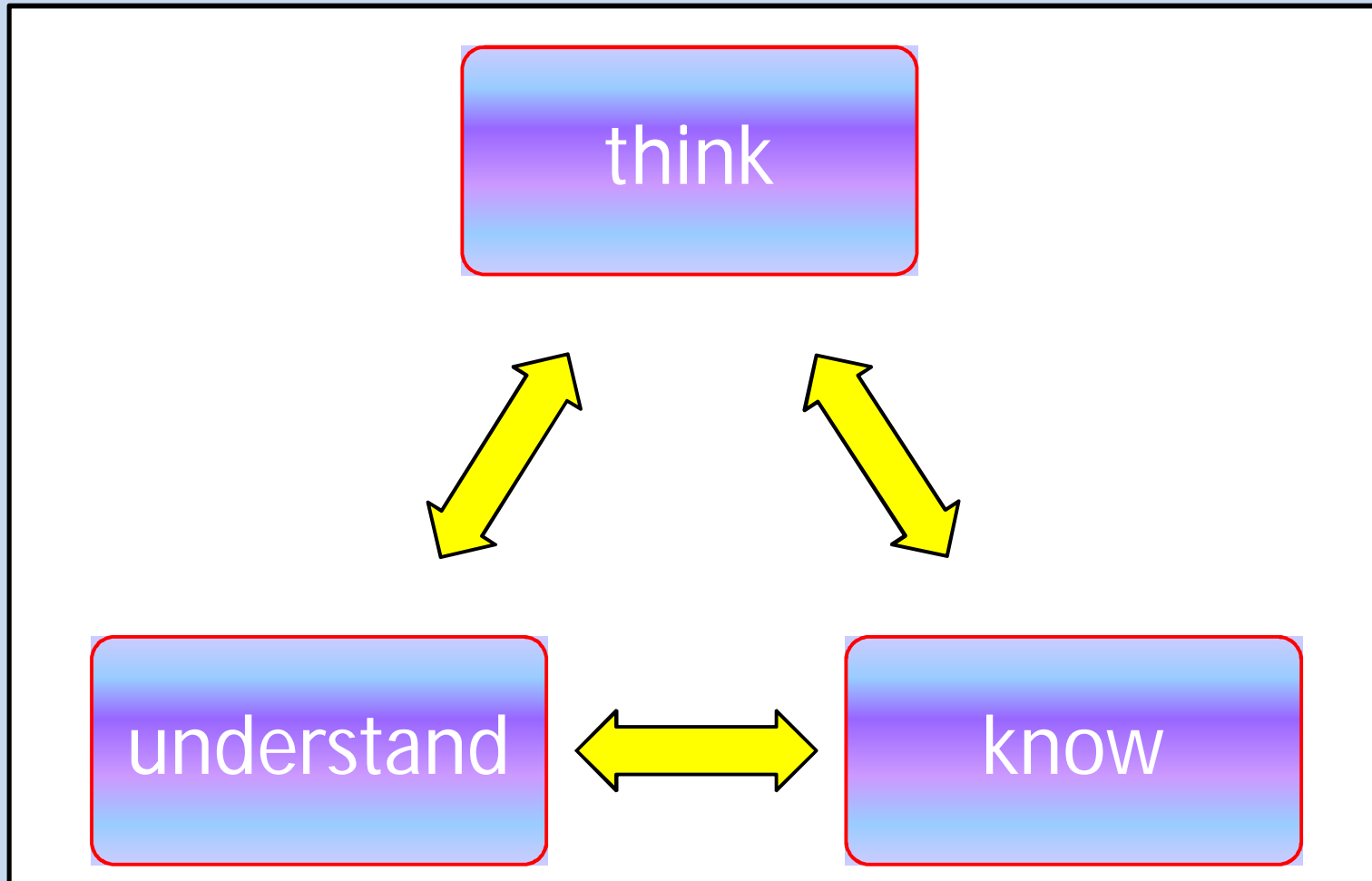


Figure1 The cyclical learning

In other words, it is also important to follow the rule as sport person, and it is also important that it is understood as a human being "what kind of thing is important to prevent us from polluting precious water." Similarly, it is that students feel natural environments called beauty, and splendor the severity of winter nature with his skin in sport to be played in outdoors such as skiing and skating. It is important that students can understand the winter benefit and product like skiing and skating in such environment.

This is also the way of thinking of fair play for nature and the sport environment. Such instruction has one of the educational worth that physical education of the human being formation of character.

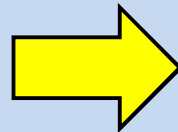
In the class of the theory of sport and physical education, for example, the teacher takes up the legacy of the Sapporo Winter Game. The teacher takes up the deforestation of Mt. Eniwa as an environmental problem, after offering general knowledge to students. This is a familiar example for students. "What do you think about cutting down trees in the national country garden? "

Moreover, it is a familiar example now that the skating photograph of Kim Yu-na in Vancouver Game period was taken and it was published on the next day as the handbill and the internet advertisement of her sponsor company in her country. It is a method that the teacher introduces Olympic Charter and he let students think about this photograph problem in a group or individuals.

There is the example that the length of ski jumping would be calculated by a formula, too. "How do you think about this called Japan bashing? Is it really fair to make BMI the standard? "

The teacher tries to ask students, "What do you remember about the word called legend?" Probably students will associate Mr. Kasai of the world cup ski jumper. Why jumper Kasai was called the legend? In the examination of his daily training and attitude, there is educational effect.

ex) Mt. Eniwa downhill course



ex) ski length and BMI (FIS)

だれの板が長いかな～



体格指数(BMI—Body Mass Index) (*2)

BMI = 体重(kg) ÷ 身長(m) ÷ 身長(m)

$$65 \div 1.78 \div 1.78 = 20.5$$

例) 身長1m78cmで体重65kgの選手の場合は、下の表より、身長に対して145%の長さの板(2m58cm)を使用できる。

スキーの長さ と 体重の測定表

| スーツ、シューズ 着用時のBMI | 身長に対する スキー板の長さ |
|---------------------|-------------------|
| 20.5 | 145% |
| 20.0 | 143% |
| 19.5 | 141% |
| 19.0 | 139% |

same picture!! during the period



In addition, in the class of the Sport Education model in U.S.A, there is also a class positioned for the objective of fair play. It is not certain, however, whether it is also the model that the class of the theory of sport and physical education was included or not. A further detailed examination will be needed in the future when fair play will be set as the objective.

And there is not the concept of fair play worldwide now. The concept is requested to be constructed immediate and carefully in the future.

Conclusion

While the social circumstances of every country in the world change, what kind of role does physical education as the subject play? In the physical education class, it is a present condition that instruction of sports skill is centered. May the concept fair play of be completed, however, only in the lesson of this sport instruction? Supposing that is right, fair play is effective concept only in a sport scene. It is the formal rule (ethical conduct norm).

It is important that students learn fair play as knowledge and attitude. But, the physical education class is education. Moreover, it is an education of the human being formation of character. What kind of role should the physical education class play in this human being formation of character?

The human being formation of character means that a person establishes the one's self ego socially. Students don't merely learn only knowledge and understanding. It is required to think about it, to use practically and utilize it effectively. And the concept of fair play is not adaptation only for sport scenes. It is necessary for the concept to be reflected usefully in the present and the future social life.

Anyway, the important thing in Japan is that the concept of fair play is reflected in the government guideline and the commentary for junior high school course of study and the physical education class. (END)

Note

- 1 "Center on the fair play" is described as an athlete's generosity and courtesy by explanation of the item of a "kyougidou." At this point, English word of "fair play" has already been translated into Japanese "fair play."
- 2 "The guideline for junior high school course of study" is translated into English on HP (temporary translation) of Ministry of Education, Culture, Sports, Science and Technology (MEXT), but there is not the English version of the commentary. (http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2011/04/11/1298356_8.pdf). In this English translation, word of "fair play" is translated into "fairplay(one word in Japanese)".
- 3 By the commentary, there is no word "fairplay", and the expression called "fair play" is described all with "fair .../... fairly."
- 4 Since this research is targeting the encyclopedias and dictionaries, this book is not analyzed. Translation book : Peter McIntosh, Tadafumi Mizuno(trans.), "Fair Play", Baseball Magazine Ltd., 1983, Tokyo. Original book : Peter McIntosh, "FAIR PLAY", Heinemann Educational Books Ltd., London, 1979.

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