比较体育・スポーツ研究——合衆国と日本

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Comparative physical education and sport: United States/Japan

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抄録

比較体育・スポーツ研究は、体育学の一研究分野である。2つの分野の性格についての確定した定義はまだないが、それは二つ以上の国や文化圏の体育・スポーツの特性や展開を同時的に比較分析して、その間の類似性や差異をその背景的要因との関連において明らかにしようとするものである。本稿では、この分野の研究の目的・方法および国際学会の発展の経過を概説し、著者の5回にわたる日本訪問と30年にわたる米国での研究、教育経験をもとに、学校体育・スポーツの発展における二つの指導的国である米国と日本について、記述的に比較した。比較点は、学校体育の目的、活動内容、施設、教師、評価、行政、障害者体育、校内競技およびスポーツの機会の性質などである。

（本稿は、昭和61年11月26日—28日に筑波大学で開催された日本体育学会第37回大会において体育原理の分野のキーノート・レクチュアとして発表されたものである。A.W. フラス博士は、本学会とアメリカ保健体育レクリエーション及びダンス学会の間の協力協約にもとづく、アメリカ側の代表者である。）

(This is a key-note lecture presented in the field of philosophy and principles of physical education on the occasion of the 37th annual national convention of the Japanese Society of Physical Education held at the University of Tsukuba from November, 26 to 28, 1986)

Physical education is one aspect of education and hence, comparative physical education and comparative education are closely allied. There is no widely accepted definition of comparative education because there is no one single definition of education.

All of the definitions are basically concerned with the differences and similarities of education in other countries. In general it can be said that comparative education is the systematic analysis of the different educational systems with regard to structure, aims, methods, and achievements in the light of historical perspectives, and the economical, political, geographical, religious, and societal forces of the particular countries being investigated.

Again, as with comparative education, there is no widely accepted definition of comparative

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physical education and sport. Generally, it is considered to be a comparative analysis of dominant characteristics and developments in physical education and sport in two or more societies, cultures, countries, or areas for purposes of investigating their similarities and differences. It involves the study of contemporary school physical education and sport programs in terms of their philosophical foundation; their historical, geographical, economical, political, educational, and cultural background; their aims, problems and solutions, and their implications for other countries. In addition, persistent problems such as sport and politics, sport and race, sport and economics, sport and internationalism, and amateurism and professionalism are analyzed.

A summary of the aims or purposes for the study of comparative physical education was formulated by D.W.J. Anthony as follows:

1. To establish reliable data on each country and system separately and collectively.
2. To search for regularities by analysis of differences and similarities, with particular attention to the relation of theory to practice.
3. To try to understand the past, to predict the future trends, and to assist in the formulation of policy.
4. To examine the need for the reform of one's own methods and system and contribute to a universal improvement of standards and knowledge.
5. To relate knowledge in the specific field of sport and physical education to that in all other relevant disciplines.

Comparative physical education and sport may be said to be a sub-discipline of physical education in the same way that the history of physical education and sport may be seen to be a sub-discipline of physical education.

Comparative physical education and sport does not have a unique method or approach. Most of the work done in the field have been historical-descriptive studies. These include Vendien and Nixon's The World Today in Health, Physical Education and Recreation, William Johnson's Physical Education Around the World, Van Dalen and Bennett's World History of Physical Education, and Bennett, Howell and Simri's Comparative Physical Education and Sport.

As a result of a growing interest in comparative physical education and sport, the International Committee on Comparative Physical Education and Sport was founded on December 29, 1978, at the First International Seminar on Comparative Physical Education and Sport held at Wingate Institute of Physical Education in Israel. A steering committee was elected to guide the new organization until the second seminar was held at Dalhousie University in Halifax, Nova Scotia, September, 1980. At that time, a constitution was presented to and approved by the General Assembly. The name was changed to International Society of Comparative Physical Education and Sport (ISCPES), and an executive committee was elected for a two year term, 1980—1982. The Third International Seminar was held in July, 1982, at the University of Minnesota in Minneapolis, Minnesota, USA. The Fourth Seminar was held at Malente in the Federal Republic of Germany in 1984. The Fifth Seminar was held in Vancouver, B.C., Canada in 1986. The Sixth Seminar is planned for Hong Kong in 1988 prior to the Olympic Games.

The International Society of Comparative Physical Education and Sport is an educational organization for the purpose of supporting, encouraging, and providing assistance to those seeking to initiate, develop, strengthen, and conduct programs in comparative physical education and sport.
throughout the world. ISCPES is especially eager to help, encourage, and exchange research and information; to support and cooperate with local, national, and international organizations having similar goals; to organize and arrange meetings bringing together people from around the world; work in comparative physical education and sport and to issue appropriate publications including a newsletter, a journal, Comparative Physical Education and Sport, and a Directory of Researchers. The exact scope of the Society's academic mandate has not been determined; indeed, academic interests are affected both by members' interests and research needs; however, current foci are social science, humanistic and pedagogic-oriented.

Now, let me turn our attention away from the description of Comparative Physical Education and Sport as a sub-discipline of physical education and turn to a descriptive comparison of Japan and the United States, two of the leading nations in the development of school physical education and sport programs.

My analysis of physical education and sport of the United States and Japan will confine itself to physical education in schools, intra-mural and inter-school competition. My remarks come from my own personal observations during the five visits to Japan since 1974 and my lifetime of experience in the United States, where I have had a 30 year career in teaching physical education and sport history, philosophy, and comparative physical education and sport.

Physical Education in Schools

The following statement of aims for physical education is brief and can be used as a representative sample of those of most countries, including the United States and Japan.

1. To promote the healthy growth and physical fitness of all pupils.
2. To develop both fundamental skills and the special skills related to team and individual sports and other activities.
3. To promote an interest in physical activity which will carry over into leisure time.
4. To increase knowledge of the principles of good health and to develop good personal health habits.

In addition to these four aims held by most countries, the Communist countries would add "physical fitness and health for labor and defense and sport skills for the achieving of international sport championships".

Physical educators in both the United States and Japan are critical of an emphasis on skills alone. They feel that the theoretical subject matter related to the sport or physical activity should be continued into the after school years. Japan stresses theoretical knowledge "to provide a broad understanding of various types of sport and physical exercises and their effects on individuals and community life".

Japan also seeks favorable social attitudes and a spirit of fair play through competition and cooperation in sports.

Activities taught elementary students in both countries vary markedly, but there are some common activities that can be identified. These are:

1. Basic movements including walking, running, jumping, hopping, skipping, pulling, pushing, rolling, striking, balancing, stunts, and tumbling.
2. Games of low organization and relays.
3. Rhythmical activities, singing and musical games.
4. Track and field.
5. Folk dances.

The elementary students in the United States receive more emphasis on sport skills and games, while in Japan, basic movements leading to gymnastics receive more attention.

On the secondary level, American students are most likely to be involved in the traditional American team sports—flag football, basketball, volleyball, and softball with some little opportunity for individual and combative activities. Swimming in the United States is usually learned outside the public school. Japan also offers team sports—soccer, volleyball, and basketball, but there is also opportunity for individual activities—tennis, badminton, and table-tennis, more often than is the case in the United States. Also, Japan is one of the very few nations who have some of their indigenous or native activities in their school curriculum. United States rarely includes such activities in their physical education school programs.

Both the United States and Japan are among those few nations who have better facilities and good equipment in their schools. The greatest deficiency in both nations is in gymnasium and indoor activity areas for elementary school children and swimming pools. In wealthier school districts in the United States, two or three million dollars may be spent on a fine new gymnasium alone.

The specialist teacher of physical education does not teach children in the elementary schools, or at least not for the first three years in either country. Physical education for the younger children is left to the classroom teacher. In some communities in the United States a specialist teacher may be assigned to three or more schools which they will visit and give each child a half-hour class in physical education each week. Class size may range from 25—50 pupils in both countries, but the class size is usually closer to 25 in the United States and 50 in Japan.

The grade for physical education does not usually have the same respect as the grades for subject matter courses. In only a very few nations does the physical education grade have reasonably equal status with the grade for other subjects. These nations include East Germany, the Soviet Union, the People's Republic of China, France, Greece, Japan, and most of the United States.

The overall administration of physical education in the schools are under a national ministry of education in the great majority of countries, including Japan. In the United States the direction and control of education is left to each of the fifty states even though there is a Department of Education in the federal government in Washington, D.C. The director of physical education in the Ministry of Education has a number of responsibilities which vary from country to country but usually include:

1. Prepare or assist in the preparation of syllabi for the various levels of schooling.
2. Allot money for facilities, equipment, and programs.
3. Organize competition for the schools.
4. Supervise or control the preparation of teachers of physical education.

In the United States the work of state or local agencies responsible for physical education depends on the ability and the effectiveness of their representatives who accredit the schools. The functions of the state director or supervisor usually include:

1. Serve as a link between the schools and the state department of education.
2. Provide assistance to teachers of physical education as a research person.
3. Arrange continuation courses or in-service training.
4. See that programs are carried out with respect to laws, regulations, and standards.
5. Evaluate the competency of teachers.
6. Advise local authorities on facilities and other needs for better physical education programs.

The United States and Japan are attempting to meet the physically handicapped or disabled student needs through adapted, corrective, or individualized physical education. In some of the larger cities of the United States, separate schools are set aside for handicapped children. By federal statute the prevailing practice is away from segregation and toward putting the children with disabilities together with other children in regular classrooms—“mainstreaming” as it is called in the United States. Australia, Austria, Holland, Japan, New Zealand, France, Czechoslovakia and Sweden also are making efforts of offering adapted physical education.

The classes are usually at the secondary level largely because of the inability of the classroom teacher to handle adapted physical education due to the lack of training.

Intramural competition, or competition between students in the same school is more highly developed in Japan than in the United States. The club sports programs in Japan is highly developed compared to attempts at sports clubs in American schools.

Inter-school or extramural competition is a term used to describe any type of contest in which individuals or teams from one school compete against those from another school or schools. This includes the highly organized varsity or interscholastic teams unique to the United States. This type of competition is highly organized and publicized with wide support and large attendance by spectators. Friday night is the time for high school football and basketball throughout the United States. High school athletics is so well established that professional football has been unable to use Friday night for televised games. Interschool competition is most highly emphasized at the high school level for grades ten through twelve with variety teams in each sport in which the school chooses to compete. Usually football and basketball are considered “major” sports and all others including track, cross-country, baseball, volleyball, tennis, golf, gymnastics, swimming, and soccer are considered “minor” sports. The teams are carefully selected by the coach and practice each day during the sport season for approximately two hours. They play a schedule of games with other schools in the same city or state and rarely play outside their own state. Most schools belong to a league or conference to build rivalries. The conclusion of each season comes with an elimination tournament leading to the state championship in each sport.

In contrast to this highly organized competition in the United States which involves only the relatively few top athletes in each sport, the Japanese have adopted the English club sport system with each school having a number of teams competing after school on a Saturday afternoon or midweek, culminating with a National Sport Festival. There is very strong opposition to inter-school competition for children below the secondary level. This opposition is found in Austria, Brazil, Canada, West Germany, Israel, and Japan9. Elementary school sports programs are promoted by educators in the United States but not with the intensity of high school programs.

As a general rule opportunities for intramural and inter-scholastic competition in both the United States and Japan are not as good for girls as for boys. This is true in the United States despite of the federal attempt through Title IX for equal opportunity for students regardless of their sex. In the
United States less money is spent on girls' team than the boys' team in the same sport. However, this situation has been changing rapidly in favor of much greater opportunities for American girls to participate in competitive sports.

The club sport program for girls in Japan does not approximate the attempt at equal opportunity for inter-school competition found in the United States.

In both nations numerous other opportunities for participation in physical activity are open to students outside the schools. The YMCA, YWCA, Boy and Girl Scouts, religious organizations, private agencies, and youth clubs, and governmental agencies provide the school age children with many opportunities for physical activity not found in lesser developed nations. Japanese innovation and Yankee ingenuity will bring additional physical activity possibilities into existence as the societies continue to respond to the need of their school age youth for physical education and sport.

References
4) Ibid., p. 40.
5) Ibid., p. 47.
6) Bennett, Howell and Simri, Ibid., p. 69.