

A Comparison of Physical Education between Japan and England —A Historical Survey—

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The reason for this study, which is to compare the historical development of physical education, is because Japan differs in that it is based on the martial arts and England is not.

Many of the Martial arts have grown in popularity through out the world but Judo in particular has now become recognised to the extent that it is included in the Olympic games.

In England Athletics and ball games have been the main focus of development in the same sense that basketball, volleyball and baseball have been done in U.S.A.

The latter these sports are popular and are taught in Japanese schools to a greater extent. The English events are used as teaching material in Japan. It is, therefore, valuable to compare physical education in both England and Japan.

In this series, it is proposed to compare the curricula of both countries and then summarize the development of physical education in each.

Certain points noted below are clearly distinguishable as requiring more detailed elaboration.

- 1) A comparison of gymnastic development between Japan and England.
- 2) A comparison football and martial arts, martial arts in Japan gradually developed into Sumo and Judo whereas football in England Caused the development of rugby
- 3) A comparison of rules between the development of football rules and the rules of judo.
- 4) A view of the aspects of English judo compared with Japanese judo.

The Present-day P. E. Curriculum in England and Japan

A knowledge of the present-day curriculum will help in the comparison of England and Japan. Fig. 1 outlines the physical activities taught in English schools, including both com-

Fig. 1. PHYSICAL EDUCATION IN ENGLISH SCHOOLS

Par	Age		Athletics	Games	Gymnastics	Swimming	Outdoor Pursuits	
7	17	optional	Training & Coaching for interested pupils	Golf Fencing			Climbing	S P
6	16			Squash Table Tennis Ice-skating	Pop-mobility Fitness gymnastics		Sailing	O R
5	15							T S
4	14	Compulsory	Cross Country running		Circuit-training (Boys)			C
3	13		Track & Field. Children are introduced to sprinting, jumping, throwing & relays. Usually a late Spring & Summer Term activity	Winter—Soccer, Rugby, Hockey, Netball (Girls) Summer—Cricket, Tennis Indoors—Badminton, Volleyball, Basketball	Olympic Gymnastics	Life Saving Survival Swimming	Canoeing	L U B
2	12				Dance (Girls)	Pupils taught: front crawl; back crawl; breast stroke; butterfly	Camping	S
1	11				Educational Gymnastics	Non-swimmers are taught to swim		

There is no standard P. E. curriculum but the above chart is typical of a comprehensive school.

Boys and girls take the same activities except for some games and dance.

In the junior forms (Years 1 to 4) pupils usually get 11 hrs per week on games and 1 hr. on gym or swimming=21 hrs per week.

Many schools use local sports centre facilities for senior pupils.

The degree of compulsory/option choice varies with each school.

Sports Clubs are held at lunch times and after school for interested pupils.

pulsory and optional ones (in fact, no activity is compulsory, although historical emergence means that nearly all schools teach games and gymnastics, athletics and, where possible, swimming). The range of activities that can be taught depends on the school facilities and teaching staff and is greater in the large schools.

Ball games, like soccer, netball and cricket, are very popular with, more recently, squash and golf being taught in some schools—these sports tend to be the ones that originated in England. Although soccer, rugby and golf are played in Japan, cricket, netball and squash are not, and it is interesting to reflect on whether or not the Japanese character will take to these games.

Although athletics was born in Greece, the rules and methods of competition used today devised in England so it might be said that modern athletics originated there, and then, like the major ball games, were diffused throughout the world by British diplomats, soldiers, teachers, students, missionaries, etc.

The influence of the U.S.A. is seen in England where volleyball is taught in schools and basketball is popular: in Japan these sports are equally popular with the addition of baseball.

The major sport in Japan is judo, kendo and sumo and of these only judo is widely practised in England and internationally. The extent to which this sport is played in the two countries is illustrated in table and it can be said that judo is not as popular as the major games in England (rugby, soccer, cricket) while in Japan both judo and soccer are very popular.

Gymnastics is widely emphasised in both Japan and England and it may be said that this subject is an intrinsic part of the school curriculum in both countries, probably because of its association with a healthy body. Dance is taught, largely to girls only, stemming from traditions and personalities in Central Europe.

With the exception of basketball and volleyball (American), gymnastics (European) and judo (Japan), the English curriculum was developed in Britain: it also helped in the contribution of weight-training and circuit-training.¹⁾

The degree of development in any one sport or activity depends on the time allocated to it in the school time-table. In England no absolute guidelines are laid down, although most secondary classes get about three periods (hours) per week plus school sports class at lunch-times and in the evenings. In Japan the development of sport generally is controlled by the department of education which designates the sports to be taught in schools and the time to be allocated. Schools must teach judo 85 hours per year and also specify the number of hours for the other sports on the time-table.

The Development of Sport in England and Japan

It has been stated so far that the curriculum in England is mainly based on gymnastics and games, whereas in Japan it is based on Budo. This part of the essay will attempt to trace the origins of these respective sports and how they became an integral part of the P. E. curriculum, the over-all structures will then be compared.

Budo in Japan has existed for as long as 800 years, right back to the Heian age, and the origins of Kenjutsu can be found in the Kashima school²⁾ in the fourth century. It was about this time that the Samurai who lived in Japan needed to practise martial arts in order to survive and, while doing so, they became strong in both mind and body; the martial arts developed a great deal.

The development of martial arts throughout the country was reflected in the making of weapons, e.g. swords. The sword-makers became very important and highly-skilled and the many exponents of this art were proud of their work and engraved their names on the handles.

The upper-class Samurai used archery and fought on horseback, while the lower-class Samurai used only Kenjutsu³⁾—this was because horses were very expensive in Japan at this time and, therefore, only a few Samurai could afford to use them. In a similar fashion, the upper-class knights in Europe fought from horseback while the lower-class soldiers fought on foot with swords and spears.

At this time Jujitsu had no real organisation to it, although it was freely practised.⁴⁾

There was a period when Japan changed from government by court nobles to rule by Samurai warriors. It was government policy that the Samurai should go about their daily lives in the same frame of mind as that experienced when they went to war. It was the duty of a Samurai to practise martial arts and to endure simple life and lordship. Both man and his master (to whom he pledged loyalty) respected bravery in war and this life, in general, resulted in the birth of chivalry; it was important that the Samurai should practise chivalry without question and discipline their minds and bodies through the use of martial arts. Emphasis was known as Mitsumono and there were three types: Yabusame, which involved hitting a target from horseback; Inuoimono, which involved shooting a dog from horseback; and Kasagake where a hat was hit from horseback. These were learnt from his father or another devout Samurai, so that being taught the martial arts, the discipline of loyalty and chivalry and the need to place emphasis on the mind and body, a boy became a good Samurai who had loyalty towards his elders and bravery in battle.

By the end of the Middle Ages (1500 A.D.) society was in a state of confusion. Martial arts had changed from being centred on archery or fighting on horseback to Kenjutsu, spears and fighting against groups, and in the Sengoku Muromachi age the importation of guns began.⁵⁾ By 1500 there were many knights-errant roaming throughout Japan and there were many master-players coming from different 'schools', e.g. Kenjutsu from Sinkage; Jujutsu from Takeuchi; spear from Hozoin swimming from Shindenryu; horse from Otsubo; and archery from Ogasawara.

Samurai were not only trained in one martial art but in many, and the development of skills in the schools improved their skill, their spirit and general approach to life; a Buddhism sect called the Samurai Buddhist was established.

During the 17th century political life became more stabilised with the centralisation of power and lack of any need to go to war established the feudal system of the shogunate. The life of the Samurai required, according to the commands of the three classes of the people, self-knowledge in both thought and action. They had to exercise hard in order to become a Samurai and to live in the rank system. That is to say, they needed to be at the same time a good warrior and a good scholar to be the backbone of the feudal system.

The Martial Arts of this era, which were taught in the Martial Arts Schools, were Kenjutsu, spear fighting, Jujutsu, archery, riding, swimming, Iai Naginata, use of guns, etc. The Shogunate adopted Munenori of the Yagu school as the teacher of the Shogunate⁶⁾—it consequently

became a famous school. The best teachers of the Martial Arts were invited to teach by the Shogunate and all parts of Japan, indeed the secrets and skills of the best schools were taught with an air of mystique and mystery and books were written on these arts.

The three types of archery were practised from horseback—Kasagage, Invoimono and Yabusame, but Kendo and spear-fighting were too dangerous to practise or involve in competition with real weapons so wooden weapons (bamboo swords) and protective clothing were introduced to make them safe.⁷⁾ In this age Kenjitsu was the most practised.

Competition and practice rules were hung on the walls of the Dojos of the martial arts instructors and in the Hanko so as to encourage hard training and obedience to rules. This aimed at producing 'better' people, e.g. "when you practise and compete with others you should be polite and how and should not be arrogant or insulting about the martial arts of other countries", and was much akin to the later concept of 'sportsmanship'. There have, inevitably, been changes in the character of the martial arts which had the intention of homicide (being skills of war) and, therefore, made it difficult and dangerous to have competition between individuals. However, if rules were made then it would be possible to play a match using a referee with minimum risk of injury to competitors—it could, in fact, be seen as 'sport'.

From 1780 the following equipment has been used in Kenjitsu—the Chikuto, Men, Do, Kote, etc. In Judo, Jigoro Kano created the Kodokan Judo in 1882.⁸⁾ He had studied the Kito and Tenshin schools but he made it possible to play matches and practise freely. There was a separatism between free Judo and Form (Kata) of Jujitsu which was extremely dangerous, players practised both the Kato and the free judo. The Kodokan rules were formulated in 1898⁹⁾ and this form of judo gained in popularity over the other schools.

Sumo was played among the Samurai of the Kamakura age also Kanjin¹⁰⁾ Sumo (begun in 1624) which is the basis of the professional traditional Sumo of today.

In England, football and cricket are long-standing and traditional sports dating back to the Middle Ages. Early Kings, such as Edward¹¹⁾ in 1340, tried to ban football because of its threat to more militaristic activities such as archery and later because of its violent nature. However, the playing of football continued despite the various forms of discouragement (see later section for the history of rugby and association football).

Cricket dates back to at least the 16th century and by 1719 boxing had emerged—rules were devised and the first boxing glove was invented in 1747; it was not uncommon to find other forms of fighting—fencing, dagger and staff—in the boxing halls.

The English Public Schools included many sports—cricket, rowing, horse-riding and hunting (archery); largely for amusement before rules were formalised; cricket became more prestigious due to support from the Royal Family. In 1746 the first school cricket match took place in which a scoring system¹²⁾ was used and there is reference to the first rowing match between Eton and Westminster, although one very-early source refers to the ability of the public schools to produce good rowers.

The Public School era is best signified by the two quotations “the Battle of Waterloo was won on the playing fields of Eton”, and “Boys who learned to command the Indies”¹³⁾—the character of leaders of the Empire was nurtured in these schools. Middle and upper-class parents sought this sort of education for their children and the expansion of the transport system, especially railways, made it easier for schools to serve a national, or at least regional, catchment area. In most of the schools there existed a prefect-fagging system in which older boys dominated the younger and instilled a system of obedience. P. C. McIntosh writes that the 19th century witnessed a growth of athleticism in public schools that was remarkable alike for its technical developments and for its social significance.

The games in public schools were used by people like Thomas Arnold to form part of the boys’ education. At the end of the 18th century the general behaviour and organisation in the public schools was poor and Arnold used the boys’ desire for games as a way of inculcating discipline and obedience—a form of social control. This use of games quickly spread to most of the schools in England, although the ‘games movement’ was not without criticism—it was thought that the health of the schoolboys would be damaged or that it would interfere with their studies. However, this movement was welcomed and encouraged by the boys, amongst whom it developed the spirit of co-operation, courage and loyalty.

The interest in sport quickly spread to the universities which had large grounds and students in residential accommodation; competitive sport became very popular. The Boat Race¹⁴⁾ between Oxford and Cambridge began in 1823 and has aroused a lot of interest ever since; to be in the winning boat was recognised as a sporting prize and a well-won ‘blue’, (i.e. sporting award from the University) symbolised by a light or dark-blue blazer. The sportsmen at the public schools and universities were praised for their efforts, discipline, keeping to the rules, competitiveness and respect for the traditional sports. These qualities were held to be the basis of life and recognised as evidence of being a gentleman—somewhat akin to the chivalry of the European knights.

The Emergence of Rugby Football and Association Football

It is interesting to examine the development of the modern football codes as their emergence demonstrates clearly the part played by the public schools and the move from amateurism in sport to professionalism.

Prior to 1900 football was a violent game played by the peasants and lower-classes—it was described in one parish record as “a bloody and murdering game” and deaths were not uncommon in the violent kicking and hacking that went on. However, as the public schools took to the game and the boys went on to Oxbridge so there arose the need for some standardisation of rules—each school tended to play its own brand of football and, therefore, inter-school matches were not possible. As Old Boys’ teams grew up so the need for some degree of uniformity arose.

A meeting was convened, therefore, to modify the rules of football but there was discussion as to whether or not handling should be allowed, e.g. Eton prohibited the use of hands, Rugby School allowed it (it is said that a pupil, William Webb Ellis, picked up the ball and ran with it, although this is probably a romanticised view of the situation). The disagreement led to two significant moves:

- (a) in 1863 the Football Association was formed;¹⁵⁾
- and (b) in 1871 the Rugby Football Union¹⁶⁾ was formed by those members who wanted to retain carrying, and from this period onwards the two 'codes' of football were part of English history.

Soon the codified form of association football was part of the working-class culture and the masses of people moving to the towns and cities to get work in the factories began to identify with their teams, many of which were started by the church—"muscular christianity", e.g. Preston North End, Bolton Wanderers.¹⁷⁾ Teams needed to persuade the players to stay with them rather than play for some other team so payment of players began, as did charging admission from spectators. Twelve association football clubs met and formed the Football League in 1880, which guaranteed organised fixtures—they were professional footballers and recognised as such.

The Rugby Union, however, refused to consider the paying of players but as some rugby players, especially in the North of England, were already being paid a further division occurred—Rugby Union stayed amateur and was most common in the South of England, and Rugby League went professional and is mainly working-class and is in the North of England.

There are today, therefore, three types of football:

- (1) Association Football, which until recently had an amateur and professional structure—today the best footballers are full-time and play as a career.
- (2) Rugby Union Football—an amateur game in which players are not paid for playing.
- (3) Rugby League Football—a professional game in which players are part-time, i.e. they also have an ordinary job that earns them their major source of income.

Notes

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