

CHRONIQUE INTERNATIONALE

RESEARCH COMMITTEE OF THE INTERNATIONAL COUNCIL OF SPORT AND PHYSICAL EDUCATION

Activity report for 1961-1968

Introduction

In April 1968, *UNESCO* asked some organizations of physical education and sports to submit to it abridged reports concerning their activity in the last decade, their publications and the conclusions arrived at.

Below is the report of the *Research Committee* of the *I.C.S.P.E.* drawn up by its President Prof. Dr. Ernst Jokl and its Secretary General Prof. Marcel Hebbelinck.

Composition of the Committee

President:

Ernst Jokl (*U.S.A.*)

Vice-Presidents:

Simon (*Israel*)
Karvonen (*Finland*)
Zimkin (*U.S.S.R.*)
Cagigal (*Spain*)

Secretary:

Hebbelinck (*Belgium*)

Members:

Schuster (*G.D.R.*)
Bannister (*England*)
Ikai (*Japan*)
Voloszyn (*Poland*)
Vrabie (*Rumania*)
Nemessuri (*Hungary*)

Venerando (*Italy*)
Margaria (*Italy*)
Kane (*England*)
Tittel (*G.D.R.*)
Korobkov (*U.S.S.R.*)

Representative members:

Du Kes-Dobos (*W.H.O.*) — Environmental Physiology.
Asmussen (*F.I.E.P.*) — Biology.
Seurin (*F.I.E.P.*) — Pedagogy.
Plas (*France*) — *F.I.M.S.*
Schonholzer (*Switzerland*) — *F.I.M.S.*
Bleasdale (*England*) — *F.I.N.A.*
Geissa (*U.A.R.*) — Weight Lifting Federation.
Ciszec (*U.S.A.*) — *A.A.H.P.E.R.*
Klaus (*G.F.R.*) — Documentation.
Guttman (*England*) — Sport for the handicapped.
Wohl (*Poland*) — Sociology.
Wartenweiler (*Switzerland*) — Bio-mechanics.
Larson (*U.S.A.*) — Standardization.
Hunsicker (*U.S.A.*) — Standardization.
Antonelly (*U.S.A.*) — Psychology.
Mellerowicz (*G.F.R.*) — Ergometry.
Comparetti (*Italy*) — Underwater Medicine.
Powell (*Canada*) — History of sport.
Glidden (*U.S.A.*) — Art and Sport.
Toth (*Hungary*) — Weight lifting.
Roskam (*G.F.R.*) — Facilities.
Kratky (*Czechoslovakia*) — History of sport.
Hombrevella (*Spain*) — Psychology.

Janda (*Czechoslovakia*) — Work and sport.
 Saporta (*Spain*) — Law.
 Carlsten (*Sweden*) — Liaison with the I.C.S. and F.I.M.S.
 Brunner (*Israel*) — *Idem*.
 Mihovilovic (*Yugoslavia*) — Sport and Leisure.

4—Underwater Medicine

President:
 F. Baslini (*Italy*)
 Secretary:
 M. Comparetti (*Italy*)
 Members:
 L. Gedda (*Italy*)
 E. Jokl (*U.S.A.*)

Groups set up within the Research Committee

1—History of sport

President:
 F. Kratky (*Czechoslovakia*)
 Secretary:
 G. Wonneberger (*G.D.R.*)
 Members:
 J. Narita (*Japan*)
 M. Verhaegen (*Belgium*)
 E. Jokl (*U.S.A.*)
 J. M. Cagigal (*Spain*)
 L. Kun (*Hungary*)
 F. Samoukov (*U.S.S.R.*)
 D. Stepinsnik (*Yugoslavia*)
 B. Van Dalen (*U.S.A.*)
 K. C. Wildt (*G.F.R.*)
 R. Wroczynski (*Poland*)

2—Bio-mechanics

President:
 J. Wartenweiler (*Switzerland*)
 Secretary:
 M. Hebbelinck (*Belgium*)
 Members:
 E. Jokl (*U.S.A.*)
 J. V. Basmajian (*Canada*)

3—Ergometry

President:
 H. Mellerowicz (*G.F.R.*)
 Secretary:
 M. Hebbelinck (*Belgium*)
 Members:
 E. Jokl (*U.S.A.*)
 H. Rindell (*G.F.R.*)
 P.O. Astrand (*Sweden*)
 H. Denolin (*Belgium*)
 A. Buhmann (*Switzerland*)
 J. Horak (*Czechoslovakia*)
 F. Kreuzer (*Holland*)
 M. Karvonen (*Finland*)

Last meeting of the Research Committee

It took place in *Zurich—Switzerland*—at the *E.H.H.* on 20th August 1967, with the following participants: Jokl and Cooper (*U.S.A.*), Hebbelinck (*Belgium*), Simon and Simri (*Israel*), Cagigal (*Spain*), Ikai (*Japan*), Kane and Jones (*England*), Klaus (*G.F.R.*), Nemessuri and Toth (*Hungary*), Tittel and Hochmuth (*G.D.R.*), Wartenweiler (*Switzerland*), Hallhuber and Recla (*Austria*).

Agenda:

1 — Review of the *Research Committee* activities in 1966-1967.

2 — Programme of the *Research Committee* for 1967-1968.

3 — Policy evaluation in terms of *I.C.S.P.E.* Statutes.

4 — Policy evaluation in terms of Agreements with the *F.I.M.S.*

Principal conclusions:

1 — Acceptance of a pattern of organization of the *Research Committee* in accordance with the *I.C.S.P.E.*'s Statutes, as well as a suggestion accepted by the Executive Board to categorize participants in the work of the *Research Committee*, into: a — Executive Board (President, four Vice-Presidents and Secretary General); b — Members (ten); c — Representative members.

2 — Acceptance of plans to implement the *Research Committee's* functions as detailed in *I.C.S.P.E.*'s Statutes, as well as to cooperate with the working groups of the Council, *F.I.M.S.*, *F.I.E.P.*, *I.C.H.P.E.R.*, the *International Committees* of Sports Psychology, Standardization of Physical Fitness Tests, Sport for the Handicapped, Underwater Medicine and Medical Commissions of Federations.

Former meetings of the Research Committee after its foundation: Seminars and Conferences held by or in collaboration with it.

Number	Date	Place	President	Secretary	Thèmes
1	19-21/7/1961	<i>Vierumaki</i>	Karvonen	Koskela	<i>Sport, growth and development.</i>
2	3-5/8/1961	<i>Leipzig</i>	Erbach	Freznel	<i>Physical education in schools.</i>
3	29/8/1961	<i>Würzburg</i>	E. Straus	Simon	<i>Human posture and attitude.</i>
4	5-6/9/1961	<i>Warsaw</i>	Missiuro	Sadowska	<i>Physical education in schools.</i>
5	23-24/8/1962	<i>Stockholm</i>	Sjöstrand	Ullmark	<i>Physical fitness in relation to age and sex.</i>
6	1-2/9/1962	<i>Paris</i>	Chailley-Bert	Plas	<i>Scientific bases of Physical Education.</i>
7	4-6/9/1962	<i>Milano</i>	Margaria	E. Agostoni	<i>Exercise metabolism.</i>
8	10-12/9/1962	<i>Wassenaar</i>	A. Feith	K. Rijdsdorp	<i>Psychosomatic aspects of athletics.</i>
9	14-16/9/1962	<i>Ustika</i>	Gedda	Milani	<i>Underwater Medicine.</i>
10	30-31/8/1963	<i>Lisbon</i>	E. Jokl	A. Leitão	<i>Training of teachers of physical education.</i>
11	28-30/5/1964	<i>Gent</i>	Heymans	Hebbelinck	<i>Doping.</i>
12	29-30/5/1964	<i>Budapest</i>	Hepp	Toth	<i>Physical exercises in children 10-14 years old.</i>
13	24-26/5/1965	<i>Berlin</i>	Mellerowicz	Hansen	<i>Ergometry.</i>
14	15-19/12/1965	<i>Maggingen</i>	Schonholzer	—	<i>Sport and altitude.</i>
15	6-10/10/1966	<i>Madrid</i>	Cagigal	Roulet	<i>World Congress.</i>
16	11-16/10/1966	<i>Porto</i>	Wasterlain	Janda	<i>Work and sport.</i>
17	24-25/7/1967	<i>Winnipeg</i>	Noel-Baker	Snidel	<i>Sport and environment.</i>
18	12-14/8/1967	<i>Zurich</i>	Wartenweiler	Hebbelinck	<i>Biomechanics.</i>
19	25-27/8/1967	<i>Berlin</i>	Mellerowicz	Hansen	<i>Ergometry.</i>
20	24-26/10/1967	<i>Tel-Aviv</i>	Brunner	Simon	<i>Activity & Aging.</i>
21	15-17/4/1967	<i>Prague</i>	Kratky	Verhaeghen	<i>History of sport.</i>
22	9-11/4/1968	<i>Tel-Aviv</i>	Jokl	Simri	<i>History of physical Education.</i>
23	6-8/6/1968	<i>Brussels</i>	Legers	Poostmans	<i>Exercise Biochemistry.</i>

Main conclusions reached at the scientific meetings of the Research Committee

1 — To satisfy the need for more precise identification of activity programmes in school physical education, a system of notation of movements must be available, equivalent in exactness to those used in music, chemistry, etc. Such a system has been elaborated.

2 — School physical reference to age and sex-groups 6-18. Proposals to do so have been formulated.

3 — Better cooperation with industry is needed in matters concerning standardization, safety and quality, control of equipment used in sport and physical education. Proposals showing how these demands can be implemented, have been formulated.

4 — The prophylactic and therapeutic role of physical training in medicine, has been clarified. The main conclusion reached by the Committee is that exercise is ineffective in respect of the trainees' immunity status, while it is highly effective as a modifier of the ageing process, i.e. in respect of the decline of form, the decline of function and the decline of health. Proposals formulated for inclusion of exercise in clinical practice, have been formulated.

5 — Training curricula for teachers of health, physical education and recreation have been examined. Agreement exists concerning the desirability of combining all of the above three aspects, in study plans for the first 4 years of academic training. The role of the teacher in H.P.E.R. in respect of health supervision, health examination and health instruction, has been re-defined and limited «vis-à-vis» the role of the school physician. Relevant proposals have been presented.

Publications

Proceedings of Seminar on Research related to School Physical Education, held in Vierumäki, Finland, July 19-21, 1961. Ed. M.J. Karvonen. Helsinki. 1962.

Proceedings of Seminar «Fragen der Körpererziehung an den Schulen, held at Leipzig, G.D.R., August 3-5, 1961. In «*Theorie und Praxis der Körperkultur*» 11/12, November-December, 1961.

Proceedings of Seminar on Physical Education in Schools, held in Warsaw, Poland, September 5-6, 1961. Ed. W. Missiuro and J. Sadowska. Institute for Research in Physical Culture.

Proceedings of Seminar on Psychosomatic Aspects of Athletics, held in Wassenaar, Netherlands, September 10-12, 1962. Netherland Sport Federation, The Hague, Holland.

Proceedings of Seminar on Physical Fitness in Relation to Age and Sex, held in Stockholm, August 23-24, 1962. Riksidrottsförbundets Poliklinikkommitté, Sweden. Ed: T. Sjöstrand, P. Högberg and R. Ullmark.

Proceedings of the First International Symposium on Underwater Medicine, held at Ustica, Italy, September 14-16, 1962. Ed: L. Gedda and M. Milani Comparetti. *Medicina dello Sport*. Vol. 4, No. 1, 1964.

Proceedings of Seminar on the Problems of Exercise Metabolism, held in Milan, Italy, September 4-6, 1962. *Medicina dello Sport*. Ed: R. Margaria, Vol. 3, No. 6, 1963.

Proceedings of Seminar on Medicine, Physical Education and Sports, held in Paris, France, September 1-2, 1962. Ed: P.H. Encausse. Paris, August, 1963.

Proceedings of Seminar on Training of Teachers of Physical Education, held in Lisbon, August 30, September 1, 1963. *F.I.E.P.-Bulletin*, Special issue, 1964.

Book: *International Research in Sport and Physical Education*. Ed: E. Jokl and E. Simon. Charles C. Thomas, Publisher, 1964.

Proceedings of I.C.S.P.E. — Research Committee Seminar on Doping, held in Ghent and Brussels, Belgium, May 1964. Pergamon Publ., London-New York, 1965. Ed: A. De Schacparyver and M. Hebbelinck.

Proceedings of International Seminar on Ergometry, held in Berlin, May 24-26, 1965. Ed: H. Mellerowicz and G. Hensan. *Institut für Leistungsmedizin. Berlin.*

Who's who in Physical Education. Published in cooperation and under the auspices of the *Research Committee*, of the *I.C.S.P.E.* by the *Institute for Research in Physical Education. W. Warsaw, Poland*, 1967. Ed. Missiuro and Z. Majeuski and K. Finska (subsidized by *UNESCO*).

Proceedings of Zürich Congress (Aug. 1967) in press, Karger Verlag, *Switzerland* (will appear at the end of 1968).

Some consequences of the accomplished work

I — Cooperation, contact and detailed technical discussions have been held with *W.H.O.*, at *Geneva*, more especially with Dr. Feijfar and Dr. Martinkainen of the *Geneva* offices, and with Dr. Karvonen of the *Copenhagen-European Division* of the *W.H.O.* offices, during the latter's term of service. There seems to be unanimity concerning the need for the *Research Committee* of the *I.C.S.P.E.* to implement that part of the *W.H.O.*'s aims which are expressed in the Organization's Statutes as follows:

Health is a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity.

This aim cannot be attained in full by clinical, epidemiological and other measures of the kind that form today the resources of

medicine. The activity programmes covered in the *Research Committee's* activities, are needed as a supplement, also in respect of medical rehabilitation which requires the aid of experts in sport and physical education.

II — The *Research Committee's* work on notation of movements is of fundamental relevance to *UNESCO's* programmes in their entirety in that they allow communication on a non linguistic basis.

III — The *Research Committee's* approach to «the three cultures» — to paraphrase Philip Noel-Baker's apt formulation — namely «scientific», «humanistic» and «physical» cultures, represents a fundamentally important and original manner of considering many social problems with which *UNESCO* has to deal.

The President of the R.C.

Prof. E. Jokl
University of Kentucky
Lexington — Kentucky
U.S.A.

The Secretary General

Prof. M. Hebbelinck
Université Libre de Bruxelles
Laboratoire de l'Effort. Brussels, 5
BELGIQUE

REVISTA DE DERECHO DEPORTIVO

Director :

DR. AGRICOL DE BIANCHETTI

Comité de Redacción :

DRES. ELIDA DUBALDE, GUILLERMO OUVINA, DAVID ROSENFELD

Calle Viamonte 1328 — Buenos Aires

ARGENTINA

CHANGES IN EDUCATIONAL SYSTEMS AND THEIR INFLUENCE ON PHYSICAL EDUCATION IN SEVERAL ASIAN COUNTRIES BEFORE AND AFTER WORLD WAR II (1)

By C. C. Bartolomé, F. I. E. P.'s Delegate.

Department of Physical Education of the University of the PHILIPPINES.

— EXTRACT —

Before starting on my topic, allow me to thank the Japanese organizing committee for giving me this opportunity to speak to colleagues of different countries, and congratulate them for their wonderful efforts in making an Asian wide survey on sports and physical education, and define what it should mean for all.

The subject of changes in educational systems and their influence on physical education in several Asian countries before and after World War II, is a very difficult one. I realize that a native of a country can discuss things about his country better than a foreigner.

Education and experience are the mothers of progress. Education can be attained in many ways, but the most important source is experience. Psychologists tell us that when an experience results unfavourably it is to be avoided; whereas if the result is favourable, wholesome and stimulating, it is to be repeated. These repetitions result in varied experiences which were unknown before. Herein lies the key to progress.

All countries of *Asia* have their own heritage and culture. But before World War II many of these countries were under the tutelage of Western countries. Hence new cultures were introduced to them. *Great Britain* encouraged the bright students of their territories to pursue their studies in universities in *England*. This is also true of the *United States of America*, *France*, *Japan*, and the *Netherlands*. In order to facilitate communication between the people of the mother country and those of

the territories, the people of the latter were made to learn the language of the former. This policy served to hasten the enlightenment of the people of the territories for the knowledge of tutors was shared with those of the learners.

Before the birth of the new nations in *Asia* the aims of education in these countries may be summarized as follows:

1. To learn the language and understand the culture of the mother country.
2. To increase the production of their respective native soils.
3. To encourage internal as well as external trade.
4. To help the new government.

Besides the above, the *United States of America* trained the Filipinos in the science of self government and the democratic ways of life.

Physical education as it is understood today was not clear to the new nations before World War II. Most, if not all of the activities, were rudiments of gymnastics and sports. Those who showed great promise as performers were trained and developed for national or international competitions to represent their mother country. But because the *International Olympic Committee* in 1924 made it known that participation in the Olympics is by nation and not by territory, some territories were allowed to compete as a separate nation. This is true in the case of *India* and the *Philippines*.

After World War II many Asian nations gained their independence. After what they have experienced, it is but natural for the people of these nations to seek what is best for them. The most salient factor in their desire is in line with the education they learn-

(1) Report presented at the *International Congress* sponsored by the *I.C.S.P.E.*, *I.S.S.U.S.*, and *F.I.M.S.*, held in *Tokyo* from 5 th to 7 th August 1967.

N'oubliez pas, s'il vous plaît, de payer votre cotisation pour 1969, jusqu'au premier Mars.

ned through experience. Those with intense nationalistic feeling developed their own national language in order to give them a distinct trade mark in the family of nations. Then they formed their own system of government which fits their customs, traditions and culture. Knowing that their independence means responsibility and survival, they have to increase the productivity of their natural resources so that they can trade with the outside world for what they need but cannot produce. They have to learn fast how to run their own government, efficiently and effectively. And above all they have to develop the physique of their people and train them for the service of their country in whatever form, in times of need.

The following is a summary of the pre and post World War II education systems in:

INDIA ⁽²⁾

The *India Empire* was established by an Act of the British Parliament called Government of India Act 1935. Educational institutions in *India* were of two classes: those that follow the course of study prescribed by the *Department of Public Instruction*, or by the *Universities* or *Boards of Secondary and Intermediate Education*, and either undergo inspection by the Department, or regularly present pupils at public examinations held by the Department, Universities or the Boards. These institutions are called «Recognized». Those that do not follow these conditions are called «Unrecognized». The schools were divided into English and vernacular. The most salient feature in their educational systems were the training colleges and normal schools for the training of teachers in schools for adults,

⁽²⁾ *Education in India* by Epifanio Madali, M.A., *Unitas*, Vol. 39, No. 1, March 1966; *Quarterly Review of the Arts and Sciences* published by the *University of Sto. Tomas, Philippines*, pp. 67-73.

The Statesman's Year-Book—1942, pp. 118-119.

The Statesman's Year-Book — 1965-66, pp. 378-387.

defectives, criminals, hill tribes, labourers, factory children and juvenile offenders.

In 1950 *India* became a sovereign democratic republic, although it remains a full member of the *British Commonwealth*.

The Minister of Education has the over-all charges of the educational system. The heart of the educational system (1949-50) is Basic Education which aims «to impart the whole education of the body, mind and the soul through the handicraft that is taught the child». The subjects taught are: mother tongue, arithmetic, general science, social studies, craft activities, orientation activities of occasional character, and English. One of the guiding principles of Basic Education which evolved in 1958 was to teach the use of leisure time in a profitable way and for recreation. All in all the essence of Basic Education is learning by doing; it is activity-centered and craft-centered. The traditional curriculum introduced by the British, consisted of English, European literature and science. The aim was not to prepare them for life existence, but to join the government service. The mother tongue was completely neglected. Now, except in few places, the mother tongue is used as the medium of instruction in the primary and secondary schools.

Teachers are trained in a *Basic Training School* for teachers. Eighteen universities provide courses for the degree of Master of Education, B. Ed., and Ph. D.

Activities for recreation and culture include sports, games, gymnastics, community singing, dramatic clubs, lectures, folk dramas, folk dances and folk songs.

INDONESIA ⁽³⁾

Dr. Sukarno and Dr. Hatta on Aug. 17, 1945, proclaimed *Indonesia* as a sove-

⁽³⁾ *Educational System In Indonesia* «*The Pantjasila National Education*», by F.X. Mulsanto; *Unitas*, Vol. 39, No. 1, March 1966; *Quarterly Review of the Arts and Sciences*, published by the *University of Sto. Tomas, Philippines*; pp. 56-65.

Statesman's Year-Book—1965-66, pp. 1113-1116.

Statesman's Year-Book — 1938, pp. 1171-1173.

Please do not forget to pay your subscription for 1969,
til March first.

reign independent Republic. Part of the country was first occupied by the Portuguese traders in the 17th century, who were ejected by the British, and in turn by the Dutch in 1095. From 1602 the *Netherland East India Company* conquered the *Netherland East Indies* and ruled them until 1798. Thereafter the Netherland Government ruled the colony from 1816 to 1945. As a result of a Round Table Conference held at *The Hague* in 1949, complete and unconditional sovereignty was transferred to the *Republic of the United States of Indonesia*.

Before its independence the administration and executive authority of the *East Indies* rested in the hands of a Governor General assisted by a Council of five to seven members of an advisory character. There were public primary schools, where instruction was given through the medium of Netherlandish for Europeans and persons assimilated with them; Chinese for Dutch-Chinese; native language for Dutch-Natives; and link schools with native tongue. There were also various private schools.

The aim of the Indonesian educational system is nation and character building. In the past education was for the privileged few; now it is «equal opportunity for all». Before, Indonesian education was for education and research; now it is education, research and public service. Two departments take charge of the educational system: the *Department of Basic Education and Culture* which is in charge of the elementary up to senior high school level, and the *Department of Higher Education and Sciences* which is in charge of University and higher education.

Excluding Kindergarten (two years for children under five years) elementary school is six years; junior high school is three years; and senior high school, three years. After junior high school a student may enter a vocational school which is of the same level as the senior high school and also for three years. Higher education is given in the Universities and other institutions of higher learning. The length of the studies depends upon the course selected by the

student, etc.; law is five years; medicine is seven years; engineering is seven years, etc. There are also academies for foreign service, journalism, public administration, etc. The length of these courses is three years.

To the Indonesians, general education means it is intended for all; it is concerned with the development of total personality and that means it is concerned with the individual as a whole. Their «Pntja Wardhana» (live learning principles) are:

1. The development of national and international morality.
2. Development of the intellect.
3. Aesthetic development.
4. Manual development.
5. Physical development.

Singing, dancing, music, drawing, etc., provide for aesthetic development, while athletics and games with emphasis on hygiene, develop physical fitness.

Indonesia gained her independence on August 17, 1945. Before this there was no university in *Indonesia*. But they had five separate schools of college level, e.g., the *School of Engineering at Bandung* (1924); the *School of Law* (1924) and *Medicine at Djakarta* (1927), the *School of Dentistry at Surabaya* and the *School of Agriculture in Bogor* (1941). In 1946-1947, the first national university was established and inaugurated as *Gadjah Mada University at Djog Djakarta*, in 1949. The *University of Indonesia*, at *Djakarta*, was inaugurated in 1950.

There are three main types of teacher training:

1. Teacher Training A, for elementary school teachers.
2. Teacher Training B, for Kindergarten teachers.
3. Teacher Training for junior high school teachers.
4. The *Institute of Pedagogy and Science* for senior high school teachers.

Por Favor, no olvide Vd. de pagar su cotización referente à 1969, hasta el primero Marzo.

IRAQ (4)

Iraq was freed from the Turks after World War I. It was recognized as an independent State on a Mandatory Power under *Great Britain*. In 1927 *Great Britain* recognized *Iraq* as an independent State. Primary education is free, but not compulsory. The medium of instruction was Arabic. There were also intermediate schools, secondary schools, technical schools and training colleges for teachers. Enrolment in these schools was small. It had no university, but had one *College of Medicine*, one *College of Law*, one *Military College*, and one *Higher Institute for Training Teachers*.

On July 14, 1958 the *Republic of Iraq* was declared.

The republic regime terminated its adherence to the *Arab-Federation* which was made when King Faisal of *Iraq* and King Hussein of *Jordan* proclaimed in *Amman* (Feb. 14, 1958) the union of their Kingdoms.

The Organic Law of 1924 was annulled in the interim constitution of the New Republic on July 27, 1958.

Primary education is now free and compulsory, but attendance has not yet been enforced. Arabic is the medium of instruction, but Kurdish is used in the primary schools in some southern districts. Attendance in schools has increased considerably. Now there are two universities.

Sport in *Iraq* is not wide spread as in other countries of *Asia* not only for reason of climate but, as a state, it has only been in existence for a little over 40 years, and gained full independence as late as 1958. Their customs and social morals are quite different. However, the spread of the means of communication and the students studying abroad, contribute to the transformation of big towns. In the provincial areas

feudalistic life and system still flourish on the basis of strict mohammedan morals of 500 years ago.

Baghdad is the centre of sport activities. They are based on physical education firstly in schools then at University. There are 4 or 5 social clubs with tennis and swimming in their programme. Sport activities in the army are very significant. They have several playgrounds and indoor swimming pools. They indulge in football, volleyball and wrestling.

Physical education and sport are indulged in by the population from the elementary schools up to the university. Physical education is compulsory in the elementary and secondary school levels for both sexes and members of the Faculty. For lack of gymnasiums, physical education is carried on in school yards when weather permits and in the class rooms or corridors during inclement weather. The most popular sports in the university are basketball, volleyball, football, table tennis, track and field, wrestling and badminton for girls.

The Institute of Physical Education was founded for boys and a *Physical Education Department* in Al Tahrir College of *Baghdad* University was created for girls. The boys finish the course in 3 years; the girls in 4 years. At the end of the course they get a diploma of teachers in physical education. Their special subjects are gymnastics, rhythmic gymnastics, dance, track and field, volleyball, basketball, practice teaching, massage, badminton and table tennis.

ISRAEL (5)

Israel was part of *Palestine* under British Mandate. By proclamation it became an independent sovereign republic on May 14 th 1948.

(4) *University Sports in the Near East* by Dr. Nagy Gyorgyine/Os Gabriella/; F.I.S.U. — Bulletin — 8^o Series, No. 2, July 1966, pp. 117-

Stateman's Year-Book — 1938, p. 1150. 123.

Stateman's Year-Book — 1965-66, pp. 1134-1135.

(5) *Physical Education and Sports in Israel*, published by the *Israel Olympic Committee*, May 1964.

Stateman's Year-Book — 1942, pp. 199-200.

Stateman's Year-Book — 1958, p. 1165.

Stateman's Year-Book — 1965-66, p. 1156.

Physical education in *Israel* began in the early 1900 C. Healthy mind in a healthy body became an integral part of their over-all concept of education. At the turn of the century organized sports were introduced. The British mandate helped to give impetus to the organization of physical education and, as expected, soccer, the English popular game, became most popular.

The *N.O.C.* of *Israel* was formed in 1933, and she took part for the first time in the World's Olympics in 1948. In the 1952 Olympics, Mr. Joav Raanan was placed 9th. in spring board diving. In the *First Asian Games* held in *New Delhi* in 1951, six Palestinian Jews took part.

Women have taken an active part in sport and physical education in this country. They are active in gymnastics, track and field, swimming, fencing, shooting, tennis, table-tennis, basketball and volleyball.

Physical education is coeducational up to the sixth grade. From the seventh grade girls are given separate physical education classes.

The school curriculum includes two hours a week of physical education for 12 grades. High school students get two additional hours a week of premilitary training based largely on physical training.

IRAN (6)

Up to 1906, the most important features of the government was like that of *Turkey*. The Shah, within the limitations imposed by Moslem religion, was an absolute ruler. In January 1906, the Shah gave his consent to the establishment of a *National Assembly* which drew up a constitution. This constitution was approved on Dec. 30, 1906. This was amended several times.

Compulsory primary education came into force in July 1943. French influence

in the educational system is prominent. It is highly centralized. The curricula for primary and secondary schools are drawn up by the *Ministry of Education*. Majority of primary and secondary schools are State supported. Grants are given to private schools. Elementary education in State schools. and university education are free.

The purpose of ancient education in *Iran* was the development of moral and chivalrous qualities among its people through difficult and diverse sports. It was believed that weakness, ignorance and servitude are the essential causes of human misfortune. Their activities consisted of wrestling, riding, shooting, fencing, hunting, dancing and polo. Men and women took part in these sports.

Beginning at the age of five, children were taught shooting and riding. At fourteen they were guided towards love of truth, integrity, courage, justice and equity.

Sport in *Iran* was suppressed during the Mongol invasion, but the youth carried it on in the so called *Zour-Khanes* (House of strength) which were hidden.

Modern sports date from 1916. A little before this time they practised the method based on Jahn and Amoros principles. In 1928 Ling's system was introduced. Under the presidency of His Majesty Mohammed Rheza Pahlevi, a *National Association of Physical Education and Sports* was founded under the *Ministry of Education*. The association stimulated the formation of clubs and sports associations through out the country.

JAPAN (7)

1872 marks the beginning of National Education in *Japan*. In the elementary school, physical education was included as a subject in the curriculum. This was also the beginning of an organized physical education in this country.

(6) *Iran and Sport. Their Evolution Through the Ages*, by Dr. H. Banai, Director General of Physical Education, *Teheran* — *F.I.E.P.* — *Bulletin*, 1-2, 1965, pp. 22-34.

Statesman's Year-Book — 1939, p. 1040.

Statesman's Year-Book — 1965-66, pp. 1123-1128.

(7) *Filipino Athlete* — Sept. 1 th, 1941.

General Organization of Physical Education in Japan with Annotations Regarding Other Countries in Asia, by T. Miyahata, Professor College — *F.I.E.P.* — *Bulletin* N.^o 3-4, pp. 14-23.

Between the years 1868 to 1912 of the Meiji era, the educational systems of *England, France and Germany* were introduced. The objectives were to develop filial love and fidelity to the State.

Physical education in the elementary schools consisted of gymnastic exercises and organized play. In the secondary schools they had Judo, Kendo and drills as well as gymnastics and sports.

In 1911 the *Japan Amateur Athletic Association* was organized by Mr. Jigaro Kano the founder of Judo.

In 1912 *Japan* for the first time took part in the *Vth. Olympic Games in Stockholm*. In these Games it was forecasted that *Australia* and *Japan* would be formidable opponents in the future swimming events⁽⁸⁾. In the 1928 *Olympics in Amsterdam* Mr. Y. Tsuruta won the first gold medal for his country in the 200 m. breaststroke with the time of 2 m. 48.8 sec.⁽⁹⁾ The country's 800 meter relay in swimming came second with the *United States of America* first⁽¹⁰⁾.

In 1924 the *Research Institute of Physical Education* under the *Ministry of Education* was created. This was made necessary because of the growing importance of physical education and sports in the national life of its people. The Japanese educational authorities realized that, in order to be able to hold its own among Western nations, it must conduct its own research in all scientific endeavors.

In the elementary schools the objectives of physical education are: to develop normal bodies and physical fitness; to develop democratic ways of living and to develop proper activities for recreation. The activities consist of calisthenics, swimming, jumping, combative sports such as judo, sumo, kendo, dancing, aquatics, skiing and skating. Baseball is also popular. In the junior high schools outdoor sports are emphasized.

To develop mass consciousness in sports and recreation, clubs and sports associations, are organized in different places. Together with physical education the *Ministry of Education* takes charge of sports and recreation.

In 1961 the «*Law for the Promotion of Sports*» was promulgated by the *Ministry*, the aim of which is to train leaders and provide facilities for them. In order to give the people direct participation in sports, the *Ministry* sponsors «people's athletic meetings» with the *Japanese Amateur Athletic Association* annually. This includes the yearly national recreation conference.

The *Ministry* holds regular short training courses in sports and recreation and appoints leaders in cities, towns and villages. The *Board of Education* of each district takes charge of physical education, sports and recreation for their respective citizens. Large companies and factories usually have a section in charge of the safety, health and physical activities of their workers.

After World War II each College and University made physical education compulsory. In 1950 the *Japanese Society of Physical Education* was founded. Its official journal is *The Research Journal of Physical Education* in which all original researches are published. A medical society was also founded, known as the *Japanese Physical Fitness Society*. Its journal is the *Japanese Journal of Physical Fitness*.

KOREA⁽¹¹⁾

Korea for centuries was regarded as a subject Kingdom of *China*. It entered into treaties with *Japan* in 1876 and between 1882-1886, also with the *U.S.A., Great Britain, Germany, Italy, Russia and France*. After the Russian-Japanese war of 1904, it was virtually a Japanese protectorate, until it was formally annexed by *Japan* on Aug.

(8) *Olympic Cavalcade*, 1948, by Lt. Col. F.A.M. Webster, p. 91.

(9) *Olympic Cavalcade*, 1948, by Lt. Col. F.A.M. Webster, p. 161.

(10) *Olympic Cavalcade*, 1948, by Lt. Col. F.A.M. Webster, p. 161.

(11) *Brief History of Physical Education in Korea*, by Prof. Byung Wee Lee, *College of Education*.

Statesman's Year-Book — 1958, pp. 1204-1206.

22, 1910. After the defeat of *Japan* in 1945, American and Russian forces entered *Korea* dividing the country for military convenience into two portions separated by the 38 parallel of latitude.

Like other countries of *Asia*, *Korea* had its own ancient type of physical activities. It was during the late reign of King Co-jong (1864-1907) when Western civilization was introduced. As early as 1905 *Korea* had its *National Physical Culture Association*. Of the western sports soccer proved to be the most popular among its population. One year before its annexation to *Japan* baseball was introduced. A year later basketball and volleyball began to be played. Tennis was first played in 1920.

After World War II the education authorities of *Korea* took cognizance of the importance of physical education in its educational curriculum. In the elementary and secondary levels physical education is compulsory and in each grade and year, definite objectives of physical education are prescribed. In universities and colleges every student is required to complete 8 units of physical education before graduation⁽¹²⁾. Gymnastics, simple games, group games and dancing are given in the elementary grades. In colleges and universities sports and recreational activities are given.

PAKISTAN⁽¹³⁾

Pakistan emerged as a new country in August 1947. As it is now it consists of *West Pakistan* and *East Pakistan*, separated by Indian territory of about a thousand

(12) *Report on Physical Education Curriculum of Primary Schools*, by Choe Sam-Chun, Principal of *Sungdok Primary School* and *Report on Status of School Physical Education in Korea*, by Prof. Kunsunk Yew, *Physical Education College, Hanyang University*.

(13) *Stetaman's Year-Book* — 1958, pp. 1204-1206.

Education in Pakistan: A General view by A. H. Kan, *Unitas*, Vol. 39, No. 1, March 1966, pp. 76-87.

miles wide. The climate of these two parts is in deep contrast. While the former is hot and dry the latter is tropical with heavy rainfall.

The system of education follows the Islamic teachings in moral education which is to train man as a perfect individual and to give rights to society to provide opportunity to man to live a pious and clean life and promote growth of virtue and goodness all around.

The educational system is geared to provide the State with trained manpower, educated citizenry and competent leadership. Elementary education is the most important and essential part of the whole educational system. One of the objectives of primary education is to develop a liking for physical education, sports and recreation.

PHILIPPINES⁽¹⁴⁾

Physical education among the ancient Filipinos was a form of religious worship. For example: Early in the morning they faced the sun and performed body movements alternated with deep breathing exercises. This practice was universal and was believed to make the body strong and robust. There were also dances performed in connection with festivals in commemoration of great events, such as war dances and folk dances.

During the Spanish regime, physical education was never included in the school curriculum, except in the latter part of their occupation where a sort of physical education is mentioned in some courses. However the Filipinos had their physical exercises in the form of dancing, swimming and native games.

It was during the early part of the American regime that modern athletics and organized play under supervision was first intro-

(14) *The Philippine Islands*, by E. H. Blair and J. A. Robertson, Vol. 22, pp. 108-111 and Vol. 45, pp. 208-217; *History of the Philippines*, by L. Fernandez; *Filipino Athlete*, Sept. 1 th 1914; *El Archipelago Filipino*, by the *Society of Jesuits*, Chapter IV, p. 217.

duced by American soldiers who later became teachers in the public schools. Following their lead the private schools also introduced physical education in their curriculum.

In 1910 the *Philippine Amateur Athletic Federation* was created with the purpose of protecting athletes from the influence of professionalism. Its main objectives are to regulate and control amateur sports and encourage physical education in the *Philippines*. To assist and supplement the *International Olympic Committee*, the *Far Eastern Games* was organized in *Manila* in 1913 with Gov. W. C. Forbes as the first president; Dr. Wu Ting Fang of *China*, president in 1915; Dr. Jigaro Kano of *Japan*, president in 1917; Pres. M. L. Quezon, president in 1919, etc.

Playground movement in *Manila* was started by Mr. E. S. Brown of the *Y.M.C.A.*, who was succeeded by Mr. F. O. England.

The *Philippines* participated for the first time in the *World's Olympics* in 1924 in *Paris*, with Mr. D. Nepomuceno as its first representative. He took part in the 100 m. and 200 m. dashes. Mr. T. Ildfonso swimming in the 200 m. breast stroke, won the first bronze medal for his country in the *World's Olympics* in 1928, *Amsterdam*.

After World War II physical education and sports, play an important part in the *Philippine's* educational system. In schools, colleges and universities, sports are given prominence in the provincial, regional and national meetings. In these meetings mass *Philippine Folk Dances* are exhibited.

Training of teachers in physical education is offered by most universities such as the *University of the Philippines, Far Eastern University, University of the East, Silliman University, University of Sto. Tomas, Philippine Normal College*, and the *National College of Physical Education* under the *P. A. A. F.*

The physical education curriculum in the public elementary schools is organized by the *Bureau of Public Schools*. In a way

this is also true in the private schools. Because of lack of teachers and supervisors of physical education in the high schools, colleges and universities, the activities in these levels are left mostly in the hands of their respective authorities.

TAIWAN (Republic of China) ⁽¹⁵⁾

Physical activities in *China* may be traced as far back as 2697 B. C., during the Wanti (Yellow Emperor) regime. The activities included hunting, fencing, football and dancing. During this ancient time physical education reached its apex during the Chow Dynasty (1122-246 B. C.). The ideal then of education was to be sincere, to cultivate oneself, to educate others and to pursue truth. In the main, the objectives were to cultivate perfect personality, sound in heart and body.

At present the *Ministry of Education* takes charge of physical education in the *Republic of China*. The purpose is to create the spirit of sports, to develop healthy bodies and team work ⁽¹⁶⁾.

Teachers for the elementary schools are trained in the normal schools, while those for the secondary schools are trained in normal universities or physical education colleges. Inservice training courses are also offered by the normal school during summer.

China first took part in the *World's Olympics* in 1948, being represented in swimming. Mr. C. K. Yang of *Taiwan* established the first world record for *China* in 1963 with 9121 points in decathlon ⁽¹⁷⁾.

⁽¹⁵⁾ *Physical Education in China*, by Mr. Shitze P. Wu, *Ministry of Foreign Affairs, Taiwan Proceedings of First Asian Physical Education, Health and Recreation Congress, Manila, 1954*, pp. 39-49.

⁽¹⁶⁾ *Report on Physical Education in the Republic of China*, by Min-Cheng Tsai, *Dept. of Physical Education, Taiwan Normal University*.

⁽¹⁷⁾ *Athletic Programme; Tokyo Olympics — 1964*.

THAILAND ⁽¹⁸⁾

Until June 24, 1932, the Constitution of «Siam» was an absolute monarchy. In 1939, the words «Siam» and «Siamese» were officially changed to «Thailand» and «Thai» respectively. On May 11th 1949, the country was officially named «Thailand», and the people «Thai». It is now a constitutional monarchy.

From the early period of its history the Thais realized the importance of education. Buddhism is their national religion and Buddhist monks are responsible for teaching their boys. Their educational programme includes moral, physical, intellectual and practical education. Their system of education is patterned after that of *England*. The *Ministry of Education* takes charge of the educational system. There are ten departments under it and among them is the *Department of Physical Education*.

Physical education is comparatively new in *Thailand*. Its scientific aspect started some thirty to forty years ago. Sometime between 1929 and 1932 Prof. Albritton introduced physical fitness tests in the curriculum for medical students. The «Harvard step test» was one of the tests included. The education authorities expect to intensify the scientific aspect of physical education and sports in the near future ⁽¹⁹⁾.

Before World War II physical education was not emphasized very much in many countries of *Asia* even if it has been consi-

dered part and parcel of their respective educational system. This is reflected by the limited sports participated in by those Asian countries that took part in international meetings and that made a poor show of their athletes in these meetings. This is due, perhaps, to the fact that physical education was not duly understood then. Some took it to mean sports «per se», or recreational activities; others as folk dances; some substitute it with anything imaginable. With these as the common concept, how can physical education help sports?

Now old and new nations of *Asia* are striving to make use of physical education as the fundamental basis for developing in their respective youths strength, skill, endurance, willingness to achieve, self discipline, national consciousness and good moral character, so that when they show positive propensities for sports, they can be developed to represent their countries in international competitions. The showing of these youths in different international competitions has served to spark the enthusiasm of their respective countries to greater effort and sacrifice, to improve the physique of their people with a view to further improve their accomplishments.

The *Asian Games* and the *World's Olympic* are the two greatest factors which have stimulated physical education and sports in all the countries of *Asia* now. In the *World's Olympics* in London (1948) the *First Asian Games* in *New Delhi* (1951), few Asian countries took part. Sixteen years afterwards almost, if not all nations of *Asia*, were represented in the *World's Olympics* in *Tokyo* (1964) and the *Asian Games* in *Bangkok* (1966). The performances of athletes who took part improved. The individual records will continue to improve, and so will the national performances of each nation. These can be foreseen in view of the keen and great interest shown by Asian nations towards physical education (physical fitness) and sports, medicine.

⁽¹⁸⁾ *The Problems and Education System in Thailand*, by S. Intraprasert, Unitas, *A Quarterly Review of the Arts and Sciences*, published by the *University of Sto. Tomas*, Vol. 39, No. 1, March 1966, pp. 88-97.

⁽¹⁹⁾ *Movement in the Standardization of Physical Fitness Tests in Thailand*, by Dr. Ouay Ketushinh, *Sports Science Centre of Thailand*. (Lecture delivered during the *Fourth Asian Congress of Physical Education, Bangkok* — 1966.

Statesman's Year-Book — 1942, p. 1319.

Statesman's Year-Book — 1959, p. 1412.