

REVIEW PAPER**FAIR PLAY IN THE PHYSICAL EDUCATION CURRICULUM****Yutaka Miura**

Hokkaido University of Education, Asahikawa Campus (HUEA)

Address: 9-Hokumoncho Asahikawa, Box: 070-8621, Japan

E-mail: miura.yutaka@a.hokkyodai.ac.jp**Abstract**

At this time of rapid change in society, what kind of educational role must the physical education curriculum and sports instruction play? As a matter of course, the teacher assesses the ability of the students as a specialized leader of sports and must stretch it out to achieve competitive success. However, if the teacher enthuses about victory in excess, the corporal punishment that can be called violence might be caused⁽¹⁵⁾. In this case, the teacher doesn't recognize the underlying principle that physical education and sports instruction is vital to the development of rounded human beings as future citizens. Sadly the consciousness of this principle by some educators is missing. For this reason, a return to a basic standpoint of education is proposed, where the physical education class is a core subject of school education. This study proposes further enhancement and development of the physical education curriculum from a viewpoint of pedagogy. In the first half of this study, the definition and meaning of the phrase "fair play" was analyzed in terms of education, and how this phrase was used and meaning it has in Japan was assessed. The key findings were that the phrase "fair play" came to be used gradually in society but the spread of the concept didn't reach the physical education curriculum. Educationalists seem to have regarded fair play as learning of "knowledge and attitude", but the process of "thinking" isn't included in this interpretation. At the same time, it has been understood by some that the real value of the concept of fair play is where the sports practice unit and the physical education theory unit are linked to influence attitudes and social and life skills not only in school life but also the future lives of students as rounded citizens. The concept of fair play which encapsulates such educational value, as essential to human development (formation of character) as a basic principle of all of education, is therefore considered to be one of the major and essential roles of physical education teaching in modern society. The inclusion of the concept of "fair play" in the physical

education curriculum will ensure that the learning outcomes seek to develop the long term health and well being of students as future good citizens. This will mean the previous limited focus on improving physical fitness, sports skill acquisition, and competition will be built on thereby equipping students better for their time in school and in future social life.

Key words: *fair play, physical education curriculum, human development, formation of character*

Introduction

In 2008, the junior high school curriculum guideline and course of study was revised in Japan, and a "significance of sport as the culture" unit was set in "the theory of sport and physical education" of junior high school in the third grade newly. All the guidelines for schools courses of study have statutory legal status in Japan. In this unit, there is a section entitled "the cultural significance and role that international sport events have played", and the phrase "Olympic" appeared in it for the first time. Teachers now provide instruction mainly on the Olympic Games (the Paralympic Games or the Youth Olympic Games, etc.) in a class.

In promoting the Olympic Games, the International Olympic Committee (IOC) attaches great importance to the environmental issues after the 1970s. It is the result of citizens becoming sensitive to the impact on the environment and social life as each country promotes economic development. It is suggested that the IOC which promotes these international sport events wasn't able to ignore it. This environmental issue is present now in both the summer and the winter Games. The present situation is that various other problems have occurred besides the environmental problems, such as energy consumption, economical problems, an athletic (competition) regulation, and doping. How should the teacher teach about these issues in the Olympic Games? The teacher should not teach only about the good side of the Olympic Games, but should probably point out the problems and issues the Games has experienced and could also strengthen the critical analysis for students.

It is important, however, to remember that the physical education class is of course part of a basic education. In other words, the class content isn't only about learning the Olympics. Students should also apply the learned knowledge, and should utilize it for sport activities and their social life in the present and the future. Therefore, the teacher explains the good and not so good sides of the Olympic Games and gives students more than just a basic knowledge about the Olympic Games. Next, the teacher must let

students think about both the educational significance and the ethical values that Olympic Games have.

The cyclical learning (complimentary mutually), such as "knowledge \Leftrightarrow thinking and judgement" is fundamentally effective for learning. 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 phrase "fair play" as currently used in Japan and discusses about the design of the physical education class in this paper.

This study is aims to identify improvements of the physical education class. The author believes that the concept of "fair play" should be one of the key educational and ethical contents of the physical education class.

Material and Methods

In this study, the books (encyclopedias, dictionaries or guidelines) published after the 1970s in Japan (vid. Table1 and the details are cf. References, 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 physical education pedagogy (teaching methods of physical education). Next the words fair (play) described in the current version of the guidelines (curriculum) for junior high school course of study (the volume on health and physical education) and its commentary were examined.

In order to analyze how the physical education class is performed at the present time, the present version (latest edition) of the guidelines (curriculum) and the commentary were considered to be the research objects to consider how "fair play" is handled in those. In addition, the Japanese Supreme Court decided that "the guidelines (curriculum) for school course of study" of all subjects have a statutory legal status.

Results

The phrase of "fair play" in Japan

In recent times in Japan, the phrase "fair play" has come to be known only gradually. The phrase is one of the well known words of foreign origin. This phrase has already been described in the book of "Riron/Jikken Kyougiundou¹⁾" in their publication in 1904 (note1). The exact time that, however, the phrase "fair play" has come to be generally used isn't certain now. Table 1 is the list of the existence or non-existence of the term fair play item described in the above mentioned books.

Table 1

Existence or nonexistence of fair play item

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

12 Chugakkou Gakusyū Shidou Youryou and 13 Kaisetsu are abbreviated to "the guideline" and "the commentary", hereinafter.

There is no reference to fair play in 1, but this phrase has been explained in relation to the definition of "sportsmanship". It seems that term phrase "fair play" was used at the beginning of 1900's as a part of the contents of the word; ex) "kyogido", meaning an athlete's special character, contestant's 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 phrase "sportsmanship" in Japan (^{*}1). Fair play is explained here in the foreword as "a social system, custom and sport (fair play)" with 2. In this encyclopedia, unique interpretation is considered to be it, not general explanation about the phrase "fair play" (detailed below). There is the item called Fair Play Award, but there isn't 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 than 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 phrase fair play is explained in detail over a half page. Most of the explanation of the contents are the interpretation of the writers, however, and these contents which are common, were understood. 6 is the encyc. of the Japanese editions which Peter Røthing edited. This doesn't have the item of the word fair play. Fair play is shown with → fairness (vide→fairness) (*3).

Although 7 has an item of fair play and this is generally explained most contents are the same as 5. Reference 8 is the authoritative encyc. which the Japan Amateur Sports Association supervised and was published 11 years after 5, but there isn't a reference to fair play. As for fair play, it is only explained in connection with the sportsmanship in the sportsmanship item.

9 is a dictionary for school physical education teachers, but there isn't 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. The English translation doesn't have the item of fair play and cf. is fairness (vide→fairness) (*4). The Japanese word for "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 later years and specialized in physical education and sport. The phrase fair play is listed three times and every domain has an item in this. The domain is in three parts-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 in the general contents including "the justice of fair play, rule observance and the ethical norm".

In 12 the guidelines(curriculum), this phrase has been used(note2) only four times. In 13, the commentary, the phrase "fair play" isn't described (*6, note3), but it is used 14 times in total as an adjective and an adverb i.e. the word to be fair. For example, like "fair play (fair play ≠ fairplay)", and "compete fairly."

On the other hand, the phrase "sportsmanship" is used in present Japan. In this phrase the male term is used. Therefore, there is the person using the phrase the "sportspeanship", but this word isn't common.

In 1983, the translation of a book of "fair play (1979)" by the Briton Peter McIntosh was published (note4). Therefore, the phrase "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 from then. At that time, however, there was no common understanding of the concept of either term yet, and those different points weren't clear.

In the physical education class, the phrase "fair play" is used, but it is only about the sport scene. When students play games as a player, it is the instruction about the mental attitude for encouraging action as an athlete, the teacher instructs; "Make an effort! Hustle, hustle!" In addition, it is important the instruction in the attitudes and understanding of the rules of "fair play" is given to players by teachers e.g. saying; "Follow the fair play rule and play the game! Be supportive!" It is the instruction about the attitude as well as the game. True 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 of the rules, etc.

In the previous physical education class, there were many situations that the phrase the "sportsmanship" was used for. In later years, however, both terms are used as a similar meaning word "sportsmanship ≡ fair play", because both of them are the components of the same attitude. Therefore, the way the phrase of "fair play" is used is ambiguous now, and their interpretation varies by the researchers.

Fair play in the guidelines(curriculum) and the commentary. This term "fair play" which is common in modern Japan, is also used in the physical education class to learn about sport. Where this phrase is described is only part of the section covering "the grade objectives" and "the attitude of ball games." There is little reference as the term is described only four times in total. In other sport events, like the case of interpersonal events such as judo, kendo and sumo, this word isn't used in particular. In the swimming the phrase "fair play" can't be found either. It is certainly one of the important things as the content of the sport learning to take fair attitude when students are taught in ball games.

The word of fair play is pronounced "feapure-" the same as English in Japanese. There isn't a pronunciation difference between "r" and "l" in Japan. This word is usually often used about the playing of sport. In addition, there is as an antonym (anti-meaning word) of fair play, the word of "unfair play" not "foul play" in English is used.

In the case of the curriculum guideline, the "fair play" word 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 curriculum commentary explains instruction contents in more detail than the guideline. The word of fair play, however, isn't described in it as one word. All there is a description called "fair ...". The historic investigations or the detailed analysis by the English dictionaries will be necessary in the future to establish what kind of difference point is in "fairplay" and "fair play". A noun has been given one word in the Japanese grammar, and no blank between words. It is in the present conditions that "fair play or play fairly" in Japanese is translated into "fair play" as per the meaning by the English translation. Both have been similarly treated. Fair play should be applied in all sport that students learn at school for all sport events mentioned above, for the reason why fair play is listed in the curriculum objectives of all school grades.

Instruction contents

This is the content of the instruction that the teacher performs for students in a physical education classes.

As for the instruction contents of the field of physical education (practical exercise area), three areas of "skill", "attitude" and "knowledge, thinking and judgment" are shown in the commentary. The instruction ratio of each item isn't 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" isn't a practical exercise area (later description). Because there isn't a "skill" item in the commentary, the contents become "understanding" of knowledge in "knowledge, thinking and judgment" in it.

Fair play in the ball games area. The term "fair play" shown in the curriculum guideline and the commentary was examined as follows;- In the instruction contents of each sport events, the phrase "fair play" has been described only in the context 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 isn't a description of "fair play" in the commentary, it is referred to as "play fairly", as having mentioned above. The number is 14 times, and the breakdown is as shown in Table 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" isn't described as a noun by one word (fairplay) though the word of fair play is becoming common at present in Japan.

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

Table 2

List of "fair/fairly"

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

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

Fair play in outdoor sports events. The reason to take up the area of outdoor sports events is that the relation between sport and the various environments problems have become closer in recent years in the world. In studying natural environments, students learn science. For the physical education class with regards to the outdoor sport, "knowledge and understanding" and "thinking and judgment" about natural environments are required. Because, it is that "natural environment ≒ sport environment".

Only in swimming has been picked up in the curriculum commentary as an event of outdoor sport. Skiing and skating have only been really learned in the northern part, the cold and snowy area in Japan, but these events aren't described in the curriculum commentary. The reason why this isn't described, isn't clearly shown in it. Probably, the reason is that winter season sport doesn't have a nationwide appeal.

The term "fair play" has not been described in the instruction contents of swimming. It has been described in the detailed curriculum contents to "strive to keep the rules and accident prevention in swimming", but there is no description of the attitude of a sport person about the property of nature called the water and the 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 curriculum commentary, this is the contents of "attitude" of how to learn.

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

Fair play in the area of "Budo" (judo, kendo and sumo = martial arts)

In the commentary (1st and 2nd grade), the objectives of attitude are described as following:

- "(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."

Although there is no mention of "fair (or fair play)" in this place, there are contents of "respecting a partner (opponent/adversary)" as semantically related words. Thus "respecting a partner" is the content of "attitude", and is understood also as a one aspect of fair play. This content wasn't derived from the concept of fair play, however, and was 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."

Fair play in the class (theory of sport and physical education) of "the cultural significance and role that international sport events served as". "The significance of sport as culture" unit has been newly introduced into the guideline and commentary which were revised in 2008. The Olympic Games have been taken up in this unit. This class is mainly a class

to learn knowledge not a practical study (students learn in a classroom). Specifically, it is described as follows in the guideline;

- (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*

And 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: 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?

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 why in order to internalize "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 isn't understood, newer knowledge is explored and it is considered. Students develop the ability to be able to explain their 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 mean that a student thinks 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 this isn't covered.

Therefore, the concept of fair play should be a requirement to be explained as of 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 unfair play. It is educationally very important that students learn about the importance to live in society fairly as a responsible citizen, including sport activities. It is the ultimate role of education in forming and nurturing human character.

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 understood that students learn about sport through the instruction of the teacher, and only skill or knowledge which was learned will be important in 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 physical education is the subject which helps the human being in formation of character, through the physical education class experiencing the learning of exercise, practical sports and the theory. I think that the concept required in order to perform such learning is "fair play." It is because the concept of 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" (above mentioned).

The explanation about the concept on "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.

1. Fair play is required by all the sport events held based on the rule¹¹. This content includes not only ball games (the curriculum 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 formation of human character between oneself and others developed in the sports world of "performing by oneself"³.

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

The result of the physical education class should be connected not only with the sport merely but also with the present and future formation of human 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 character formation.

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".

In other words, it is also important to follow the rules as a sport person, and it is also important that to understand 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 as beauty, and splendour 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 clear educational worth that physical education of the human being is also about the 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 Games. 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? (Fig.1)"



Figure 1. Topic 1 of the theory of sport and physical education

Moreover, it is a familiar example now that the skating photograph of Kim Yu-na in Vancouver Games period was taken and it was published on the next day as the handbill and the internet advertisement of her sponsor company in her mother country (Fig.2).

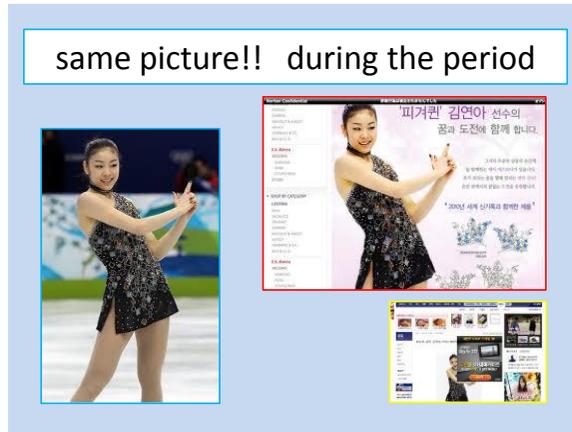


Figure 2. Topic 2 of the theory of sport and physical education

It is a method that the teacher introduces the Olympic Charter and lets students think about this photograph as a commercialism problem in a group or as 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 group victimization for Japan? Is it really fair to make BMI as the standard?" (Fig.3). There isn't the concept of fair play worldwide now. The concept needs to be taken care of now and very carefully in the future.

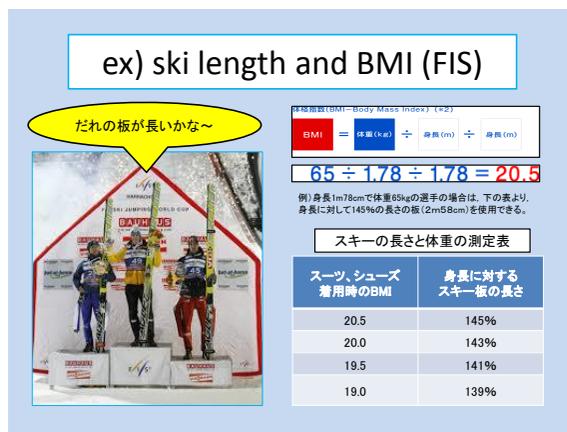


Figure 3. Topic 3 of the theory of sport and physical education

Conclusion

While the social circumstances of every country in the world change, what kind of role does physical education as a subject of the curriculum commentary play? In the physical education class, it is a condition that instruction in sports skill is a focus. May the concept of “fair play”, however, only be covered in the sports instruction lessons? Supposing that is right, fair play is then an effective concept only in a sport scene. It is the formal rule (fundamental ethical conduct).

It is important that students learn about fair play both as knowledge and as a value within the physical education curriculum. Moreover, it is essential to the formation of human character through physical education. What kind of role should the physical education curriculum play in this formation of human character?

The formation of human character means that a person establishes one's self ego socially. Students don't merely learn only knowledge and understanding: They are required to think about it, to use it practically and utilize it effectively. The concept of fair play isn't only for the sports context, it is necessary for the concept to be reflected usefully as a social/life skill in the present and the future lives of individuals as whole people.

Anyway, the important thing in Japan is that the concept of fair play is reflected in the government guidelines and the curriculum commentary for junior high school study and in the physical education class.

"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."

Present version of "the guideline for junior high school course of study" is translated into English on HP (temporary translation) of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), but there isn't an English version of the commentary.

By the curriculum commentary, there is no word of "fairplay", or the expression called "fair play" is described as "fair .../... fairly."

Since this research is targeting the encyclopedias and dictionaries, this book isn't analyzed.

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