

Japanese Reception of Sport : A Modernization

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For the Japanese nation the introduction of sports from the West probably symbolizes her typical modernization. As it commonly happened in other cultures from the Occident, the 'introduction' of different culture into Japan was not always equivalent for its 'reception' by the Japanese. An example was sport. This paper analyzes the ambiguous process of the Japanese way of introduction / reception of sport as an occidental culture. This process is analyzed by the three dimensions; linguistic, educational, and ideological analyses. Firstly, the feature of the conceptual changes of 'sport' in Japan is clarified by means of dictionaries. Secondary, the institutionalization of sports and games in schools is argued by the analysis of 'yugisho' which were books on sports and games for school-boys. Final part of this paper refers to the transformation of the Occidental ideal of sportsmanship in Japan; it was the process in which, though 'sportsmanship' crystallized Chiyosaburo Takeda's idea of 'kyougido' which was analogized with 'bushido' (samurai spirits), 'kyougido' was eventually transformed into a chauvinistic ideal leading school-boys to serve themselves as the subjects of Emperor because of its emphasis on the instrumentality of sport.

Key words: conceptual change of sport, 'yugisho', Chiyosaburo Takeda, 'kyougido' sportsmanship

For many Asian countries 'modernization' is ambiguous. It means the process which destroyed the feudalistic class-system and human-relations, while it introduced the ideas of human rights, individualism and democracy. It also implies their transition toward capitalist-society as well as toward industrial countries with technological advancements. It sometimes denotes the atmosphere of westernization, occidentalism and exoticism which were accompanied by the introduction of things occidental. It also conveys the nuance of the process of colonialism and imperialism which overran Asian countries, as well as the process of decolonization which evoked the feeling of nationalism and the idea of national independence among Asians. It often indicates the rule of science and rationalism over these societies and the way of thinking in Asian countries. As far as Japan is concerned, the introduction/reception of 'sport' is one of the typical proces-

ses of modernization which might suggest to us aspects of what Japanese modernization was like.

This brief study tries to analyze indigenous 'modernization' in Japan by means of focusing on the manner of Japanese reception of western sports. It consists of three sections analyzing the modernization from the linguistic, educational and ideological aspects. First of all, it traces back the conceptual change in 'sport' in Japan, then it views the process by which sports became a school subject. Finally it discusses the typical reception of the idea of sport including the idea of 'sportsmanship', taking an example of Chiyosaburo Takeda (1867-1932) who was a disciple of Frederick William Strange, one of the earliest English introducers of sports into Japan.

I. LINGUISTIC RECEPTION OF 'SPORT'- 'SPORT' IN DICTIONARIES

Needless to say there had been exuberant

kinds of traditional games and play in Japan when the Japanese encountered sports and games from the West. The traditional sports and games before the Meiji Restoration (1868), however, may have included some sports and games of occidental origins, especially those from Portugal and the Netherlands, countries that had had communication with Japan. Although there might have been such activities, it is generally recognized that the most energetic Japanese introduction of games and sports from the Occident started after the Restoration. Before discussing the Japanese reception of occidental games and sports, it is necessary to consider the conceptual change in 'sport' in Japan before and after the Restoration.

In Samuel Johnson's *A Dictionary of the English Language* (1755), 'sport' is defined as ' (1) Play; diversion; game; frolic and tumultuous merriment, (2) Mock; contemptuous mirth, (3) That with which one plays, (4) Play; idle jingle, (5) Diversion of the field, as of fowling, hunting, fishing.'¹⁾ The term is also explained likewise in the earliest American dictionary, *An American Dictionary of the English Language* written by Noah Webster in 1828, in which sport is defined as ' (1) that which diverts and makes merry; play; game; diversion; also, mirth. The word signifies both the cause and the effect; that which produces mirth, and the mirth or merriment produced. (2) Mock; Mockery; contemptuous mirth. (3) That with which one plays, or which is driven about. (4) Play; idle jingle. (5) Diversion of the field, as fowling, hunting, fishing.'²⁾ In the earliest English-Japanese dictionary in Japan, *Angeria Gorin Taisei* (1814), 'sport' was translated into Japanese, 'nagusami' (消暇, amusement).³⁾ Though the dictionary was written under the guidance of a Dutchman, J.C. Blomhoff, the expression of the essence of sport was marvelous. We do not use this translation now, but the literal meaning of 'nagusami' (消暇) which denotes 'passing of time' or 'dissipation of time' can convey the nuance of the word successfully. As Table 1 shows Japanese translation of 'sport' increased its meanings almost accord-

ing to the evolution of this word; 'nagusami' (消暇, 慰み, amusement, diversion) → 'odoke' (おどけ, ludicrousness) → 'choro' (嘲弄, derision, mock) → 'yuryo' (遊獵, hunting, diversion of the field as fowling, hunting and fishing) → 'yugi', 'kigi' (遊戯, 嬉戯, play, game) → 'kyougi' (競技, sport). It also shows that the most popular term in Japanese applied to 'sport', 'game', and 'play' was 'yugi' (遊戯). In the early stage of the introduction of sports into Japan, 'yugi' more often acquired an overall concept which could be applied to activities including the elements of play, competition and bodily exercise, rather than using the loan word, 'sport' (スポーツ).

Whereas the Japanese translation of sport traced along the lines of its evolutionarily meanings, 'sport' (スポーツ, sport), a loan word from English 'sport' in Japanese dictionaries, inverted its evolution. The loan word of 'sport' (スポーツ) appeared first in *Daigenkai* (1932), and it was explained as 'kogai-yugi, yagai-undo-kyougi' (戸外遊戯, 又, 屋外運動競技, outdoor games, outdoor athletic sports and exercises). The second earliest Japanese dictionary making reference to 'sport' is *Kojirin* (1934 edition) in which the word is simply described as 'kyougi, undo' (競技, 運動, sport, exercise). As table 2 shows, it is evident in Japanese dictionaries that after the acquisition of physical, competitive and athletic aspects of 'sport', clearly exemplified by the Japanese words like 'kogai-yugi' (戸外遊戯), 'kyougi' (競技), 'undo-kyougi' (運動競技), and 'undo' (運動), the loan word 'sport' (スポーツ) traces back its older meanings like 'yugi' (遊戯, play), 'yuryo' (遊獵, hunting), 'goraku, nagusami' (娯楽, 慰み, amusement), 'kibarashi' (気晴らし, diversion), 'jodan' (冗談, joke), and 'choro' (嘲弄, mock). This inverted reception of the meanings of sport seems to indicate that the loan word, 'sport' (スポーツ), scarcely signifies play, diversion, and amusement, but it exclusively conveys the idea of physical, athletic, competitive and serious elements of 'sport'.

Table 1 CHANGE OF JAPANESE TRANSLATION OF 'SPORT'

	game	sport	play	athletic	gymnastics, physical education
(1) 1814	game 遊遊(play)	消暇(ナガサシ)(amusement)	(v)遊(to amuse), 遊(to play), 又彈弦(to play music-instrument), (n) 兒戲 (children's play)		
(2) 1830	bakfoot-si (gambling), bakfek' (betting)	(v)hawa-moor (to play), mote-a-sob (to play), (n)odoke (ludicrousness)	(v)mote-a-sob (to play), bakufusi (to gamble)		
(3) 1862	勝負/遊ゴト (play including contest), 野遊/狽等/ (hunting), 野獸 (wild animal)	駭ひ (amusement), 滑稽 (ludicrousness), 鬪弄 (derision), 獵 (hunting), 漁 (fishing), 乘馬 (riding)	遊(to play), 博奕 (betting), 芝居場 (theatre), 芝居 (theatrical performance), 駭(amusement)	athlete: 柵欄ヲ結テ汗其/中ニ打果シ合フ人(fighters who contest in the ring), 力士(a wrestler), athletic: 同上, 強士(strong)	身体ヲ健康ニスル稽古 (exercise of making body healthy)
(4) 1867	shobugoto (contest), kachimake (victory or defeat), kari (hunting), yemono (quarry), ban (ban is the auxiliary numeral for a match)	tawamure (play), jodan (poke), odoke (ludicrousness), sportsman:kariudo(huntsman)	tawamure (play), asobi (play), shibai (theatrical performance), bakuchi (gambling), gwai, ambai	1867: 強士, 1872:chikara shobu suru (pertaining to the strength of contest) 1886:athlete.chikara-mochi (a man of strength), tsuyoi hito (strong man)	1867: 強士, 1872: 同上, 1886:tai-so-jutsu
(5) 1874	遊戯(play), 博奕(betting), 遊獵 (hunting), 獲物 (quarry), 野獸 (wild animal), 計策 (a plot), 鬪弄 (derision)	嬉戲(play), 遊戯(play), 鬪弄 (derision), 戲言 (jest), 玩具 (plaything), 滑稽 (ludicrousness) 遊獵 (hunting) sportsman:獵師, 遊獵人 (a huntsman) sportsmanship:獵師/業 (the art of huntsman)	嬉戲(play), 賭博 (gambling), 行爲 (conduct), 演技 (theatrical performance), 奏案 (musical performance), 動作 (operational activity), 戲弄(banter), 滑稽 (ludicrousness)	強士(vigorous), 有力/(pertaining to a wrestler)	體術 (gymnastics), P.E.: 身体練習 (bodily exercise)
(6) 1876	1876:asobi (a game involving victory or defeat), shobugoto (competition, or a match), ban (ban is the auxiliary numeral) 1904:asobi (play), yugi (play), shobugoto, emono (quarry), yaju(wild animal)	1876:asobi (game), tawamureru (mockery), omocha, moteasobi (that which is played with), rio, kari, yurio (fowling and hunting) 1904: ryo, kari (hunting), asobi, yugi (play), tawamure, guro (derision), yuryo (hunting), omocha, moteasobi (athletic sports: undokai) sportsman: sportsmanship: 同上	1876:asobi (game), yugi (play), kiogen (theatrical performance), bakuchi (gambling), gwai, ugoki (freedom of movement, and space for this) yutori (freedom of movement, and space for this)	1904:undoninareta (pertaining to one who harden himself in exercise) athletic sports: undokwai (運動会)	1876: karu-waza (acrobatism) 1904: taisojutsu, taisogaku, taiiku, taiso

<p>(7) 1884</p> <p>遊技一回/遊戯(a match). 獲物 (quarry). 狩/獲り動物(an animal hunted by a hunter). 計策(a course or plan directed towards some end). 嘲弄 (derision)</p>	<p>遊, 遊戯, 嬉戯 (play, amusement, game), 滑稽 (ludicrousness), 玩弄物 (plaything). 猟, 漁 (hunting, fishing). 畸形 (malformation) sportsman: 遊獵者 (a huntsman). 獸獵, 魚漁, 鳥獵二遊了人 (one who enjoys himself with hunting, fishing, and fowling). 巧ナル遊獵者, 遊獵/達人 (a master of hunting) sportsmanship: 遊獵, 遊獵術 (art of hunting)</p>	<p>遊戯, 嬉戯 (play, game) 優戯, 演劇 (theatrical performance), 賭博 (gambling), 行為 (act), 行事, 拳動 (conduct)</p>	<p>athlete: 競力者 (one who competes), 闘勇者 (one who fights courageously), 角力者 (wrestler). Athletic: 競力の (pertaining to courageous fight), 剛健なる, 強壯なる (vigorous), 力強き (strong)</p>	<p>gymnastics: 体育, 体操 physical education: 体育</p>
<p>(8) 1898</p> <p>遊戯 (play), 博奕 (betting), 遊獸 (hunting), 獲物 (quarry), 野獸 (wild animal), 敵手, 争闘 (competition), 計策 (a plot), 嘲弄 (derision)</p>	<p>嬉戯, 遊戯 (play), 兒戯 (child's game), 嘲弄 (derision), 戲言 (laughingstock), 玩弄物, 玩具 (plaything), 語謔 (a joke), 滑稽 (ludicrousness), 遊獵 (hunting), 舞劇 (theatrical performance), 歪生, 變生 (malformation, deformity)</p>	<p>遊戯, 嬉戯 (play, game), 演戯 (theatrical performance), 奏楽 (musical performance), 賭博 (gambling), 行為, 拳動 (act, conduct), 動作 (motion), 戲弄 (banter), 滑稽 (ludicrousness)</p>	<p>athletic: 強壯ナル (vigorous), 角力/ (pertaining to a wrestler)</p>	<p>gymnastics: 体操 physical education: 体育</p>
<p>(9) 1915</p> <p>1. 戯談, 洒落, 戲事 (a joke, ludicrousness), 2. 遊戯 (play), 3. 面白 (amusement), 4. 獲物, 試合, 勝負 (sport, athletics, a match), 5. (pl) 力技, 闘技, 競技, 角技 興行 (contests or shows for athletics, wrestling, boxing etc.) 6. 計画, 事業 (scheme, undertaking), 7. 詭計 (a plot), 8. 一勝負 (a match), 9. 遊戯道具, 娯楽器具 (equipment for games), 10. 試合/得点, 試合/形勢 (score of the game, state of the match), 11. 獲物, 獲物, 追求物 (an animal under pursuit or taken in hunting), 12. 野獸, 獵獸, 獵鳥, 野獸肉, 獵鳥肉 (flesh of animals, birds hunted for sport or food), 13. 群, 今ハ白鳥二用テ (a group of animals - now only swans) play the game: 1. 競技ヲ演スル, 試合スル, 勝負スル (to play a match), 2. 規則ヲ守ル, 公明正大ニ振舞フ (to play according to rule, hence to play fair, to act honorably)</p>	<p>1. 戯談 (amusement), 戯/ (play), 戯談 (joke), 2. 娯楽 (a pastime), 遊戯 (game), 競技 (sport), 3. 遊獵, 戶外遊戯 (hunting, recreation in the field), 4. 変態動物植物, 畸形動物植物 (an animal or plant that deviates strikingly from the type of its species), 5. 遊戯好手 (sportsman), 6. 嘲弄 (derision) athletic sports: 運動会, inter-university sports: 大学間競技, school sports: 学校競技 sportsman: 遊獵者 (huntsman), 漁獵者 (angler) sportsmanship: 冒険スルコト (adventure), 遊獵又ハ漁獵ノ道 (the art of hunting or fishing)</p>	<p>1. 巧ヲ, 動キ, 閃動, 閃奕 (brisk, light, or fitful movement), 2. 活動, 動作, 作用, ハウキ, 運転 (activity, operation act), 3. 運動/自由, 活動/範囲, 余裕, 余隙, 遊隙, コト (freedom of movement, space for this, scope for activity) 4. 遊戯, 遊戯, 7. 巧ク, 戲談, 小ト方 (play, game, joke, ludicrousness), 5. 競技, 勝負, 負事, 遊技 (sport, athletics, game), 賭博, 博奕 (gambling), 6. 争ヒ様, 力方 (勝負事) (playing of game, and manner, style, of this), 7. (cricket, football) 競技場ニ於ケル境界線 (part of ground within definite boundaries), 8. 行動, 取扱, 処置 (act, action, way, manner of acting or proceeding), 9. 休み (abstinence or freedom from work, a holiday), 10. 戯曲, 脚本 (drama, playbook), 劇, 演劇 (theatrical performance)</p>	<p>athlete: 1. 競技者, 力技者 (one who contend in sport and exercises requiring physical strength and skill), 2. 強壯ナル人, 勇健ナル人 (one who is robust and vigorous) athletic: 1. 競技/, 力技/ (pertaining to sport and exercises requiring physical strength and skill), 2. 強壯人, 勇健ノ (vigorous, strong) athletic sports: 競技会, 運動會, 力技, 闘技, 2. 競技法, 力技法 (the art and way of contending sports and games) athleticism: 力技三昧, 力技ニ熱心ナルコト (an ardent attitude toward sports)</p>	<p>(n) gymnastic: 1. 訓練 (discipline), 操練 (drill), 2. (pl) 体操 physical education (training): 体育</p>

< Dictionaries >
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Table 2 Conceptual Change of 'Sport' in Japanese Dictionaries

Japanese Dictionary	Term	Description of the Meaning
1. Genkai(言海) 1889	—	—
2. Nihon Daijirin(日本大辞林) 1894	—	—
3. Kotoba no Izumi(ことばの泉) 1898	—	—
4. Jirin(辞林) 1907	—	—
5. Dainihon Kokugo Jiten(大日本国語辞典) 1915	—	—
6. Kojirin(広辞林) 1925	—	—
7. Dai Genkai(大言海) 1932	スポウツ	戸外遊戯(outdoor games), 屋外運動競技(outdoor athletic sports)
8. Kojirin(広辞林) 1934	スポーツ	競技(athletics, sports), 運動(exercise)
9. Jien(辞苑) 1935	スポーツ	1. 競技(athletics, sports), 運動(exercise) 2. 遊戯(game), 遊猟(hunting)
10. Gen-en(言苑) 1938	スポーツ	1. 競技(athletics, sports), 運動(exercise) 2. 遊戯(game), 遊猟(hunting)
11. Meikai Kokugo Jiten(明解国語辞典) 1943	スポオツ	1. 娯楽(pastime), 慰み(amusement) 2. 運動(競技)(exercise, athletics, sports)
12. Genrin(言林) 1949	スポーツ	競技(athletics, sports), 運動(exercise)
13. Jikai(辞海) 1952	スポーツ	運動競技, 戸外遊戯, 野球, 庭球から登山, 狩猟等まで, 身体鍛練を目的とするものの総称。 (A generic term for the physical disciplines such as athletic sports, outdoor games, baseball, tennis, mountaineering, hunting, etc.)
14. Kojien(広辞苑) 1955	スポーツ	陸上競技, 野球, テニス, 水泳, ボートレースなどから, 登山, 狩猟などにいたるまで, 遊戯, 競争, 肉体鍛練の要素を含む運動の総称。 (A generic term for the exercises including elements of play, competition, and physical discipline, such as athletic sports, baseball, tennis, swimming, rowing, mountaineering, and hunting, etc.)
15. Shin Genkai(新言海) 1959	スポーツ	1. 遊戯, 戸外遊戯, 遊猟, 釣魚, 競走, 野球, 庭球, ボートレースなどの総称。(A generic term for play, outdoor games, hunting, fishing, foot-race, baseball, tennis, rowing, etc.) 2. 楽しみ, 慰み, 気晴らし, 冗談, 戯れ, 嘲弄。(Amusement, diversion, joke, derision)

II. EDUCATIONAL RECEPTION OF SPORTS AND GAMES: A TEXT ANALYSIS OF 'YUGISHO'

1. 'Yugisho' and Games for Elementary Schools: The Trend of Publication

Japan may have already introduced some occidental games through contact with Portugal and the Netherlands before the Meiji Restoration. However, it was not until the Meiji Restoration that the energetic and systematic introduction of sports and games was made. According to Kazuyoshi Ohba examples like 'cricket' and 'blindman's buff' and 'touch' were published in

the second volume of *Taisei Kunmo Zukai* (An Illustrated Book of English, 1871), though there were no explanations attached to the illustrations.⁴⁾ Credit for the first systematic introduction of occidental games and sports is given to A.T.Van Casteel, a Dutch teacher of English, French and German hired by the Japanese Government. His career is not fully known, but he was asked by the Ministry of Education to translate English books dealing with sports and games into Japanese. The first book, entitled *Dojo-sen*(1876) was the translation of the *Girl's Own Book*(1873) written by Miss L.Valentine.

His *Konai Yugiho* (Indoor Games, 1879), and *Taiso Oyobi Kogai Yugi* (Gymnastics and Outdoor Games, 1879) appear to be the abridged translations of the *Boy's Own Book* whose first edition was published 1828 in England.

Another diffusionist of great influence was F.W. Strange, who was an English teacher at Tokyo Daigaku Yobimon, an older institution of the present University of Tokyo. In 1883 he, not only wrote an English book entitled *Outdoor Games*, but also organized the first meeting of athletic sports (undokai) at Tokyo Daigaku Yobimon. His book was translated in 1885 under the title of *Seiyo Kogai Yugiho* (Western Outdoor Games) by Yasuhiro Shimomura whose career is not known except an editor of some publications.

Meanwhile, Japanese educators began to take up sports and games as a significant subject which they called 'yugi' (遊戯). Eisaku Yusa, who was one of the first graduates from the Taiso Denshujō (NIG: National Institute of Gymnastics), wrote *Shinsen Shogaku Taiiku Zensho* (New Physical Education for Elementary Schools, 1884), and Gendo Tsuboi, who was on the staff of NIG, wrote *Kogai Yugiho* (Outdoor Games, 1886). After their influential books had been published, so many similar books about sports and games called 'yugisho' appeared. As table 3 shows the first peak in publication occurred in the mid 1880's and the second and highest peak in the early 1890's.⁵⁾ There were virtually no publications other than books of drill and gymnastics during the first ten years of the Meiji era (1868-1912). The first peak in publication was probably related to the gradual completion of the introduction of compulsory gymnastics in elementary school. As Table 3 also reveals 'yugi' seems to have occupied no less an important place in physical education than gymnastics. We will focus upon later the 'yugisho' published during the first peak in order to see the authors' intention of their publication as well as their evaluation of 'yugi', by analyzing the texts of the prefaces, forewords and explanatory notes.

2. Popular Games

'Yugi' (games) which were introduced by 'yugisho' published from 1876 to 1894 were numerous. However, we can discern which games and sports became popular during the first peak of publication.⁶⁾ Three categories are used to clarify the introduction of sports and games into Japan: 'athletic sports', most of which developed into track and field sports and made up the most popular events for 'undokai' (athletic meeting); 'ball games', most of which were typically western; 'playground games' which were most energetically introduced as games for elementary school children. Tables 4, 5 and 6 indicate the popular games in each category. In elementary schools the popular athletic sports of the Meiji era were foot race, tug of war, three-legged race, pole vault, sack race, long jump, leapfrog, high jump and so forth. The popular ball games in elementary schools were football, croquet, picking-up the ball race, lawn tennis from which the Japanese soft tennis derived, palm ball (kaku-kyu), egg and hat, days of a week and so on. The popular playground games were various kinds of blindfold games, touch, a wolf, a shepherd and sheep, skipping rope, buck, buck, round tag, prisoner's base, warning, baste the bear, hopscotch etc. Most of these games were new to Japanese boys and girls at that time, and they were taught at elementary schools as 'educational' activities.

3. Text-analysis of 'Yugisho'

The summary of the text analysis is shown in the Table 7. The most popular discourse for the recommendation of 'yugi' (games) was the promotion and preservation of school children's health. All the authors and editors of 'yugisho' regarded games as means of body training, as well as, of preserving health. Van Casteel directed attention to the harm of sedentary life without exercise for children in his second publication.⁷⁾ Referring to Asclepiades, a Greek physician, Strange also emphasized that 'health could be preserved by physical exercise alone'.⁸⁾ Eisaku

Table 3 TREND OF PUBLICATIONS ON SPORTS, GAMES AND PHYSICAL EDUCATION DURING THE MEIJI ERA (1868-1912)

	A	B	C	D	E	F	G	H	I	TOTAL
1868	0	0	3	0	0	0	0	0	0	3
1869	0	0	1	0	0	0	0	0	0	1
1870	0	0	0	0	0	0	0	0	0	0
1871	0	0	0	0	0	0	0	0	0	0
1872	0	1	0	0	0	0	0	0	0	1
1873	0	1	0	0	0	0	0	0	0	1
1874	0	3	1	0	0	0	0	0	0	4
1875	0	0	0	0	0	0	0	0	0	0
1876	0	2	0	0	0	0	0	0	1	3
1877	0	1	0	0	0	0	0	0	1	2
1878	0	1	1	0	0	0	0	0	0	2
1879	1	1	0	0	0	0	0	0	3	5
1880	2	0	0	0	0	0	0	0	1	3
1881	0	0	0	0	0	0	0	0	0	0
1882	0	2	1	0	0	0	0	0	1	4
1883	1	1	1	0	0	0	0	0	1	4
1884	1	5	2	0	0	0	0	0	1	9
1885	0	3	3	1	0	0	0	0	2	9
1886	0	6	8	0	0	0	0	0	4	18
1887	0	8	8	1	0	0	0	0	11	28
1888	0	3	14	2	0	0	0	0	8	27
1889	2	2	9	2	0	0	0	0	4	19
1890	0	3	4	1	0	0	0	0	0	8
1891	0	0	3	0	0	0	0	0	1	4
1892	0	2	4	0	0	0	0	0	1	7
1893	0	0	2	0	0	0	0	0	4	6
1894	0	1	3	1	0	0	0	0	8	13
1895	0	2	0	0	1	0	0	0	3	6
1896	2	0	2	0	1	0	0	0	2	7
1897	0	0	0	3	1	0	0	0	5	9
1898	0	1	2	0	2	1	0	0	2	8
1899	0	4	0	2	4	0	2	0	6	18
1900	1	1	3	3	0	1	1	1	11	22
1901	1	8	4	1	4	0	0	0	18	36
1902	4	7	4	3	2	1	2	0	27	50
1903	6	10	4	0	6	2	4	0	18	50
1904	3	3	1	1	2	0	0	0	9	19
1905	1	3	3	0	4	1	0	0	15	27
1906	3	8	4	2	0	0	1	0	12	30
1907	0	7	4	1	4	0	2	0	14	32
1908	2	5	8	1	1	1	0	0	14	32
1909	2	1	3	1	3	0	1	0	8	19
1910	2	7	3	0	3	0	0	0	9	24
1911	1	4	1	0	5	0	0	0	8	19
1912	0	1	0	0	1	0	1	1	8	12
TOTAL	35	118	114	26	44	7	14	2	241	601

A : Physical Education, B : Gymnastics, C : Drill, D : Rowing, E : Baseball, F : Football, G : Tennis, H : Athletics, I : Other Games.

Table 4 POPULAR ATHLETIC SPORTS IN SAMPLE BOOKS

ATHLETIC SPORTS/BOOKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	T	
Running			x	x	x		x			x	x	x		x	x	x			x	x	x	x	x	x		16	
Tug of war				x		x	x	x			x	x		x	x				x	x	x			x		x	13
Three-legged race				x		x	x			x	x	x	x		x		x	x	x					x		x	13
Pole Vault		x	x		x		x					x			x	x	x	x				x		x	x		12
Leapfrog			x	x	x		x			x		x		x	x						x	x				x	11
High Jump		x	x		x		x					x			x		x	x				x		x	x		11
Bringing-back Flag Race						x	x	x		x	x	x			x			x	x	x						x	11
Long Jump		x	x		x		x					x			x	x	x	x				x		x			11
Sack Race						x		x				x	x				x	x	x			x	x	x		x	11
Taking Flag Race							x			x	x	x	x					x		x			x				9
Picking-up Flag Race						x		x				x					x	x	x	x				x		x	9
One-legged Race											x		x		x	x	x	x					x	x		x	9
Fight for the Banner							x			x				x	x		x	x	x	x	x						9
Pulling Against Each Other	x						x			x		x	x		x	x								x			8
Carrying a Bean-Bag												x			x		x	x					x	x		x	7
Bound Leg Race			x		x			x					x			x	x							x			7
Hare and Hounds				x														x						x		x	6
Human Horse Race																	x	x	x		x			x		x	6
Steeplechase			x		x									x										x		x	5
Hop, Step & Jump				x		x								x						x							4
Hurdle Race				x		x											x										3

Table 5 POPULAR BALL GAMES IN SAMPLE BOOKS

Ball Games/Books	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	T	
Football		x	x	x	x	x	x	x		x	x				x		x	x	x	x	x	x	x	x	x	x	19
Croquet			x		x		x	x			x	x	x			x	x	x	x	x				x	x		15
Lawn Tennis		x	x		x	x													x	x		x					8
Picking-up the Ball Race			x		x		x			x				x		x		x							x		8
Carry the Ball Race							x			x		x	x			x										x	6
Collecting Balls							x			x			x				x	x								x	6
Days of a Week						x						x		x					x	x						x	6
Egg and Hat						x						x		x					x	x						x	6
Palm (Kaku-Kyu)						x						x							x	x				x		x	6
Baseball			x		x	x																x		x			5
Bowls						x								x					x	x							4
Hockey			x	x	x														x								4
Rounders				x		x								x								x					4
Cricket			x	x																							3
Fives		x																x				x					3
Throwing the Ball						x													x	x							3
Troco (Lawn Billiards)				x		x																				x	3
Golf		x																									2
Skittles																										x	1

Yusa who was one of the earliest introducers of western games quoted an old Chinese proverb, 'gokin-no-tawamure' (five fowl's plays) which symbolized the preservation of health by imitating the plays of five kinds of fowl: 'Elementary school pupils', he wrote, 'are forced to study hard from early age. They lack exercise and easily become ill. Following the maxim of 'gokin no

tawamure' they should perform 'yugi' and gymnastics every day in order to improve their health'.⁹⁾

The positive appreciation of childhood and of the joy from games is clearly seen among many 'yugisho'. Van Casteel considered games as an instinct of child: he referred to "the child's instinct for exercise, games and gymnastics".¹⁰⁾

Table 6 POPULAR PLAYGROUND GAMES IN SAMPLE BOOKS

GAMES/BOOKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	T	
Blindman's Buff	x					x	x			x	x	x	x			x	x	x	x	x	x	x	x		x	16	
Touch (1)			x	x	x	x	x	x			x	x	x		x	x	x	x	x			x				15	
Kotoro(a wolf, a shepherd and sheep)	x			x				x		x			x		x	x	x	x		x	x	x		x	x	14	
Skipping Rope							x			x	x	x	x	x	x	x				x	x					x	11
Shikaya Shikaya (Buck, Buck)	x		x	x	x	x				x				x		x						x		x		x	11
Round Tag	x			x				x		x	x	x			x		x					x	x	x		11	
Prisoner's Base				x		x			x				x	x	x	x			x							x	9
Warning				x		x		x		x			x											x		x	8
Touch (2)				x		x			x						x		x							x			6
Baste the Bear														x					x			x	x		x	x	6
Hopscotch												x		x							x		x		x	x	6
Cat and Mouse														x							x	x		x	x		5
Tom Tiddler's Ground																	x	x			x	x				x	5
Puss in the Corner	x				x									x					x							x	5
Thread the Needle														x			x	x			x					x	5
Follow my Leader				x	x	x								x		x											5
Hide and Seek	x																			x	x						4
King of the Castle				x										x					x			x					4
Hopping Base																			x			x				x	3
Dropping Handkerchief														x			x			x							3
Jingling															x											x	2

Strange was convinced of the necessity of games for Japanese youth: "An association of many years with Japanese boys has convinced me that games suitable for the playground are almost, if not quite unknown to the youth of Japan. This may be, and most probably is the reason, why school-boys in this country make so little use of the playground".¹¹ In the foreword of *Seiyo Kogai Yugiho*(1885), Terao noted the pleasure of games which "induces child to do exercise for health".¹² Tsuboi and Tanaka also regarded the essential function of games as "refreshment of mind and promotion of vigorous character".¹³ In the foreword of Higuchi's *Futsu Yugiho*(1887), Mingo Ohi argued that "as childhood is the early stage of life in which bodily and mental growth is most vigorous we have to give them whatever they want", and he looked upon yugi(games) as "natural gymnastics".¹⁴ In Seto's *Shinshiki Kogai Yugijutsu*(1888), cheerfulness and briskness which are most often brought by play and games are considered as "the innate character of a child".¹⁵

Games were also considered as a means of moral training for children and youth. Strange pointed out the effect of games and exercise on

the mind by quoting Dr. Oswald's remark: "The beneficial effect of outdoor exercise is not limited to the respiratory organs: their quickened function reacts on one's nervous system, and through the nerves on one's mind".¹⁶ Tei Nishimura took an interest in the English and American national games, cricket and baseball, and paid attention to their function of producing "esprit de corps" and nationalism.¹⁷ Aspects of moral training through games were articulated by Seto: "happiness of one's life is prepared through games which not only bring the unconscious observance of rules and friendship but also cultivate the spirits of patriotism, courage, and perseverance".¹⁸ Moral qualities which are expected to be acquired through games are more amply enumerated by Shukichi Yoshida: he wrote, "a boy can learn from games such moral qualities as fair play, observance of the rules, decision-making, self-independence, perseverance, magnanimity, belief, kindness, philanthropy, prudence, compassion, righteousness, and loyalty."¹⁹

However skillfully the eulogy of games developed, the infrastructure and software of games were still underdeveloped during 1880's. Most of 'yugisho' for elementary schools advised

Table 7 TEXT-ANALYSIS OF YUGISHO

	Year	Title/Text	1	2	3	4	5	6	7	8
1	1876	"Dojo-sen" A.T. Van Casteel	—	—	—	—	—	○	—	—
2	1879	"Taiso oyobi Kogai Yugi" A.T. Van Casteel	○	○	—	—	—	—	—	—
3	1883	"Outdoor Games" F.W. Strange	○	△	△	—	—	—	—	—
4	1884	"Shinsen Shougaku Taiiku Zensho" Eisaku Yusa	○	○	△	○	○	○	—	—
5	1885	"Seiyo Kogai Yugiho" Yasuhiro Shimomura	○	○	—	○	—	—	—	△
6	1885	"Kogai Yugiho" Gendo Tsuboi Narimori Tanaka	○	○	○	△	—	—	—	○
7	1886	"Kan-I Kogai Yugiho" Taijiro Okamoto	○	△	—	○	○	—	—	—
8	1886	"Kan-I Yugiho" Isaburo Hirose	○	△	—	△	—	—	—	—
9	1886	"Shougaku Kogai Yugiho" Shinichiro Hirose	○	—	△	○	○	—	—	—
10	1887	"Gakko Seito Tawamure Asobi" Haruaki Fujita	—	—	—	—	—	—	—	—
11	1887	"Jinjo Shogaku Seito Kogai Yugiho" Masaaki Masuda	○	—	—	△	—	—	—	—
12	1887	"Futsu Yugiho" Ryo Higuchi	○	○	—	—	—	—	—	—
13	1887	"Shougaku Seito Kogai Yugiho" Takenosuke Maeda	—	—	—	—	—	—	—	—
14	1887	"Seiyo Danjo Yugiho" Tora Uryu	○	○	△	—	—	○	—	○
15	1887	"Kogai Yugiho" Teiji Niwa	○	○	—	○	—	—	—	—
16	1888	"Shougaku Seito Undo Yugiho" Iwakichi Hioki	—	—	—	—	—	—	—	—
17	1888	"Shougakkoyo Shinshiki Kogai Yugijutsu" Koshichiro Seto	○	○	○	○	○	—	—	○
18	1888	"Shougaku Yugiho" Tomotaro Hanada	△	△	△	○	○	○	—	—
19	1888	"Kaisei Kogai Yugiho" Gendo Tsuboi Narimori Tanaka	○	○	○	△	—	—	—	○
20	1888	"Jido Taiiku Yugiho" Taneie Tojo	△	△	△	○	○	—	○	—
21	1889	"Gakko Katei Yugi Zensho" Gakuto Sengo	○	○	○	○	△	○	—	○
22	1891	"Shougaku Kogai Yugiho" Utanosuke Tomatsuri	○	○	○	—	—	△	—	○
23	1892	"Shougaku Yugi Sho" Norio Kondo	○	○	○	○	○	○	—	—
24	1893	"Shinsen Danjo Yugiho" Shukichi Yoshida	○	○	○	○	○	○	○	○
25	1894	"Futsu Yugiho" Masanori Matsuda	○	○	—	△	—	—	—	—

ITEMS OF TEXT-ANALYSIS

1 : Game as a physical training

2 : Game as a diversion and appreciation of childhood

3 : Game as a moral training

4 : General directions for games' instruction

5 : Directions for the judgement of victory and for the competition

6 : Gender division of games

7 : Prizes for contests and betting

8 : Esprit de corps, nationalism and patriotism.

(○ : Articulated, △ : Inarticulated, — : No reference)

teachers on the modification of games according to the situation. Distance, size of playground, time, innings, rules, goods and equipment of games were quite changeable. Some 'yugisho' like Tsuboi's *Kogai Yugiho*, for example, created new games using flags. The alteration of the western games and the creation of new games by Japanese educators were commonly seen in early 'yugisho'. Some authors and editors of 'yugisho' noted the scantiness of traditional children's games in Japan. Shimomura listed such traditional games as spinning a top, battledore and shuttlecock, and flying a kite, and considered them "too childish".²⁰⁾ Uryu also felt the poverty of the children's games of Japan: the reason why he translated "*Boy's Own Book*" was that "there were not many children's games in Japan which make the spirit refreshed and the body healthy except battledore and shuttlecock, handball, spinning a top, flying a kite, 'gitchou' (a kind of hockey), 'kemari' (a kind of football)"²¹⁾

In 1886, Elementary School Order, Secondary School Order, Imperial University Order and Normal School Order were issued. It was this year when school physical education was institutionalized in elementary, and secondary schools. 'Yugi' (games) became one of the major teaching subjects of physical education for elementary school besides gymnastics. 'Yugi' was gradually differentiated from 'kyougi' (sports) which infiltrated into secondary and higher educational institutions as their after-school activities.

4. Reception of Sports (kyougi) in Secondary Schools

Unlike 'yugi' (games) for the elementary schools, 'kyougi' (sports) were organized as extracurricular activities in secondary schools. The diffusion of sports into secondary schools in Japan was accurately researched by Tohru Watanabe. He investigated trends in the establishment of organizing bodies for extracurricular activities in one hundred and two public secondary schools in 1899. He found 68 schools which had organizing bodies for the activities among 102

schools, and he selected one representative school from each prefecture in order to research the state of sports in secondary schools in Japan. He reached the following three findings from his research: first, the establishment of organizing bodies for after-school activities occurred intensively from 1892 to 1901; second, popular sports for after-school activities in this early stages were gekiken (kendo) and jujutsu (judo), and they held more a dominant position than western sports like baseball, rowing and; third, the chronological order of the diffusion of western sports into secondary schools was baseball, athletic meeting (undokai), rowing and tennis.²²⁾ In another article, he also pointed out the historical role of secondary schools in underpinning the nation-wide diffusion of sports: "In Tokyo since 1884 sports had become popular among students, but it was only an urban phenomenon which occurred in certain districts or a limited number of central cities. It was in the latter part of the Meiji era, when the secondary educational institutions such as secondary schools and normal schools were provided, that sports achieved the nation-wide popularity."²³⁾ The enrollment statistics of secondary school students in 1885 show that only 0.8 percent of the age groups went to school. (Table 8) Although we have to adopt the term of 'nation-wide popularity' carefully in the context of 'diffusion', sports were well organized at the elitist schools. Most of 'kyougi' (sports) in public secondary schools were organized from 1892 to 1902. Table 9 reveals that the most popular 'kyougi' (sport) organized in secondary schools was gekiken (kendo). As 'undokai' (athletic meeting) was very seasonal we can exclude it from regular sports practiced in the after-school activities. It is very interesting to see that the traditional martial arts such as 'gekiken' (kendo) and 'jujutsu' (judo) were organized at almost every school. The most popular occidental sport was baseball which was organized at 21 out of 31 schools. Rowing was organized at 11 out of 31 schools, tennis was 6, and athletic sports was 5. Football was organized at only 3 schools,

Table 8 HISTORICAL TRENDS IN ENROLLMENT

	1875	1885	1895	1905	1915	1925	1935	1947	1955	1965	1970	1975	1980
Elementary education (%)	35.2	49.6	61.2	95.6	98.5	99.4	99.6	99.8	99.8	99.8	99.8	99.9	99.9
Secondary education (%)	0.7	0.8	1.1	4.3	19.9	32.3	39.7	61.7	78	83.8	89.2	95.9	96.5
Higher education (%)	0.4	0.4	0.3	0.9	1	2.5	3	5.8	8.8	14.6	18.7	30.3	33.5

This Table presents the historical trend in the percentage of the appropriate age groups enrolled in each school level.

(Research and Statistics Division, Minister's Secretariat, Ministry of Education, Science and Culture. Education in Japan. A Graphic Presentation. Revised in 1982. P.18)

this is partly because it was thought to be an elementary school 'yugi' (game) in the early part of the Meiji era.²⁴⁾ Watanabe's research tells us that there was a clear difference between 'yugi' (games) which were introduced into elementary schools and 'kyougi' (sports) for secondary schools. The fact that the most influential 'kyougi' (sports) in the after-school activities were Japanese traditional martial arts seems to have affected both Japanese attitude toward sports as a whole and the direction of the later development of athleticism in this country.

III. IDEOLOGICAL RECEPTION OF SPORTSMANSHIP: 'KYOUGIDO' OF CHIYOSABURO TAKEDA

Chiyosaburo Takeda was one of the students who learned rowing and athletic sports from F.W.Strange at Tokyo University.²⁵⁾ Several days before the first athletic meeting was held at the University, the students heard a lecture about athletic sports from Strange. Takeda recalled later his mentor's emphasis on the 'instrumentality' of sport: "The aim of exercise is not only to discipline the animal spirit in human beings, but also to cultivate the intelligence and morality of man. Exercise is not an aim but an instrument. The aim of the training of the body does not solely rest upon the preservation of health or longevity, but it does reside in more than that; the moral training in the playing field evokes human qualities far better than discipline in the class room does."²⁶⁾ He repeated the same idea in his book entitled '*Riron/Jikken Kyougi Undo*' (1904): "Exercise is not an aim but a means which, not only forges muscle, but also discip-

Table 9 SPORTS FOR AFTER-SCHOOL ACTIVITIES IN PUBLIC SECONDARY SCHOOLS (1901)

Sports	Schools	%
Gekiken (Kendo)	31	96.9
Athletic meeting (Undokai)	24	75
Jujutsu (Judo)	23	71.9
Baseball	21	65.6
Rowing	11	34.4
Archery (Kyujutsu)	7	21.9
Tennis	6	18.8
Athletics	5	15.6
Excursion (Ensoku)	3	9.4
Swimming	3	9.4
Football	3	9.4
Wrestling (Sumo)	2	6.3
Gymnastics	1	3.1
Others	6	18.8

(Total number of sample schools 32)

(Tohru Watanabe: The Modern Library of Physical Education and Sport. Vol.2. History of Physical Education and Sport. 1984. p.193)

lines the mental and moral qualities which constitute a greater aim in life".²⁷⁾ For Takeda 'kyougi' (sport) was an exercise which "makes the strongest distinguishable and outstanding".²⁸⁾ He expected athletes to behave like men of character, and he called such behavior "kyougido". It is, of course, equivalent to "sportsmanship", but he perceived it as an analogy of the traditional idea of "do" (way): "kyougido is the way of doing which an athlete should observe. There is the way for gekiken which is known as kendo, the way for jujutsu which is known as judo, and the way for sumo (wrestling) known as sumodo."²⁹⁾ The constituents of "kyougido" are summarized in the table 10. It might be concluded that Takeda understood sport as a means of character build-

Table 10 CONSTITUENTS OF 'KYOUGIDO'

(Chiyosaburo Takeda: *Theory/Experiment of Athletic Sports*. 1904)

- 1 Virtue of sport
 - ① Muscular training (physical strength)
 - ② Training of nerves (temper)
 - ③ Mental and emotional training (character)
- 2 Significance of sport
 - ① A means to the discipline of body and mind
 - ② Discipline of the will
 - ③ Training of the Self-restraint
 - ④ Training of youth
 - ⑤ Preparation for hard working
 - ⑥ Learning the behavior of sportsmanship
- 3 Practice of sport
 - ① A student is not a professional.
 - ② Don't forget your study for the sake of exercise.
 - ③ Walk, and train your physical fitness.
 - ④ Choose your own exercise and its season.
 - ⑤ Improve your technique and endeavor to master it.
- 4 Dignity of the athlete
 - ① There is a distinction between an amateur and a professional in any arts.
 - ② Don't compete for the prize.
 - ③ Respect honor and righteousness.
 - ④ Don't compete for a profit.
 - ⑤ Don't behave like a professional player.
 - ⑥ Don't compete with a professional player.
 - ⑦ Don't compete with a player who acts in a cowardly way.
 - ⑧ Don't catch an athletic fever.
- 5 Proprieties and manners of the athlete
 - ① Fair play.
 - ② Be alert but not guileful.
 - ③ Don't fall into raptures at your victory.
 - ④ Be a good loser.
 - ⑤ Respect your opponent.
 - ⑥ Accept your lot without complaining
 - ⑦ Sport is a gentleman's rivalry.
 - ⑧ Your opponent is your master and good friend.
 - ⑨ Observe the proprieties and be humble.
- 6 Discipline
 - ① Be punctual.
 - ② Follow the officials of the games.
 - ③ Abide by rules.
 - ④ Obey your referee.
- 7 Self-control and moderation
 - ① Be simple and don't indulge in luxury.
 - ② Restrain yourself if you want to be superior to your opponent.
 - ③ A real liberty rests on the endurance of hardship.
- 8 Courage
 - ① Do your best and fight out.

ing not as an aspect of play. This understanding of sport which differentiates sport (kyougi) from games (yugi) influenced Japanese practice of sport for a long time.

Directed toward boys in Japan, Takeda also agitated for the instrumentality of sport in his

'*Shoumen Kyougi Undo*' (1904). He enumerated diverse merits deriving from 'kyougi' (sports) or 'undo' (exercises); including such qualities as the beauty of the body, sturdiness of the body, agility, endurance, obedience, esprit de corps, courage, boldness, fair play, being a good loser,

humbleness, generosity, and a readiness for and having a good effect on one's study.³⁰⁾ His encouragement derived from the rise of nationalism. We should remember the socio-political setting which led him to publish books. It was the year when the Russo-Japanese War broke out and Japan's imperialism had grown up rapidly since victory in the Sino-Japanese War of 1894-1895. He concluded the boy's edition of *'Kyougi Undo'* with chauvinistic words: "Boys in a hegemonic country in the world should be a nation of superiority who can serve their Emperor by establishing their feats in literal learning, sword play, calculation with an abacus, reading, writing, as well as in running and jumping."³¹⁾

IV. CONCLUSION

Japan has driven her modernization and westernization forward swiftly since the Meiji Restoration (1868). "Sport" was clearly a social and cultural phenomenon which symbolized the modernization of Japan. In general, 'sport' as a term meant pastime, amusement and play in the early stages of its introduction. However, the term itself was never used even as a loan word. According to investigation of the conceptual change of 'sport' in dictionaries, its original nuance shifted to a new meaning which exclusively conveys the physical, athletic, and competitive elements of 'sport' by the beginning of 20th century. In Japanese, this meaning of 'sport' was translated as 'kyougi' (競技), 'undo' (運動) and 'sport' (スポーツ) which hardly signifies 'play' (遊戯). The Japanese people's perception of 'sport' during modernization suggests that they were inclined to think of 'sport' as a serious test which would bring them an opportunity for moral and character training. 'Sport' was an educational instrument rather than a form of play. In other words, the appearance of neologism suggests the emergence of a new socio-cultural and educational phenomenon which pushed forward a serious and unsmiling 'play-movement'.

However, the process of reception was not so simple. 'Sport' was introduced into elemen-

tary schools as 'yugi' (game, play), and into secondary schools and upward as 'kyougi' (sport). This dualism in the reception of sport is rather significant. In an age when not so many youths went to secondary schools, 'kyougi' was an object of conspicuous and envy object for those who could not afford access. On the other hand, 'yugi' which was differentiated from 'kyougi' permeated into a broad range of children through the compulsory elementary schools. Since 1886, when physical education in elementary school became compulsory, many boys and girls were to come across games which they had never played before. However, new western games did not always expel the traditional children's games from their play-world. The play-movement blended by the child-centered ideology of western education and the new discovery of 'play' and 'child' certainly enriched children's life as well as their play-world. This movement not only evoked the rediscovery of the Japanese traditional games but also stimulated the new creation of diverse games devised by Japanese educators. The broad diffusion of 'yugi' became a socio-cultural receptacle for 'sport' as well as an indispensable basis for the mass-diffusion of sport.

The 'kyougi' for secondary and higher schools was considered a rather serious and positive means of character building. Like F.W. Strange, his mentor and the pioneer of sport in Japan, Chiyosaburo Takeda grasped sport as a means of character building and emphasized instrumentality of sport. He was convinced that he could understand 'sportsmanship' by the analogy with the Japanese traditional concept of 'Bushido' (samurai spirit) and named it 'kyougido'. However, 'kyougido' was not precisely the same as 'bushido'. Rather what he named 'kyougido' was western sportsmanship which was modified and assimilated by himself. In this sense, his 'kyougido' was neither authentic 'sportsmanship' nor pure 'bushido'. It was a neology created by a Japanese who wanted earnestly to have introspective dialogue between the west and the Japanese. Here was an equivocal modernization

which was neither an imitation of the west nor a rupture with Japanese tradition. 'Kyougido' and sportsmanship permeated Japan's sporting world as swiftly and clearly as in the west. However, the instrumentality of sport, which was taken by Takeda in order to sublimate sports activities, transformed itself into a nationalistic and chauvinistic discourse mobilizing the fitness and mind of the nation in later years. Modernization of sport in Japan was not only one side of the coin.

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 - (2) A.T. Van Casteel (1879): *Taiso oyobi Kogai Yugi* (Gymnastics and Outdoor Games).
 - (3) F.W. Strange (1883): *Outdoor Games*.
 - (4) Eisaku Yusa (1884): *Shinsen Shougaku Taiikuzensho* (New Physical Education for Elementary Schools).
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 - (6) Gendo Tsuboi, M. Tanaka (1886): *Kogai Yugi-ho* (Outdoor Games).
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 - (15) Teijiro Niwa (1887): *Kogai Yugi-ho* (Outdoor Games).
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- 16) Op.cit., Strange, F.W. p.II.
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 - 28) Ibid., p.14.
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 - 31) Ibid., p.148.

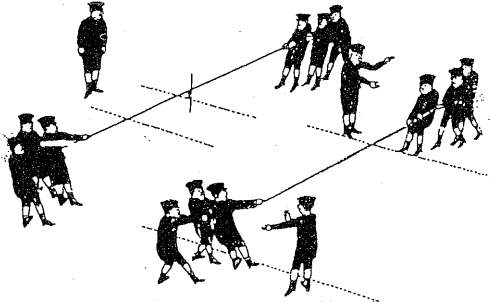
(This paper was originally read at the '97 Seoul International Sport Science Congress, and was re-written for the Bulletin of Institute of Health and Sport Sciences, University of Tsukuba in 1998. The author acknowledges his considerable debt to Professor John H. Kerr at Tsukuba University, for the correction and refinement of this article.)



(1) Running: Eisaku Yusa, *Shinsen Shougaku Taiikuzensho*, 1879.



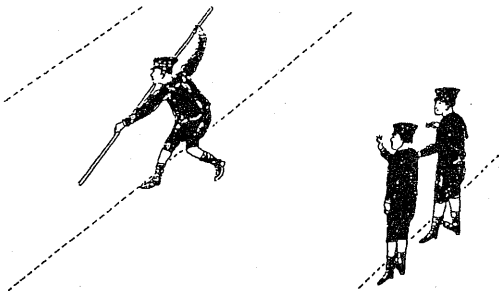
(5) Threelegged Race: Ibid.



(2) Tug of War: Taijiro Okamoto, *Kan-i Kogai Yugi-ho*, 1886.



(6) Taking Flag: Op.cit., (Taijiro Okamoto).



(3) Pole Vaulting: Ibid.



(7) Carrying the been-bags: Op.cit., (Eisaku Yusa).



(4) Leapfrog: Op.cit., (Eisaku Yusa).



(8) Human Horse Race: Gendo Tsuboi, *Kogai Yugi-ho*, 1885.

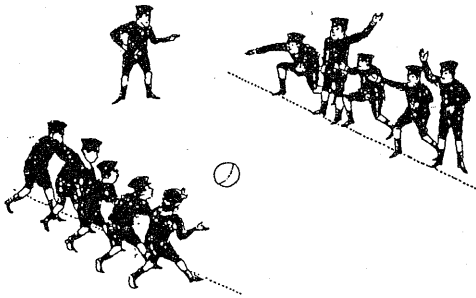


(9) Hop, Step & Jump: Gendo Tsuboi, *Kaisei Kogai Yugi-ho*, 1888.

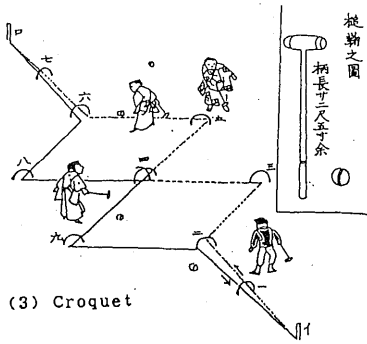
Fig. 1 Athletic Sports



(1) Football: Op.cit.,(Eisaku Yusa).

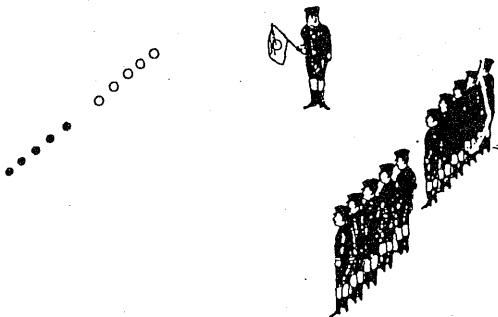


(2) Catchball: Op.cit.,(Taijiro Okamoto).

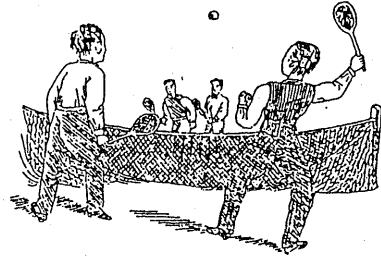


(3) Croquet

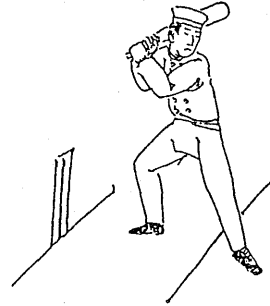
(3) Croquet: Op.cit.,(Eisaku Yusa).



(4) Taking a Ball Race: Op.cit.,(Taijiro Okamoto).



(5) Lawn Tennis: Op.cit.,(Gendo Tsuboi, 1885).



(6) Cricket: Yasuhiro Shimomura, *Seiyo Kogai Yugi-ho*, 1885.



(7) Base Ball: Op.cit.,(Gendo Tsuboi, 1885).

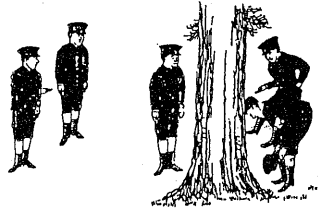


(8) Hockey: Op.cit.,(Eisaku Yusa).

Fig. 2 Ball Games



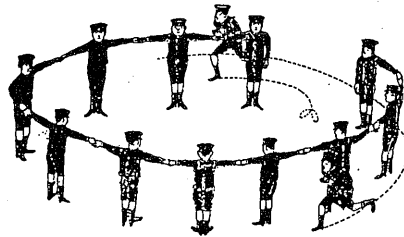
(1) Blindman's Buff: Van Casteel, *Dojo-sen*, 1876.



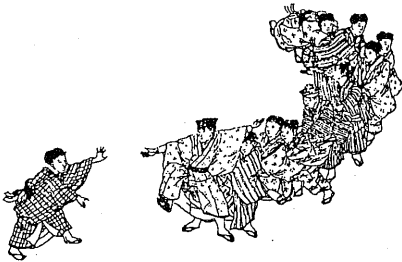
(6) Buck, Buck: *Ibid.*, (Taijiro Okamoto).



(2) Baste the Bear: *Op.cit.*, (Gendo Tsuboi, 1888).



(7) Round Tag: *Ibid.*, (Taijiro Okamoto).



(3) Kotoro: *Op.cit.*, (Eisaku Yusa).



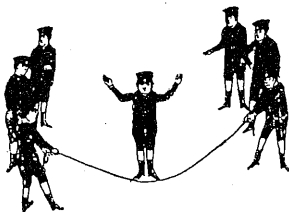
(8) Puss in the Corner: *Op.cit.*, (Van Casteel, 1876).



(4) Touch: *Ibid.*, (Eisaku Yusa).



(9) Follow my Leader: *Op.cit.*, (Eisaku Yusa).



(5) Jumping Rope: *Op.cit.*, (Taijiro Okamoto).



(10) Hare and Hounds (paper chase): *Op. cit.*, (Eisaku Yusa).

Fig. 3 Playground Games