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Value of Physical Education in University

*By Hirokichi Tatsunuma**

The intent of physical education in university as expressed in the Fundamental Law of Education and the School Education Law is abstract and extremely extensive. In observing such intent in the light of the essential being of a university, there should lie the flexibility of study and instruction, which involves a number of problems to discuss on the present way of physical education.

This paper will discuss the physical education as it ought to be in university by reviewing the following points of the problems.

1) Double structure of sporting student population today

The sporting population among university students is made up of two sectors, or as a double structure; one sector involves students in general, and the other comprises those belonging to athletic associations. They differ from each other in character. Historically, the presence of public sports is earning higher recognition, and it is in this present age that the foundation for the uprising of the public sports can be found.

2) Value of fundamental physical education

The rise in the labor density resultant from changes in labor condition, and variations of physical strength attributed to the advancements in the techniques of the civilization, as are seen today, have brought out the public sports as men's basic desire. This fact makes valuable the fundamental physical movements, such as jumping, running and throwing, as men's basic desire. Such exercises are important as the base of the sports leading to cultural creativeness.

3) Sports as teaching material

If a pure sporting activity is considered as a cultural deed, it should be found

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relative with education in the long run, which then should prove useful as teaching materials. As the sports have a function of cultivating their own substratum, they should be the teaching materials, not as mere materials for formation, but as the objective medium for educationally bringing up the life whose original nature is an expressive consciousness.

4) Meaning of physical education as physical activity

A physical activity is environment-formative and self-formative at the same time. While men depend on the environment, they can build up an environment, independently of the one under which they are. Thus, the physical activity, which is formative, takes a historical course. Being historical means being creative, from which one can say that a human being is a creative element. Being creative means making something independent of others, and it follows from this that the physical activity can be considered creative, and not as a mere means.

5) Athletic association as autonomous activity

An autonomous body related to sports is maintained because it is wished to be, and exists in the self-governing form, independently of individual interest, where spiritual experiences including thought, emotion and action, which are social and historical rather than individual, are repeated. These, in unity with conscious experience in reality and contemporary sense, are formed into a human image with a long tradition leading to creativeness, and exist as such.

6) Aim and reality of physical education as optional subject

What the physical education as optional subject, which is limited in time, can give chiefly is a motive through the contact between the human image of the athletic association and students in general. While the subsequent progress in such motive may differ, depending on the character and intention of the students involved, its value as the public sports should exist.

Here, let us think of the *raison d'être* of physical education in university. A university is a combination body providing study and instruction, where persons engaged in study with close involvement in real course of cognition alone are the living lesson, by association with whom the same impetus for sports could be awakened among the students. As it is, universities today are packed with things to teach, and are a mere means for profession or employment. At this time, the physical activity in the form of sports can be regarded as the cultural subject when

the essence of a human subject is thought of as a self-conscious, and expressive subject. Moreover, since it is environment-formative, it is a creative element in the creative world, and should not be a mere means, but the self-purpose that link experience with creation. Thus, the physical activity in the athletic form ought to be given an academical value in the university as a cultural part in line with the existence of education related to mentality lasting up to this date. And, furthermore, when public sports are recognized in the value of their existence, a university must be provided with a place for giving the motive for their spontaneous uprising.