



University of Peloponnese

*Faculty of Human Movement and Quality of Life Science Department of
Sports Organization and Management.*



International Olympic Academy

Master's thesis

Olympic Studies, Olympic Education, Organization and Management of Olympic Events.

The Early Stage of Olympic Education in Japan: “Olympic Kokumin-Undo” for the 1964 Tokyo Olympic Games

Taro Obayashi

Supervisors:

Professor Deanna L. Binder
Professor Mountakis Costas
Professor Paraskevi Lioumpi

Abstract

Almost 50 years ago, Tokyo hosted the first Olympic Games in Asia. It is commonly stated that the 1964 Olympics were the historical turning point for integration and return to a global community of Japan. For the Games, the national Olympic movement: “Olympic Kokumin-Undo was organized by Japan Ministry of Education, Science and Culture. This paper explored the framework of “Olympic Kokumin-Undo” from the view of beginning steps, seven pillars of the movement, spreading from Tokyo to local area of Japan and educational materials: Olympic Readers.

By the way, the term of “Olympic Education” appeared firstly in the field of sport education and researches about the Olympics in the 1970s. As the international standard the International Olympic Committee created, OVEP: The Olympic Values and Education Program and published “Teaching Values: An Olympic Education Toolkit in 2007. This research is also following the theory of the educational values of Olympism from the toolkit. Therefore, this paper focuses and examines the details and characteristics of the program “Olympic Kokumin-Undo”, as Olympic education with the theory of OVEP.

The conclusion is as follows. It is clarified that the council for the “Olympic Kokumin-Undo” was established on 22 June 1963, consisted of public and private organizations with related Ministries. From the 10th October to the 2nd November 1963, the festival of the year before the Olympic Games was held for promotion of the movement. And then, the official documents, notification which intended to spread the movement are sent from MESC to the local governmental bodies especially of education. With the basic principles; seven pillars, the practical movement was promoted. However, though there was a plan for continuing the movement as “National Movement for founding new Japan”, the plan was not implemented.

MESC published 3 types of the Olympic Readers for all of Japan: for elementary schools, junior high schools and high schools. The contents were mainly a brief history of the Olympics, preparing the Tokyo 1964, episodes of famous athletes including disabled sports and the attitude for welcoming foreign guests. They are considered as the effective materials for promoting five values of OVEP especially “Respect for others” and “Joy of Effort”. In addition, especially in the one for high school, it seemed that MESC expected the young generations to promote the movement.

In those days, almost 20 years after the WWII, Japanese people might have not familiar to communicate to foreigners. However, as stated in previous researches, Japan engaged to international community again as an opportunity to the Olympic Games. The

“Olympic Kokumin-Undo” had contributed to cultivate the value of respect for foreigners and international understanding.

Tokyo will host the Olympic and Paralympic Games in 2020. This study should be precious and historical information for creating a new Olympic education program toward the Games. It is expected that the data would be utilized in the MEXT, the Tokyo Governmental office and the Tokyo Organising Committee of the Olympic and Paralympic Games and Centre for Olympic Research and Education. And then, it leads to promote future Olympic movement internationally.

Declaration

I, Taro Obayashi, hereby declare that the work on which this thesis is based is my original work (except where acknowledgements indicate otherwise) and that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree in this or any other University. I empower the university to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever.

Signature:



Date: 23, January 2015

Acknowledgements

I would like to thank all people for their time and contribution to help me with this paper. First of all, I thank Professor Binder for the assistance and guidance. I was encouraged by her so many times. Additionally, I would like to thank all professors of the 3rd master's degree programme of the International Olympic Academy for the interesting lectures. In spite of that my English skill is not good enough, all professors gave me various knowledge and special experiences kindly.

And then, I appreciate Japan Olympic Academy which sent me to IOA, and especially Professor Hisashi Sanada, University of Tsukuba. He supported and advised for the thesis as the director of the Centre for Olympic Research and Education: IOC-OSC in Japan.

A special thank goes to the International Olympic Academy! I would like to thank the Dean Professor Georgiadis, and members of IOA. At last, thank you all my classmates of the 3rd master's degree programme for the wonderful time. Especially on my roommate Hussain Haleem, I was always impressed by him. I promise that I will utilize my all experiences in IOA for Tokyo 2020 Olympic and Paralympic Games and future Olympic movement. Arigato!

Used abbreviations

CORE
Centre for Olympic Research and Education

IOA
International Olympic Academy

IOC
International Olympic Committee

JBFA
Japan Blind Soccer Association

JOA
Japan Olympic Academy

JOC
Japan Olympic Academy

MESC
Ministry of Education, Science and Culture

MEXT
Ministry of Education, Culture, Sports, Science and Technology

NOC
National Olympic Committee

TOCOG
Tokyo Organising Committee of Olympic Games

Tokyo 1964
Tokyo Olympic Games in 1964

Tokyo 2020
Tokyo Olympic and Paralympic Games in 2020

Table of Contents

1 Introduction.....	6
1.1 Background.....	6
1.2 Previous Works.....	7
1.3 Methodology and Research Topics.....	8
1.4 Significance.....	8
2 Outline of Theories of Olympic Education.....	9
2.1 Introduction.....	9
2.2 Brief History of Olympic Education.....	9
2.3 Olympic Values and Education Program (IOC-OVEP).....	10
2.4 Centre for Olympic Research and Education (Japan, IOC-OSC).....	11
2.5 Conclusion.....	15
3 Framework of "Olympic Kokumin-Undo" for Tokyo 1964.....	16
3.1 Introduction.....	16
3.2 Beginning 3 steps in the Japanese Ministry of Education, Science and Culture....	16
3.3 Purpose and the Seven Pillars of "Olympic Kokumin-Undo".....	22
3.3.1 The Movement of "Understanding the Olympics"	
3.3.2 The Movement of "International Understanding"	
3.3.3 The Movement of "Improvement of Public Morality"	
3.3.4 The Movement of "Improvement of Commercial Morality"	
3.3.5 The Movement of "Improvement of Traffic Mortality"	
3.3.6 The Movement of "Clean-up of Land"	
3.3.7 The Movement of "Health Promotion"	
3.4 Not Only in Tokyo, Spreading to Local Areas of Japan.....	25
3.5 Attempts for Succession of the Project.....	27
3.6 Conclusion.....	27
4 Materials in Practice: Olympic Readers Book in Schools.....	29
4.1 Introduction.....	29
4.2 For Elementary Schools.....	30
4.3 For Junior High Schools.....	31
4.4 For High Schools.....	32
4.5 Practical Example of Chiyoda-area in Tokyo.....	33
4.6 Conclusion.....	34
5 Conclusion and Closing.....	35
5.1 Analysing "Olympic Kokumin-Undo" as Olympic Education.....	36
5.2 Future Issues for Tokyo 2020 Tokyo Olympic and Paralympic Games.....	37
6 Bibliography.....	

1 Introduction

1.1 Background

Almost 50 years ago, Tokyo hosted the first Olympic Games in Asia. It is commonly stated that the 1964 Olympics were the historical turning point for integration and return to a global community of Japan (Brownell, 2011).

On the 26th May 1959 at the IOC session in Munich, Mr. Kazushige Hirasawa who was a member of the Tokyo bid committee addressed as follows with a textbook in his hand: “As you can see this textbook, students learn about the Olympic movement in a compulsory education system in Japan”. It is recognized that Tokyo got the right to host the Olympic Games in 1964 because of his sensational speech (JOA, 2008). The content related to “Olympic Education” was included in the national textbook at that time. In addition, not only the Tokyo Organizing Committee for the Olympic Games (TOCOG), but the Ministry of Education, Science and Culture (MESC) under the government launched projects for spreading the Olympic movement for the Games (Niehaus, 2011; Masumoto, 2012). From among the various programs, this paper focuses on the program “Olympic Kokumin-Undo”, national Olympic movement project organised by MESC.

The term of “Olympic Education” appeared firstly in the field of sport education and researches about the Olympics in the 1970s (Müller, 2004; Binder, 2004). Nowadays it is defined variously. For example, Georgiadis (n.d.) indicates “Olympic education is a process of educating and developing the individual according to universal values and ideals of Olympism”. Mountakis (n.d.) stated “Olympic education is a pedagogical program which comprises knowledge, skills, experiences and values which spring from the Olympic Games and the athletic tradition and taking into consideration elements of contemporary reality” and so on.

However, as the international standard the International Olympic Committee created, OVEP: The Olympic Values and Education Program and published “Teaching Values: An Olympic Education Toolkit (Binder, 2007) in 2007. This research is also following the theory of the educational values of Olympism from the toolkit. Therefore, this paper focuses and examines the details and characteristics of the program “Olympic Kokumin-Undo”, as Olympic education with the theory of OVEP. This research contributes to develop our understandings of Olympic education from the historical facts of the first Olympic Games in Asia. In addition, it is expected that this paper might give suggestions for creating

educational programmes for the preparation of Tokyo Olympic and Paralympic Games in 2020.

1.2 Previous Works

Sanada (2007) and Masumoto (2012) placed the educational programs for the Tokyo Olympic Games on 1964 as the first Olympic education program in the world. Masumoto divided the projects into 3 periods: “Before”, “During” and “Post Games”. In the “Before” part, he mentioned about the “Olympic-Kokumin-Undo” as follows:

...The objectives of this National Olympic Movement were to cultivate Coubertin’s vision for Olympism, which placed sport at the service of the harmonious development of humanity and contributed to peaceful goodwill by increasing the self-pride of the Japanese, and developing international goodwill and world peace through sport. Moreover, the Ministry of Education developed social education for the National Olympic Movement in Japan in order to cultivate the attitudes and environment that welcomed tourists and athletes to Japan when it hosted the Olympic Games....

This previous work clarified the objectives and outline of the movement. In addition, it mentions about the textbooks regarding the Olympics for schools. This report is valuable in the current situation because there are few studies about Tokyo 1964 in English (Shimizu, 2011; Tagsold, 2011). However, it refers to the movement in a very limited way. It is necessary to analyse it more detail within an historical perspective.

From the viewpoint of the history of Olympic education, Naul (2008) clarified the five steps of the IOC for the promotion of Olympic education. According to him, they are:

- 1: *Foundation of International Olympic Academy (IOA),*
- 2: *The Olympic youth camp from 1964 Tokyo,*
- 3: *Foundations of National Olympic Academy,*
- 4: *The 1994 Paris congress and*
- 5: *The 119th IOC session in Guatemala City which decided to initiate Youth Olympic Games.*

Although he mentioned the youth camp which was founded in Tokyo 1964, there is no mention about the “Olympic Kokumin-Undo”. Even in Japanese, the discussion of Olympic Education has mainly focused on the programs of Nagano Winter Olympic Games’ “One-

School; One-country program (Hirai & Sanada, 2001; JOA, 2008), not referring about the early stage, related to the Olympic Games in Tokyo on 1964.

1.3 Methodology and Research Topics

Considering previous works, the research topics should be settled as follows:

1. Clarifying the framework of “Olympic Kokumin-Undo” from the viewpoint of the beginning steps, 7 pillars of the movement, spreading from Tokyo to Japan and attempt for succession of the movement.
2. Analysing the features of Olympic Readers which were published by MESC for the movement especially from elementary to high schools.

At last, with the theory of five educational values of Olympism in IOC-OVEP, this paper clarifies the features of “Olympic Kokumin-Undo” for Tokyo 1964 in the history of Olympic Education.

The objective of this research is to analyse the details and features of the “Olympic Kokumin-Undo”, the Olympic national movement program which was organised by the government (MESC) for Tokyo 1964. This paper adopts the historical method of document analysis, by using materials and documents which remain at the National Diet Library, National Archives, Tokyo Metropolitan Library, university libraries, specific museums for the Olympics, Prince Chichibu, Memorial Sports Museum and Library.

1.4 Significance

This research leads to the historical information regarding the history of Olympic education which was promoted in the first Olympic Games in Asia, Tokyo 1964. In addition, on December 2010, the anniversary of the 150th birth of Mr. Jigoro Kano, the Centre for Olympic Research & Education (CORE) was officially launched as one of the IOC Olympic Studies centres - the first one in Japan. This research will contribute to the development of CORE’s projects from the viewpoint of the Tokyo 1964.

Furthermore, as mentioned above, Tokyo will host the Olympic and Paralympic Games in 2020. This study should be precious data for creating a new Olympic education program for the Games. It is expected that the information would be utilized in the MEXT, the Tokyo Governmental office and the Tokyo Organising Committee of the Olympic and Paralympic Games. In fact, the author already had a presentation mainly about the content of chapter 3 and 4 in an international conference “Oly-Para forum” on 4th Oct 2014, which was organized by MEXT. Not only about 200 audiences in the hall, but over 23,000 people watched thorough the internet broadcast.

2 Outline of Theories of Olympic Education

2.1 Introduction

This chapter provides an overview of the current theories of Olympic education in the world. It is necessary to analyse the “Olympic Kokumin-Undo” from the contemporary perspective. As the concept arrangement, this chapter discusses firstly a brief history of Olympic education with some previous works. Also the “Olympic Values Education Program” formulated by the Commission of Culture and Olympic Education of IOC and the latest attempts of CORE in Japan are overviewed. At the end it is concluded that even the definitions of Olympic Education are multiple and every current project should be examined according to the 5 educational values of Olympism by IOC-OVEP.

2.2 Brief History of Olympic Education

As mentioned above, Naul (2008) clarified the five steps of the IOC for the promotion of Olympic education as follows: 1) Foundation of International Olympic Academy (IOA), 2) The Olympic youth camp from 1964 Tokyo, 3) Foundations of National Olympic Academy, 4) The 1994 Paris congress, 5) The 119th IOC session in Guatemala City which decided to initiate Youth Olympic Games.

The IOA was established in 1961, for studying, enriching and promoting Olympism. The IOA has organised many kinds of sessions: for young participants, post graduates, directors of NOAs, sports journalists, Olympic medalists and so on. It is one of the leaders of Olympic Education from the viewpoint that the alumni spread Olympism all over the world. Naul (2008) mentioned about the Camp of Tokyo 1964. At that time, the host cities had to organize youth camps during the Olympic Games. Gradually, National Olympic Academies were founded. For example the Japan Olympic Academy (JOA) was established in 1978. Furthermore, it is commonly said that the 1994 Paris Congress - the “Congress of Unity” was a turning point of the Olympic movement in that IOC approved the initiation of a Youth Olympic Games.

Naul (2008) also refers to other materials of Olympic Education from the IOC. For example in 1995, the IOC’s Commission for International Olympic Academy and Olympic Education commissioned a “Handbook for Educators” under the title “Keep the Spirit Alive” for the promotion of Olympic Education. Naul also mentions the OVEP toolkit, adding this program will be accompanied by a -media campaign and special website. The next section explores the five educational values of Olympism in the OVEP as the main-stream theory of Olympic Education.

2.3 Olympic Values and the Olympic Values Education Program (OVEP)

On 2007, the IOC published the OVEP as the international standard of Olympic Education in the world. This toolkit could be integrated depending on national curriculum guidelines.

OVEP proposes the five educational values of Olympism. They are as follows (Binder, 2007);

1) Joy of Effort

Young people develop and practise physical, behavioural and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport.

2) Fair Play

Fair play is a sports concept, but it is applied worldwide today in many different ways. Learning fair play behaviour in sport can lead to the development and reinforcement of fair play behaviour in the community and in life.

3) Respect for Others

When young people who live in a multicultural world learn to accept and respect diversity and practise personal peaceful behaviour, they promote peace and international understanding.

4) Pursuit of Excellence

A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do.

5) Balance between body, will and mind

Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contributes to the development of both moral and intellectual learning. This concept became the foundation of Pierre de Coubertin's interest in a revival of the Olympic Games.

Five educational values have been highlighted for this toolkit. These values come from the fundamental principles. And have been worded in a way that seems relevant for educational purposes. They incorporate the three domains of learning: cognitive (intellectual), affective (social/emotional) and kinaesthetic (physical).

The IOC created the toolkit as an educational movement teaching values through sport. This program seeks to develop educational values for the youth generation (8-18 years old). For teachers and leaders of Olympic Education, it is valuable as a handbook.

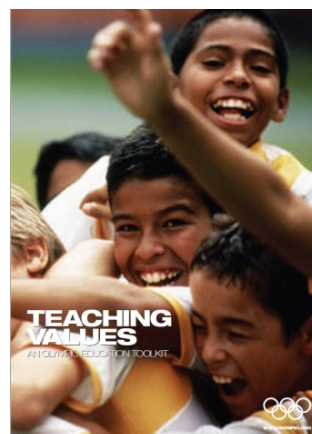


Figure 1. Teaching Values

For example, CORE in Japan, one of the IOC-OSCs has created many teaching plans based on the 5 values of OVEP. The next section explores the practices of CORE.

2.4 The Centre for Olympic Research and Education (Japan, IOC-OSC)

CORE is the only Centre in Japan that is approved for Olympic Studies by the IOC. According to the CORE website, the background of establishment is announced as follows:

...In December 2010, the Centre for Olympic Research and Education (CORE) was established for Jigoro Kano's 150th birth anniversary. Jigoro Kano contributed to the development of Japanese physical education and sports as the president of Tokyo Higher Normal School. Also he flourished in the international Olympic movement propulsion becoming as the first Asian member of the International Olympic Committee (IOC).

CORE inherits the sports history of the University of Tsukuba and promotes the practice and development of Olympic education and research. The Olympic Studies Centre is the first in Japan (among thirty nine (39) other Olympic Studies institutions in the world which is authorized by IOC. CORE will cooperate with eleven (11) related institutes such as special needs education school and affiliated school. ...

CORE is especially focusing on the practice of Olympic Education in schools. The concrete examples are included in the latest online journals: <http://core.taiiku.tsukuba.ac.jp/wp-content/uploads/2014/10/olympic1.pdf>. In cooperation with the Japan Olympic Academy, CORE has held international symposiums and research forums. The executive director, Professor Hisashi Sanada states as follows:

"On September 7, 2013, Tokyo was selected as the host city for the XXXII Olympiad and Paralympic Games to be held in 2020. The decision was indeed gratifying for those of us who are engaged in promoting Olympic education. At the same time, however, we also feel the important responsibility we must assume because people in many diverse fields will be watching the progress of Olympic education in Japan" (CORE, 2014).

Nowadays CORE is one of the leaders of Olympic education in Japan as the IOC Olympic Studies Centre. For Tokyo 2020, it contributes by providing information on Olympic education from both international and domestic researches. A few examples of lessons from CORE show how educational values for Japanese schools use the ideas and teaching strategies of OVEP program and the five educational values of Olympism. These are created

by the cooperation between the University of Tsukuba and schoolteachers belong to the CORE.

Lesson 1: Blind soccer in integrated studies class

There is the example of the Olympic education class based on the value of “Respect for others”. At the junior high school at Otsuka, University of Tsukuba, Teacher Nagaoka organized a blind soccer game in an integrated studies class in cooperation with Japan Blind Soccer Association (JBFA). The goals were as follows (Nagaoka, 2014):

- i. Have a broad perspective.*
- ii. Think about the position of others.*
- iii. Have broader communication with more people.*
- iv. Think about yourself in relation to others and the community and contribute to the future.*

The goals are highly related to the explanation of the sentence of “Respect for others” in OVEP: “When young people who live in a multicultural world learn to accept and respect diversity and practise personal peaceful behaviour, they promote peace and international understanding” (Binder, 2007).



Figure 3. Try to hit the cone while blindfolded

After the class, students wrote reactions for the class as follows.

- 1) *“I have never really thought about communication before, but I learned the importance of communication using words. Hearing that there are many things a person with disabilities can do, I decided to think more positively about what I can do, rather than what I cannot do.”*
- 2) *“I was really surprised that the player who could not see was able to use a ball more skilfully than we could. I honestly thought he was amazing. My impression, not only of people with visual impairment, but people with disabilities in general has changed. I*

also felt that the sports of people with disabilities could also give us courage and inspiration. In year 2020, I will look forward to watching not only the Olympics but also the Paralympics to see their performance.”

- 3) *“I felt that it was important to think from the perspective of others.”*
- 4) *“Not helping them as a third party, but we do it together. I think that experiencing and enjoying activities with them is also the volunteer spirit.”*
- 5) *“I learned that many innovative efforts are made for safe and fair play. By experiencing it myself, I actually felt that they were fully using senses other than vision and relying especially on sounds.”*

These comments suggest that the students learned the value of “Respect for others” especially of the people visually impaired. The student who wrote comment #5 experienced the value of “Fair play” as well. As the teacher Nagaoka stated,

“This project can be considered part of global education. By changing viewpoints in this way, activities based on or related to Olympism are carried out in conventional classes (including those other than health and physical education), school events, daily activities of student councils, club activities, and various other occasions.”

In this way, Olympic education could be arranged in many ways. This is one of the examples of CORE based on the 5 values of Olympic education.

Lesson 2: The imitation of the ancient Olympic Games in Physical Education theory class

The second case focuses on the value of “Pursuit of Excellence” in OVEP. At the high school at Otsuka, University of Tsukuba, the ancient Olympic Games are themed in physical education theory class. Teacher Miyazaki made the teaching plan that is presented on the next page (Miyazaki, n.d.). Based on the 5 values of OVEP, CORE creates many kinds of examples including for special needs education schools.



Figure 5. Jump with Halteres

Physical Education Theory: The Ancient Olympic Games Lesson Plan

Target: 40 first-year high school students

Timing: Third hour of a five-hour course

Objectives: Learn about the ancient Olympics and what has been handed down to the present to have students think about the ideal form of the modern Olympics.

Stage	Instructional Content	Points for Consideration
Introduction	<p><u>Review of the previous lesson and content of the current lesson</u></p> <p>Question 1 What impact does hosting the Olympics have and what does it leave behind? The Olympics have various tangible and intangible impacts on the region. What were the ancient Olympics, on which the modern Olympics are based?</p>	Recall the previous lesson and generate interest in the relationship between the modern Olympics and the ancient Olympics.
Development 1	<p><u>Origins of the ancient Olympics</u> Ancient Greece in the eighth century BC War between the polis (city states) was constant. → The truce was formed based on a divine message from the gods and a competition was held. This was the origins of the ancient Olympics. Olympics means “festival of peace.”</p> <p><u>Events at the ancient Olympics</u> Question 2 Do you know what types of events were held at the end of the Olympics? Introduction of the events: stadion, pankration, chariot racing, race in armor, pentathlon, and others There were events similar to today’s events such as the broad jump and javelin throw and different events.</p>	Learn about the origins of the ancient Olympics and think about the meaning of the Olympics. Explain about “Ekecheiria (Holy Truce)” and have the students learn and think about the meaning of the “festival of peace” that has been handed down to the present day. Explain about the events with specificity so the students can develop a good image of the events (use photos and other materials).
Development 2	<p><u>Prizes Awarded to the Winners</u> Question 3 What did the winners of the ancient Olympics receive? → The winners did not receive the gold medals or money, but received an olive-leaf crown. Explain the significance. Honoring glorification of winners. Praise and beneficial treatment in their home countries: receipt of food allowances and exemption from taxes, receipt of expensive goods. Relationship between the ideal physique and art.</p>	Comparison with what the winners of the modern Olympics receive Learn the value of a winning at the ancient Olympics to athletes (including later treatments) and compare this to modern times.
Development 3	<p><u>Legacies Handed down from Ancient Times to the Present</u> The modern Olympics were revived at the end of the 19th century. What has been handed down from the ancient Olympics? (1) Theories of peace: The Olympic movement as a contributor to peaceful society (2) Praise of the Olympics and its athletes</p>	Gain an understanding of what has been handed down from the ancient Olympics to the modern Olympics and give specific examples to have students think about the ideal of the Olympics in

	<i>(3) Efforts to prevent unfairness: This is one of the reasons why the ancient Olympics continued for 1200 years.</i>	<i>the future.</i>
<i>Conclusion</i>	<i>Look back on the topics discussed during this time and confirm the results of the lesson. Give advance notice of the next lesson.</i>	<i>Study cards, questionnaire survey</i>

2.5 Conclusion

This chapter first described the five (5) turning points in the development of Olympic education by the organizations associated with Olympic Movement, including the Tokyo 1964 youth camp. And in 2007, the IOC published OVEP as the international standard for Olympic education with five (5) educational values; 1) Joy of Effort, 2) Fair Play, 3) Respect for Others, 4) Pursuit of Excellence, 5) Balance between Body, Will and Mind. These provide the framework for Olympic education. In Japan, CORE is now established and has developed Olympic education programs (classes) along the education guideline of OVEP and, based on the 5 educational values of OVEP.

As the conclusion of the chapter, it is clear to say that it is valuable to analyse each Olympic education program referring to the framework of the theory of the Five (5) values of OVEP. For the next chapter, the main subject of research, "Olympic Kokumin-Undo" is examined.

3 Framework of the "Olympic Kokumin-Undo" for Tokyo 1964

3.1 Introduction

This chapter provides an analysis of the framework of the "Olympic Kokumin-Undo" for Tokyo 1964. Firstly it explores the preparing steps and discussion in MESC. After discussion of the seven (7) pillars of the Olympic movement, as described in the program, some specific examples of its implementation, not only in Tokyo but also in other local areas of Japan, are examined. Furthermore, it explores the plan for continuing the movement as legacy. The contents are discussed as the framework of the movement.

3.2 Beginning 3 steps in the Japanese Ministry of Education, Science and Culture (MESC)

After the IOC congress which awarded Tokyo the 1964 Olympic Games, not only TOCOG, but the MESC took on the important role of preparing the nation especially with respect to school and social education. After analysing historical materials, three (3) important phases of this role are described as follows.

1) **22nd. June 1963 a Council of the “Olympic Kokumin-Undo” was founded by the Japanese Government**

June 22 1963 is the day of the foundation of the Council of “Olympic Kokumin-Undo”. It was about one year and four months before the Olympic Games. The chairman of the Council was Mr. Tadashi Adachi and the council was constructed of the 113 private organizations with relationship to the governmental body (MESC, 1965). According to Yomiuri Shimbun (June 23 1963) in the newspaper of the next day, as the result of the first meeting, they are determined: (1) seven (7) pillars of the Movement would be settled, (2) local organisations under the main council would be founded, and (3) January, June, September and October would be concentrated, important months.

2) **From October 10, 1963 to November 2, 1963 Festival of the year before the Olympic Games**

October 10, 1963 was the day that marked just one year before the Opening ceremony of the Olympic Games. Along the route of the torch relay, people walked to enhance the atmosphere for welcoming the Games, and cleaning up each area. The festival was developed not only in Tokyo but in every prefecture and local community in Japan.

At the same time related to the Movement, a meeting was held between the Council of the Olympic Kokumin-Undo and the media. Media asked the Council to enhance the moral education especially regarding the traffic moral (Yomiuri Shimbun, October 10 1963)).

3) **On April 10th and April 18th. 1964 two official letters from MESC were sent to local officials**

On 10 April 1964, the official letter: “Implementation of “Olympic Kokumin-Undo” in schools -notification-” was sent by MESC to the superintendent of education in each prefecture and also to prefectural governors. In addition a week later, the “Implementation

of “Olympic Kokumin-Undo” in social education -notification-“ was sent to the superintendent of education in each prefecture. They are the main guideline from MESC and included a concrete purpose and subjects. The documents are on the next page.

*Dear the superintendent of education in each prefecture,
Prefectural governors,*

10 April, 1964

*The head of physical education of MESC
Mitsuaki Maeda*

*The head of elementary and secondary education of MESC,
Shigeru Fukuda*

Implementation of "Olympic Kokumin-Undo" in schools -notification-

Regarding the promotion of "Olympic Kokumin-Undo", we have asked for cooperation for a long time. This year finally Tokyo 1964 will be held and we need much more effort for this Movement to become widespread in all generations.

In school education, it is greatly desirable for achievement of school education that the educational significance of this movement will be defined and embodied within the educational plan throughout the each area depending on the current condition of each school. We want students to understand the ideal of the Olympic Games and establish appropriate attitudes as members of the host nation.

Thus, we ask you a favour: to direct the municipal school board to select appropriate course materials about "Olympic Kokumin-Undo" and teach in an appropriate way at each school.

Guideline of Implementation of "Olympic Kokumin-Undo" in schools

I. Purpose

Tokyo 1964 is the opportunity for Japanese citizens to directly experience the universal festival. With this opportunity, the purpose is to select appropriate course materials about Olympic Kokumin-Undo to, cultivate the Olympic spirit in students, and develop international friendship and world peace with the awareness as the member of Japan. The purposes of the Olympic Kokumin-Undo Movement for students are listed below.

To help students:

(1) Understand the origin and significance of the Olympics and develop sportsmanship to enhance interest about sport.

(2) Acquire the consciousness and pride as Japanese citizens and develop the minds to devote energy for international friendship.

(3) Recognize mutual solidarity in society as a member of the host nation, help each other, and habituate to behave with good intentions in order to develop public spirit and morale.

II. Points to consider

(1) Each course

Following from “Social studies”, “Arts and Crafts”, and “Physical Education”, Olympic materials should be considered in other subjects.

(2) Morals

Corresponding to each student’s development, utilize Olympic-related material according to the goal or the theme of subject. The examples can be heart-warming stories about Olympic Games and Olympic athletes, including the training methods and attitudes and careers of famous athletes, and so on.

(3) Special educational activity

Student’s council activity, club activity, and class activity should be enhanced in order to elevate motivation toward the Olympics. Examples include planning and implementation for assembly, publishing essays about the Olympics, implementation of art concour or sport festivals.

(4) School activity

Encourage students to deepen the understandings of the Olympics at each occasion and develop a moral consciousness as a citizen of the host nation. Examples include, the opportunity at exempla at the morning assembly, rituals, art festivals, music festivals, sport festivals, or inspirational movie times.

(5) Others

Get students to acquire the basic action manner, and appropriately direct them to always behave in expected way as the members of an international society.

Dear the superintendent of education in each prefecture,

18 April, 1964

*The head of physical education of MESC
Mitsuaki Maeda*

*The head of social education of MESC
Tadashi Saito*

Implementation of “Olympic Kokumin-Undo” in social education -notification-

Regarding the promotion of “Olympic Kokumin-Undo”, we have asked for cooperation for a long time. This year finally Tokyo 1964 will be held and we need much more effort for this Movement to become widespread in all generations.

In social education, it is greatly desired that the educational significance of this Movement will be defined and that an active cooperative structure be arranged for taking advantage of social educational characteristics.

Thus, we ask you as a favour to direct the municipal school board to consider the current condition and develop appropriate activities.

The Olympics and Social Education

I. Purpose

Tokyo 1964 will be held in this coming October and its preparation has been carried out. To bring the Games to a great success, it is necessary that each citizen understands the meaning of the Olympics, actively cooperates with the Games, and develops appropriate life attitudes and social environments.

In this case, social education counts for much, so it is desired to utilize the characteristics of social education and develop an active cooperative structure toward the Olympic Kokumin-Undo. When we consider these tasks, we think that the following objectives are the most urgent and deeply related to the Olympics:

- 1. Understanding the Olympics***
- 2. Consciousness as Japanese citizenship and international understanding***
- 3. Enhancement of public morals***
- 4. Promotion of health***

Thus, we have summed up related study content and practical content as reference material. This material provides just examples, but it is expected that activities should be arranged depending on local conditions. In addition, we expect that this study and educational practices will be continued and bring even more success.

II. Main objectives

1. Understanding the Olympics

Correctly understand the Olympic ideals and the Olympic movement, increase interest toward the sports, enhance sportsmanship, and develop an active cooperative structure for Tokyo 1964.

2. Consciousness as Japanese citizens and international understanding

Be aware that each citizen represents Japan, the host nation, understand about other countries, and cultivates a polite attitude to foreigners.

3. Enhancement of public moral

To develop an appropriate environment as the host nation, to improve public morals, to improve traffic behaviours, and to enhance commercial morals. Furthermore, cleanness in social environment should be promoted.

4. Promotion of health

Citizens should understand the preciousness of health, try to promote their own health, and lead happy and healthy lives.

III. Points to consider

- 1. This Olympic resource material identifies the main objectives for social education related to the Olympics; these are the minimum mutual assignments.*
- 2. We prefer the local government body to consider this material thoroughly and pick up the most important contents in order to intensively promote enlightened activities or study activities.*
- 3. This material is able to be adopted appropriately by social educational facilities, depending on social educational events, classes, schools, social activities, or business conditions.*
- 4. To fully utilize this material, lectures, arguments, practices, demonstrations, collective research, movies, magic lanterns, exhibitions etc. can be conducted in order for learners to understand correctly and be ready for practice.*
- 5. The reference materials can be summarized or reorganized by each local government body.*

The “Implementation of “Olympic Kokumin-Undo” in schools -notification-“indicates the guideline and purposes of the Movement. In addition, in schools, not only are the Olympic materials expected to be implemented in each subject in classes such as Social studies, Arts and Crafts and Physical Education, but also daily in special school activities. The MESC highlights “Olympic Kokumin-Undo” by noting that an education program related to the Olympics is desirable for achieving the subject of school education in general.

About the “Implementation of “Olympic Kokumin-Undo” in social education -notification-”, four main subjects are recommended: 1) Understanding the Olympics, 2) Consciousness as Japanese citizen and international understanding, 3) Enhancement of public morale, and 4) Promotion of health (MESC, 1965). Based on the notification, many kinds of actual programs are expected in local areas of Japan. In next section, the purpose and the seven pillars of the movement are considered.

3.3 Purpose and the Seven Pillars of "Olympic Kokumin-Undo"

According to the “Outline of Procedures for the Promotion of “Olympic Kokumin-Undo””, the purpose of the movement, which was determined during Phase 1: at the foundation of the Council, was as follows:

...The purpose of the movement is to spread the meaning of the Olympic Games, raise the momentum of the nation for active positive cooperation and for preparing, and developing the custom and social environment of a healthy nation in body and mind; this is the suitable situation for a hosting country. The purposes of the movement should be implemented in families, at schools and in the community. The movement is developed by government-private cooperation which is responsible for arranging the atmosphere for spreading the movement...

In addition, the council of the Olympic Kokumin-Undo determined seven pillars of the movement (MESC, 1965). The details are shown in the following sections.

3.3.1 The Movement of "Understanding the Olympics"

- 1) *Understanding the Olympic ideals*
- 2) *Developing Sportsmanship*
- 3) *Respecting the Olympic mark*
- 4) *Raising the awareness of watching Sports*

In this pillar, the subjects are mainly about understand of the Olympics itself, including the history from ancient to modern, the philosophy of Pierre de Coubertin, the significance of the five rings, and the spirit of amateurism.

3.3.2 The Movement of "International Understanding"

- 1) *Keeping a respectful attitude for foreigners*
- 2) *Deepen international understanding and create the attitude of equal treatment for foreigners*
- 3) *Respecting the national flags and, national songs*

In this pillar, the subjects are mainly about the promotion of international understanding. It should be noted that this includes the contents related to patriotism. For international understanding, people are expected to acquire awareness as a Japanese citizen. In addition, people are encouraged to learn the culture of foreign countries and understand the difference between a country and Japan. For welcoming foreigners understanding the Japanese themselves is suggested as a starting point for understanding the diversity of foreign people.

3.3.3 The Movement of "Improvement of Public Morality"

- 1) *Dealing with others in a kind way*
- 2) *Developing the sense of public morality*

Regarding this pillar, conformity according to the desired social rule is the main point. Public morality means to keep order, demonstrate tolerance, kindness, mindfulness and honesty based on the principle of respecting human rights.

3.3.4 The Movement of "Improvement of Commercial Morality"

- 1) *Not receiving excessive profit*
- 2) *Not selling bad quality products, not unfair treatment*

Regarding this pillar, the keyword is "belief". Based on the consciousness of that each account must influent to the belief of Japan, people are desired to be polite for foreigners and guests. On 9th Nov. 1963, the meeting of department of this pillar was held and determined the slogans; "The Olympics with high commercial morality" and "Good quality, suitable price with kind mind".

Based on them, 1) spreading the purpose through poster and broadcasting system, 2) guide pamphlet for foreigners, 3) selecting and admission of shops of international friendship, 4) holding the seminar and lecture class for promoting the etiquette for welcoming foreigners, 5) no-tip in hotels, restaurants are planned to be promoted.

3.3.5 The Movement of "Improvement of Traffic Morality"

- 1) *Having people fully understand the principle of Safe Driving*
- 2) *Developing the sense of traffic morality in both pedestrian and public transit situations and for cars*

In this pillar, the manner of using traffic services was desired to be promoted. As mentioned above, media were then asked to enhance that content in schools with various tools and promotions. May 11th to 20th 1964 was settled as the traffic safety week for all of Japan. Not only following the rules, but being kind and considerate of others was desired.

3.3.6 The Movement of "Clean-up of Land"

- 1) *Cleaning up of citizen's own towns or villages*
- 2) *Creating better environments thorough improvement of public morals*

Regarding the pillar, cleaning up of house, office, town and city was targeted. As concrete examples of practical actions, many flower project, green project, beautiful path project were suggested.

3.3.7 The Movement of "Health Promotion"

- 1) *Getting familiar with sports*
- 2) *Spreading the well-being of recreation in daily life*
- 3) *Developing the concern for environmental hygiene*

About this pillar, the subjects are mainly about promoting public health. By doing sport, stretching and so on, people are desired to develop healthy behaviours coinciding with the occasion of the Olympic Games. Cultivation of the custom of the health check, and enhancing the significance of public hygiene are intended.

3.4 Not Only in Tokyo, Spreading to Local Areas of Japan

While the movement was mainly developed in Tokyo capital area, local councils of the movement were established in every prefecture. Especially in Osaka, Saitama prefecture and Kyoto city, the characteristic Olympic Readers were published. These pamphlets are preserved in MEXT.

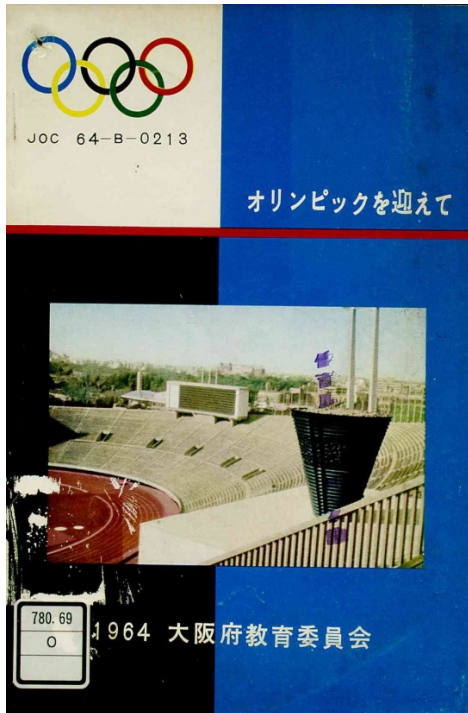


Figure 6. Welcoming the Olympics

1) Osaka Prefecture

Osaka is the second biggest area in Japan, the main area of west side. In this important place, “Welcoming the Olympics” is published as the Olympic Reader. It includes the brief history of the Olympics from ancient, the revival and the modern development. In addition, the guideline of the original movement based on the Olympic Kokumin-Undo is shown. An Importance sentence in one chapter says, “For the Success of Tokyo 1964, not only Tokyo, the government, and any sport organizations, but all the nation of Japan needs to contribute from our own standpoints. The concept of 7 pillars was adapted for the local version. (Osaka prefecture, 1964)

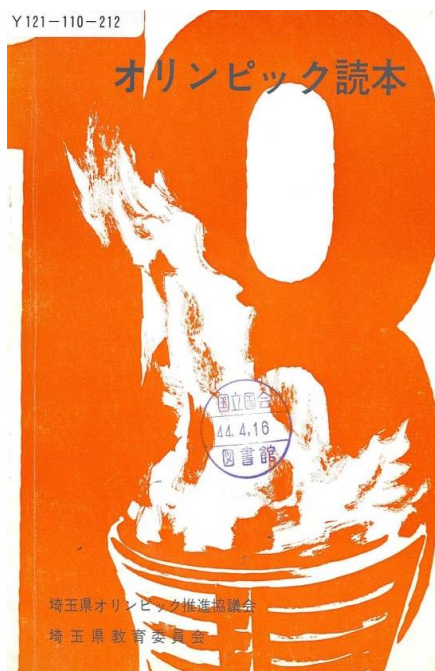


Figure 7. Welcoming the Olympics

2) Saitama Prefecture

Saitama prefecture is next to Tokyo Metropolis. The facility for the boat races of the Olympic Games was in Toda, in the prefecture. “An Olympic Reader” was the title of the booklet and included a brief history of the Olympics, significance of the Tokyo 1964 and the Olympic Charter as well. Especially as the host of specific events, it refers as to the preparation steps for organizing the boat races.

In addition, the image samples of the Olympic Kokumin-Undo are inserted in the booklet. Regarding “Promotion of Health”, a runner encourages the salaried worker. The “International Understanding” section has illustrations of an intellectual wearing a French beret-topped, holding perfume, with a Japanese brain, a cigarette from the US, English closes and shoes, a Swiss watch, and a German camera. Regarding “Public moral”, a foreign woman is telling to police about the scribble in the toilet. And last about “Traffic moral”, many cars are waiting children in good order (Saitama Prefecture, 1964).

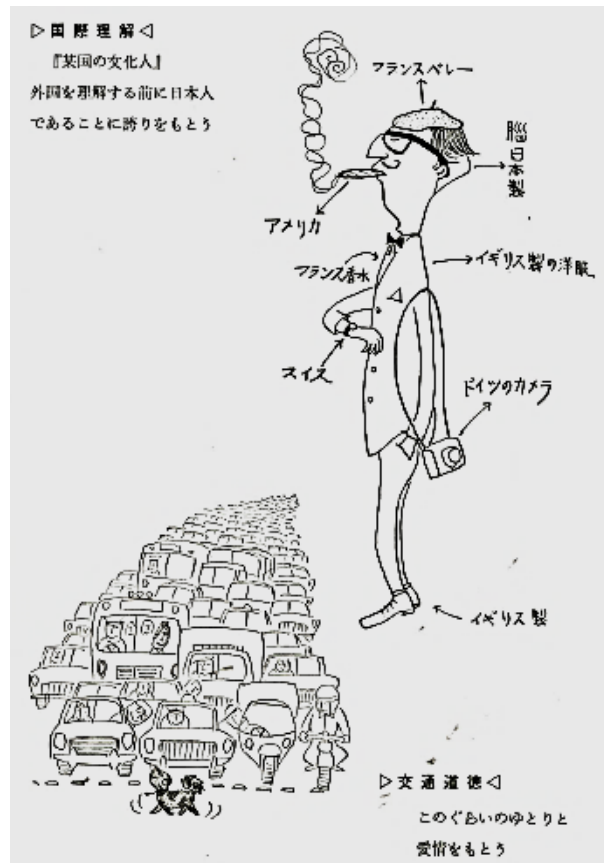


Figure 8. image samples of the Olympic Kokumin-Undo

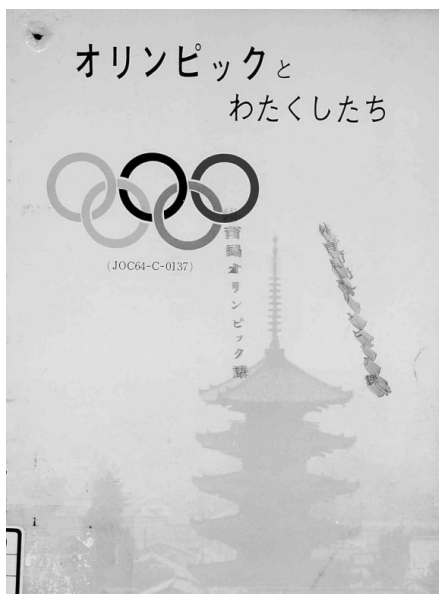


Figure 9. Welcoming the Olympics

3) Kyoto City

Kyoto is the most traditional city in Japan and one of the host cities of a football match of Tokyo 1964. It was expected that many foreigners would come there.

“The Olympics and Us” is the title of the booklet and the original contents are based on the Olympic Kokumin-Undo. For example, the Olympic athletes related to Kyoto, a map of the course of the torch relay in Kyoto, the traditional area and the desirable attitude for welcoming foreigners with correct knowledge of beautifulness and long history of Kyoto are included.

With these 3 concrete examples, it is clear that the Olympic Kokumin-Undo was spread from Tokyo to local areas of Japan. Based on the 7 pillars settled by MESC, the original materials were created in each local area. Especially in Kyoto city, the suitable attitude for welcoming is included as the Kyoto’s citizens are citizens of the most traditional city, a city which is visited by many

foreigners. That example is characteristic of the Olympic Kokumin-Undo materials (Kyoto city, 1964).

3.5 Attempts for Succession of the Project

The “Olympic Kokumin-Undo” was tried to be continued as the legacy, though the project name was changed. The article of Yomiuri Shimbun [newspaper] of 14 Sep. 1964, “National Movement for founding new Japan” states as follows:

“Olympic Kokumin-Undo continuing after the Games as well”

Patriotism, International Understanding, and Community Service

The government is considering utilizing the facilities for mainly for educating the youth through sport, in addition, the Olympic Kokumin-Undo is also planned to be continued with a new name. For that, the government desired 3 million yen for next year and with the organizations of Olympic Kokumin-Undo, the council of National Movement for founding a new Japan and cultivate the attitudes of Patriotism, International Understanding, and community service.(Snip) Mr. Usui, of the council of the Cabinet said this movement should not be finished and is considering the concrete plan. So far 1: Enhance of the consciousness as Japanese citizen and patriotism, 2: Deepen the international understanding and acquire the skill of foreign languages conversation are considered as main actions.

However, except for the article, so far there are no other materials or documents related to the new movement after the Olympic Games. The “Olympic Kokumin-Undo” movement itself could not have been continued as a legacy of the Games.

3.6 Conclusion

As the conclusion of this chapter, these are clarified:

- 1) For preparing the “Olympic Kokumin-Undo”, there were important 3 phases. Firstly on 22 Jun. 1963, the council for the movement was established with public and private organizations. Secondly, the 10th Oct- 2nd Nov. 1963, the festival of the year before the Olympic Games was held. Thirdly the official documents were sent to the local governmental bodies especially of education. Through them, the movement was spread from Tokyo to all Japan.

- 2) The 7 pillars are settled: the movement of "Understanding the Olympics", "International understanding", "Improvement of public morality", "Improvement of commercial morality", "Improvement of traffic morality", "Clean-up of land" and "Health Promotion".
- 3) The original materials are published in Japan. This paper explored the examples of Osaka prefecture, Saitama Prefecture, Kyoto city.
- 4) There was a plan for continuing the movement after the Olympic Games, but so far no evidence that it was implemented has been identified.

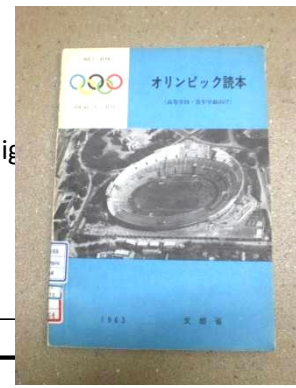
4 Materials in Practice: Olympic Readers Book in Schools



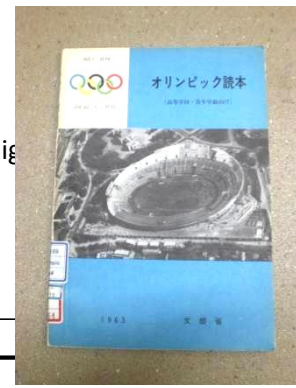
4.1 Introduction

Related to the "Olympic Kokumin-Undo", MESC published some Olympic Readers Books especially for schools. This chapter focuses on the readers books and clarifies the

features ... y schools, Junior high schools and High
 tables of ... below:

The Olym



		For Junior high schools	
			
Year	1964	1962	1963
Number	50,000	35,000	28,000
Contents	<p>The first Olympic games in Asia</p> <ol style="list-style-type: none"> The Opening and Closing ceremony of the Olympic Games General information about the Olympic games Torch relay <p>The founder of the Olympics and famous athletes</p> <ol style="list-style-type: none"> Pierre de Coubertin Kinue Hitomi Blankers-Koen Paavo Nurmi and Emil Zátopek Shuheji Nishida and Sueo Oe Takeichi Nishi <p>Making success in the Olympic Games</p> <ol style="list-style-type: none"> The Olympics and elementary school students The expectation for 	<p>1. The Olympics as a festival of young power and the beauty</p> <ol style="list-style-type: none"> Events of ancient Olympia. The historical site of ancient Olympia The revival of the Olympics Tokyo Olympic Games Olympism Sportsmanship The Olympic family <p>2. Young people to victory</p> <ol style="list-style-type: none"> Beautiful friendship of the Olympics Fair play Gold medal against the disease The good young athletes <p>3. Tokyo Olympic Games and us</p> <ol style="list-style-type: none"> The management The events, locations Participants from our 	<p>1. Tokyo Olympic Games</p> <ol style="list-style-type: none"> Coming soon to Tokyo The process of bidding the 12th Olympic Games Management and cooperation Events, locations Torch relay Financial issues <p>2. History and the ideals of modern Olympics</p> <ol style="list-style-type: none"> Ideals History <p>3. The promotion of sports and the Olympics</p> <ol style="list-style-type: none"> The situation of spreading of sports The improvement of techniques The expansion of the facilities The future of sports in Japan

	<p>the Olympic games</p> <p>3. Matters you should know</p> <p>The small dictionary of the Olympics</p> <p>The song of the Olympics</p>	<p>friends</p> <p>(4) The financial plan for the Games</p> <p>(5) The mind preparation for the Games</p> <p>Matters you should know</p>	<p>4. How should we prepare for the Games?</p> <p>(1) The desirable attitude for communicating with foreign people</p> <p>(2) How to forward the “Olympic Kokumin-Undo”</p>
--	--	---	---

4.2 For Elementary Schools

In the Olympic Reader book for elementary schools, mainly 1) what Tokyo Olympic Game is, 2) the founder and famous athletes, and 3) how students can contribute to the Olympics are treated (MESC, 1964).

At first, it explains the Opening and Closing ceremonies, the outline of the preparation, and facilities of Tokyo Olympic Games. Secondly, a brief life biography of Pierre de Coubertin was explained. Ms. Hitomi Kinue is shown as the first Olympic medalist among Japanese women. It focuses on her suffering and effort to get the silver medal in the 800m race of the Amsterdam Olympic Games 1928; even the women in sport in Japan were negative. With the example of Blankers-Koen, it is characteristic that the female athletes are featured. In addition, in the example of Paavo Nurmi and Emil Zátopek, the comment “we can’t do anything if we don’t make an effort to try it” was featured.

Furthermore, the story of the “Medals of Friendship”, the anecdote of Mr. Nishida and Mr. Oe was treated. They were both Japanese athletes who won silver and bronze medals at pole vault in Berlin Olympic Games in 1936. Because their records were the same, Mr. Nishida and Mr. Oe decided to divide their medals and attached for respecting each other.

The main part of the Olympic Reader for elementary schools, refers to the recommendation of playing sport. It says;

... By playing sports, you can feel the joy of progress of skill, cooperation with teammates, and achievement of win. Even when you lose the games, you would be encouraged to the next game. Through that kind of experiences and efforts, the sense of real



Figure 10. Attached medals

sportsmanship is cultivated. And then, that is also the spirit of the Olympics, Citius, Altius, Fortius...

Considering the five values of OVEP, the stories of famous athletes are related to “Joy of Effort”. Especially on the attached medals, it is good example to cultivate the value of “respect for others” and “friendship”. In addition, the quotation is related to the value of “balance between Body, Will and Mind”. In this way, the book included the various contents related to the values.

4.3 For Junior High Schools

In the Olympic Reader book for junior high schools, mainly 1) the brief history of the Olympics, 2) impressive episodes among athletes and 3) preparing the Games with expected attitude for welcoming foreign people are stated (MESC, 1962).

At first, a brief history is explained including from ancient to modern Olympics. It emphasize that the Olympics are not just a sport event, but a festival which contributes to the world peace, by promoting the friendship and understanding through sport. The quotation is representing the philosophy, “In sport, the attitude of playing fair, following the rule, respecting others and doing one’s best is expected.” In addition, as an episode for studying fair play, an English hurdler was featured. He participated in the Opening Ceremony even although his race was coming soon. When he knew that his rival from the US joined the ceremony as the flag bearer, he changed his mind about missing the ceremony and jointed it, just the same as his rival. And then noteworthy, the disabled athletes are featured. Through some disabled athletes who won medals in the Olympic Games, students could learn the value of “Joy of effort”.

Furthermore, as the expected attitude for welcoming foreign athletes and people, it is stated as follows:

... Regarding the facilities and stadiums, the government and local bodies are constructing well. On the other hand, it is the responsibility of you all to communicate and welcome people from abroad with the kind heart of hospitality....

It emphasized the expected manner. Considering the five values of OVEP, the stories of athletes including disabled are the related to “Joy of Effort”. The attitude for welcoming foreigners should be related to the values of “Respect for others”.

4.4 For High Schools

In the Olympic Reader book for high schools, mainly 1) the bidding and preparing phases for Tokyo Olympic Games, 2) brief history of the Olympics, 3) promotion of sports and the Olympics and 4) the expected attitude for welcoming foreigners are explained.

At first, the outline of the Tokyo Olympic Games is explored. Including was the bidding process of the Tokyo Olympic Games of 1940 which were not held because of the war. Its contents included the organizations, events plans, torch relay and so on. After a brief history of the Olympics, the current situation of sport in Japan was described. And through the Olympic Readers, MESC seemed to be asking the young generation to promote sport as stated as follows:

...Utilizing the opportunity of hosting the Games, it is necessary to facilitate sport fields, good coaches, events and so on. Based on the people who always play sport, the Olympic athletes with excellence in character and skills are the top of the pyramid. ...

Furthermore, it referred to a survey which was conducted by the Japan travel and tourism association. The result indicated the problem points of Japanese hospitality. Differently from the readers for elementary and junior high school was the content that included the outline of “Olympic Kokumin-Undo”. It means that MESC asked this generation to lead the movement. In fact, at the end of the book, it is stated as *“At first, the young generation, especially high school students, are expected to understand the movement well, implement actively, and make an effort to construct the system for promoting the Olympic Kokumin-Undo.”*

4.5 Practical Example of Chiyoda-area in Tokyo

As the example of implementation of Olympic education, this section focuses on the Chiyoda-area in Tokyo. In this area, the original teaching guideline “The Olympics and School” based on the Olympic Kokumin-Undo was published in May 1964. In the foreword, the superintendent of schools said that the purpose of the book was to promote the ideals of the Olympics and enhance

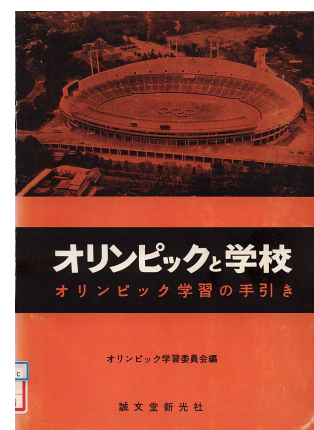


Figure 11. The Olympics and schools

the international understanding and public moral. The contents were divided into two sections: for elementary schools and junior high school.

For schoolteachers, practical examples of classroom lessons were shown with suggestions for treating Olympic topics in. for example social studies, physical education, morals, English special education, and school events. In addition, practical teaching plans are explained for each school year.



Figure 12. Studying the Olympics Students at Ogawa elementary school in Chiyoda-word

Regarding the practical lessons of Chiyoda-area, Yomiuri Shimbun (13 September 1963) reported the situation before publishing the guidebook. It stated that the Chiyoda-area organised the special committee with schoolteachers for considering the Olympic materials.

In addition, the practical lessons had started from November 1963 and it had already recognized that the material should have included not only about the Olympic Games itself but the expected educational values for welcoming foreigners.



Figure 13. Yomiuri Shimbun

4.6 Conclusion

As the conclusion of this chapter, these are clarified:

- 1) Related to the "Olympic Kokumin-Undo", MESC published 3 types of the Olympic Readers for all of Japan. The contents were related to the five values of OVEP. The episodes of athletes were related to "Joy of Effort", "Friendship", and the hospitality for foreign guests related to promote the value of "Respect for Others".
- 2) Especially in the Olympic Readers book for high school, it seemed that MESC expected the young generations to promote the movement.
- 3) The Chiyoda-area in Tokyo was active to spread the Olympic movement. The original committee was founded by schoolteachers. The Olympic material for teachers "The Olympics and school" was very rare documents for analysing the practical way of Olympic education for Tokyo 1964.

5 Conclusion and Closing

As the conclusion of this paper, firstly it answers the questions of the research topics which were settled in the 1st chapter. Secondly, based on the answers, the features of "Olympic Kokumin-Undo" for 1964 as Olympic Education are clarified. At last, regarding the future prospects, the Olympic education program for the Tokyo Olympic and Paralympic in 2020 is explored.

5.1 Considering "Olympic Kokumin-Undo" for 1964 as Olympic Education

Firstly the answers of research topics are concluded as follows:

1. *Clarifying the framework of "Olympic Kokumin-Undo" from the viewpoint of the beginning steps, 7 pillars of the movement, spreading from Tokyo to Japan and attempt for succession of the movement.*

It is clarified that at the first, the council for the "Olympic Kokumin-Undo" was established on 22 June 1963, consisted of public and private organizations with related Ministries. Secondly, from the 10th October to the 2nd November 1963, the festival of the year before the Olympic Games was held for promotion of the movement. And then, the official documents are sent from MESC to the local governmental bodies especially of education. By the notifications, the movement was spread in schools and society, from Tokyo to locals in Japan. Actually in the chapter 3, the original booklets of local prefectures and a city are examined.

The 7 pillars of the movement were: the movement of "Understanding the Olympics", "International understanding", "Improvement of public morality", "Improvement of commercial morality", "Improvement of traffic morality", "Clean-up of land" and "Health Promotion". With the basic principles, the practical movement was promoted. On the other hand, though there was a plan for continuing the movement as "National Movement for founding new Japan", the plan was not implemented.

2. *Analysing the features of Olympic Readers which were published by MESC for the movement especially from elementary to high schools.*

Related to the "Olympic Kokumin-Undo", MESC published 3 types of the Olympic Readers for all of Japan: for elementary schools, junior high schools and high schools. The contents were mainly a brief history of the Olympics, preparing the Tokyo 1964, episodes of famous athletes including disabled sports and the attitude for welcoming foreign guests. They are considered as the effective materials for promoting five values of OVEP especially "Respect for others" and "Joy of Effort". In addition, especially in the one for high school, it seemed that MESC expected the young generations to promote the movement.

Furthermore, the Chiyoda-area in Tokyo was active to spread the Olympic movement in schools. The original committee was founded by schoolteachers. The Olympic material for teachers "The Olympics and schools" was published as the local booklet.

As the conclusion of the paper, the “Olympic Kokumin-Undo” could be regarded as the movement of the values of OVEP especially on “Respect for others”. Tokyo 1964 was the first Olympic Games in Asia. As the result of analysing seven pillars, it seemed that MESC had considered deeply how to welcome foreign people as the guests. In those days, almost 20 years after the WWII, Japanese people were not familiar to communicate to foreigners. However, as stated in previous researches, Japan engaged to international community again as an opportunity to the Olympic Games. Not only managing the events during the Games, but the “Olympic Kokumin-Undo” had contributed to cultivate the value of respect for foreigners and international understanding.

Furthermore, I was surprised that Japan had organised Olympic Kokumin-Undo not only in Tokyo but also local area actively. Based on the notifications and Olympic Readers, the paper clarified that local governments created the material for spreading the Olympic movement. The centralization education system of Japan was well utilized. In addition, the Olympic Kokumin-Undo is able to be regarded as Olympic Education; various materials were treated to promote hospitality for welcoming foreigners.

At last, at the risk of being misunderstood, as a personal observation, the Olympic Kokumin-Undo movement might have contributed to cultivate the culture of Japanese hospitality, “Omotenashi”. “Omotenashi” is famous word as it was used in the final presentation in 125th IOC congress. It means elevated politeness that makes customers feel valued and honoured. Japanese are sometimes explained as the polite people. I consider the MESC utilized the opportunity of the Olympic Games well for developing Japanese social education.

5.2 Future issues for Tokyo 2020 Tokyo Olympic and Paralympic Games

These days, 3 organizations are promoting Olympic education programs separately for the Tokyo 2020. As the representative programs, 1) TOCOG cooperates with the 769 universities (at 1st December 2014) and promote the Olympic studies, 2) MEXT seeks to spread the Olympic movement not only in Tokyo but to all of Japan, 3) The Tokyo Metropolitan Government Office selected the 300 schools to promote Olympic education. Furthermore, Japan government plans “Sport for Tomorrow” project which seeks to develop the world through sport.

Considering the current situation, CORE has provided and shared the information of OVEP and other international examples of Olympic Education initiatives in the world. The information of this paper presented historical educational materials of the Tokyo Olympic

Games in 1964. The purpose was to educate Japanese citizens about the Olympics, about international understanding and about proper morals. The information should be precious for CORE and Japanese initiatives of Olympic education.

Tokyo 2020 is the second summer Games in Tokyo. For this time, Tokyo has responsibility to spread the Olympic values not only to Japan but to all over the world. Tokyo must create and show the new method of Olympic values education based on Japanese cultural and historical legacy.

6 Bibliography

Bartow, R. (1998). Olympic Legacy: the Long term development of Host city, *Journal of Japan Society of Sports Industry*, 8 (1), 77-85.

Binder, D. (2004). *Teaching Olympism in Schools: Olympic Education as a focus on Values Education*. Retrieved August 3, 2013, from Centre d'Estudis Olímpics (UAB) Web site: <http://olympicstudies.uab.es/lec/pdf/binder.pdf>

Binder, D. (2007). *Teaching values: An Olympic Education toolkit*. Lausanne: International Olympic Committee.

Brownell, S. (2011). The Beijing Olympics as a Turning point? China's First Olympics in East Asian Perspective. In William W. Kelly, & Susan Brownell (Eds.), *The Olympics in East Asia Nationalism, Regionalism, and Globalism on the Center Stage of World Sports*. (pp. 185-203). New Haven: Yale University.

- Bureau of Tokyo Olympic Games Preparation. (1961). *Tokyo Olympics*. Tokyo: Bureau of Tokyo Olympic Games Preparation.
- Bureau of Tokyo Olympic Games Preparation. (1962). *Public opinion survey regarding Tokyo Olympic Games*. Tokyo: Bureau of Tokyo Olympic Games Preparation.
- Bureau of Tokyo Olympic Games Preparation. (1963a). *Liaison conference of promoting Tokyo Olympic National movement: subjects of discussions of the foundation meeting*. Tokyo: Bureau of Tokyo Olympic Games Preparation.
- Bureau of Tokyo Olympic Games Preparation. (1963b). *Tokyo Olympic Games: the proceedings of relative organization*. Tokyo: Bureau of Tokyo Olympic Games Preparation.
- Bureau of Tokyo Olympic Games Preparation. (1964). *Tokyo 1964 (poster)*. Tokyo: Bureau of Tokyo Olympic Games Preparation.
- Cashman, R. (2002). *Impact of the Games on Olympic host cities –University lecture on the Olympics*. Retrieved December 1, 2014 from <http://olympicstudies.uab.es/lectures/>.
- Centre for Olympic Research & Education. (2013). *Journal of Olympic Education vol.1.* (04/2012-03/2013). Ibaraki: CORE.
- Centre for Olympic Research & Education. (2014). *Journal of Olympic Education vol.2.* (04/2012-03/2014). Ibaraki: CORE.
- Georgiadis, K. (n.d.). *OLYMPIC EDUCATION: A THEORETICAL FRAMEWORK. The handout in the lecture on IOA master's programme, module 1-3.*
- Georgiadis, G & Vathi, R. (2007). *International Olympic Academy*. Greece: IOA.
- Hayashi, K. (1991). *JOC'91- Olympic movement of Japan*. Tokyo: Japan Olympic committee.
- Hirai & Sanada. (2001). The Relevance between "One School-One Country Program" and Understanding of the Olympism in the Nagano Winter Olympics: Study on the Students of Elementary Schools in Nagano City. *Research and Report on the Nippon Sport Science University*, 30:2, 249-267.
- Japan Olympic Academy. (2008). *The comprehensive guide to the Olympic Movement*. Tokyo: Raku.
- Kyoto city. (1964). *The Olympics and us*. Kyoto: Kyoto city.
- Masumoto, N. (2012). The Legacy of the Olympic Peace Education of the 1964 Tokyo Olympic Games in Japan. *The International Journal of the History of Sport*, 29:9, 1263-1280.

- Ministry of Education, Science and Culture. (1961) *For the Olympics*. Tokyo: Ministry of Education, Science and Culture.
- Ministry of Education, Science and Culture. (1962). *The Olympic reader book: For junior high school students*. Tokyo: Ministry of Education, Science and Culture.
- Ministry of Education, Science and Culture. (1963). *The Olympic reader book: For high school students*. Tokyo: Ministry of Education, Science and Culture.
- Ministry of Education, Science and Culture. (1964). *The Olympic reader book: For elementary school students*. Tokyo: Ministry of Education, Science and Culture.
- Ministry of Education, Science and Culture. (1965). *The cooperation between the Tokyo Olympics and governmental organizations*. Tokyo: Ministry of Education, Science and Culture.
- Miyazaki, A. (n.d.). *Physical Education Theory: The Ancient Olympic Games Lesson Plan*. Retrived January 12th, 2015, from <http://core.taiiku.tsukuba.ac.jp/en/>
- Mountakis, C. (n.d.). *Curriculum development in Olympic Education Part II, unpublished, the handouts in the lecture on IOA masters programme, module 2-1*.
- Müller, N. (2004). *Olympic Education*: Retrieved August 3, 2013, from Centre d'Estudis Olimpics (UAB) Web site: <http://olympicstudies.uab.es/lec/pdf/muller.pdf>
- Nagaoka, T. (2014). Learning from Blind Soccer – Junior High School at Otsuka, University of Tsukuba. *Journal of Olympic Education*, 2. 23-27.
- Naul, R. (2008). *Olympic Education*, Oxford: Meyer & Meyer (UK) Ltd.
- Niehaus, A. (2011). Spreading Olympism and the Olympic Movement in Japan: Interpreting “Universal” Values. In William W. Kelly., & Susan Brownell (Ed.), *The Olympics in East Asia Nationalism, Regionalism, and Globalism on the Center Stage of World Sports*. (pp. 75-93). New Haven: Yale University.
- Osaka prefecture. (1964). *Welcoming the Olympics*. Osaka: Osaka Prefecture.
- Parry, J. (1998). Physical Education as Olympic Education. *European Physical Education Review*, 4:2, 153-167.
- Prime minister’s office. (1963). *National administration politics monitoring report: About the national Olympic movement*. Tokyo: Prime minister’s office.
- Saitama prefecture. (1964). *Olympic Reader*. Saitama: Saitama Prefecture.

Sanada, H. (2002). The research on the educational meaning of the modern Olympics. *The report of Grants-in-aid for Scientific research by Japan Society for promotion of Science*.

Sanada, H. (2007). Development of the teaching materials and the formation of a class model for practice of the Olympic Education. *The report of Grants-in-aid for Scientific research by Japan Society for promotion of Science*.

Sanada, H. (2008, August). The meaning and the value of teaching Olympics: *Taiikuka-Kyoiku*. 10-13.

Shimizu, S. (2011). Rebuilding the Japanese Nation at the 1964 Tokyo Olympics: The torch Relay in Okinawa and Tokyo. In William W. Kelly, & Susan Brownell (Ed.), *The Olympics in East Asia Nationalism, Regionalism, and Globalism on the Center Stage of World Sports*. (pp.39-59). New Haven: Yale University.

Sigmund, L. (2006). Olympic Sport and Ideal of Sustainable Development. *Journal of the Philosophy of Sport*, 33: 144-156.

Tagsold, C. (2011). The Tokyo Olympics: Politics and Aftermath. In William W. Kelly, & Susan Brownell (Ed.), *The Olympics in East Asia Nationalism, Regionalism, and Globalism on the Center Stage of World Sports*. (pp. 61-73). New Haven: Yale University.

The committee of Olympic studies. (1964). *The Olympics and Schools: a guide for Olympic studies*. Tokyo: Seibundo-Shinkosha.

The department of physical education in MESC. (1964). *The situation of preparation for the Olympic Games in Tokyo*. Tokyo: Ministry of Education, Science and Culture.

The Tokyo Organising Committee of the Olympic Games. (1966). *The official report on the 18th Olympic Games*. Tokyo: The Tokyo Organising Committee of the Olympic Games.

University of Tsukuba. (2011). *Kano Jigoro: Educator with spirit and action*. Ibaraki: University of Tsukuba Publishing.

Youth Groups committee of the Olympics, Olympic medalist club. (1961). *the handbook of the Tokyo Olympics for teachers*. Tokyo:

【Administrative Documents (Ministry of Education, Science and Culture)】

- 1) Regarding the Olympic Kokumin-Undo. (14. Aug. 1963).
- 2) Regarding the meeting of Olympic Kokumin-Undo. (1. Feb. 1964).
- 3) Regarding submission of the plan of subsidies for projects to promote Olympic Kokumin-Undo (15. Feb. 1964).
- 4) Regarding the treatment of Olympic Kokumin-Undo on social education (28. Apr. 1964)
- 5) Regarding the arranging of reference materials for promoting national Olympic movement (12. Mar. 1964).

- 6) Regarding the implementation of Olympic Kokumin-Undo on schools (17. Jun. 1964)
- 7) Regarding the promotion of country clean-up project of the Olympic Kokumin-Undo (24. Aug. 1964)

【Newspaper articles】

1. Yomiuri-Shimbun: Yomiuri newspaper

- 1) Pre-Olympic year the important year for preparation of the Olympic Games. (1963, January 1)
- 2) Promoting the national movement: Government will settle the organization. (1963, May 3)
- 3) Today meeting of government, organizing committee and Tokyo metropolitan Office. (1963, May 16)
- 4) The pre-Olympic festival: the promotion of country clean-up project. (1963, September 15)
- 5) The settlement of local organization of national Olympic movement. (1964, January 4)
- 6) Promoting of country clean-up project. (1964, January 26)
- 7) National Olympic movement: education material of moral class. (1964, April 13)
- 8) Next month 23th, the celebration of Olympic day with the prince: promoting the national Olympic movement. (1964, May 19)
- 9) National Olympic movement: continuing after the Games: patriotism, international understandings and volunteering. (1964, September 14)

2. Asahi-Shimbun: Asahi newspaper

- 1) Promotion of the Tokyo 1964: Discussion between the council of Olympic Kokumin-Undo and media. (3. Oct. 1963 p.1)
- 2) Development of the Olympic Kokumin-Undo: participation of 170 organizations. (16 Dec. 1963 p.14)
- 3) MESOC notifies the activation of Olympic Kokumin-Undo (14. Apr. 1964 p.2)

Copyright © Taro Obayashi, 2015. All rights reserved.