

アジア地域における身体文化と学校スポーツに関する比較文化的研究

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アジア地域における身体文化と学校スポーツに関する 比較文化的研究



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はしがき

近代は国家が目指す近代的人間の育成のために、学校という教育装置を生み出した。そのモデルは英国にあって、植民地政策とともにひろく世界各地に普及伝播したことは周知のことである。しかし、制度として採用された学校の機能と期待される人間像は、各国の政治体制や民族的伝統、歴史文化的背景や経済体制によって大きく異なっている。とりわけ学校における身体教育には顕著な相違を認めることができる。それは、身体こそが目に見え易くかつ統制しやすいばかりでなく、規律を生み出す重要なメディアとして機能しているからであり、各国はこぞって身体教育に力を注いできた。20世紀の前半は戦争の世紀であり、軍事的目的を明確にしながら身体を通じた国家的規律の確立を目指してきた。一方戦後の後半世紀は、スポーツの世紀として国民の身体をスポーツの身体へと駆り立ててきた。いずれにしても学校はその国家が必要とする人材の養成機関であり、その国の社会状況を敏感に反映する社会装置である。こうした学校において行われるスポーツには多分にその国家にとって重要な価値と規範を色濃く反映していると考えられる。

本研究では、こうした視点から各国の学校におけるスポーツの状況を当該国の社会的状況と関係付けながら検討することによって、学校スポーツがどのような身体文化の形成に機能しているのかを比較文化的に明らかにすることを目的とするものである。特に、本研究ではアジア地域を取り上げることとした。なぜなら、アジア地域は戦争や植民地支配といった国際的事業を有するほか、実に多様な民族が居住する多様な地域であること。さらに、我が国がアジアの指導的役割を期待されているにもかかわらず、アジア地域の身体文化の状況についてあまりにも理解していないと思われるからである。

本研究では次の課題に焦点を当てて研究を進めた。

- (1) 対象とする国における学校スポーツの実態を明らかにする。
- (2) 対象国の政治体制、経済状況、宗教といった社会状況と学校スポーツとの関係を明らかにする。
- (3) 対象国の身体文化に果たす学校スポーツの役割を明らかにする。
- (4) 調査対象とするアジア各国の身体文化と学校スポーツの関係を比較検討することによって、学校が身体文化に及ぼす影響を比較文化的に検討する。

本研究の特徴は次のようであった。

- (1) 本研究に参加する研究者は、アジア各地域においてそれぞれのテーマのもとで研究を続けてきた。
- (2) これまであまり取り上げられることのなかったアジア地域の身体文化とスポーツ文化について、出来るだけ多くの関心を持って取り扱った。
- (3) アジアの各地域で調査研究を実施する一方で、訪問国のスポーツ研究者との交流にも力を入れた。アジア各国のスポーツ研究者とネットワークを構築し、互いに学術情報の交換を行った。そのネットワークを活用して、平成14年9月には、「アジア・太平洋地域の「スポーツグローバル化研究」相互支援ネットワークの構築（基盤研究（B）（1）課題番号：14380016、研究代表者：平井肇）」と連携して「アジアスポーツ研究フォーラム」を開催した。
- (4) 研究の成果は、日本国内で報告するのではなく、出来る限り現地やアジア地域で報告した。研究成果も出来る限り英文で作成した。
- (5) アジア地域の教育とスポーツに関する情報を「学校スポーツデータ」として整理している。今後とも情報を追加しつつ、アジア各地で共有できるデータベースの作成を目指している。
- (6) 本研究のポリシーは、「アジア地域のアジアらしい身体文化、学校とスポーツと国家の関係を明らかにすること」であり、そこから新しいスポーツの地平を開こうとする試みであった。アジアから世界のスポーツを再構築しようとする試みは、まだまだ始まったばかりである。アジアのスポーツ研究者と協力しつつ、今後もこの課題に取り組んでいきたい。



研究組織

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平成 14 年度	4,000	1,200	5,200
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研究成果

本研究課題の成果は以下の5つのカテゴリーに分類して報告する。

- 「身体文化」・・・・・・・・身体とその文化に関する研究
 - 「学校スポーツ」・・・・・・・・学校スポーツに関する研究
 - 「身体文化とスポーツ」・・身体文化とスポーツの相互作用, 当該国のスポーツに関する研究
 - 「比較文化研究」・・・・・・・・複数の民族・国家を対象とした比較研究
 - 「資料」・・・・・・・・研究過程で収集した価値ある資料
- なお, ページ, 報告者, タイトルの順に示している。

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- V-211 座談会「アジア地域における身体文化と学校スポーツに関する比較文化的研究」

Changes in Children's Games in Northeastern Thailand from the viewpoint of teachers

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Purpose

School children's games in Thailand have changed drastically with the advancement of the socio-economic and educational development of the country. With the expansion of varieties of sports and games since the 1980s, therefore, traditional games have been disappearing and modern sports and games have been taking their place. This tendency is apparent in agricultural districts in Northeastern Thailand, too.

A series of research was conducted on the changing process of children's games and lifestyle in the area from 1988. The data from children about actual situations of games is reliable, but longitudinal data is not reliable. Because children don't have a viewpoint of cultural succession, but they only select the most interesting games from actual conditions. That is, children don't think about the disappearance of traditional games. Older people can think about traditional games. It is importance for older people that traditional games should exist forever as a local culture. From this reason, I focused on older people at school. They are teachers.

Since teachers are the ones who not only observe but also influence children's games, their viewpoints seemed appropriate to clarify these changes. The incorporation of their viewpoints also brings forth their own thoughts on the changes and the measures they take against this trend.

Method

The study was conducted through questionnaires for school's teachers in August 2000 and August 2003, in rural area of Ubon Ratchathani, Northeastern Thailand. School's teachers work at three schools located in the same administrative village. Their vicinity proposed that there was no cultural and economic difference among them. At these schools, students ranged from the second grade of pre-school to the third grade of junior high school, promising the wide collection of data on children's games and sports. 30 teachers answered back in each survey. 18 contributed for both questionnaires, so the total number was 42.

Question items are follows; popular outdoor and indoor games of both sexes, subordinate conditions related to changing of games, for example, kind of game, playing place, the number of playing group, aging structure of playing group, time zone of playing, playing tools, factors influenced changing of games and opinions against disappearance of traditional games.

Results

The following results were obtained:

1. Typical games children play now

What kind of game was played school children in northeastern Thailand in 2000 and 2003 academic year? Table 1 and 2 indicate games observed by teacher.

Outdoor, both boys and girls tend to play modern sports such as soccer, volleyball, takraw and table tennis. Especially, most teachers feel strongly that soccer is very popular among them.

Indoor, boys like to play marbles, table tennis and so on, and girls like to play jump over the rubber bands and pick the pieces, etc. Halls without surrounding walls are included in the category of indoor.

Table 1. Typical games children play now -outdoor-

space	sex	year	the number of sort	the typical sort of games and sports (the number)
outdoor	boys	2000	13	soccer(28), volleyball(6)
		2003	13	soccer(26), takraw(10), volleyball(8)
	girls	2000	16	volleyball(13), table tennis(6)
		2003	24	volleyball(13)

Table 2. Typical games children play now -indoor-

space	sex	year	the number of sort	the typical sort of games and sports (the number)
indoor	boys	2000	21	marbles(13), table tennis(6), blow over(5)
		2003	28	marbles(8), takraw(8), table tennis(6), chinese chess(4)
	girls	2000	22	jump over the rubber bands(12), pick the pieces(10)
		2003	24	jump over the rubber bands(9), pick the pieces(7)

2. Teachers' perception of the change compared with older times

How does teacher feel the difference of games between recent period and older time, when teachers was young. Table 3 indicate the result of changed elements in recent years by teacher's observation.

First, the kind of games children play has changed very much. Secondly the tools they use to play games have also changed much. And thirdly playground where they play games have changed.

On the other hands, play group structure such as the age group and group size is not so changed. It is very important that children's rural lifestyle has not changed yet, but games of children have changed in farm area.

Table 3. Changed elements in recent years

	year	2000	2003
the kind of games		76.7	76.7
tools of games		63.3	60.0
playgrounds		36.7	23.3
the number of play group members		13.3	10.0
the time zone of playing games		10.0	26.7
the age groups of playing games		6.7	13.3

(%)

Why children's games have changed? Teachers analyze reasons of them as following. See table 4.

First is an economic reason. An amount pocket money of children is increase. Second is an influence of TV. Sports programs and sports animations are increase. Thirdly, sports craze at school is increase.

This analysis suggests that the change of children's games is related with economic or commercial factors, and sport craze of Thailand. After the Athens Olympic Games, this tendency will be accelerate.

Table 4. Reasons in relation with changes of games

year	2000	2003
increase of spending money of children	73.3	66.7
increase of sports programs on TV	73.3	53.3
increase of sports animation on TV	50.0	56.7
increase of sports craze at school	40.0	26.7
increase of sports coaching at school	26.7	16.7
decrease of games leading from elder persons	23.3	50.0
increase of variation of playing toys	23.3	23.3
decrease of the number of brothers	20.0	23.3
decrease of play ground	6.7	23.3
increase of playing same age group	6.7	10.0
increase of sports craze at home	6.7	0.0

(%)

3. Opinions about the changes in games and sports

Most of teachers think that traditional games are important local cultures, and that village people must take some measures against the disappearance of those games.

Schools must also take some measures against this trend.

Table 5. Opinions about disappearing of traditional play and games

year	2000	2003
As traditional play and games are important local culture, it is necessary to make all possible efforts by villagers to succeed them.	80.0	73.3
As traditional play and games are important ethnic culture, it is necessary to make all possible efforts of teaching at school to succeed them.	60.0	80.0
It is not important that old games disappear.	0.0	3.3
It is enough that there are new games instead of outdated.	0.0	3.3

(%)

4. The measures against the disappearance of traditional games

Teachers have started to teach some traditional games to pupils as school subjects, as a measure. On the other hand, they have started to teach those games to their children at home as parents.

For example they teach hiding and running, last person trapping, pick the pieces and so on. Games taught by teachers are similar between at school and at home. See table 6 and 7.

Table 6. Games taught by teachers at school

games	total	2000	2003
hiding and running	19	8	11
fast race	7	4	3
pick the pieces	6	2	4
last person trapping	6	4	2
snake eats the tail	6	2	4
Tii catch	4	2	2
banana stem riding	4	3	1
tall-leg walking	4	3	1
coconut shell walking	3	3	0

Table 7. Games taught by teachers at home

games	total	2000	2003
hiding and running	11	4	7
pick the pieces	8	5	3
last person trapping	6	2	4
banana stem riding	6	3	3
snake eats the tail	4	2	2
tall-leg walking	3	3	0
coconut shell walking	3	3	0

Discussion

I emphasis two points as a discussion from this study

(1) I focus on children in the rural area. Children's life has surely changed slowly. For example, children's role as a family member is still remained. The size of players group is also large. In these situations, children are likely to play modern sports and games. Therefore children's traditional games have almost disappeared in northeastern Thailand. I emphasis again that traditional games have changed more quickly than changes of their life in village.

(2) Teachers have been aware of the disappearance of traditional games among children, and perceived it as a cultural crisis. They have just started to take measures against them, but it took them a long time to recognize that school was a serious factor, and that school had a large influence on cultural changes seen in children's games.

The Everyday Life and Games of Thai School Children Based on Surveys Conducted in Northeastern Thailand in 1997

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PURPOSE:

School children's games in Thailand have changed drastically in parallel with the advance of the socio-economic development of the country. They have particularly been under the influence of the change of the lifestyle caused by economic advances, the quantitative and qualitative expansion of school education, and the extension of information on sports encouraged by mass media development. Agricultural districts in Northeastern Thailand are not an exception, with traditional games disappearing and the modern sports and modern games increasing since the 1980s. In the series of research I have conducted on the changing process of children's games in the area, I have invariably endeavored to collect data on the change of the lifestyle of those children as well.

The aim of this research in Northeastern Thailand, conducted as a case study of the games of school children in general, was to know more about, as well as confirming, how the socio-economic situation has contributed to the change of the children's games. The distinguished socio-economical advance in this area is characterized by the fact that what is common to the underdeveloped areas of countries which have already developed coexists with what is common to most industrialized countries. In other words, what is intended in the present paper is to show, from a standpoint of a rural area in Southeast Asia, how the disappearance of traditional cultures has regrettably been accompanied the rapid spread of globalized sports in industrialized countries in the same area.

With this intention, this paper focuses on what happened in the year of 1997.

METHOD:

The surveys were conducted in three areas in Ubon Ratchathani province, which are a provincial capital, a rural small town and a farm village. Samples were school children in the fifth grade of primary school. The surveys were conducted two times from a viewpoint of season, namely in August as a rainy season and in December as a dry season, in 1997 (see table 1). The year of surveys 1997 was a year of economic crisis in Thailand. But I think that the data of this research was not influenced the economic crisis.

The survey's items are as follows: 1) the games and sports they played in the morning, that is from getting up to going to school, 2) the games and sports at school, 3) the games and sports after school, that is from return home to supper time, 4) the games and sports at night, that is from supper time to going to bed, 5) waking up time, 6) going to bed time, 7) housework in the morning, 8) housework in the evening, 9) pocket money, 10) the number of brothers, 11) occupation of parents and so on.

THE CONTEXTUAL BACKGROUND OF RESPONDENTS:

The contextual backgrounds of respondents are as follows:

- 1) In the farm village, a rate of parents farming is about 70 percents, but the rate in the rural small town and in the provincial capital is less than 10 percents (see table 2).
- 2) The number of brothers of children in the rural area is 4.8 persons, and the case of the rural small town is 3.2, and in the provincial capital is 2.9 (see table 3).
- 3) The amount of the pocket money per month in the provincial capital and in the rural small town is high, but the case of the farm village is very low (see table 4).
- 4) Almost children wake up about 6 o'clock in the morning. Only girls in the farm village, they wake up earlier in the dry season (see table 5).
- 5) Children in the provincial capital and in the rural small town go to bed from 20:50 to 21:37. Children in the farm village go to bed from 19:40 to 20:33. Children in the farm village go to bed earlier than other areas (see table 6).
- 6) Rates of executing housework of all children are high (see table 7 and 8).
- 7) More than 50 percents children are helping meal preparation, helping the table cleaning and helping rooms cleaning, regardless of sex or season in the provincial capital and in the rural small town.

- 8) More than 50 percents girls in the farm villages are helping meal preparation and helping the gardens watering in the morning.
- 9) More than 50 percents girls in the farm village are helping the gardens watering and helping younger brothers looking after in the evening, regardless of season.

The contextual background of children in the provincial capital and in the rural small town is similar. The rural small town is also a municipality as same as the provincial capital. It seems to be caused by the urban lifestyles.

I would like to emphasize that the changes of the children's play and games are occurring in these living conditions.

HOW OFTEN THEY PLAY:

- 1) All children play more than 80 percents everyday. Especially in the rural area, the play more than 90 percents (see table 9).
- 2) A kind of play, games and sports in the provincial capital is more various regardless of sex or season.
- 3) In the case of boys, the average of games and sports played per day is more than 7 points. It is high regardless of area or season.
- 4) The playing rate of play, games and sports is school, evening, morning and night, in frequency order (see table 10).
- 5) The number of boy's play, games and sports is morning, school, evening and night in frequency order.

HOW VARIOUS PLAY, GAMES AND SPORTS ARE:

1. the provincial capital (see table 11)

- 1) Playing rate of sports among boys are high, such as soccer, table tennis, basketball and foot race except at night.
- 2) Time periods boys play soccer are school hours, morning and evening, in frequency order.
- 3) Girls' favorite games are foot race, toey, hide-and-peek, badminton, basketball and tag.
- 4) Playing rates at night are low, but they play various modern games and video games.
- 5) No events are found remarkable in any season.

2. the rural small town (see table 12)

- 1) Boys' favorite games are soccer, foot race and volleyball.
- 2) Girls' favorite games are foot race, volleyball and jump over rubber bands.
- 3) No events are found remarkable in any season.
- 4) In general, the playing rate of girls in the evening are low, but it is cannot find a difference of events between other time periods.

3. the farm villages (see table 13)

- 1) Boys' favorite games are soccer, foot race, takraw and a game of marbles.
- 2) Boys play a game of marbles in rainy season higher than in dry season. This result agrees with an indication by W. W. Anderson in Ecological and Socio-cultural Determinants in Thai Children's Game-Playing Events, 1982.
- 3) Girls' favorite games are jump over the rubber bands, foot race, volleyball, jump rope and beanbags toss.
- 4) A playing rate among girls in the evening and at night is low.
- 5) In general, the playing rate in the evening is low, but it is cannot find a difference of events between other time periods.

SUMMARY:

The result of this research in 1997 suggests as follows:

1. The rate of playing games in the morning before go to school is high as same as a time zone in school. It seems to be related to their rural lifestyle of getting up early.

2. The variation of games in the municipal area is higher than in none municipal area. The variations in the municipal area are related to the urban lifestyle and a large amount of information in city.

3. All boys absorbedly play sports such as soccer. This is an enough evidence to show that the modern sports permeate in Northeastern Thailand before 1997.

4.The rate of playing “foot race” is high regardless of sex. I think that is the influence by physical education.

5.It is confirm that children in the rural areas play the traditional games, but it is not so much. It is suggested that Thai traditional play and games tend to disappear.

6.Girls play the traditional games more than boys. It seems to be related that sports become widespread male earlier than female in Thailand as same as other countries.

Table 1 Sample

	Aug.97		Dec.97	
	boy	girl	boy	girl
a provinial capital	42	37	38	37
a rural small town	45	40	46	48
a farm village	28	26	27	28

(person)

Table 4 Pocket money

	Aug.97		Dec.97	
	boy	girl	boy	girl
a provinial capital	573.5	377.3	618.7	435.8
a rural small town	306.0	392.0	360.3	389.8
a farm village	47.3	91.0	65.1	102.4

(Baht)

Table 2 Pearents' jobs

	farmer	store	offic worker	others
a provinial capital	1.3	21.2	63.6	13.9
a rural small town	6.9	30.5	56.9	5.7
a farm village	68.8	14.7	6.4	10.1

(%)

Table 5 Waking up time

	Aug.97		Dec.97	
	boy	girl	boy	girl
a provinial capital	6:10	6:14	6:04	6:11
a rural small town	6:01	6:02	5:56	6:02
a farm village	6:27	6:02	6:21	5:45

Table 3 Brothers

a provinial capital	2.9
a rural small town	3.2
a farm village	4.8

(person)

Table 6 Going to bed time

	Aug.97		Dec.97	
	boy	girl	boy	girl
a provinial capital	20:50	21:42	21:27	21:37
a rural small town	21:06	21:19	21:08	21:15
a farm village	20:27	20:33	19:40	20:24

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Table 7 School children's housework in the morning

boy	provincial capital		rural small town		farm village	
	Aug	Dec	Aug	Dec	Aug	Dec
helping in preparing meals	64.3	67.6	53.3	66.7	64.3	55.6
putting away tablewares	52.4	56.8	35.6	45.8	10.7	33.3
washing, drying and iron clothes	9.5	18.9	26.7	18.8	25.0	29.6
going on errands	42.9	62.2	33.3	54.2	28.6	63.0
taking care of younger brothers	4.8	18.9	17.8	22.9	28.6	29.6
drawing water from a well	31.0	35.1	26.7	29.2	71.4	81.5
taking care of livestocks	33.3	40.5	15.6	27.1	42.9	40.7
watering the plants in the garden	28.6	37.8	8.9	27.1	32.1	40.7
sweeping rooms clean	31.0	56.8	48.9	47.9	32.1	37.0

girl	provincial capital		rural small town		farm village	
	Aug	Dec	Aug	Dec	Aug	Dec
helping in preparing meals	56.8	74.3	55.0	71.7	57.7	64.3
putting away tablewares	51.4	54.3	42.5	58.7	46.2	39.3
washing, drying and iron clothes	13.5	11.4	20.0	21.7	34.6	50.0
going on errands	24.3	25.7	42.5	32.6	42.3	64.3
taking care of younger brothers	29.7	34.3	30.0	30.4	34.6	53.6
drawing water from a well	16.2	20.0	12.5	23.9	57.7	64.3
taking care of livestocks	24.3	28.6	12.5	21.7	38.5	42.9
watering the plants in the garden	24.3	42.9	7.5	32.6	34.6	53.6
sweeping rooms clean	67.6	85.7	55.0	67.4	53.8	53.6

What kinds of housework do you help from getting up to going to school in the mornig?

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Table 8 School children's housework in the evening

boy	provincial capital		rural small town		farm village	
	Aug	Dec	Aug	Dec	Aug	Dec
helping in preparing meals	67.5	71.1	57.8	72.9	42.9	40.7
putting away tablewares	55.0	63.2	37.8	62.5	17.9	29.6
washing, drying and iron clothes	22.5	13.2	20.0	25.0	25.0	37.0
going on errands	67.5	68.4	40.0	47.9	32.1	40.7
taking care of younger brothers	25.0	23.7	17.8	29.2	28.6	29.6
drawing water from a well	37.5	31.6	33.3	33.3	64.3	66.7
taking care of livestocks	32.5	42.1	17.8	33.3	21.4	55.6
watering the plants in the garden	20.0	39.5	2.2	25.0	39.3	44.4
sweeping rooms clean	37.5	52.6	37.8	43.8	21.4	33.3

girl	provincial capital		rural small town		farm village	
	Aug	Dec	Aug	Dec	Aug	Dec
helping in preparing meals	67.6	80.0	70.0	71.7	36.0	64.3
putting away tablewares	62.2	68.6	40.0	63.0	32.0	42.9
washing, drying and iron clothes	32.4	34.3	40.0	47.8	52.0	39.3
going on errands	37.8	54.3	42.5	43.5	40.0	57.1
taking care of younger brothers	32.4	34.3	30.0	37.0	52.0	64.3
drawing water from a well	18.9	20.0	15.0	30.4	76.0	71.4
taking care of livestocks	32.4	31.4	12.5	28.3	32.0	42.9
watering the plants in the garden	18.9	54.3	10.0	23.9	36.0	39.3
sweeping rooms clean	75.7	68.6	42.5	54.3	44.0	50.0

What kinds of housework do you help from returning home from school to eating supper in the evening?

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Table 9 Summary of play and games played in Ubon by season or sex

97.8, boy

school	sample	rate of played	kind	amount	amount /person
a provinial capital	42	83.3	41	318	9.1
a rural small town	45	92.8	36	363	8.7
a farm village	28	94.6	21	244	9.2

97.8, girl

school	sample	rate of played	kind	amount	amount /person
a provinial capital	37	91.9	38	261	7.7
a rural small town	40	93.1	33	297	8.0
a farm village	26	99.0	22	171	6.6

97.12, boy

school	sample	rate of played	kind	amount	amount /person
a provinial capital	38	84.2	31	256	8.0
a rural small town	46	98.4	30	378	8.4
a farm village	27	91.7	20	181	7.3

97.12, girl

school	sample	rate of played	kind	amount	amount /person
a provinial capital	37	93.9	34	275	7.9
a rural small town	48	94.3	30	332	7.3
a farm village	28	94.6	25	176	6.6

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Table 10 Rate of play and games played between areas in Ubon by season or sex

97.8, boy

area	morning	school	evening	night
a provinial capital	81.0	97.6	95.2	59.5
a rural small town	95.6	100.0	100.0	75.6
a farm village	100.0	100.0	100.0	78.6

97.8, girl

area	morning	school	evening	night
a provinial capital	86.5	100.0	97.3	83.8
a rural small town	97.5	100.0	97.5	77.5
a farm village	100.0	100.0	100.0	96.2

97.12, boy

area	morning	school	evening	night
a provinial capital	89.5	97.4	86.8	63.2
a rural small town	95.7	100.0	100.0	97.8
a farm village	100.0	100.0	92.6	74.1

97.12, girl

area	morning	school	evening	night
a provinial capital	100.0	100.0	100.0	75.7
a rural small town	100.0	97.9	100.0	79.2
a farm village	100.0	100.0	100.0	78.6

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Table 11 Executing rate of playing play, games and sports in ordr by periods in the provincial area

97.8, boy

ranking	morning		school		evening		night	
1	soccer	42.9	soccer	73.8	soccer	40.5	video games	19.0
2	foot race	38.1	table tennis	71.4	basketball	31.0	table tennis	11.9
3	table tennis	33.3	hide-and-seeek	16.7	table tennis	28.6	soccer	11.9
4	basketball	14.3	chase and tag	11.9	bicycle	14.3	foot race	11.9
5	bicycle	9.5	teej	9.5	foot race	14.3	bicycle	9.5

97.12, boy

ranking	morning		school		evening		night	
1	soccer	52.6	soccer	81.6	soccer	47.4	table tennis	10.5
2	foot race	44.7	table tennis	47.4	foot race	23.7	games	7.9
3	table tennis	42.1	foot race	36.8	basketball	13.2		
4			hoos pieces	15.8	table tennis	10.5		

97.8, girl

ranking	morning		school		evening		night	
1	foot race	45.9	hide-and-seeek	32.4	basketball	29.7	foot race	16.2
2	basketball	21.6	teej	29.7	bicycle	24.3	video games	16.2
3	bicycle	10.8	blindman's buff	21.6	foot race	24.3	hide-and-seeek	13.5
4			chase and tag	18.9	chase and tag	21.6	badminton	10.8
5			foot race	18.9			chase and tag	10.8

97.12, girl

ranking	morning		school		evening		night	
1	foot race	35.1	hide-and-seeek	40.5	badminton	29.7	hide-and-seeek	21.6
2	basketball	24.3	teej	35.1	basketball	27.0	chase and tag	16.2
3	chase and tag	24.3	throwing balls	27.0	foot race	13.5	basketball	10.8
4	badminton	21.6	chase and tag	27.0				
5	hide-and-seeek	18.9	walking	16.2				

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Table 12 Executing rate of playing play, games and sports in order by periods in the rural small town

97.8, boy

ranking	morning		school		evening		night	
1	soccer	66.7	soccer	75.6	soccer	57.8	soccer	22.2
2	foot race	51.1	volleyball	66.7	foot race	22.2	foot race	20.0
3	takraw	17.8	takraw	33.3	bicycle	17.8	bicycle	8.9
4	volleyball	17.8	foot race	26.7	takraw	17.8		
5	table tennis	15.6			table tennis	17.8		

97.12, boy

ranking	morning		school		evening		night	
1	soccer	67.4	soccer	76.1	soccer	69.6	soccer	23.9
2	foot race	63.0	foot race	39.1	foot race	41.3	foot race	23.9
3	volleyball	23.9	volleyball	37.0	basketball	19.6	hide-and-peek	13.0
4	basketball	17.4	hide-and-peek	32.6	volleyball	15.2		
5	bicycle	15.2	takraw	21.7				
	takraw	15.2						

97.8, girl

ranking	morning		school		evening		night	
1	foot race	52.5	volleyball	60.0	volleyball	40.0	pick the pieces	15.0
2	volleyball	30.0	foot race	40.0	basketball	22.5	volleyball	10.0
3	jump over the rubber bands	17.5	teej	22.5	jump rope	20.0		
4	pick the pieces	17.5	pick the pieces	12.5	foot race	20.0		
5	basketball	15.0			jump over the rubber bands	17.5		

97.12, girl

ranking	morning		school		evening		night	
1	foot race	60.4	volleyball	47.9	foot race	39.6	foot race	14.6
2	volleyball	45.8	foot race	43.8	volleyball	29.2	table tennis	12.5
3	jump over the rubber bands	22.9	jump over the rubber bands	25.0	jump over the rubber bands	16.7	jump over the rubber bands	10.4
4	jump rope	16.7	chase and tag	16.7	hide-and-peek	14.6	badminton	8.3
5	soccer	12.5			soccer	14.6	chase and tag	8.3
	chase and tag	12.5			chase and tag	14.6	pick the pieces	8.3

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Table 13 Executing rate of playing play, games and sports in order by periods in the farm village

97.8, boy

ranking	morning		school		evening		night	
1	glass marbles	78.6	soccer	75.0	soccer	50.0	glass marbles	39.3
2	soccer	57.1	glass marbles	64.3	glass marbles	42.9	soccer	28.6
3	foot race	46.4	takraw	28.6	foot race	25.0	takraw	14.3
4	takraw	32.1	volleyball	21.4	takraw	21.4	table tennis	14.3
5	table tennis	21.4						

97.12, boy

ranking	morning		school		evening		night	
1	soccer	63.0	soccer	74.1	soccer	33.3	soccer	29.6
2	foot race	48.1	takraw	40.7	foot race	33.3	foot race	18.5
3	takraw	33.3	foot race	37.0	takraw	29.6	takraw	14.8
4	games	11.1	glass marbles	14.8	glass marbles	11.1	games	11.1
5	glass marbles	11.1	volleyball	14.8				

97.8, girl

ranking	morning		school		evening		night	
1	jump over the rubber bands	57.7	jump over the rubber bands	57.7	jump over the rubber bands	26.9	jump over the rubber bands	26.9
2	foot race	42.3	volleyball	26.9	jump rope	23.1	jump rope	15.4
3	pick the pieces	38.5	pick the pieces	23.1	foot race	23.1	pick the pieces	15.4
4	jump rope	30.8			pick the pieces	23.1		

97.12, girl

ranking	morning		school		evening		night	
1	jump over the rubber bands	42.9	volleyball	39.3	volleyball	25.0	foot race	17.9
2	foot race	42.9	foot race	32.1	foot race	25.0	hide-and-peek	10.7
3	volleyball	39.3	jump over the rubber bands	28.6	hide-and-peek	17.9	volleyball	10.7
4	jump rope	32.1	hide-and-peek	10.7	takraw	14.3		
5	takraw	17.9	chase and tag	10.7	chase and tag	10.7		

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Myanmar's Traditional Games and Sports in Physical Education

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PURPOSE

Children in the Union of Myanmar enter a school at the age of five, and have compulsory education for five years. After primary school, they have a chance to study for four years at junior high school and for two years at high school. School hours are 30 minutes in a lower level of primary school and 35 minutes in an upper level. The frequency of physical education per week is four times. The contents of physical education are mainly gymnastics and traditional games and sports.

The purpose of this paper is to introduce the traditional games and sports in physical education and indicate characteristics of them. A survey of this research was conducted in December 2003, with a cooperation of No.3 Basic Education Department, the ministry of education. We visited four schools in Yangon and collect data by observations and interviews. 19 kinds of traditional play, games and sports were collected. We present some pictures of the traditional games and sports.

TRADITIONAL GAMES AND SPORTS

See Table 1.

1. Htoke Si Toe, as Salts or Tey in Myanmar
2. Hko Nget, as dove tag
3. Kyaut Fa Khut, as cock fighting game
4. Nyaung Bin Ta Say, as Banyan tree spirit, one of tag using a small circle
5. Lun Swe, as tag of war
6. Ah Lue Kyuak, as potato picking race
7. Toun Chaun Htauk, as three legs race
8. Gow Ni Aik Soaup, as sack race
9. Kyauyt Oo Zoon Kite, as running with an egg holding spoon in the mouth
10. Fan Khone Tam, as high jump game
11. Shwe Sun Nyo, as golden brown kite hovering game

CHARACTERISTICS OF GAMES

Characteristics of the traditional play, games and sports played in school are as follows:

- 1) The traditional play, games and sports were played in physical education, school events such as an athletic meeting and a rest time such as a noon break.
- 2) School children like to play the traditional games and sports more than monotonous gymnastics in physical education.
- 3) Some traditional games and sports have enough momentum of exercise for physical education.
- 4) Almost traditional games and sports is not required any equipments. It is easy to play any school.
- 5) The traditional games and sports are played at an athletic meeting of Dagon no. 1 basic education middle school.
- 6) Some lines of the games paint out in the playground at Kamayut no.2 basic education primary school. They are very useful for the school children to play at physical education and rest hours.
- 7) A lot of traditional play and games attend with songs and dialogues.
- 8) To learn the traditional play, games and sports in School contributes toward learning Myanmar's traditional cultures.
- 9) In four schools visited, we could not observe ball games such as soccer, volleyball and basketball, except Chinlon, a Myanmar's traditional ball game. But we could observe soccer in some sports fields and alleys in Yangon city.
- 10) Some school children learned a martial arts "Wushu" from a coach of the Myanmar Federation of Wushu.

Table 1 A list of play, games and sports in Myanmar collected by survey in December, 2003

No.	Myanmar in English	transcribe	translation
1	Kyaut Fa Khut	CaePha Kho	Cock fighting game*
2	Htoke Si Toe	ThouSiTou	Salts*, Toey in Myanmar,
3	Kho Nget	Kho Nge	Dove tag
4	Nyaung Bin Ta Say	NyaungPin TaSay	Banyan tree spirit*, NyaungBin spook
5	Ah Lue Kyuak	AhLu Kau	Potato piking race
6	Toun Chaun Htauk	TounChaun Thau	Three legs race
7	Gow Ni Aik Soaup	GoNiAey Sop	Sack race
8	Kyauxt Oo Zoon Kite	CaeU Zon Kai	Running with an egg holding spoon in the mouth
9	Lun Swe	Lon Swe	Tag of war
10	Chin Lone	Chin Loun	Cane ball game, Chinlon
11	Fan Khone Tam	PhanKhoun Tam	High jump game*
12	Ah Yuu Ma Masar Oo	AeYuuMa Masau	Ma Sa Yu game*, foolish Masau
13	Ma Aye Chin Hthong	MaAey ChinThaoun	MaE's mosquito net*, MaAey's mosquito net
14	Shwe Sun Nyo	ShwiSonNyu	Golden brown kite hovering game*
15	Chaw Tai Tet	ChoTay Tae	Climbing slippery bamboo
16	Chaung Ohn Yite	GauOun Yay	Pillow fighting
17	Leak Oo Phweat Tam	LeiU PhuaiTam	Turtle eggs and mother turtle game*
18	Bee Yaung Tam	Bee Yao Tam	Comb selling game*
19	Myo Tagar Gyi Phwint Dar Ohn	MyuTaGaGi PhuayPaOh	Opening of the golden gate**

*: referred to names on "Games and Children's play" by R. B. Dennis.

**::referred to names on "Traditional Games of Myanmar" by Kyi Myaning.