

THE HISTORY OF PHYSICAL EDUCATION IN ISRAEL

FROM 1880 TO 1976

by

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ABSTRACT

TITLE: The History of Physical Education in Israel from 1880 to 1976

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A comprehensive history of physical education of the Jewish people in Israel from 1880 to 1976 was presented in this thesis. The study described the physical education curricula (including school sports), organization and supervision, facilities and equipment, athletic competitions, physical tests, and teacher education in schools and higher education.

The organization and structure of general education in Israel was outlined and the study of physical education was divided into two periods: 1) The first period from 1880 until 1948; and 2) The second period from the origination of the independent nation in 1948 to 1976. The first period included a description of the beginning of physical education in Israel, the slow development, the limited number of teachers, facilities and equipment, the low status of physical education teachers and curriculum.

Also, the establishment of the Physical Education Teachers Organization and the office of supervision of physical education was presented.

Included in the second period after 1948 was the rapid expansion of physical education, the aim and objectives of physical education, the new organization of general education in Israel, and the increased attention to physical education by the government. Also, information related to the Gadna activities, the establishment of the Sports and Physical Education Authority, and the teachers colleges for physical education was presented.

The following conclusions were drawn relative to the period from 1880 to 1948: 1) Physical educators received their training from other countries and therefore, the curriculum reflected this; 2) The establishment of the Physical Education Teachers Organization in 1927 helped to raise the standards and status for physical educators; and 3) In 1944, the first physical education teachers college was started at Wingate.

For the period after 1948 the following conclusions were drawn: 1) The supervisory structure of physical education was reorganized from two sections for elementary and high school to a single unit; 2) Three additional physical education teachers colleges were established; 3) While other subjects were being reduced the number of classes for physical education per week were increased; 4) The political/economic burden of war or in a ready state hindered the

development of physical education financially, but also increased the importance of physical education and the attention devoted to it; 5) The curriculum and the physical tests were revised to reflect the changing needs of the vibrant emerging nation.

DEDICATION

This study is dedicated to the author's wife, children, and parents, whose support and encouragement from abroad have been a constant source of inspiration.

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Chapter I

INTRODUCTION

The Jewish people are one of the oldest cultural and religious groups in the world. The life of the Jewish community revolved around the Holy Land, the Jerusalem Temple and the Bible. Although the Jewish people have been driven from their country several times, on each occasion they have attempted to return to build an independent structure of life in the Holy Land (46:38; 55:7).

At the close of the last century the area now comprising the state of Israel was a territory governed by Turkey (46:40). However, during World War I (in November, 1917) (54:9), the British occupied and governed this area which they later received under the authority of a mandate (control) by the League of Nations. Under the mandate government and the Balfour Declaration (a promise to establish a homeland for the Jewish people), the British strongly influenced general education, physical education, and sports. The promise of the Balfour Declaration was fulfilled in 1948 with the granting of independence to the state of Israel.

The state of modern Israel lies in the Middle East near the Mediterranean Sea where it is surrounded by seven Arab countries which have not recognized the existence of

the Jewish state as an independent country (6:1) (see Figures 1 and 2, pp. 3-4). Since Israel has been at war or in a war-ready state since 1948, the government has given a great deal of attention to sports and physical education for the purpose of readying its people for military duty. The development of physical education, however, has been impeded by both the need of placing weapons purchases ahead of all else, and by the problems created by the continual flow of Jewish people from all over the world into Israel.

Even though the official language in Israel is Hebrew many of the people speak other languages depending on the country from which they came. Education in Israel is considered one of the most important areas of life. This importance is greatly emphasized because of the need to take people of many countries of the world who have experienced different forms and amounts of education, life styles, languages, foods, habits and in general different cultures and to unite them into one nation. A united Israel has been difficult to achieve because of the many contrasting groups of citizens, including the young and old, the male and female, and the advanced and primitive cultural factors of the individuals. In 1919, the 50,000 Jews were less than thirty percent of the population. In 1948 there were approximately 600,000 Jewish people in Israel (versus 1,000,000 Arabs), and in 1976 the population of Israel had risen to 3.4 million (of which about seventy-eight percent are Jewish).

Figure 1
The Middle East

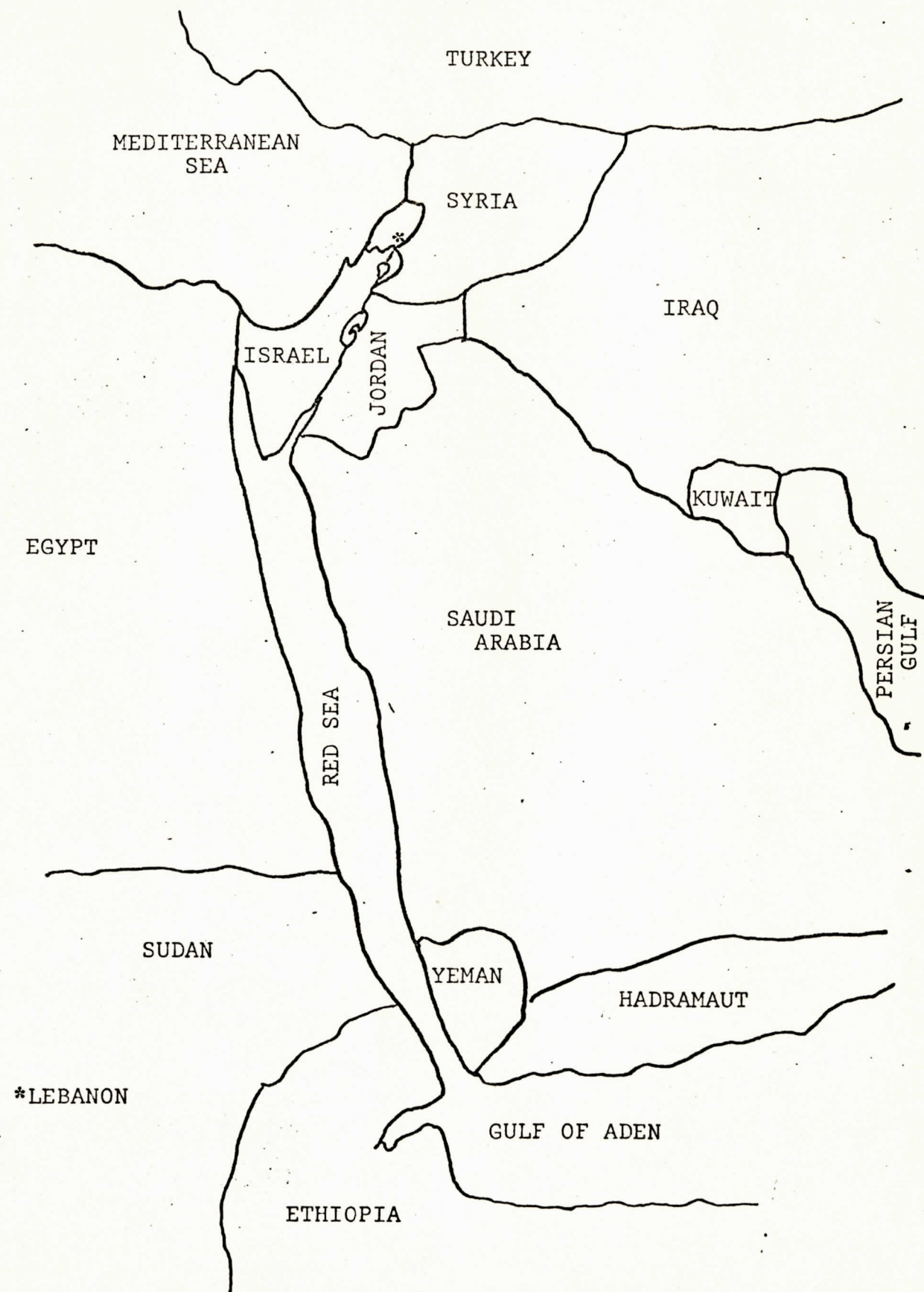
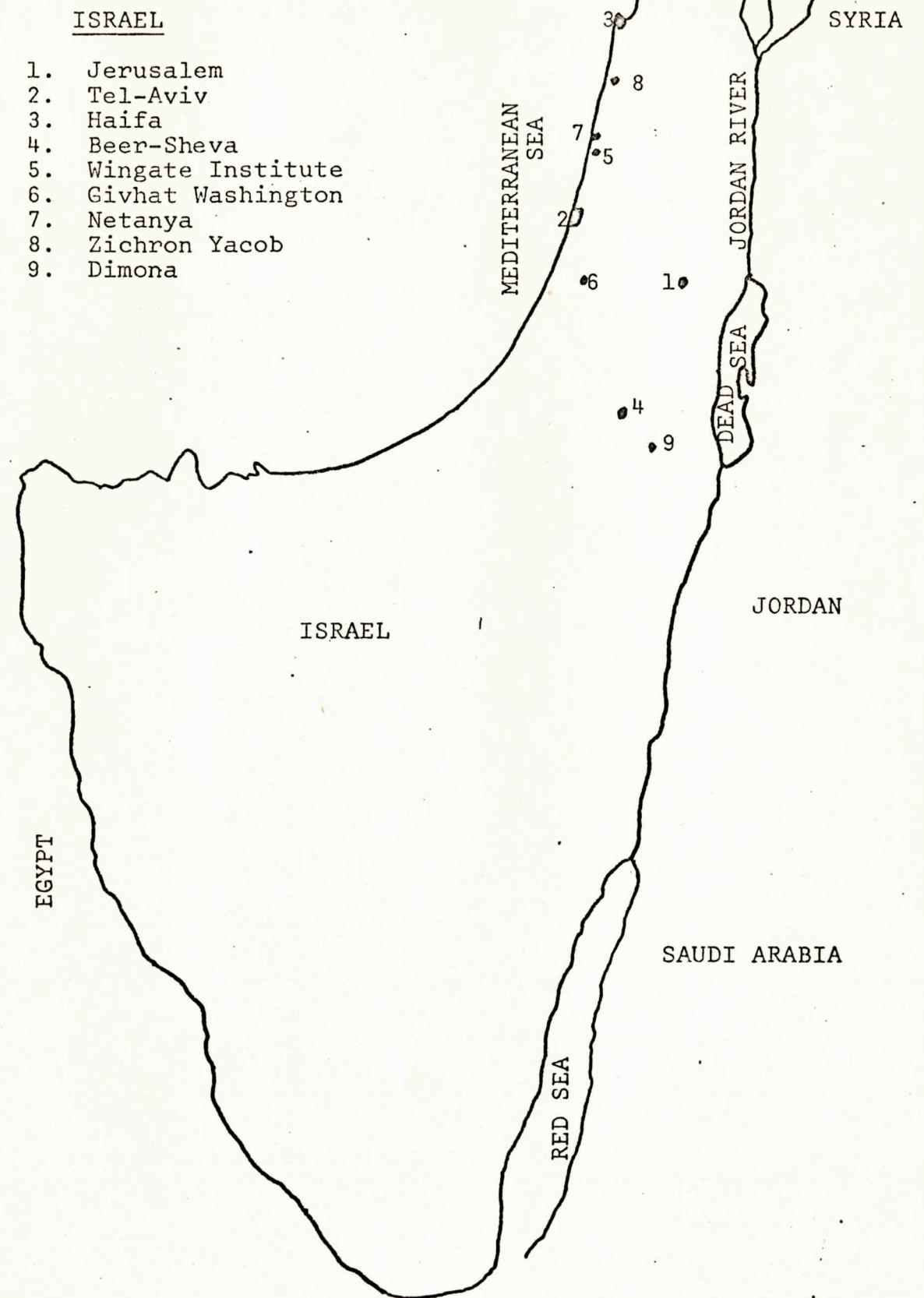


Figure 2
Israel



This rapid growth of the Jewish-Israeli population during such a short time resulted in significant problems in such areas as housing, work and education.

Because of the nature of the population, the structure of education (see Figure 3, p. 20) and the structure of the levels of schools have been divided into two parts: general education, and religious education. In each section there are differences of curriculum emphasis (23:9-10; 24:7-8).

The discipline of physical education in Israel developed at the beginning of this century resulted from the fact that Jewish people received training and professional education in other countries of the world. After 1945, the growth of physical education paralleled the fast development of the Jewish state. The majority of professional physical education teachers were prepared within the country and were sensitive to Israel's unique situation (46:42-56).

Statement of the Problem

It was the purpose of this study to present a comprehensive history of physical education of the Jewish people in the Land of Israel from 1880 to 1976.

Sub-problems. The following sub-problems were identified:

1. Collecting and classifying source materials.

2. Criticizing the source materials.
3. Interpreting and presenting the facts.

Delimitations of the study. The history of physical education in the Land of Israel was delimited to:

1. The history of physical education until 1948.
2. The basic structure of general education in Israel since 1948.
3. The history of physical education in Israel since 1948.
4. Historical sources which have been printed in Hebrew or English.

Limitations of the study. This study was limited in the following ways:

1. The limited number of sources (with special emphasis on physical education) available concerning development before 1948.
2. The difficulty of the author in translating terms that had different meanings in Hebrew and English.

Significance

Each country and nation in the world has a general history that is taught in its schools. This general history of any given nation is divided into parts by times and titles. It is the opinion of this author that it is very important to the Jewish nation that the history of physical education be investigated and presented in English so that

this vital area can be known by both the Jewish people and other interested people. Additionally, this is the first study which has included the complete history of physical education in Israel between 1880-1976.

Chapter II

PHYSICAL EDUCATION IN ISRAEL PRIOR TO 1948

The beginning of physical education in the Land of Israel was in 1881 and paralleled the first Aliya (the first large movement of immigration), because schools were established and physical education began to be taught (46:38). In the limited number of schools that were established, general classroom teachers taught physical education which included military drills and gymnastic exercises (46:38). Until the second Aliya in 1904 (46:38; 55:7), the population of Jewish people in the Land of Israel increased slowly, and from 1880 through 1948 was increased to 600,000 people (46:40; 54:9). During this time most Israelis were busy at work attempting to improve their lives, and struggling with the Turkish authority which ruled the country until the end of the first World War in 1918. The number of Jewish schools was limited. Even considering the increase in the Jewish population, physical education continued to be given only occasionally by general classroom teachers and included the same military drills as in the first Aliya (46:38): wrestling, shooting and horseback riding (55:37). In 1904 in the Teacher's College Ezrha located in Jerusalem, physical education classes became

more professional because a professional physical education instructor, Mr. Abraham Zvi Goldsmith, began teaching in the college (46:39; 55:7). Goldsmith was an above average athlete, a religious person, and a positive model for the students. His most important contribution to the physical education field was that when his graduating students began teaching as general classroom teachers in schools, they had a basic knowledge of physical education and were capable teachers of that subject (55:37). The interesting classes of Goldsmith excited the students and their interest in physical activities grew, and in 1906 a group of Goldsmith's students established the first gymnastic club in the Land of Israel, Bar-Giora (the son of Giora) (1:488; 46:39; 55:10). In 1911, the Bar-Giora clubs grew into the first sports organization in the country entitled Maccabi. Both men and women participated in Maccabi activities.

In 1906 Zvi Nishri, who was known as the pioneer physical education instructor in the Land of Israel began to work in Hertzeliha High School in Jaffa (1:488; 46:40; 55:38). He was known during his life as a physical education instructor who made great contributions to the development of physical education in the Land of Israel and in the Israeli nation. His contributions included publishing books and leading the campaign to improve the status of physical education teachers.

During the period of the second Aliya 1904-1914 (46:39), a group of youth officers who served in the Russian

Army moved to the Land of Israel where they taught physical education in the schools. Their classes included military drills, courage drills, strength and physical fitness drills such as jumping from high places, pull-ups, and push-ups (46:39). In fact, there were only two professional physical education instructors in the Land of Israel until 1917: Goldsmith in Jerusalem, and Nishri in Jaffa-Tel-Aviv (46:42).

These two physical education pioneers improved the physical education knowledge of general classroom teachers who taught physical education in schools by advising and by guiding them in professional meetings. For example, in 1912 in the Israeli town of Zichron Yacob, there was a perfectional meeting for improving the teaching methods of general classroom teachers, and physical education was among the secondary subjects included. Music, drawing, and sewing were also included (4:8; 46:39; 55:96). In 1913 the first physical education specific perfectional took place in Tel-Aviv (11:8; 46:39; 55:11;97). Most of the participating teachers in the perfections were former students of Goldsmith. The perfections were organized by the General Teachers Organization (46:39).

In 1908 Nishri attempted to improve his knowledge in physical education teaching by traveling to Bern, Zurich and Berlin where he participated in perfections. It was during this period that Nishri heard about the Swedish physical education system and contacted the supervisor of

physical education in Denmark, Mr. K. A. Knoodsen (55:39). Knoodsen was important since it was through his help that future Jewish physical education teachers such as Z. Nishri and J. Alouf gained admission to Danish schools for study. The study of the Swedish system by the pioneer Jewish teachers was believed to be the beginning of practice teaching in the Land of Israel.

In 1911 Nishri traveled to the High Institute in Denmark. This was a school for preparing physical education instructors and upon completion of study he moved to Lord (a town in southern Sweden) for further study at the teacher's college (46:42-43; 55:40-41). When he returned to the Land of Israel he continued to teach in Hertzeliha High School and in a girl's school both of which were located in Tel-Aviv (55:39).

Teaching in the girl's school was very difficult. There were many problems such as: obtaining a positive attitude from the students and their parents toward physical education; employing physical education terminology; purchasing physical education equipment and physical education uniforms and the performing of drills according to religious beliefs (46:46-47; 55:42-43).

The shortage of physical education teachers was the major problem, and an attempt was made to solve it by utilizing the Maccabi athletes (Maccabi is a Jewish sports organization which grew out of the Sons of Giora). While these athletes had limited experience in teaching, they

had broad experience in sports. The Maccabi sportsmen were sent to the towns and villages where they taught several classes and assigned the participants a number of drills for self practice. These athletes again visited the same towns after a short time (46:47-48; 55:39).

After the end of World War I, physical education began to develop in the youth organizations of scouting (46:49), and school organizations such as in Rehaly High School in Haifa where a touring club called Carmel Touring Association was established. The major purpose of the touring club was to walk and visit a variety of sites, towns and cities in the Land of Israel (46:48). At that time physical education teachers such as Joshua Alouf and David Almagor returned to Israel from Denmark. Later they were among the teachers who established the physical education teachers organization. They were aided by scout counselors from Russia and Latvia, and private teachers from the center of Europe (Germany, Netherlands, and France) arrived in Israel. This wide range of personnel contributed to the development of physical education in the Land of Israel by teaching professional physical education classes and introducing new teaching methods.

In 1920 the first physical education textbook in the Hebrew language was published. It was written by Nishri and was entitled Gymnastic Lessons (46:49). Included in the text were lesson plans for school and drills for leisure time.

In 1927 there were approximately ten physical education instructors in the Land of Israel. Among them were Zvi Nishri, Joshua Alouf, David Almagor, Isaac Nesher, and Emmanuel Simon. This group formulated a decision to establish the Physical Education Teacher's Organization in the Land of Israel in order to better train and enhance working conditions for physical education teachers (10:21; 46:50; 54:58:60).

During this period of time the immigration to the Land of Israel increased and schools were opened for the new students. Thus, new teaching positions were created which provided employment in physical education for teachers (46:35). In 1931-32 many physical education instructors from various countries immigrated to the Land of Israel. Since the number of schools did not increase to absorb all of the new teachers, many of them were not employed in schools. Some worked as coaches in gymnastic clubs, taught private classes organized by themselves, and even changed their profession to work in other areas (46:50). As clashes between Jews and Arabs increased, immigration was restricted and physical training became more important.

The physical education field advanced in 1935 after the second Maccabiha Games (the Jewish people's National Olympic-style competition). Following the games, many of the athletes, coaches, and physical education instructors remained in the Land of Israel. The author believes that the Maccabiha Games (the first was held in 1932) contributed

to the physical education area by developing positive attitudes toward sports and physical education and by absorbing new teachers with new teaching methods in physical education.

The British mandate government, which began in 1917 and continued until 1948, allowed the opening of the Physical Training Department of the Va'ad Le Ummi in 1937 (46:36). The director of the department was Dr. Emmanuel Simon (56:12). Simon, who was a sports physician, immigrated to Israel in 1924. He worked as a school physician and as a physical education teacher in the Rehaly High School in Haifa, and he finally served as the director of the department. This department was solely responsible for physical education in the Land of Israel (46:49-50), and employed in 1938 the first supervisor of physical education in the Land of Israel, Mr. Joshua Alouf (2:16).

Physical Education Teachers Status

From 1880 to 1906 the status of physical education teachers was low. The instructors were considered to be workers and not teachers (46:56; 55:47-48). The first physical education teacher who began to resist the worker status of physical education instructors was Nishri in 1906. The author believes that the reason for this was that Nishri took physical education teaching very seriously and because of this he later traveled abroad to study. In addition, Nishri taught physical education classes full time; all

other teachers who taught physical education were classroom teachers who taught physical education classes only part time. Nishri was successful and physical education teachers received second level teacher status similar to teachers of music and sewing. Later their status was similar to general classroom teachers in the schools (46:56; 55:46-48).

Facilities

Physical education facilities were very limited. The number of gymnasia, courts, swimming pools, and the amount of equipment was limited. For example, the gymnasia were very small without storage and showers, the courts were without floors or baskets and the equipment in many cases was constructed by the instructors using wood from old buildings. In several schools, covered play shelters were built instead of a gymnasium. The author believes that these facts made the teaching very difficult, but at the same time allowed the physical education teachers to be more creative. Additionally, the author believes that the limited number of facilities and equipment was a result of the expensive cost for land for the courts and that schools were opened without planning since the municipal leaders did not know the characteristics or needs of physical education (46:45-46; 55:44-45).

Curriculum

The lack of professional physical education teachers at the beginning of the twentieth century, the immigration

of professional physical education teachers from various countries with different systems and different points of view (11:33) and the lack of physical education facilities and equipment made it very difficult to build a single curriculum of physical education in the Land of Israel. The various curricula during this period included: military drills; sportive gymnastics (competitive gymnastics); strength drills (pull-up); discipline habits; games (volleyball; soccer; team handball for eleven players); track and field; self-defense (using a stick); wrestling; shooting and touring in the local and district area (46:50-55). However, each physical education teacher tended to emphasize his area of specialty (55:37). This situation changed little during the period of British supervision.

Summary

The author has presented the history of physical education from 1880 until 1948. This included the development of physical education beginning with the period in which there were no professional physical education teachers, following with the first professional physical education teacher, and continuing until there were many professional teachers. Their problems with facilities, equipment, and status, and the manner in which they solved these problems was outlined. Additionally, the author has presented the beginning of the supervision of physical education, the establishment of the physical education teachers

organization, and the beginning of the preparation of physical education teachers in college in the Land of Israel.

Chapter III

MAJOR STRUCTURE OF EDUCATION IN ISRAEL

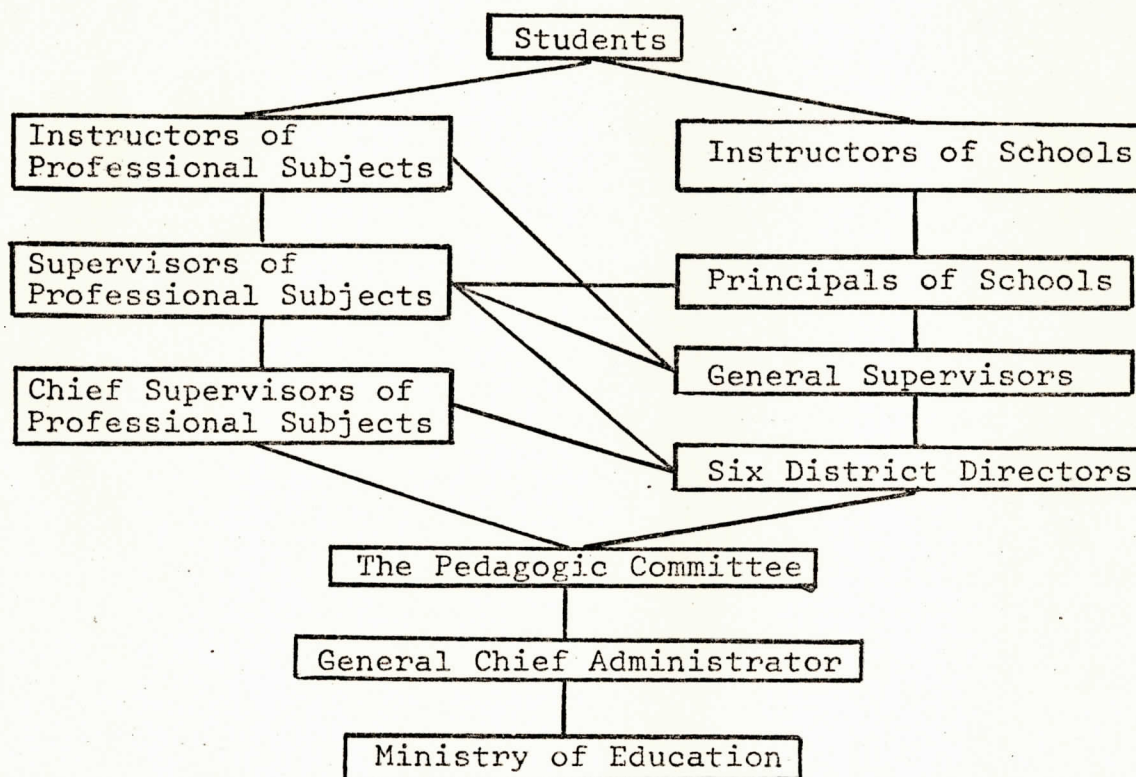
The administrative organization of education in Israel was the structure formed during the British mandate, and no change was made until 1966 (see Figure 4, p. 20). Physical education has been a part of the educational curriculum in Israel, therefore the author has briefly presented the basic structure and administration of education that was relevant to this study. Education in Israel was developed very rapidly as a result of the rapid population increase after World War II. Numerous elementary and high schools were built beginning in 1882 (44:149). As immigration increased the demand for teachers grew and many teachers colleges which only prepared teachers were opened including general and religious colleges in all districts of the state (44:149). Several universities were also opened.

As a result of changes of situations and needs of the population and the state, the structure and curriculum have followed suit with changes. The Ministry of Education and Culture was the official body in the Israeli state created in 1948, which was responsible for all forms of education and culture. Attempts were made to include the

development of physical education skills along with the needs of the country (46:50-55; 55:37). An organized structure connected all of the schools, the colleges, the universities, the adult education programs, the sports, and the general culture (see Figure 3, below).

Figure 3

The Administrative Structure of Education in Israel



Most of the schools in Israel were organized in the former structure (see Figure 4, p. 20) (8:28; 19:18). In 1966 a change took place in the former structure (19:21; 44:149). The change to the new structure (see Figure 5, p. 20) was delayed due to a low budget and the fact that a majority of the schools adhered to the former structure.

In 1973 there were 127 schools with 38,828 students organized in the new structure (19:20; 44:149). In 1976 most of the schools were still on the former structure.

Figure 4

The Former Structure of Schools in Israel Prior to 1966

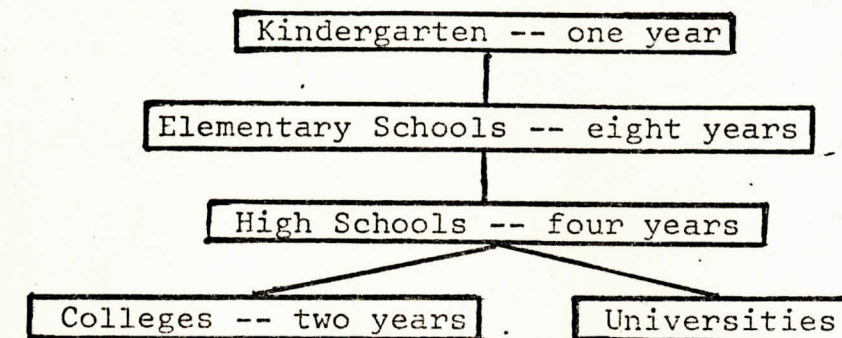
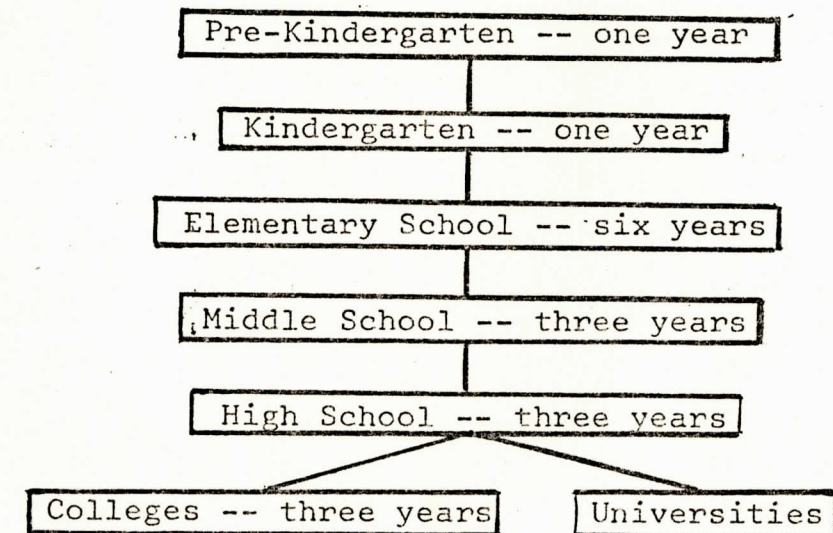


Figure 5

The New Structure of Schools in Israel From 1966 to Present



The author noted in recent years that in several districts a number of schools have been experimenting by combining kindergartens within regular school buildings. The Tommer elementary school in Beer-Sheva, and Revivim elementary school in Dymonna are examples of this innovation. The experiment was still in operation and no final results were available at this time (52).

Education in the State of Israel was divided into two parts: general state education and religious state education. Both general and religious education included kindergarten, elementary, middle school, high school, college, and university levels. Each individual student enrolled in general state education or the religious state education (19:22; 23:1; 24:6; 26:4; 44:149) of his choice. Education inclusive of the ninth grade (elementary and middle school) was tuition free and mandatory (8:28; 44:149).

Beginning in grade ten tuition was charged. The amount of the tuition has frequently changed because of the increasing inflation. In 1976-77, it was between 4300-4900 lira (\$430-\$490 in United States dollars), depending on the grade (52). The Ministry of Education stipulated the amount of tuition for each grade, and in addition, they decided on the amount of financial aid to offer the underprivileged families (44:149). In order to do tenth grade work a student must pass a set of qualifying examinations. This separates academic from vocational students. This continued from the British system.

All kindergarten and high schools in Israel were responsible to municipal governments but were controlled and supervised by the Ministry of Education (44:149). All elementary and middle schools in Israel were directly responsible to the Ministry of Education. This factor was crucial with regard to the instructors salaries. Although the salary was equal, the teachers in kindergartens and high schools were paid by the municipal government and they were municipality employees. The instructors in elementary and middle schools were paid by the Ministry of Education, and they were state employees.

In kindergarten and elementary schools the academic year ran from September 1 to June 30 (ten months). In middle schools, high schools, and colleges the academic year ran from September 1 to June 20. In the universities the semester system was used (two semesters each academic year). There was a summer term in several universities. In the elementary, middle school, high school, and college any given subject was taught throughout the academic year. The number of weekly hours varied for different subjects and grade levels. Physical education was taught three hours per week from the fourth grade through the eighth grade and taught from the ninth grade through the twelfth grade two hours per week.

There were high schools that trained the students in technical work such as electronics, mechanics, and sewing. These classes were coeducational and were three

year programs. Most of the high schools including some of the technical schools offered study for a Bagrut certificate (44:150). To qualify for this certificate each student had to take examinations in four core subjects: Bible; Hebrew (grammar and literature); English (grammar and literature); and mathematics. They had to choose two elective subjects from areas such as history; physics; geography; foreign language as a second language or physical education. The Bagrut certificate was mandatory for entry into a college or university. There were a limited number of private high schools in Israel, and they were under the general and professional supervision of the Ministry of Education and Culture. Colleges in Israel were only for preparation of general and professional teachers, and offered only a teacher's certificate; they did not offer a baccalaureate degree. The graduate students of the colleges were assigned for work by the district general school's supervisor, who was in charge of all education in the school.

The author has presented the basic administrative structure of education in Israel which included the two sections of education, general and religious education. The school's structure which existed until 1966, and the new structure since 1966 which still was not completed was outlined. In addition, the author presented information about types of high schools, tuition, and Bagrut examinations in high schools. The author noted that the

information included in this chapter was only the basic organization and structure relevant to the history of physical education in Israel.

Chapter IV

PHYSICAL EDUCATION IN ISRAEL SINCE 1948

In 1948, when Israel became an independent state, there was a basic structure of physical education in schools. The structure was prepared by the Physical Training Department and the supervisors of physical education (10:3). However, in order to form a better structure and to define the old and new problems of physical education changes were required. The problems which existed at that time were as follows:

1. Preparing suitable physical education curricula which could meet the needs of the new state (20:19).
2. Preparing sufficient numbers of new professional physical education teachers.
3. Improving the knowledge of pioneer teachers.
4. Retaining physical education instructors from other countries who now lived in Israel.
5. Building facilities and buying equipment for schools.
6. Establishing a system for measurement and evaluation of students performance in schools.

7. Negotiating the amount of physical education class time in schools.

8. Organizing competition within the schools.

All of the above problems were given serious attention and much consideration by those individuals in the area of physical education (10:3-4).

The Aim of Physical Education

The aim of physical education in Israel was defined as follows: The development and cultivation of physical education, improving health, shaping of personal and social behavior; and preparation for efficient performance of functions in society, learning situations, work, and in defense and leisure (25:10).

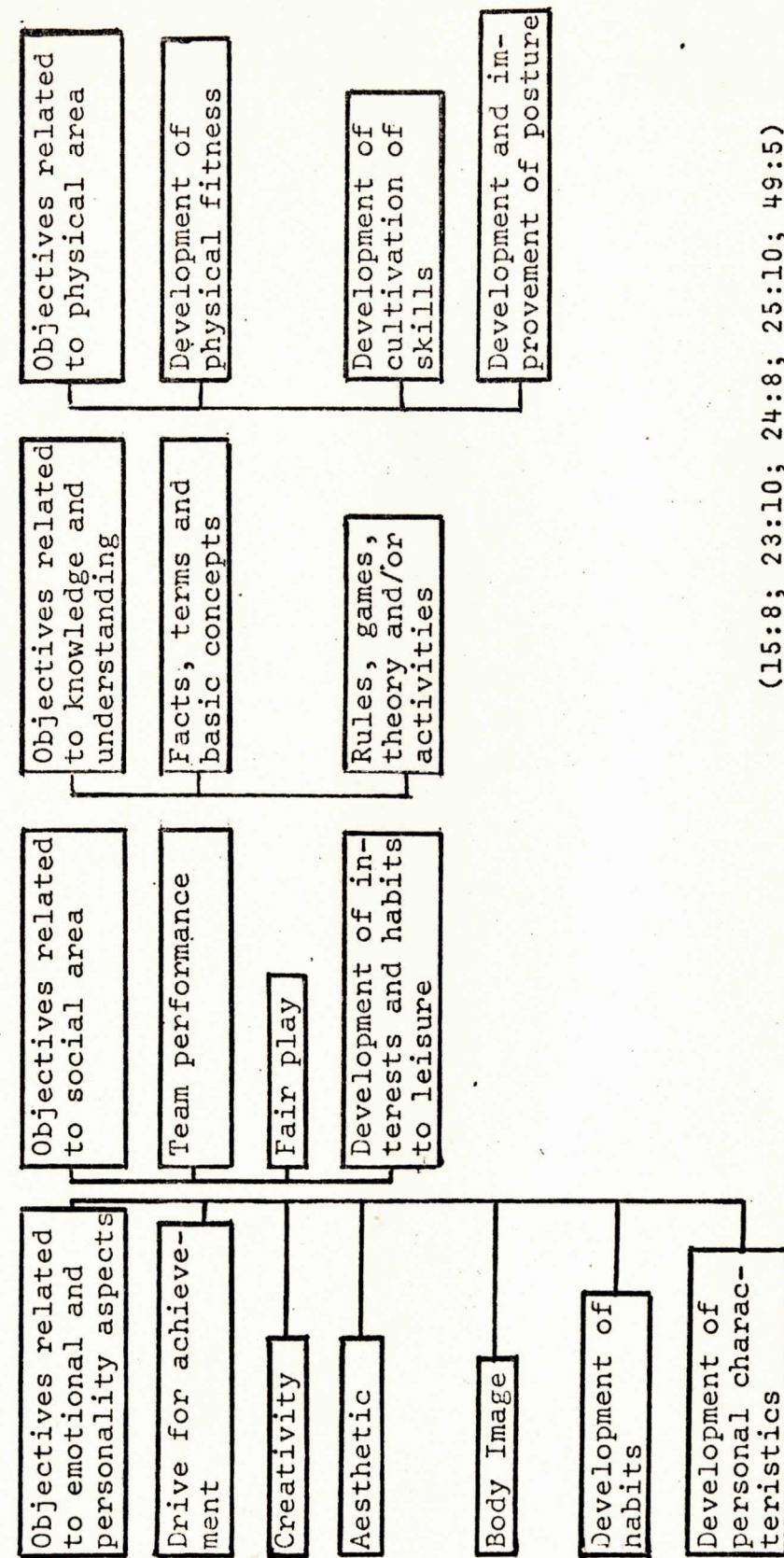
The Objectives of Physical Education

The objectives of physical education in Israel were outlined as follows (see Figure 6, p. 27).

Objectives within the physical area. The following objectives were listed for the physical area:

1. The student will develop his physical fitness according to his organic development in the following areas:
 - a) Cardiovascular endurance, respiration endurance, muscular endurance, strength, power of the muscles, and speed of performance.

Figure 6
The Objectives of Physical Education in
Israel from 1948 to Present



- b) Neuromuscular coordination, agility balance, accuracy in movement.
- c) Flexibility.

2. The student will acquire and improve physical skills in order to develop movement efficiency in everyday life. The student should acquire the following athletic achievements:

- a) Elementary physical skills: running, jumping, throwing, climbing, and swimming.
- b) Complex physical skills: movement (gymnastics and dance), sports and games.

3. The student will develop good posture.
(23:8; 24:5; 25:7; 49:5-6).

Objectives within the knowledge and understanding area. The following objectives were identified for knowledge and understanding:

1. The student will know and understand basic facts and terms within the various areas of health, physical education and recreation.
2. The student will know and understand rules and systems and will be able to correctly evaluate activities both as a participant and as a spectator (23:8; 24:5; 25:7; 49:6).

Objectives within the social area. The following objectives were identified for the social area:

1. The student will be able to participate in a group in order to achieve common goals as a friend, as a leader, and as a follower.

2. The student will develop sportsmanship with regard to sports as a participant, as an observer, and in everyday life.

3. The student will develop the habits to participate in physical activities during recreation time both as an individual and as a team member (23:9; 24:6; 25:7-8; 49:6).

Objectives within the emotional and personal areas. The following objectives were identified for the emotional and personal areas:

1. The student will enrich his life experience by:

- a) His achieved satisfaction and happiness and with his achievement drive.
- b) His ability to employ creativity and his ability to express movement.
- c) Aesthetic experience which comes from movement rhythm and shape.
- d) Body image which stems from body awareness.

2. The student will develop habits of discipline, punctuality, and personal hygiene.

3. The student will develop characteristics such as courage, persistence, and intuition (23:9; 24:7; 25:8; 49:6).

Religious Students Objectives

In Israel the educational structure was divided into two distinct categories: general state education and state religious education (19:22; 44:149). The students in religious schools had certain additional objectives in their curriculum. The objectives included:

1. Within the area of knowledge and understanding, the student should know that the physical health is a command and that the strengthening and perfection of the body are conditions to worship God.

2. Within the social area, the student should recognize that hatred, arrogance, jealousy, and narrow mindedness are liabilities prohibited by the Biblical Scriptures.

3. Within the behavioral area, the student should keep Sabbath, and holy days, and should avoid sports whether as a participant or as an observer on these days. He should be dressed conservatively during activities (23:9A; 24:7; 25:8-9).

The Emphases in the New Curricula

Elementary schools. The innovations in the new curricula were as follows:

1. Emphasis on learning skills, interests and habits in activities, which existed in the student's present and future life.

2. Emphasis on the motor learning subject.

3. Emphasis on knowledge and understanding of objectives.

4. Emphasis on fitness beginning in the fourth grade.

5. Emphasis on dance and movement.

6. Emphasis on creativity (23:3-4).

Middle and high schools. The innovations in the curricula were as follows:

1. Progression and consecutiveness of activities and learning units in elementary, middle and high schools, and in adult life.

2. Emphasis on completion and summation of skills which were acquired in elementary schools.

3. Emphasis on knowledge and understanding of objectives.

4. Emphasis on fitness (individual and state needs).

5. Emphasis on sports and recreation activities.

6. Emphasis on creativity.

7. Emphasis on elective activities--grades eleven and twelve.

8. Emphasis on physical education as an elective subject in Bagrut examination (24:2-3; 25:3-4).

Physical Education in the Elementary School

Physical education was taught in elementary schools by both professional physical education teachers and general classroom teachers (48:11). The first three grades received two hours of instruction per week, taught in most of the schools by general classroom teachers who learned basic physical education in the general teacher's college which prepared general classroom teachers and during practice teaching they participated in perfections organized by the supervisor of physical education teachers (52). Often the professional physical education teacher in the school advised the general classroom teachers (26:2), but there were some elementary schools where the professional physical education teacher taught these classes (15:9; 52). In the religious schools the students received one hour of instruction per week (48:11).

Until 1971 there was no change in the number of instruction hours of physical education, but beginning in 1971 one additional physical education hour per week was added to the curriculum in grade four (10:3; 15:9; 39:par. 148; 47:1). In general state schools this additional hour was the third weekly hour and in the religious state schools the second weekly hour (39:par. 148). In subsequent years, one additional weekly hour was continued, and in 1976 all the grades four through eight had three physical education instruction classes per week in general state schools, and

two weekly classes in the religious state schools (40:par. 118; 41:par. 181; 42:par. 18; 43:par. 268).

Beginning with the fourth grade level, physical education was taught by professional physical education teachers, who were graduates of a state teacher's college (16:86). Classes were taught for males and females together through grade six; beginning in grade seven, the classes were offered separately (15:9; 16:86; 26:3). This was accomplished by combining two classes from the same grade. A woman taught the females and a man taught the males.

The physical education curriculum in kindergarten and elementary schools. In 1969 the curriculum center in the Ministry of Education originated a council of 40 members to prepare the physical education curriculum for Israel (23:1; 26:1A; 49:3). The council consisted of a central committee of twelve members, and four sub-committees. Each sub-committee was responsible for the following grade levels: 1) A committee for kindergarten, first, and second grades in elementary schools; 2) A committee for third through sixth grades in elementary schools; 3) A committee for seventh through twelfth grades for males; 4) a committee for seventh through twelfth grades for females (23:1; 26:1A; 49:3). The head of the central committee was Dr. Dov Aldoby, a physiology instructor at Wingate College (23:1; 26:1A; 49:4). All the committees were assisted by professional specialists in the special subjects that were offered in

the curriculum (23:1; 26:1A; 49:4). The central committee and the sub-committees selected the specific activities in accordance with the following criteria:

1. Does the physical activity directly achieve a part of the physical education purposes? (23:11).
2. Does the activity interest the student, or can it be presented in an interesting way? (23:11).
3. Is the activity suitable to the student's ability and his physical growth, motor skills, social and emotional development? (23:11).
4. Is the activity more important than other possible activities? (23:11).
5. Is the activity of a significant value related to the student in school, outside of school, and in his future life as an adult? (23:11).
6. Does the activity continue from earlier experiences and will it lead to future growth? (23:11).
7. Is the activity feasible within the existing conditions? (23:11).
8. Is the activity suitable enough for the safety principles? (23:11).
9. Does the activity allow for measurement and evaluation? (23:11).
10. Does the activity help to prepare the student for defense functions that he will face in the future, and make him efficient? (23:11).

The council suggested five physical education classes per week for kindergarten and first and second grades (20 minutes a class) (23:11), and from grade three through grade twelve, three weekly hours. However, in religious schools physical education was taught one hour less than in general schools (48:11) because of emphasis of the religious subjects, and because most of the general and religious schools were still in the former structure where the curriculum also included a program for two weekly classes (23:42-43; 24:20-21; 25:15-18).

The physical education curriculum was mandatory (33:par. 123) and included the following subjects: fitness; motor learning; basic skills; movement games; swimming and water activities; dance; jazz; folk dance; track and field; sportive gymnastics; soccer; basketball; volleyball; team handball; racquet games; basic gymnastics; and sports in the field such as cross-country (23:12-14). Within each grade level various amounts of stress was placed on different types of activities as indicated in the following figures (see Figures 7 and 8, pp. 36-37). Since the classroom teachers generally taught their own physical education classes in kindergarten and grades one and two, the curriculum for these grades was stated in very general terms. The curriculum for kindergarten to second grade in elementary school (12:34; 26:11; 34:5-6; 48:12).

Tests, competitions, and voluntary elective courses.

Physical education testing in elementary schools has been

Figure 7
Classroom Time of Physical Education
in Elementary Schools
(Two Classes Per Week)

The Subject	Third Grade Minutes Per Class	Third Grade Classes Per Year	Fourth Grade Minutes Per Class	Fourth Grade Classes Per Year	Fifth Grade Minutes Per Class	Fifth Grade Classes Per Year	Sixth Grade Minutes Per Class	Sixth Grade Classes Per Year
Motor Learning and Dance	14	27	14	27	10	6	10	12
Fitness	10	27	10	27	12	42	12	54
Basic Skills	17	54	17	36	17	12	17	12
Movement Games	10	54	10	36	10	6		
Swimming and Water Activities					45	12		
Track and Field			27	10	27	10	27	16
Sportive Gymnastics					27	10	27	10
Soccer								
Basketball			27	6				
Volleyball					27	10	27	16
Team Handball			27	2				
Racquet Games								
Tests	45	4	45	4	45	4	45	4
Problems in Physical Activity	45	6	45	6	45	6	45	6
Warm-Up and Lessons	6	54	6	54	6	54	6	54
Total Classes Per Year = 64 Total Minutes Per Year = 2880								

(23:42-43)

In grade three sports games are included in basic skills and movement games. (20:41)

Swimming is mandatory in grade five. (15:9; 23:41; 36:par. 207; 48:12)

Figure 8
Classroom Time of Physical Education
in Elementary Schools
(Three Classes Per Week)

The Subject	Third Grade Minutes Per Class	Third Grade Classes Per Year	Fourth Grade Minutes Per Class	Fourth Grade Classes Per Year	Fifth Grade Minutes Per Class	Fifth Grade Classes Per Year	Sixth Grade Minutes Per Class	Sixth Grade Classes Per Year
Motor Learning and Dance	14	43	14	43	10	6	10	12
Fitness	10	43	10	43	12	68	12	86
Basic Skills	17	54	17	36	17	12	17	12
Movement Games	10	54	10	36	10	6		
Swimming and Water Activities					45	18		
Track and Field			27	10	27	16	27	10
Sportive Gymnastics					27	10	27	10
Soccer			27	3				
Basketball			27	6				
Volleyball					27	22	27	40
Team Handball			27	4				
Dance	27	32	27	27	27	8	27	8
Tests	45	4	45	4	45	4	45	4
Problems in Physical Activity	45	6	45	6	45	6	45	6
Warm-Up and Lessons	6	86	6	86	6	86	6	86

Total Classes Per Year = 96
Total Minutes Per Year = 4320

(23:42-43)

In grade three sports games included in basic skills and movement games (20:41).
Swimming is mandatory in the grade five (15:9; 23:41; 36:par. 207; 48:12).

Physical education testing in elementary schools has been mandatory (16:42; 21:27; 47:1; 48:12). The purposes of the tests were to measure the development of individual fitness, individual evaluation of physical attainments (progression or regression), individual evaluation of physical achievements in comparison to other students in the same class and the same age, and strengthening the student's interest in varied activities (21:27). The physical education instructor had the responsibility of administering the tests and he was directly responsible to the district supervisor of physical education (21:27; 52). The tests included a wide range of activities (see Figure 9, p. 39). The tests were required for all students except those who were excused by the school nurse or physician (15:10; 21:7; 26:15).

All students from grade six and above had to complete the test. The required achievement levels were different for males and for females, and different for each grade level. Each grade had two achievement levels, the usual achievement and the outstanding achievement (21:27). The student was required to attempt all the activities included in the five sections of the tests, and to achieve at least the usual goals which were required in all the sections (21:27). For the outstanding level the student had to achieve outstanding in all sections of the tests. Each student who met the required achievements of the tests received a certificate and a small lapel medal

Figure 9

The Physical Test in Elementary Schools

Males	Females
1. 60m Sprint	1. 60m Sprint
2. Long Jump, High Jump, Standing Long Jump	2. Long Jump, High Jump, Standing Long Jump
3. Throwing Field Hockey Ball, Shot-Putting - 3kg, Shot-Putting - 4kg	3. Throwing Field Hockey Ball, Shot-Putting - 3kg, Throwing "Telly-Ball"
4. Sit-Ups (in 30 seconds)	4. Sit-Ups (in 30 seconds)
5. Chin-Up Push-Up	5. Hanging on a bar and movement to the side, Push-Up

(28:1)

(a different medal for usual, outstanding, and grade level) (21:27). The required achievements in each grade were different. Males in all grades did not compete in the examinations on throwing telly-ball and hanging on a bar and movement to the side. Females in all grades did not participate in the examinations on shot putting (4kg) and chin-ups (28:1). In 1976 an experimental program to change the tests was initiated in several schools. The experiment was still in progress as of this writing (26:15; 30:7-25).

The supervisor of physical education has organized district competitions among schools in basketball, volleyball, team handball, gymnastics, and track and field

(12:34; 26:11; 34:5-6; 48:12). Only in track and field was the competition continued through to a national school's championship (34:6).

In schools there were three types of elective courses including: 1) General elective courses for all students; 2) Elective courses for outstanding physical education students and school teams; and 3) Courses for poor physical education students. The above courses were in addition to the regular physical education organized local and district courses for outstanding physical education students, and national courses in the summer in track and field; gymnastics; swimming and ball games such as basketball; volleyball; and team handball (12:34; 15:10; 32:7; 48:12).

Facilities and equipment. Facilities and equipment in most schools have been limited. In the last survey in 1973, it was reported that 31.2 percent of elementary schools had gymnasia (10:4). The gymnasia were small (20m x 10m x 5m) and in some schools there were covered play shelters. The basic courts that existed in most of the schools were basketball and volleyball courts.

Physical Education in the Middle Schools

In 1966 (19:20), a process to change the educational structure began in Israel, as a result of recommendations of a Prayer Committee (Dr. Prayer was one of the leaders in education in Israel), which was appointed

by the Ministry of Education in the state. The reason for this change was to employ another form of structure which the Ministry of Education believed would be more suitable for education in the state. The implementation was delayed due to a low budget, and the majority of schools kept the former structure. During the seven years from 1966 through 1973, only 127 schools with 38,828 students were organized into the new structure (19:20). The new structure began in some districts where the population was Olyim (new immigrants) (19:21-22), and continued very slowly every year.

The new structure created a new educational unit entitled, "the Middle School," which included grades seven to nine. The concept was that the middle schools would be independent units, but in practice, there has been little evidence of this shift. This was demonstrated by the fact that most of the middle schools in existence were in high school buildings or in elementary school buildings. Only a few middle schools have been located in separate buildings and were functioning autonomously. It would appear that this change, by the Ministry of Education, was a decision that it could not completely support because the state was not in a position to provide new buildings, teachers and equipment.

Physical education classes in middle schools were taught by professional physical education teachers (48:11), who were graduates of a teachers college for physical

education (16:95). Grades seven and eight which were still included in elementary schools (the former structure) included three hours per week for physical education. All the classes, which were included in the new structure, met two hours weekly, but the classes were separated for males and females.

The physical education curriculum in middle schools. The curriculum center in the Ministry of Education developed the new curriculum for grades seven to nine which was geared toward the forthcoming point of view, even though the new structure has not been completely implemented. The sub-committees suggested separate curricula for males and for females (24:20-21), although in practice there were still combined classes for males and females. The curriculum included the subjects found in Figures 10 and 11 (see Figures 10 and 11, pp. 43-44).

Facilities, equipment, tests and competitions. Most of the schools which were organized in the new structure had new and suitable facilities. The middle schools, which were located in high school buildings, used the existing facilities in those schools. This created a situation where a number of instructors had to share the same facilities at the same time. All the middle schools in the former structure located in elementary schools have been in dire need of improved facilities and equipment.

Figure 10

The Female Physical Education Curriculum
in the Middle School
Grades Seven to Nine
(Two Classes Per Week)

The Subject	Seventh Grade		Eighth Grade		Ninth Grade	
	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year
Fitness and Movement	15	60	15	60	15	60
Basic Skills	30	10			30	16
Dance, Jazz			30	8	30	8
Folk Dance	30	6	30	4	30	4
Track and Field	30	12	30	12	30	10
Sportive Gymnastic	30	10	30	10	30	8
Team Handball	30	12	30	4	30	1
Basketball			30	12	30	2
Volleyball					30	12
Racquet Sports	30	4	30	4	30	4
Elective Subjects					30	4
Tests	30	6	30	6	30	6
Theory Subjects	45	4	45	4	45	4

Total classes per year = 64
Total minutes per year = 2880 (24:20)

Figure 11

The Male Physical Education Curriculum
in the Middle School
Grades Seven to Nine
(Three Classes Per Week)

The Subject	Seventh Grade		Eighth Grade		Ninth Grade	
	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year
Basic Bymnastic	15	18	15	18	15	18
Sportive Gymnastic	25	25	25	25	25	25
Track and Field, include basic skills and fitness	40	40	40	40	40	40
Basketball Volleyball Soccer Team Handball	25	45	40	40	40	40
Fitness	15	36	15	36	15	36
Folk Dance	15	9	15	9	15	12
Racquet Games	20	20	20	20	20	20
Movement Games	10	8	10	8		
Swimming	I F P O S S I B L E					

Total classes per year = 96
Total minutes = 4320 (25:17)

When enrolled in grade seven, all students were required to take a swimming examination (24:18), which consisted of swimming 25 meters through 300 meters. Students in grades seven to nine were required to take the physical examination test just as were the students in the former structure and under the same rules. These regulations were controlled by the supervisors of physical education. Grade nine students were required to take the test just as were students in high schools in grade nine and under the same rules. Students of grades seven and eight participated in elementary school competitions, and students of the grade nine level participated in high school competitions. This also has been controlled by the supervisors of physical education.

Physical Education in High School

Physical education has been taught in high schools, in conformity with the different types of high schools in Israel: The four-year high schools which offered study for the Bagrut certificate; the three-year high schools which trained the students in professional work such as electronics, mechanics, and sewing; the four-year agriculture high schools which offered the Bagrut certificate and trained students in agriculture work; and the six-year high schools (including middle school) which offered the Bagrut certificate and trained students in professional

work (62:14). In addition, these schools were divided into general and religious schools (19:22).

Physical education classes have been taught by professional physical education instructors who were graduates of a teachers college in Israel, or graduates of colleges or universities abroad (62:15). Each class was taught two hours per week for male and female students separately (16:95; 62:16). Due to the large number of classes and students in many high schools (especially in the six year schools) there have been several physical education instructors employed. One of the staff has been in charge of the professional staff as a professional organizer of physical education (31:par. 137). He has coordinated curriculum, facilities, intramurals, and served as liaison between the staff and the school's principal. Usually there have been at least two physical education teachers in each high school, a male for boys and a female for girls.

The physical education curriculum in high schools.

The curriculum center in the Ministry of Education developed the curriculum for high school students suggesting three weekly classes of physical education even though physical education was still taught only two hours weekly. The curriculum included: fitness; movement; dance; folk dance; jazz; track and field; basketball; team handball; volleyball; soccer; swimming; sportive gymnastics; racket games; elective activities; basic skills; and theoretical

subjects (24:20; 25:15). Each year there has been an emphasis on different types of activities. More information on the changing curriculum emphasis may be found in Figures 12, 13, 14, and 15 (see Figures 12, 13, 14, and 15, pp. 48-51).

In grade twelve (two classes per week) the student had the opportunity to choose from the following activities: basic gymnastics, sportive gymnastics, track and field, racket games, and swimming (32 classes with 30 minutes per class); sports games (32 classes with 30 minutes per class); fitness (45 classes with 15 minutes per class); and knowledge and understanding (three classes with 45 minutes per class) (25:16). In the last semester of grade eleven the student was permitted to elect his activities. In grade twelve (three classes per week) the student had the opportunity to choose the activities as follows: basic gymnastics, sportive gymnastics, track and field, racquet games, and swimming (52 classes with 30 minutes per class); sports games (52 classes with 30 minutes per class); fitness (63 classes with 15 minutes per class); knowledge and understanding (three classes with 45 minutes per class) (25:17).

The elective subjects were attended by small groups or by joining classes of several professional physical education instructors (25:17). Where a swimming pool was available, swimming was taught (25:15). Since students were to be drafted for the military service upon high school

Figure 12

The Female Physical Education Curriculum
in the High School
Grades Ten to Twelve
(Two Classes Per Week)

The Subject	Tenth Grade		Eleventh Grade		Twelfth Grade	
	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year
Fitness	15	10	15	10	15	60
Movement	15	50	15	50	15	60
Modern Dance and Jazz	30	12			The Elective Subjects	
Folk Dance	30	6				
Track and Field	30	26	30	18		
Sportive Gymnastics	30	26	30	18		
Team Handball	30	26	30	26		
Basketball	30	26	30	26		
Volleyball	30	26	30	26		
Racquet Games	30	6	30	9		
Swimming						
Elective Activities	30	4	30	27	30	54
Tests	30	6	30	6	30	6
Theory Subjects	45	4	45	4	45	4

Total classes per year = 64

Total minutes per year = 2880 (24:20).

Figure 13

The Female Physical Education Curriculum
in the High School
Grades Ten to Twelve
(Three Classes Per Week)

The Subject	Tenth Grade		Eleventh Grade		Twelfth Grade	
	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year
Fitness	15	15	15	15	15	90
Movement	15	75	15	75	15	90
Modern Dance and Jazz	30	12	30	12	The Elective Subjects	
Folk Dance	30	8	30	18		
Track and Field	30	43	30	30		
Sportive Gymnastics						
Team Hand- ball						
Basketball						
Volleyball						
Racquet Games	30	12				
Swimming						
Elective Activities	30	5	30	30	30	30
Tests	30	10	30	10	30	10
Theory Subjects	45	6	45	6	45	6

Total classes per year = 96
Total minutes per year = 4320 (24:21)

Table 14

The Male Physical Education Curriculum
in the High School
Grades Ten to Twelve
(Two Classes Per Week)

The Subject	Tenth Grade		Eleventh Grade		Twelfth Grade	
	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year
Basic Gymnastics	15	15	10	13	Elective From The Subjects	
Sportive Gymnastics	25	14	25	12		
Track and Field in- cludes basic skills and fitness	40	26	40	24		
Basketball Volleyball Soccer Team Handball	25	29	25	32		
Fitness	15	24	15	30		
Folk Dance	15	9	15	9		
Racquet Sports	20	11	20	13		
Swimming	I F P O S S I B L E					

Total classes per year = 64
Total minutes per year = 2880 (25:15-16)

Figure 15

The Male Physical Education Curriculum
in the High School
Grades Ten to Twelve
(Three Classes Per Week)

The Subject	Tenth Grade		Eleventh Grade		Twelfth Grade	
	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year	Minutes Per Class	Classes Per Year
Basic Gymnastics	15	18	15	9	Elective From The Subjects	
Sportive Gymnastics	25	25	25	11		
Track and Field in- cludes basic skills and fitness	40	40	40	33		
Basketball Volleyball Soccer Team Handball	25	57	25	28		
Fitness	15	36	15	36		
Folk Dance	15	12	15	6		
Racquet Games	20	20	20	15		
Swimming	I F P O S S I B L E					

Total classes per year = 96
Total minutes = 4320 (25:17).

graduation, it was important that every student be as active as possible. The author believes that the opportunity to elect activities resulted in a better preparation toward readiness for military because this would increase motivation resulting from students being able to elect their own activities. In addition, army physical training officers in cooperation with the school principals and the supervisor of physical education were invited to the schools to meet and converse with the future soldiers (10:30; 12:34).

Due to the attention to physical education by the government, physical education became one of the elective subjects of the Bagrut examinations (24:3). The author was associated with this experimental program in two high schools--the district high school Hemeck Hefer, and high school Ramlla-Lodd. This experiment was still in operation and the final results will be available at the conclusion of the 1976-77 academic year (52). It is felt by the author that physical education in the state will be advanced due to physical education becoming one of the elective subjects on the Bagrut examination.

Tests in high schools. The physical test in high school was mandatory (15:10; 47:1; 62:16). The purposes of the tests were: to encourage development of the individuals' fitness; to provide data for individual evaluation of physical attainments (progression or regression); to provide data for individual evaluation of

physical achievements in comparison to other students in the same class, same age, and same sex; and to emphasize and to encourage the development of most of the special activity skills of which the student is capable.

The test was based primarily on track and field events, but also included a number of physical fitness items. The following activities were included in the test program: sprints; middle and long distance running; jumping events; shot-putting; and strength exercises such as chin-ups and pull-ups (29:1-3; 62:16). The requirements of the tests were as follows:

1. Male students, grades nine and ten, were required to take an examination in six types of activity groups that included 13 specific activities. The best score from each activity group was counted for the final score (29:1).

2. Male students, grades eleven and twelve, were required to take an examination in six types of activity groups that included 14 specific activities. The best score from each activity group was counted for on the final score (29:2).

3. Female students, grades nine through twelve, were required to take an examination in six types of activity groups that included 11 specific activities. The best score from each activity group was counted in the final score (29:3).

The six types of activity groups were: throwing activities; sprint running; middle and long distance running; jumping events; shot-put; and strength exercises (29:1-3). Each activity had a different set of achievement requirements depending on the age, grade level and sex of the student (29:1-3). There was a score table, and each achievement on each type of activity was transformed into points. A total of 30 points was possible for each activity (29:1-3). Since there were six types of activities a score of 180 was the maximum total that the student could earn. There were four levels of final scores, as follows:

1 - 62 points	Poor or Fail
63 - 122 points	Average
123 - 152 points	Good
153 - 180 points	Outstanding (29:1-3)

Each student had to take an examination in each of the activity groups. If he missed one, it was considered a failure, no matter how many points had been achieved in other examinations. A student who succeeded and passed the tests received a small lapel medal and a certificate.

Facilities and equipment. In the last survey, which was taken in 1973, only 49 percent of the high schools in Israel had a gymnasium (10:4). This was more than at the elementary school level, but not enough to meet the schools' needs (15:10). Most of the existing facilities were small without locker rooms and storage

areas. The reasons for this was limited financial sources and limited understanding and knowledge of the planning committees. The planning committees did not consider the future needs of the schools. Only a few schools had suitable gymnasiums. Other facilities, with the exception of swimming pools, were available in most of the schools. These facilities included outdoor courts for basketball and volleyball. Most of the schools had enough equipment, but there was a scarcity of storage areas. In 1975, a law was passed requiring every new school to include a gymnasium in the first stage of the construction of the building (47:1).

Competitions and voluntary elective activities.

In most of the high schools a sports day was held at least one time during the year, and intramural competitions occurred throughout the year (24:88; 62:17). The supervisors of physical education and the school principals provided hours for voluntary elective activities such as basketball, dance, team handball, gymnastics, folk dance, jazz, volleyball, and track and field. Those hours were often provided during the afternoons and evenings and were in addition to the regular physical education hours (24:87-88; 62:16).

The supervisors of physical education organized championship tournaments. Competition began in local and district tournaments and continued to national championships for boys and girls in basketball, volleyball, team

handball, track and field, and cross country (12:34; 15:10; 24:88; 34:par. 99). Israel was a member of the International Sports Federation of Schools (I.S.F.) (15:10; 56:69) and was represented by Shalom Hermon, the chief supervisor of physical education in Israel (15:10; 56:69). The Israeli school champions have participated every year in the international high school tournaments (15:10; 56:53-54; 57:94). Two of the international tournaments were held in Israel, the volleyball tournament in 1971-72, and the team handball tournament in 1976. The champion teams from Israel were very successful in the international tournaments and achieved first place several times in volleyball and other activities (15:10; 56:53-54; 57:94). Many governmental officials believed that participation in the international tournaments was very important to Israel because of the poor political position of Israel. Many countries in the world such as the Soviet Union and the Arab nations have attempted to drop Israel from the sports tournaments.

The New Sports and Fitness Tests in Schools

In 1973-74 the chief supervisor of physical education and the director of the sports and physical education authority appointed a committee to revise the sports and fitness tests. The head of the committee was Raphael Panon, at that time the chief supervisor of physical education in Israel (30:3). The central committee appointed eight

sub-committees which included many of the best instructors and specialists in each area of physical education and sports (30:2-3). After preparing the test items, field use in pilot schools began, and in 1976-77 this test became mandatory (30:3).

The new test materials outlined the purposes, innovations and emphases of the new program. Students will be aware of their own progress by using this. Teachers will have better control of the students progress. The test will be used as a factor in the students efforts for progress and physical achievements. The test will begin in grade four. The physical abilities international test will be administered at the end of the study in each school level (grade six in elementary school, grade nine in middle school, and grade twelve in high school) (30:4). In addition, the physical education teacher had the responsibility for presenting the certificate to his students in all grades with the exception of grades six, nine, and twelve. The students in these grades received their certificates after scores were evaluated by the test office which was located in the Sports and Physical Education Authority. In grade ten there was a written test concerning knowledge and understanding of the games (30:6). In grade eleven there was a recreation activity test (30:50-56).

Students in grades four through twelve completed the physical tests found in Figure 16 (see Figure 16, p. 58).

Figure 16
The New Grades of Physical Tests
in Schools

Grade Level	Kinds of Activities
Grade Four	Skills Test (30:7-12)
Grade Five	Track and Field, and Swimming Test (30:13-19)
Grade Six	International Physical Abilities Test (30:20-25)
Grade Seven	Track and Field Test (30:26-29)
Grade Eight	Track and Field, and Gymnastics Test (30:30-36)
Grade Nine	International Physical Abilities Test (30:37-42)
Grade Ten	Abilities in Games; including written test (basketball, volleyball, team handball, and soccer) (30:43-49)
Grade Eleven	Tests in Recreation Activities (30:50-56)
Grade Twelve	International Physical Abilities Test (30:57-62)

In all grades there were four types of achievements: participant, pass, good, outstanding. There were scoring tables of required achievements for all grades (30:12, 17, 19, 25, 29, 33, 36, 42, 49, 56, 62).

Physical Education in Higher Education in Israel

Physical education in general colleges. Colleges in Israel were teacher's colleges (35:par. 219), which offered students an opportunity to earn a teaching certificate. There were colleges for general classroom teachers and for professional teachers (35:par. 219). In 1973 there were 35 general and professional colleges in Israel (10:4), which were divided into general and religious education. The increase in the number of schools in the state required more teachers and, therefore, many new teachers colleges were founded.

In 1976, there were 60 teacher's colleges in Israel (35:par. 219). The colleges prepared teachers for positions in kindergarten, elementary, middle and high schools. In addition to the four physical education teacher's colleges, Wingate College, the college in Beer-Sheva, Seminar Ha'Kibbutzim, and Givhat Washington, there were several general and religious colleges which emphasized the physical education area at various educational levels. For example, teaching physical education in kindergarten and first-second grades in elementary schools. Graduates of these programs received certificates to teach physical

education in the aforementioned grades. However, it should be noted that these teachers worked in schools which officially have no physical education classes.

Curriculum. Generally, students in college had two physical education hours per week. The classes were taught by professional physical education instructors who had graduated from physical education teacher's colleges in Israel or abroad. There was no special physical education curriculum at the college level. Most of the physical education instructors employed the high school curriculum, allowing additional attention to teaching methods. Physical education classes and instructors were supervised by the supervisor of physical education.

Competitions, tests, facilities and equipment. Athletic competition was not official and was initiated by principals and physical education instructors at the local and district levels. There has been no required physical education test, and only in those colleges in which physical education was emphasized has there been a practicum teaching examination. For example, the author has assisted in the evaluation of the students at Beer-Sheva Teacher's College in their physical education practicum examination for several years by watching teachers in practice teaching situations and evaluating the classes. Physical education facilities in colleges were in poor condition, as in other educational levels in the state.

In 1973, there were 16 gymnasias in colleges in Israel (10:4), a few outdoor courts for activities such as basketball and volleyball, swimming pools and very little equipment.

Physical Education in Universities in Israel

There were eight universities in the state (44:153). The universities did not offer a physical education degree. Only the University of Tel-Aviv recognized the three years of study in the physical education teacher's college in Wingate as a part of the study for the B.A. degree (10:4; 13:33). The reason that the universities did not recognize the three years of study in a state teacher's college as a part study for the B.A. degree was they required their control of the faculty members, appropriate facilities, sufficient equipment, and a large library.

Each university had a physical education department which organized the physical education core courses, intramurals (55:6-9) and national and international tournaments (58:1-10). The director of the physical education department was the active and dominant force, and was assisted by physical education instructors, coaches, and administrative employees. Every student in the university was required to take the core courses. The various courses which were offered by the physical education department depended on existing facilities, instructors, and coaches. Each semester the student was required to take one course

which he could elect. A course lasted 45 minutes per week (58:1). Students who were members of varsity team sports were always exempted from the physical education requirement (58:2).

Curriculum. There was no official curriculum of physical education at the university level, and physical education was taught in accordance with the instructors and coaches specializations. The instructors were graduates of a teacher's college in Israel or abroad. For example, the following courses were offered by the physical education department at Ben-Gurion University for the 1976-77 academic year: basketball; swimming; refereeing for basketball and volleyball; creative movement; tennis; volleyball; judo; yoga; gymnastics; modern dance; women's gymnastics; fencing; shot-put; karate; fitness; and firing range supervision (58:2-5). In addition, there were several free courses for students and faculty members (58:5).

Facilities and conditions. The condition of the facilities was good in some universities such as the Hebrew University in Jerusalem, and the University of Haifa because they found the financial sources to build the facilities. Most of the other universities had physical education facilities and equipment, but not enough to cover the needs of the activity courses, intramurals, and tournaments. These universities used facilities of schools, sports clubs, and municipal facilities (58:1, 6, 12).

Competition. The students' sports were organized by the Academic Sports Association (A.S.A.). This Association was founded in 1953 (9:74; 10:26; 56:18), and was one of many sports organizations founded in Israel. A.S.A. organized intramural tournaments in each university (58:6-7), national championship tournaments in various activities such as basketball, soccer, volleyball, table tennis, tennis (10:26; 58:9-10), and international tournaments (10:26; 58:11). Varsity teams which belonged to A.S.A. participated in national championship tournaments that were organized by the Israeli Sports Federation, and other sports authorities in the state (58:13-15). A.S.A. encompassed both universities and physical education teacher's colleges (10:26; 58:9-10).

Beginning in 1953 and continuing through the mid-sixties, the universities did not allocate enough attention to sports and physical education (65:23-24). Since then, success in national and international tournaments had changed this position and more attention is now given to sports and physical education. The author believed that the reasons for this change resulted from the growing importance of physical education in schools, as preparation for war increased in the state, and Israel's political position in relationship to other countries in the world worsened.

Physical Education Teacher's Institutions in Israel

There were four teacher's colleges for professional physical educators in Israel (15:10; 35:31-32; 48:12). Two of them, Wingate College and the State Teacher's College in Beer-Sheva were independent colleges from their inception (35:31-32). The other two, Seminar Ha'Kibbutzim College in Tel-Aviv and the religious college in Givhat Washington, were organized as a physical education department in a general and religious college (35:31-32). Each of these colleges was under the responsibility of the Ministry of Education and was supervised by the supervisor of physical education. Each had the same admissions requirements. The same structure of curriculum existed with minor changes (depending on available instructors and facilities) and the graduated students received the same certificate.

Admission. Each student who completed twelve years of study and had a Bagrut certificate could be admitted to a teacher's college (64:2). In special cases a student who was from a Kibbutz with twelve years study without a Bagrut certificate, or a student with less than twelve years of study, but who had a Bagrut certificate could be accepted. All those admitted took a skills examination, a written examination, and sometimes a psychological examination (59:5; 64:2). In addition, a student had to meet religious requirements to be accepted into the religious college.

Curriculum. The curriculum included the following subjects: Hebrew language and culture; pedagogic; psychology; geography; English; anatomy; physiology; kinesiology; sociology; statistics; history of sports and physical education; phonetics; track and field; swimming; tumbling; dance; folk dance; team handball; volleyball; basketball; soccer; first-aid; movement games; physiology of exercise; psychology of sports; biomechanics; organization and administration of education and physical education; planning facilities in schools; and practicum teaching (7:39-41; 17:52; 59:2; 64:13-15).

Course of study and certificate. The academic year was from September 1 to June 20 (64:4). The subjects were taught throughout the academic year and the number of weekly hours varied in different subjects. Until 1951 the course of study was one year (3:4; 10:8; 50:17). From 1953 until 1968 it was two years (10:8; 61:23), and since 1968 it has been expanded to three years (10:8; 61:23). The certificate for one and two years of study was called a teacher certificate. The certificate for the three year study has been termed teacher certificate for middle and high school. A special unit (third year study) was opened in 1970 for the completion of studies for the physical education pioneer teachers by the Ministry of Education (10:7-8; 48:11-13). Physical education teaching licenses in high schools were given to

the following physical education instructors (11:30; 37:11):

1. An instructor who held an academic degree in physical education.
2. A physical education instructor who had any academic degree.
3. A physical education instructor who was graduated by a teacher's college of physical education before 1969, and had a Bagrut certificate.
4. A physical education instructor who had completed three years of study in a physical education teacher's college.

Facilities and equipment. Only in Wingate College were there good facilities, because the college is located in Wingate Institute for sports and physical education. The Institute had facilities such as classrooms, gymnasium, swimming pool, weight-lifting rooms, wrestling rooms, stadia for soccer and track and field facilities, fitness rooms, outdoor courts, dormitories, and food services (13:4). The other three colleges, especially the colleges in Beer-Sheva and in Tel-Aviv had limited facilities. To provide the needed facilities, schools' and sports clubs' facilities have been used (17:51; 59:6).

Competition. Physical education teacher's colleges participated in the university level of championship tournaments (58:9-10). General teacher's colleges did not

participate in the university level competitions. As a result of the small number of universities and physical education teacher's colleges, the championship tournaments usually were held in two or three days.

Physical Education Teacher's College at Wingate Institute. The beginning of the college was meager. The physical preparation department prepared physical education teachers. This department established a center of preparation for physical education teachers and the first course opened in 1944 in Tel-Aviv (63:11) where classes were taught in several locations in the city (10:7; 11:12). The second through the twelfth course of studies were taught in Machane-Yonna in Tel-Aviv, which earlier served as a recreation camp for the British Army (10:7; 63:11). The first through the sixth courses were only for one year of study (3:4; 10:8; 50:17). Beginning in 1953 the courses became two year courses (10:8; 50:17). The two year courses continued until 1972 (10:18), but students could be graduated after two years (for elementary schools) until 1971. In 1972 the two year courses were cancelled (10:8).

The college had an excellent staff and had used the various facilities located in the Institute. Wingate was the first physical education teacher's college in the Land of Israel and the state of Israel, and most of the physical education teachers in the state were graduated from this college (43:13; 62:15). Since 1973, Tel-Aviv

University had recognized the three year course of study at the college as equivalent to a minor subject of the first academic degree (10:8; 13:33; 15:10; 64:1). The author believed that this step was very important, as it appeared to be the first step toward the offering of physical education degrees in the future by a basically academic university.

The State Teacher's College of Physical Education in Beer-Sheva. The fast development of education in Israel, the maturing of schools and the increasing number of students required greater numbers of professional physical education teachers. The existing physical education teacher's colleges in the state during the sixties could not meet the needs, especially in the south and north regions in the state. The Ministry of Education with Dr. Elly Friedmman's encouragement, established the State Teacher's College in Beer-Sheva in 1963 (10:8; 59:1). Friedmman was one of the pioneer physical education teachers, having served as a physical education teacher in various schools and in general classroom teacher's colleges and as a district coordinator of the sports and physical education authority. The main purpose of the new college was to overcome the lack of physical education instructors in the southern district in Israel (59:1). The college was fully authorized and certified physical education teachers for all grades and levels of school in the state. The early days were very difficult, without teaching space,

facilities, and with a questionable future. In spite of this the college developed very quickly. In 1972 the duration of study became three years (15:10; 55:1). In 1976-77 there were 10 classes with 300 students (60:1-6). The students have had to study under very poor conditions in terms of facilities. The college has used the library and facilities of Ben-Gurion University, and the courts and swimming pools from sports' clubs, and the excellent laboratory in the Negev Research Institute (59:2). Recently, the Ministry of Education allocated funds for new and modern buildings and facilities (59:6).

Seminar Ha'Kibbutzim. Seminar Ha-Kibbutzim was a general classroom teacher's college located in Tel-Aviv, which included in addition some professional sections; physical education was included as one of the professional sections. The physical education section was founded in 1944 (10:8) under the guidance of Mrs. Judith Bineter, as a private school for preparing teachers (10:8). Bineter was one of the first teachers who fought against the formal and banal systems of teaching physical education classes. The college was the first college that fought against the formal systems by developing free gymnastics, dance and movement (10:8). Since 1950 the private school has been located in the general college Seminar Ha'Kibbutzim in Tel-Aviv. In 1957 the physical education section was recognized and supported by the Ministry of Education (10:8). Many of the graduated students were employed in schools

and in private evening classes organized by themselves. The facilities of the college were in poor condition and the existing facilities did not meet the needs of the students.

Givhat Washington. Givhat Washington was a religious teacher's college which included physical education in addition to professional religious sections. As a result of the lack of physical education instructors in the religious level of education in Israel, and since secular teachers were not accepted to teach in the religious schools, it was necessary to solve the problem by establishing a religious college for physical education teachers (10:8). The professional physical education section was founded in 1963 (10:8) and in 1968 it became an independent department of the college (10:8). The physical education curriculum has been developed parallel to the development of the other physical education teacher's colleges, and has moved from the two year to the three year course of study. The college had good facilities including a gymnasium, stadium, swimming pool, track and field facilities, dormitories, laboratory, and outdoor volleyball and basketball courts. The curriculum was parallel to that of the other physical education teacher's colleges, with emphasis on the religious aspects. The college admitted only students who met the special religious requirements. The supervisor of physical education had used the facilities

in the summer for courses for outstanding physical education students (32:par. 232).

The Supervision of Physical Education

The first physical education supervisor was Jehoshua Alouf, who was employed in 1938 by the Physical Training Department (2:16). Alouf, one of the pioneer physical education instructors in the country, was involved in establishing the physical education teacher's organization, and wrote several books on physical education such as Physical Education Terms in Hebrew, and served as the chief organizer of the Maccabiha Games several times until he retired in 1965. In 1948 the Physical Training Department, which was a section of education under the British mandate, became a part of the Ministry of Education and Culture in Israel (46:36). In the former structure of physical education supervision there were two sections:

1) The supervision in elementary schools; and 2) The supervision in high schools (47:1). Each section had a chief supervisor and district supervisors. The chief supervisors who served in the Land of Israel and the Israeli nation were: Johua Alouf (2:16); and Zehev Feldmman, who served from 1955 as a supervisor of physical education in high schools. He served in this capacity until 1962, the year in which he died. Chaim Wein, who was the principal of Wingate Teacher's College, served as chief supervisor of physical education in high schools from 1963 until 1969,

when he retired. Raphael Panon served as a chief supervisor of physical education until 1975, the year when he retired. The present chief supervisor, Shalom Hermon, who served as a vice-director of the Sports and Physical Education Authority several years, and as a vice-chief supervisor of physical education of several years, was in charge of physical education in high schools after the two supervision sections were combined.

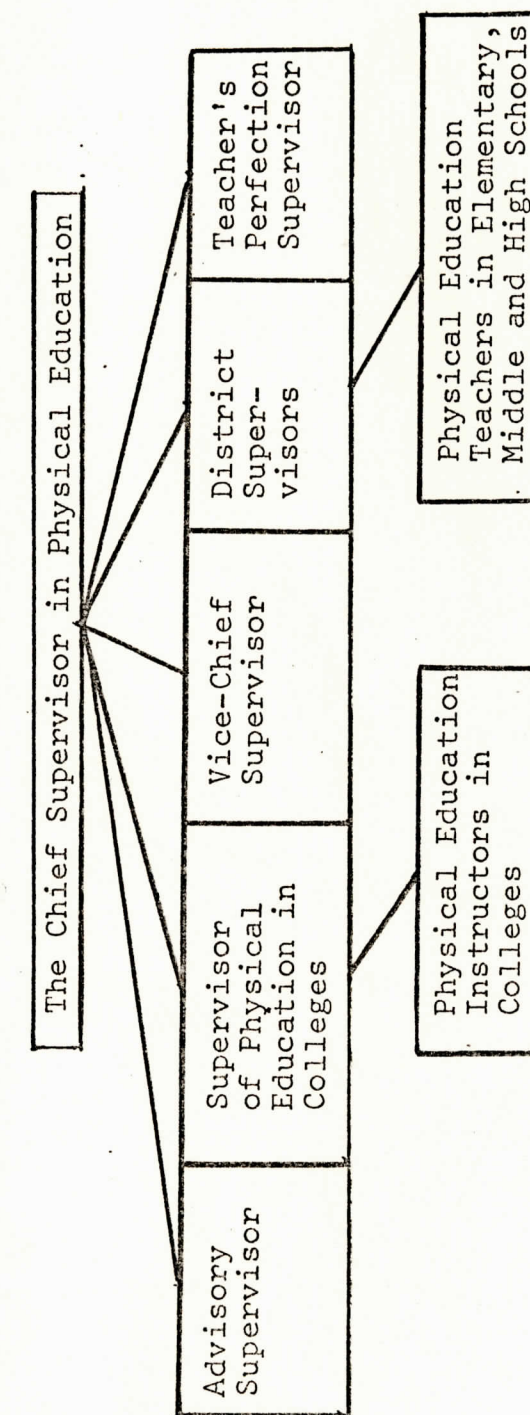
The former structure of physical education supervision existed until 1970 (41:1). In that year the two sections combined, and the first chief supervisor in the new structure was Raphael Panon. The district supervisors in the state were pioneer physical educators and experienced instructors, who have had experience in teaching, organization and administration, and were involved in sports organizations in the state. At the time of this writing, the district supervisors in Israel were: Mr. Shalom Hermon, the chief supervisor; Mr. Morderhi Erlich, the vice-chief supervisor; Mr. Yehezckel Rozen; Mr. Hanoach Ben Chaim; Mr. Aaharon Amishav; Mr. Abraham Klain; Mr. Efraim Ron; Mr. Shlomms Razy; Mr. Yair Frishman; Mr. Aryie Navve; Mrs. Ruth Aayallon; Mr. Moshe Schneider; Mr. David Ha'mair; Mr. Yiser Vagner; Mrs. Efrat Amir; and Mr. Abraham Staravolski (47:2-3). Mr. Vagner was the supervisor of physical education in colleges. Mrs. Amir served on the advisory supervision part-time and taught in Wingate Teacher's College, and Mr. Staravolski served as the national

coordinator of physical education perfections (47:2-3). Those 16 supervisors covered the six large districts in Israel (some of the supervisors were employed only part-time). The structure of physical education supervision in Israel can be found in Figure 17 (see Figure 17, p. 74).

The responsibilities of physical education supervisors in Israel were as follows:

1. To develop the physical education area in all school levels in the state.
2. To evaluate physical education teachers, and to determine their competence (37:par. 210).
3. To guide individual and team physical education instructors.
4. To organize district perfections for physical education teachers and general classroom teachers who teach physical education in schools.
5. To advise the general district supervisors concerning work assignment of physical education teachers.
6. To advise and control the building of physical education facilities in schools.
7. To regulate the performance of the physical education curriculum (33:par. 123).
8. To organize local, district and national competitions between schools.
9. To communicate with the district municipalities.

Figure 17
Physical Education Supervision in Israel



10. To control the safety points in performance and facilities in schools (38:par. 52).

11. To organize the study of swimming in public swimming pools (36:par. 207).

12. To regulate the performance of the physical education tests in schools (21:27).

13. To communicate and assist especially newly immigrated teachers.

14. To communicate with principals of schools and general supervisors.

15. To choose outstanding students in physical education and to send them to special local, district, and national courses (32:par. 232).

As a result of the growing number of schools, teachers, students, municipalities and functions, the performance of these responsibilities became very difficult to complete by the supervisor. The number of supervisors did not increase in proportion to the educational growth, and many of the supervisors had under their supervision area approximately 200-250 elementary, middle, and high schools and 250-300 professional physical education instructors (15:9).

In 1975 in the southern district of Israel, an experimental program for change of general and professional supervision was initiated. In the new program, the relationship and duties of school supervisors and local supervisors with a newly created position entitled, "head

local supervisor," was examined. The "head local general supervisor" was in charge of all education within a given geographical area. The supervisor of physical education in the southern district, with which the author was involved personally, chose 16 experienced physical education instructors and organized a practicum methods course for them in which the major subject was how to guide and assist physical education teachers. During the course which continued during the academic year, the 16 experienced teachers with the advisory supervisor of physical education, Mrs. Eyrat Amir, and the two supervisors of physical education, Mr. Hamair and the author, visited schools and assisted physical education instructors individually and in small groups. This experiment is still in operation and thus, no final results are available.

The Sports and Physical Education Authority in Israel

The Sports and Physical Education Authority was founded in April, 1961, as a result of recommendations of the Prime-Minister's committee which was appointed to investigate sports in the state (5:7). The first director of the Authority was Mr. Rehuven Dafni, who served as a member of the Prime-Minister's committee; following him from 1966 until 1970 was Mr. Asael Ben-David, and the existing director from 1970 (56:12) Mr. Yariv Oren, who served as a district physical education supervisor from 1958 until 1970. The Authority was organized into six

districts with district coordinators under the director of the Authority. Their main function was in the area of relationships with local and district municipalities and sports clubs (5:8), and the supervision of physical education in their districts. Wingate Institute for Physical Education and Sports carried out most of the functions of the various departments of the Sports and Physical Education Authority (5:10). The departments included in the Authority were: the department of instruction and coaches (4:7); the department of sports facilities; the department of sports for all; the scientific department; the local municipalities departments; the administrative department; and the department of competitive representative sports (5:8).

The supervisor of physical education in schools cooperated with the Sports and Physical Education Authority by permitting use of school facilities for activities after school hours. Schools used facilities during school hours which were built by the Authority in the municipality areas. Many of the professional physical education instructors were employed part-time in coaching of activities that were organized by the Authority. The supervisor of physical education had the responsibility for conducting the physical tests in schools, although all of the administrative details relating to the tests were completed by the department of sports. This included activities only for fun and recreation such as marching and swimming long distances, with cooperation from the supervisor of physical education.

Wingate Institute for Physical Education and Sports

Wingate Institute was located on the main highway between Tel-Aviv and Haifa, near Netanya. This was the Israeli National Institute for Physical Education and Sports named in memory of Major-General Orde Charles Wingate of the British Army, who served in the British Army in Israel, and was a friend of Israel (13:3). The Institute comprised a number of schools:

1. Physical education teacher's college.
2. The school, training coaches for various sports in a one year course. This school was created in 1965 by the Sports and Physical Education Authority. Ninety percent of the graduates have been male.
3. The School of Physiotherapy. The length of study was three years and the graduates have been females. This school was founded in 1964 (10:4).
4. The Army Physical Training School, which has prepared physical training officers to serve in the army as physical training counselors (10:4-7; 13:3-4).

The Institute also operated professional departments which provide services for teachers, students, and people concerned with physical education and sports fields. A library, a research department, a center for sports medicine, an instructional media center (10:7; 44:17-25), and a sports facilities advisory center were included in the Institute (38:par. 52). Wingate Institute was

supported by the government (5:9), and governed by a board of 25 trustees and a committee of nine directors (10:7). The convenient location of the institute and its excellent professional staff and facilities made it a meeting place for athletes, both for the training of Israeli national teams and for accommodation and training of various sports groups for Israel and abroad (10:7; 13:3). Building began in 1953 (10:5; 13:3). In 1957 its official opening took place (10:4; 13:3), and in 1959 the physical education teacher's college moved to the institute buildings (10:5). The first course of study began in 1960 (61:22). The School of Physiotherapy was founded in 1964 (10:4), and the school of coaches was founded in 1965 (10:4).

Most of the international seminars which have been held in Israel have been conducted at Wingate Institute. These included the seminar of the history of physical education in 1968, and the seminar of motor learning in April, 1976 (53:44-45). Many of the elective courses for students in summer were organized by the school of coaches in cooperation with the supervisor of physical education in schools (32:par. 232). Most of the final school championship tournaments (especially in track and field) were held at Wingate Institute because of the facilities and the central location of the institute.

The Status of Physical Education Teachers in Israel

A physical education teacher had the same status as a teacher of another subject in all the levels (18:8). Physical education teachers participated in international bodies (sometimes on an individual basis); for example, Mr. Shalom Hermon, the chief supervisor of physical education in Israel, represented Israel in the I.S.F. from 1970 to 1976 (18:25; 56:69). The average salary for physical education teachers was similar to the salary of teachers of other subjects in all the levels (18:60), depending on their degree and the length of their teaching experience, with automatic increases every year up to 21 years (18:41). As in other subjects on all the levels, the required teaching hours per week depended on the grade level. For instance, kindergarten and elementary school (six grades), 30 hours per week; middle and high schools, 24 hours per week; and college (third year) and university, 16 hours per week (52). Thirty paid sick days were allowed annually (18:50). School holidays included 105 days in elementary schools, 115 days in the middle and high schools, 120 days in colleges, and 135 days in universities (18:50). Physical education teachers were organized in a physical education teacher's organization, and every active teacher could be a member. The physical education

teacher's organization was a part of the general teacher's organization in Israel (18:68; 7:6).

Physical Education Teachers Olyim

As a result of Aliya among the Olyim, there were many physical education instructors who had graduated from colleges and universities in their original countries. The lack of professional physical education teachers, and the willingness to absorb new teachers from abroad were the major reasons for hiring these physical education teachers from abroad. These teachers have had to face teaching problems such as communication and physical education terms in Hebrew language, teaching in schools with limited facilities and equipment, hot weather conditions, and a vast variety of students from different countries in the same classes. During the years prior to 1972, there was not enough time to allocate special attention to those teachers and they were assigned to work without a formal perfection. In 1972, the supervisor of physical education opened a section for perfecting physical education teachers at Wingate Institute (10:3), with a special physical education supervisor as a head of this section. In addition to the regular functions and performance of this section, a special one year course for the Olyim, most of whom came from the U.S.S.R. (10:3) was opened in 1973. This course included: Jewish culture; Hebrew language; Hebrew physical education terms; practice teaching; new methods; the

curricula of physical education in Israel; and sports. When the course was completed, the Olyim were assigned to work under the guidance and supervision of the district supervisors of physical education. In addition, the physical education teacher's organization assisted them by organizing social meetings with Israeli physical education teachers in order to help them feel at home. Most of the new teachers from abroad were employed during evenings in coaching different events in sports organizations and private clubs in addition to their teaching work in schools (52).

The Gadna in High Schools

Gadna was the Israeli government movement for training youth in defense and national services. The name of the activity in schools was changed in 1975 from Gadna to Shelach (Sadee, Leom, Chevra), the meaning of which is Field, Nation, and Society. Shelach was active both in schools and outside schools. Since Israel has been at war or in a war-ready state since 1948, the government gave a great deal of attention to the Shelach in schools. The purposes of Shelach was to:

1. Develop the fitness and shooting ability.
2. Develop activities in field conditions.
3. Develop discipline habits.
4. Develop leadership.
5. Develop loyalty to the country.

6. Develop awareness of security.

7. Develop friendship and teamwork (27:10-11).

Shelach activities were supervised by the Ministry of Education. There was a chief supervisor of Shelach on the same status as chief supervisors in other professional subjects, district supervisors and school counselors (27:11; 62:18). The curriculum included the following subjects: camping, first-aid, topography, judo, fitness, shooting, orientation, walking, face to face fighting, and the history of famous battles from 1948 to 1973 in Israel (27:13; 62:18).

The Shelach activities for the grades nine through eleven are illustrated in Figure 18 (see Figure 18, p. 85). Another facet of the Shelach activities found in Figure 18 was the national services which took place in a Kibbutz and included help in agriculture work and services work in the Kibbutz. In addition, Shelach participated in activities that were organized by sports organizations, marches, and organized local, district, and national shooting competitions (27:15; 62:18). The counselors in schools were males and females who had served in the army as officers. However, there were small high schools in which the physical education instructors taught the subject. This was due to the lack of counselors. This also made it possible to give the physical education teachers of small schools full time jobs. Wingate Teacher's College offered an elective expert course in the teaching of Shelach activities in high schools (64:21).

Figure 18
Shelach Activities in High Schools

Grade	Weekly Hours	Field Days	Night Activity	Walking Days	Field School	Gadna Camp	National Services
Nine	30	4	1	3-4	4		
Ten	30	4	1	3-4		10	
Eleven	30	4	1	3-4			10

(27:14C; 62:18)

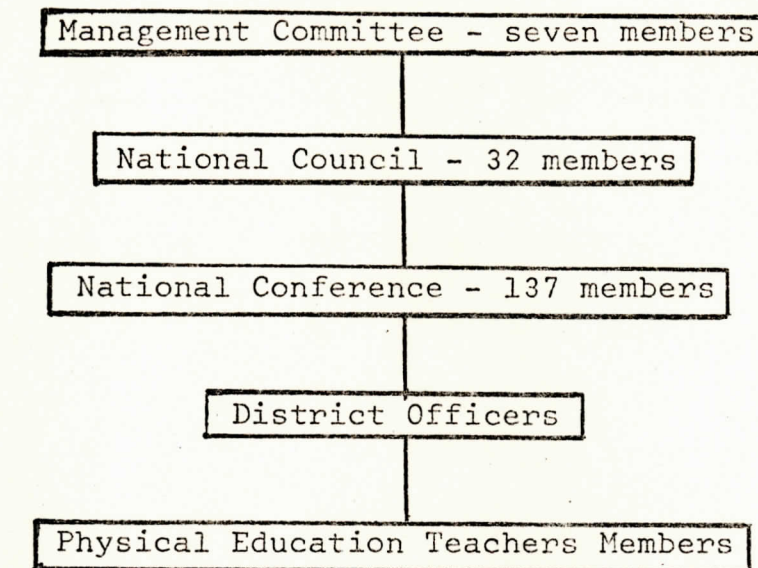
Most of the schools used the physical education facilities and equipment (especially for fitness), but there were some schools that had special facilities for Shelach activities such as balance beams, climbing apparatus, walls, and wires for crawling. For field days and camping outings the student used army or Gadna facilities.

The Physical Education Teachers Organization

The Physical Education Teachers Organization was founded in 1927 by a group of pioneer physical education teachers. Among them were Zvi Nishri, Jehoshua Alouf, Dr. Emmanuel Simon, David Almagor, and Isaac Nesher. This body was created for the purpose of improving physical education teachers working conditions, and professional status (3:3; 10:21; 12:3; 45:4; 46:50; 54:58). Approximately 2800 physical education teachers were, as of early 1977, currently enrolled in this organization and were active in schools, in coaching, administration, organization, and in supervision of the different areas of sports and physical education in Israel (10:21). Three of the pioneers who took part in founding the organization were still active at the time of this writing. They were Alouf, Simon and Nesher. Nesher taught physical education in elementary schools and colleges many years until he was retired (10:21). The structure of the physical education teachers organization is outlined in Figure 19 (see Figure 19, p. 86).

Figure 19

The Structure of the Physical Education Teachers Organization



As a result of a national election which was based on district elections, there were 137 elected members who served as a national conference. This conference elected a national council of 32 members, and the national council elected the management committee of seven members, which heads the organization. The organization was divided into district officers (45:7). The center of the district was generally in the large cities, due to the greater number of teachers in those areas. These included Jerusalem, Haifa, Tel-Aviv, Beer-Sheva, and several sub-districts which were affiliated with the large centers such as Tiberia, Netanya, Rechovat, Hedera, and Ashcklon (10:21).

The Physical Education Teachers Organization was an integral part of the Israeli general teachers organization (45:5), and was geared toward the preparation of physical education teachers, the organization of professional short and long meetings (51:31) and the improvement of the physical education teachers professional status. The organization was involved with other organizations and associations and collaborated toward improvement and development of physical education and sports in Israel.

The Physical Education Teachers Organization published information bulletins for the physical education teacher such as Igeret, several times during the year, and the physical education journal, Hachinuch HaGufany. In addition, the organization published professional ethical principles for teachers to follow and monitored control of these principles. These ethical principles were as follows:

1. The physical education teacher will prepare the material to be presented in advance and to teach with his best ability and talent.
2. The physical educator will be concerned with the well-being of each and every student, regardless of the student's scholastic achievement, and will contribute to his education and advancement.
3. The physical education teacher will understand that the physical education class is only a part of the physical education curriculum, which also includes: day sports, competitions, and voluntary elective activities.

4. The physical education teacher will assist in school and community activities which are not included in his area of specialization.

5. The physical education teacher will raise the students physical education awareness and will encourage them to be active in sports.

6. The physical education teacher will sustain his high professional level.

7. The physical education teacher will be a positive model for his students in sportsmanship, discipline, and punctuality.

8. The physical education teacher will treat his students in a humane manner.

9. The physical educator will be an active member of the Physical Education Teachers Organization.

10. The physical education teacher will assist the physical education teachers colleges on training and teaching their students.

11. The physical education teacher will attempt to lead a healthy life style, and will encourage his students to do so.

12. The physical education teacher will use correct language.

13. The physical education teacher will not smoke during work time, and will attempt to avoid smoking altogether.

14. The physical education teacher will not give out confidential information about a student unless it is for the student's benefit.

15. The physical education teacher will not abuse his professional status for personal purposes.

16. The physical education teacher will develop friendly and respectful relationships with other physical education teachers and will cooperate with them.

17. The physical education teacher will recognize the high importance of recommending suitable students to the physical education teacher's college.

18. The physical education teacher will follow the professional ethics of the Israeli teachers organization at large (26:46-48).

Summary

The author has presented in detail the history of physical education in Israel since 1948, which included the development of physical education in elementary schools, middle schools and high schools, the changes of the curricula, the condition of facilities and equipment and the physical tests. In addition, the author outlined the major accomplishment of adding one more required class per week for physical education in grades four through eight while other subjects classes were reduced because of limited financial sources. It was stated that in the future it has been recommended that kindergarten and first and second grades in elementary schools also receive

physical education classes by professional physical education teachers. Details related to the new physical education tests were presented. Also, the fact that physical education became one of the elective subjects in the Bagrut examinations was described.

Physical education in higher education was also presented which included information related to general classroom teachers colleges, professional teachers colleges, universities, and the physical education teachers colleges. The slow development of physical education in higher education except in the physical education teachers colleges was described. The development of physical education teachers colleges, the changes in curricula, the length of the course of study, facility problems, and the beginning of cooperation with the universities were presented in detail. Additionally, the university level, which has not offered a degree in physical education, and limited athletic competitions on this level were outlined.

The development of the supervision of physical education from 1938 to the present was presented which included the first supervisor of physical education in the Land of Israel, and continued with the two sections, the responsibilities of the supervisors and the structure of the supervision in Israel.

The status of physical education teachers was stated beginning with the first status as workers, then as teachers of the second level similar to teachers of music

and sewing and continued as an equal status to general classroom teachers. The new immigrant physical education teachers with their special problems were described.

Wingate Institute for physical education and sports, and the Sports and Physical Education Authority in Israel and the cooperative relationships between them and the physical education teachers and leaders in schools was outlined. The Shelach activities in high schools, the curriculum, the purposes and the problems of limited facilities and counselors was presented. Also, the author has described the establishment of the Physical Education Teachers Organization, the administrative structure of the organization, the development from 1927, the responsibilities, functions, and the ethical principles for the teachers.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The history of physical education in the Land of Israel and the Israeli state from 1880, and the major principles and administrative structure of education in Israel were presented. It included the development of physical education, and provided evidence of changes that occurred in general and physical education in Israel. The most significant of these changes were:

1. The physical education curriculum became an integral part of the general curriculum and an equal to the other general subjects.
2. The creation of a new status for physical education teachers similar to that of the rest of the general classroom teachers.
3. The establishment of physical education teachers colleges.
4. The development of training physical education teachers from a one year course of study to a three year course of study.
5. The absorption of new immigrant physical education teachers.

6. The establishment of a professional physical education teachers organization.

7. The unification of the two systems of physical education supervision into one unit.

8. The changes in the school's structure in Israel by employing three levels in place of two (elementary, middle and high schools).

9. The building of sports facilities in schools.

10. The adding of the third class per week in grades four through eight of required physical education classes in general state education, and the addition of the second class in the religious state education.

11. The changes and emphasis in the new physical education curriculum.

12. The changes in the structure of the physical education tests.

13. The establishment of physical education as an elective subject in the Bagrut examinations.

14. The recognizing of the three year courses of study in Wingate College as a minor subject for the B.A. degree by the University of Tel-Aviv.

15. The law that new schools will build a gymnasium in the first stage of the building construction.

Conclusions

The primary purposes of this study were to describe the development of physical education in the Land of Israel from 1880, to make efficient criticism, and to

study past experiences in order to improve the system in the future. During the period from 1880 to 1976 a great number of problems were outlined in the physical education area, and although many of the problems were solved during this time, some still existed. The major problem was the limited budget because of the poor economic position of the state, however, the difficult political position of the state was one of the reasons that the government had given a great deal of attention to physical education.

Physical education developed prior to 1945 as a result of the Jewish instructors who had received training and professional education in other countries of the world. This condition has continued to the present. However, it appears that it can be concluded that a bachelor's degree in physical education will be offered in the future which will remedy this situation. The traveling of Nishri, Alouf and other pioneer teachers to Denmark and Europe made a great contribution to physical education, because physical education classes became more professional. The low status of physical education teachers was one of the major problems which was solved in part as a result of the establishment of the Physical Education Teachers Organization which was originated in 1927.

The dramatic increase in population beginning near the end of World War II required more schools and teachers. Even though many physical education teachers immigrated, there were not sufficient numbers to meet the needs of the

students. Because of this a physical education teacher's college was founded in 1944 at Wingate. Until 1951 the course of study was one year. From the information presented, it appears that it can be concluded that the reason for the short length of study was the limited number of physical education instructors and the increase of the population of students and of schools in the country.

After 1948, when Israel became an independent state, an even greater movement of immigration of Jewish people resulted in the establishment of three additional physical education colleges. The rapid development of the physical education teachers colleges resulted from the increasing population, the addition of one required class for physical education in schools in grades four through eight each week, and the limited number of physical education teachers in the religious education section, and in the northern and southern districts in the state. At the same time the absorption of new immigrant physical education teachers was continued.

The author believes that the unification of the two divisions of physical education supervision into one unit solved many problems such as teachers who had been supervised by two district supervisors (one in elementary school and one in high school). From the information presented it appears that it can be concluded that the changes in the physical education curriculum were the result of the combined forces of the political needs of the state and the

addition of the required number of physical education classes each week.

It appears to the author that it was the first time that the curricula reflected a viewpoint of the future, and provided for the future development of physical education in the state. It is believed that since physical education classes in grades eleven and twelve gave the students the opportunity to elect their activities, and that physical education became an elective subject in the Bagrut examinations, physical education will become more important and the state will place more emphasis on this subject. It appears that colleges and universities have not offered physical education degrees for the following reasons: limited facilities; limited physical education instructors with a degree in physical education; limited textbooks in Hebrew; and limited laboratories. The author concludes that the reason for limited athletic competitions on the higher education level was a result of the structural organization of sports in the state, which was based on sports organization clubs.

Recommendations

Based on the evidence presented, the following recommendations are believed justified:

1. To start teaching physical education by professional physical educators in kindergarten, and to complete adding the third required class of physical education each week in all grade levels.

2. To prepare professional physical education teachers in sufficient numbers to meet the needs for all levels and grades of education in Israel (kindergarten through university levels).

3. To develop and implement physical education curricula for colleges and universities.

4. To develop physical education human performance laboratories in higher education institutions.

5. To develop the physical education department in the universities toward offering an academic bachelor's degree in physical education.

6. To increase supervisory personnel of physical education.

7. To improve teachers professional knowledge by organizing perfections.

8. To publish professional physical education textbooks in Hebrew.

9. To attract professional physical education teachers from abroad.

10. To build new suitable physical education facilities in schools.

In summary, it is recognized that recommendations will be difficult to achieve in the present political/economic climate of Israel, but as outlined in this study, the conditions in the past have often been worse. The history of physical education in the Land of Israel and Israel presented in this study gives rise to great

optimism for continued development of physical education in the future in Israel.

APPENDICES

APPENDIX A

GLOSSARY

Academic Sports Association (A.S.A.) - The Israeli students sports organization and one of the sports organizations in the state.

Aliya - New immigration to the Land of Israel and Israel. The act of immigration to the country. Started in 1880.

Bagrut - A matriculation certificate in high schools in Israel.

Bar-Giora - The first gymnastics club in the Land of Israel which in the future became a sports organization called "Maccabi".

Covered play shelter - A gymnasium with a roof, but without walls.

Discipline habits - A subject in the physical education curriculum concerning behavior habits of the students.

Eretz-Israel - The Land of Israel (Palestine) until 1948.

Gadna-Israeli - Government youth movement for training youth in defense and national services. Active in high schools and outside schools, includes boys and girls from ages 14-18.

General teacher - A classroom teacher in a school.

Givhat Washington - A religious teachers' college which includes an independent department of professional physical education teachers which was founded in 1963, to solve the lack of religious physical education teachers in the religious section.

Ha'Chinuch Ha'Gufany - The Israeli physical education Journal in Israel, usually published every two months by Wingate Institute. The Supervision of Physical Education, the Sports and Physical Education Authority, and the Physical Education Teachers Organization.

The European International Schools Sports Federation (I.S.F.) - Was established in 1970, of which Israel was a founding member. The Federation organized international tournaments among schools, national championships in basketball, volleyball, team handball, track and field, and cross-country.

Israel - The independent state of Jewish nations in the Land of Israel from 1948.

Jerusalem - The capital city of Israel. Located in center of Israel.

Jewish nation - The Jewish people in the state of Israel.

Jewish people - World wide Jewish population.

Kibbutzim - Large communal settlement in the Land of Israel and Israel, with a special structure of life.

Kovetz - The former name of the Israeli physical education journal.

Latvia - A part of Russia, formerly an independent state on the Baltic Sea.

Mahariv - An evening daily newspaper in Israel, printed in Tel-Aviv.

Maccabi - The first sports association in the Land of Israel, founded in 1911.

Maccabiha Games - The Jewish "Olympic Games", in the Land of Israel, organized by the "Maccabi" association started in 1932 in Tel-Aviv.

Olyim - New immigrants to Israel.

Perfection - A meeting for improving teaching subjects; organized after school hours or on vacation days in long or short time.

Physical Education - All the physical activities and sports included in the curriculum in schools, colleges, and universities.

Seminar Ha'Kibbutzim - A teacher's college in Tel-Aviv which includes an independent department of professional physical education teachers.

"Shelach" - The new name of the Gadna activities in high schools.

Sportive gymnastics - Competitive gymnastics.

Tel-Aviv - The largest city in Israel. Located in the center of Israel.

Telly-ball - A ball with a handle used for physical testing in schools. The technique is similar to throwing the hammer.

Touring - Walking and visiting places in the country.

Va'ad Le Ummi - National council of the Jewish community in Eretz-Israel, during the British mandate, functioned as the Jewish government at that period.

Wingate Institute - The national center for sports and physical education in Israel. Located on the main highway between Tel-Aviv and Haifa near Netany.

Zichron-Yacab - One of the first Jewish cities in Israel. Located between Netany and Haifa.

APPENDIX B

LIST OF UNIVERSITIES IN ISRAEL

1. The Hebrew University, Jerusalem
2. The University of Tel-Aviv, Tel-Aviv
3. Ben Gurion University, Beer-Sheva
4. Haifa University, Haifa
5. Bar Iylan University, Tel-Aviv
6. Waytzman Higher Institute, Rechovatt
7. The Agriculture Institute, Rechovatt
8. The Techniyon, Haifa

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