**Sport, Imperialism, Free Trade and the rise of Nationalism and National Identity in India, Cuba, and Japan, 1850 – 1940.**

Use the documents to write an essay that answers the following question:

Compare the relationship between the adoption of cricket and the rise of nationalism in India between 1721 – 1940 with the adoption of baseball and the rise of nationalism in both Japan from 1867 – 1905 and Cuba between 1864 to 1898.

This question is designed to test your ability to work with and understand historical documents. Your essay should

-- Have a relevant thesis and supports that thesis with evidence from the documents.
-- Use an appropriate number of documents as evidence. You must use at least 4 of the 5 Indian documents and all but one of the documents that relate to either Japan (4/5) or Cuba (3/4).
-- Analyze the documents by grouping them in as many appropriate ways as possible. It should not simply summarize the documents individually.
-- Takes into account the sources of the documents and analyzes the authors’ points of when appropriate.

Historical background on cricket in India.

*The first cricket game played in India occurred in 1721 in Gujarat on India’s west coast between British soldiers of the British East India Company. British expatriates founded the Calcutta Cricket and Football Club in 1792. Parsis organized the first cricket club for Indians, The Oriental Cricket Club, in 1848. [The Parsis are a small minority in India whose roots go back to Persia. They practice Zoroastrianism, which was closer to Christianity than South Asia’s other religions]. It is not certain how Indians learned the game. One story suggests that a British schoolmaster named Boswell taught his Parsi students to play in the 1830s. Another suggests that they learned it by imitating British soldiers. In region around Bombay, Hindus began to form their own clubs in the 1870s, Muslims in the 1880s. The situation may have been different in Calcutta where evidence suggests far less emphasis was placed on religious identity and more on building teams that could defeat the British. Interestingly, The Indian National Congress, a political organization formed to advocate for greater opportunities for Indians in British India, was founded in 1885 just as cricket had gained a solid footing among all of India’s religious groups. Yet some Indians criticized cricket as foreign and as a symbol of imperialism. Indian nationalists burned cricket bats in a 1905 protest seeking self rule but this seemed to do little to diminish cricket’s popularity in South Asia. In 1912 the Bombay Quadrangular Tourney pitted Parsi, Hindu, Muslim and British teams against each other. “Cricket was” according to Australian historian Richard Cashman, “one of the languages of the Raj, and those who could master its subtle inflection and rhythms could expect to exert a greater influence over colonial policy makers.”*

The game of cricket, philosophically considered, is a standing panegyric ** on the English character. None but an orderly and sensible race of people would so amuse themselves . . . cricket is essentially Anglo-Saxon.

** (a published speech in praise of something. An ode or homage to something.)

Questions:
1. How does Pycroft describe the English or Anglo-Saxons?

2. Do you think Pycroft would expect Indians to adopt cricket? Why or why not?

Cricket Document 2. Source: Indian cricket players, petition to Sir James Fergusson, governor of the province of Bombay, India, 1881.

Ever since the British introduced the noble game of cricket among the natives of Bombay nearly twenty years ago, more than five hundred young men of all ages and of all castes pursue this healthful sport on the Parade ground where alone they are permitted to play and which is the only ground suitable for cricket.

Therefore, we cannot understand that the comforts and convenience of the half-a-dozen English gentlemen, who generally play polo, should be preferred to the necessary healthful recreation of over five hundred native youths. The polo ponies completely ruin the turf and render the ground unsuited to cricket.

Under the circumstances, will your Excellency and council please request that the English play polo on another spot or allow your Petitioners to play along with the English on the ground at present reserved for the exclusive use of the English cricketers and which is much too large for their requirements?

Questions:
1. According to this document, who introduced cricket to India? When did this happen?

2. What adjective is used to describe cricket? Does this suggest a favorable or a negative view of the game from the Indian perspective?

3. What kinds of Indians play the game? Do you think the petitioners think this is good or bad?

4. What clues are given about interactions between the British and Indians? What attitude do the British have about the Indians? About cricket?

5. What are the petitioners asking for?

First the hunter, the missionary, and the merchant, next the soldier and the politician, and then the cricketer—that is the history of British colonisation. And of these civilising influences, the last may, perhaps, be said to do least harm. Cricket unites the rulers and the ruled. It also provides a moral training, an education in pluck *{courage}* and nerve, and self-restraint, far more valuable to the character of the ordinary native than the mere learning by heart of a play by Shakespeare.

**Questions:**
1. According to this document, how was cricket introduced to India?

2. The author states that cricket unites both ruler and ruled? Does this agree with what was said in document 1, written twenty years earlier? If it doesn't is it possible that the situation had changed since then?

3. What characteristics of civilization does the author believe are introduced by cricket?

4. According to the author, which is more valuable as a “civilizer”, cricket or British education? Does the author think that Indians can really understand Shakespeare’s plays? What clues does he give you?

**Cricket Document 4 Source: Prabhat Kumar Mukhopadhyay, Indian writer and supporter of the Natore XI cricket club, article in a monthly magazine, Calcutta, India, 1925–1926.**

Whenever the Natore XI defeated the European teams of Calcutta in 1914, our chests swelled with pride. This is because this is the only arena where we are allowed to compete on even terms with the English. The English have always ridiculed us as “effete**.” It is on the sporting field that we may counter such false allegations. **[weak, feminine, unable make decisions]**

**Questions:**
1. Does this document support or refute [deny or contradict] the claim made in document two that cricket united the rulers and the ruled?

2. How does this document support the claim made about education in document two?

3. Both document one and three are by Indians. Does this document have a more nationalistic tone than document one? If so, what might have caused this change?
India/ Cricket Document 5: Source: Mohandas Gandhi, leader of the Indian independence movement, replying to a Hindu cricket club’s request for his support in continuing religiously based cricket competitions, 1940.

My sympathies are wholly with those who would like to see the Quadrangular Tournament matches stopped. I can understand matches between Colleges and Institutions, but I have never understood the reason for having Hindu, Parsi, Muslim, and other religiously based teams. I should have thought that such unsportsmanlike divisions would be considered taboo in sporting language and sporting manners.

Questions:
1. What does Gandhi think about the organization of cricket teams based on religious identity?
2. Why might this weaken Indians’ ability to work together for Independence?

Historical background on Baseball in Japan.

From 1636 - 1852, Japan remained officially isolated from the rest of the world. In 1852 U.S. Navy Commodore Matthew Perry sailed into Edo (Tokyo) harbor and demanded that Japan open itself to outside trade. Japan signed a series of unequal treaties which created an American presence in Yokohama. After the 1868 Meiji Restoration, Japan actively recruited foreign experts to help transform and modernize the country. Two American professors, Horace Wilson and Albert Bates, introduced baseball to Japan during early in this period. Japanese railway engineer, Hiroshi Hiraoka, who had learned baseball in the U.S., organized the first Japanese team in 1878. On May 3, 1893 the first game between an American and a Japanese team was played in Yokohama. The Ichiko team of First High School of Tokyo defeated the Americans, 29 to 4. The Japanese helped solidify baseball’s spread to Taiwan and Korea during after the 1894-5 Sino-Japanese war.

Japan Document 6. Source: Albert G. Spalding, author of one the first histories of baseball, Baseball: America’s National Game published in 1911 but reflective of America’s mood in the 1870s.


Question:
1. Based on this document and the period it was written in, do you think it likely that the author would expect the Japanese to play baseball well? Why or why not?
2. Does this document have a similar tone/ bias as that shown by James Pycroft in the first cricket document? Is this surprising? Why or why not?
Japan Document 7. Source: W. Gray Dixon, American teacher, reflecting on his four years at a commercial school in Tokyo, 1876-80.

The frequency of sickness among the students and their generally delicate physique demanded greater attention to out-of-door exercise. A passion for intellectual development seemed to blind them to the necessity of an accompanying development of the body.

Question:
1. How does this American author describe the Japanese? Does this resemble the attitude the British had about Indians, particularly Hindus? (see Cricket Doc. 4) Does this stereotype still exist?

Japan Document 8. Source: Education Minister Arinori Mori, January, 1889, in a directive to principals of schools directly under the Ministry of Education.

Civilization is gradually spreading in today's world. The things in daily use are steadily developing and changing. Is the spirit of our people sufficiently hardened and trained that they may withstand adversity, bear up and endure under pain, and shoulder the heavy burdens of the long road ahead? This must be doubted. Since the Middle Ages, in our country only the samurai have labored in civil and military matters and administered the affairs of government.

Questions:
1. What is Mori’s attitude about the Japanese masses ability to modernize?
2. Why do you think Mori refers to the samurai in this document? What is he trying to do by using this term?
3. Do you think Mori promoted athletic training and team work in schools?


"The Americans are proud of baseball as their national game just as we have been proud of judo and kendo. Now, how-ever, in a place far removed from their native land, they have fought against a 'little people' whom they ridicule as childish, only to find themselves swept away like falling leaves. No words can describe their disgraceful conduct. The aggressive character of our national spirit is a well-established fact, demonstrated first in the Sino-Japanese War and now by our great victories in baseball.”
Questions:
1. How does this affirm the American attitude about the Japanese? Look especially at the words used in the third line.

2. Why would the author compare Americans pride in baseball with Japanese pride in judo and kendo when the first is a team sport and the last two are individual sports?

Japan Document 10. Source: Ichiko’s "Baseball Club Rouser" (Yakyuibuka), written in 1905 in commemoration of the Yokohama series. In twelve games from 1893 -1904 the Japanese won nine games by a combined score of 230 -64.

I
Among literary and martial arts pursued
In the righteous air of the First Higher School
Baseball stands especially high
With its spirit of honor that refuses to die.

II
The crack of the bat echoes to the sky
On cold March mornings when we chase balls on the ice
Year in and year out, through wind and rain
Enduring all hardship, we practice our game.

III
While the years have seen many a foe
Come to our schoolyard where strong winds blow
Upon touching the sleeves of our armoured knights
We turn them away, speechless with fright.

IV
The valorous sailors from the Detroit, Kentucky, and Yorktown
Whose furious batting can intimidate a cyclone
Threw off their helmets, their energies depleted
Behold how pathetically they run away defeated.

V
Courageously, we marched twenty miles south
To fight the Americans in Yokohama
Though they boast of the game as their national sport
Behold the games they have left with no score.

VI
Ah, for the glory of our Baseball Club!
Ah, for the glitter it has cast!
Pray that our martial valor never turns submissive
And that our honor will always shine far across the Pacific

Questions:
1. How does this poem allude to traditional Japanese cultural values to promote nationalism?
2. What words are used to humiliate the Americans and exalt or glorify the Japanese?

3. Does this document reveal a militaristic tone? If so, where and with what words?

Historical background in Baseball in Cuba.

Although Spain colonized Cuba in the early 1500s, the island did not truly become an important part of Spain’s empire until the mid-1700s. The island’s economic importance grew dramatically when it supplanted Haiti as the world’s main sugar producer after 1800. Americans often talked about annexing Cuba before the U.S. Civil War. Trade relations between the U.S.A and Cuba grew exponentially in the 2nd half of the 1800s. Cuban business elites often sent their sons to the US for college. History credits one of these students, Nemiso Guillo with bringing a bat and baseball with him when he returned to Cuba from Alabama in 1864. American sailors also played the game when the stopped in Cuban ports. The game must have captured many Cubans imagination as Spanish authorities issued a ban on the game in 1869. By the mid 1880s at least two Cubans were playing at the highest professional level in the USA. US teams, including a team of major league players, ”The All Americans” began playing Cuban teams in the early 1890s. Reciprocal visits to the US by Cuban teams were complicated by the fact that Cuban teams were racially mixed. Thus they could only play against Negro league teams. By the late 1890s, due to the strong cultural and commercial ties between Cuba and the Caribbean region, Cubans helped spread baseball to other Latin American nations including Mexico, Puerto Rico, the Dominican Republic and Venezuela. The USA and Spain fought the Spanish-American War in 1898 after which Cuba gained its independence.

Cuba Document 11. Source: El Base-Ball, Cuban Sporting Magazine, (Havana), March 12, 1882

Baseball - allow us to affirm - has contributed much to redeeming us from such degrading spectacles [as bullfights], absorbing the attention of our excitable youth, who, through such a useful pastime, experience an awakening of their intelligence and at the same time acquire a healthy physical development.

Questions:
1. What words does this document use to contrast bullfighting and baseball?

2. Is this document’s view of baseball similar to those described in some of the cricket documents?

3. Does it compare to any of the documents about baseball and Japan?
Cuba Document 12. Source: *El Sport, Cuban Magazine (Havana), July 1, 1886*

It is certain that the game does not belong to us. It has come to us from the North: more than sufficient guarantee that baseball will find a secure place among us, for we recognize that from the North American people there can come nothing that does not teach, that does not moralize, that does not fortify—in a word, that does not serve to fulfill some of the initiatives of the great law of progress that our neighbors have adopted: "Go ahead!" The American sport does not attract a multitude desirous of seeing blood; it attracts a public wishing to pay homage to reason and justice, which serves to teach and moralize.

Question:
1. What characteristics does this document attribute to baseball and the United States?

Cuba Document 13. Source: Benjamin de Cespedes, medical doctor and political liberal, Aug. 1, 1889, to Wenceslao Galvez y Delmonte, author of *El base-ball en Cuba*

The game of baseball, has the means ... of bringing into close and harmonious commingling the most humble classes with the highest ones, and out of the solidarity created by the supporters of each team emerges a rehearsal for democracy in its most gratifying and basic form.

Question:
1. The source line says that he is liberal. Given Cuba’s status as a colony, what are his goals for the Cuban people? How will baseball help achieve these goals?
Yanqui ways conquer with such finesse.... When a people are influenced by another to the extent that they allow even the games of childhood and adolescence to be replaced, how could they not be dominated? The future, which is a people's principal essence, no longer belongs to them. That is why the loss of Spanish sovereignty [rule] in Cuba does not date from 1898*. It is much earlier.... That is why the popularity of baseball made me realize, virtually upon landing in Cuba, that I found myself in a foreign country.

*Spain relinquished control over Cuba in the Treaty of Paris, 1898.

Questions:
1. What does the author predict will happen to Cuba as a result of the Spanish-American War?

2. When does he say Spain began losing control of the island?