

# History of First Man to 1900

## Chapter 2

### INTRODUCTION, NOMAD TO HOMO SAPIEN

History is most fascinating and enlightens educators of today. For the future employed in any area of the profession of Physical Education, it is critical to have the knowledge of past history to be best prepared and educated. Physical Education possesses a rich heritage that has been influenced by time, people, events, philosophies, practices, and many other contributing factors throughout the past. From the dawn of mankind some three to four plus million years ago, hominids have been challenged in their physical survival. The discovery of the well known Lucy fossil dated three and a half million years old, and history tells us that Homo erectus lived life as hunter gatherers. They walked upright and spent most of their time in search of food to satisfy their hunger. For millions of years these early hominids had to possess a physical stature to ward off danger and to be physically strong enough to find and secure food. Often traveling in small groups or clans, they were in constant search of shelter and safety. Truly, they possessed built in motivation to maintain a physical ability to prevent danger or even an early death. The most basic survival movement skills included speed, strength, power, and quickness; all of which helped man tame and control their environment and living conditions. During perhaps just the last ten thousand years, human evolution progressed to where more modern Homo sapiens lived in small groups or in larger, more complex civilizations with better control over plants, animals, and land. Still today many civilizations have a physically challenging lifestyle requiring many of the most basic movement skills. Unfortunately millions of people today, especially in first world (well to do) nations, no longer have that built in motivation to maintain the physical prowess necessary for immediate survival. Homo sapiens possess the abilities of reason, creativity, imagination, and excellent organizational skills in greater

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abundance then all other animals, yet we often fail to realize the very physical essence and necessities of a positive existence. Diabetes II, in epidemic proportion in the United States due to obesity, is a prime example.

### ANCIENT CIVILIZATIONS PRIOR TO 1000 B.C.

Prior to 1000 B.C. Egypt has often been credited with being the birthplace of modern civilization. Records dating as far back as 5000 B.C. include evidence of an agrarian society which made many contributions to mankind. They were educated, with a partly phonic alphabet, a twelve month calendar, engineering, irrigation, and advances in astronomy, medicine, and architecture. The invention of papyrus (paper) led to record keeping and a system of education for scribes to learn to read and write. Although Physical Education or sport activities were not a direct part of the Egyptian education, popular physical activities included swimming, hunting with bows and arrows, fishing, chariot racing, various ball games, wrestling, and dancing which was used for both entertainment and religious practices. Egyptians built the great pyramids and tombs, and their land was protected by their physically trained military and pharaohs. Leaving behind much in the way of sculptures, paintings, literature, and carvings, Egypt was conquered by the Assyrian people about 700 B.C. The Assyrian people evolved into the ruling civilization, known as the Persian Empire, (mostly now located in Iran), which lasted from about 550 B.C., for approximately two hundred years.

The Persian Empire believed in responsibility of the individual and their philosophy was that of patriotism to maintain and increase their land holdings. Young males were raised from a young age into training for the state and eventually serving as a military person. They were adept at many fighting skills including marches, shooting bows, javelin and stone throwing, swimming, and horsemanship. In 331 B.C. the Persians were defeated by Alexander the Great of Greece who helped in the formation of the well-positioned city Alexandria, located in the eastern Mediterranean between Europe and Africa.

India from the time of 2000 B.C. was probably inhabited by Aryan people from the west, and much later by the Maurya people from the east. They lived a life with a philosophy of asceticism, where they denounced the pleasures of the earth in preparation for the life hereafter. The religion of Hinduism renounced pleasure and sought a more spiritual existence using yoga, for example. India is, however, credited with the activities of archery, chariots, swimming, ju-jitsu, boxing, polo, a form of golf, and shuttlecock.

China also boasts a varied history led by several dynasties during this time with people like Confucius promoting a contemplative lifestyle. The Shang (before 100

B.C.) and the subsequent Zhou dynasties boasted advancements in many areas of their culture, and their people's military were defense minded. Around 2500 B.C. the game called tsu-chu (kickball) was played in China, but they also preferred a contemplative life. By 500 B.C., during the time of Confucius, the "arts" included archery, chess, boxing, martial arts (kung fu), kites, and light exercises. Some three hundred years later, when China became a unified state, they began construction of the Great Wall.

### THE GREEKS 1000 B.C. TO 300 B.C.

The Greeks have often been credited with being the birthplace of Western civilization, growing from humble beginnings honoring many Gods, which helped their transition to organized and affluent city-states. The Greeks were actually the first to produce a stated reason and purpose for the physical development of their male youth in an educational fashion. This preparation for war and physical development was first utilized by the Homeric Greeks, who reigned until the time of the very first Olympics, held in 776 B.C. The philosophy of the Greeks became known as the Greek Ideal



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*The discus throw was one of the five events in the pentathlon.*

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that desired the unity of the man of action and the man of wisdom. This all around mental and physical excellence was called arete, and was often demonstrated in warlike games held in honor of military soldiers and their gods. Pride of strength, skills abilities, and bravery were more highly valued as opposed to awards. History is still not definite as to the specifics of the first Olympics and the events held, but competitors during this time were participating in archery, foot races, boxing, discus and javelin throws, and duel wrestling.

The Spartan Greeks began their military dominance around the time of the first Olympics, and they were more disciplined with a strict obedience to the state, with slaves far outnumbering Spartans. They prided themselves with excellent strength, totalitarianism, church, school, and gymnasiums. Young males (often the age of just seven) were trained in warlike fashion and as young adults took oaths of obedience to the state. The term “whip bearers” was commonplace, as military training for service to the state was often brutal but they were dominating in battle. The Spartans made slight advances in culture and very few lasting contributions.

The Athenian Greeks were vastly different as they used their education and culture to produce a society grounded in both war and peace, again emphasizing just the males. They trained and worked hard in wrestling schools called paleastras, under the supervision of the first physical educator, called a paidotribe. They trained in boxing, wrestling, running, jumping, chariot racing, discus and javelin throwing, pancratium (no holds barred fighting), and various gymnastic moves. The most popular event of the Panhellenic (for all Greeks) Games (Olympics), was the pentathlon (heptathlon for girls and decathlon for boys today), which consisted of the five events of running, jumping, throwing the discus and javelin, and wrestling. The first long distance run (marathon) was run some 2,500 years ago (490 B.C.) by Phidippides, from Athens to Sparta, to warn of the invasion by the Persians who had landed at Marathon. The other school of education was called the didascaleum, which taught literature, music, and arithmetic. Gradually, the Athenians succumbed to spectating, preferring to let the professionals compete in various competitions. By ignoring their own physical development, and enjoying gymnasiums more as a pleasure spa, along with the athletic festivals becoming more commercialized, the Greeks fell out of dominance and advancement.

*“Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save and preserve it.” Plato (380 B.C.).*

*“The principal aim of gymnastics is the education of all youth and not simply that minority of people highly favored by Nature.” Aristotle (350 B.C.).*

## ROMANS 400 B.C. TO 400 A.D.

The Roman Republic rose to power about 400 B.C. and maintained dominance for over four hundred years, and the Roman Empire continued for another 450 plus years. Responsibility of citizenship, dictators, a government of senators, and physical and mental preparation for war, were the reasons for their conquering so vast of an empire. The Roman Empire spread throughout Europe as we know it today and even dominated into the eastern Mediterranean and the island of England. In addition to preparation and fighting, the Romans were excellent in marching, tactics, calisthenics, fencing, javelin throwing, foot races, wrestling, riding, archery, chariot racing, and gladiatorial contests. They played a game called harpastum, another game similar to soccer. Their training was mainly military in nature and they held athletic type contests on numerous festival days. Gladiators provided amusement in the form of fighting at the various venues, with the most famous of these being the Roman coliseum, which is still partly standing today. Similar to the fate of the Athenians, the Romans lost



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*Remains of the coliseum in Rome, Italy, today. Notice the interior floors beneath the main competition floor, used for various purposes.*

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most of their physical and moral fabric and the Roman Empire eventually fell. Their sporting competitions and festivals deteriorated with gambling, cheating, and lack of honest competition. Rome suffered from overexpansion, poor dictators, lack of unity in the government, military weakness, and decadence of their populace. The Roman Empire fell to the Byzantines on the east and the Visigoths to the north and west. No other group or civilization has so dominated such a large number of people and land mass for such a long time in recorded history, as the Romans did for over eight hundred years.

### **MEDIEVAL TIME 400–500 TO 1400–1500**

The middle or dark ages of this time period was definitely a very low point in the history of Physical Education. Asceticism, as in ancient India, again prevailed where worldly pleasures were denounced by religious beliefs, self-denial, and discipline for the life hereafter. Monks for example wore burlap clothing belted with rope, and mere sandals on their feet. Monasteries were the only schools and the little attention to physical training was for the knights of the time. This feudalistic life of a land owner left most others in a poverty state, with little to no advancement in culture. The student of the military system was called a squire and after years of training could become a knight prepared for battle in a crusade. Practice would include riding, jousting, fencing, wrestling, and practice competition called a melee which would often include jousting on horseback. There was a terrible plague during this time period with considerable death and very poor living conditions, and perhaps the only new activity during this time period was a game similar to what we now call rugby.

### **RENAISSANCE 1400 TO 1600**

The word renaissance is French for rebirth. This was what the world needed to get going again with scholars, philosophers, musicians, artists, travelers, intellectuals, culture, and educators. This rejuvenation enjoyed new lands discovered, a rebirth of man's scholarly and civic responsibilities, exchange of food items, and a more positive philosophy of life. The renewal scholasticism of the Greek philosophers, humanistic education of sound mind and sound body, and the realism of a healthy body, all contributed to the renaissance. Activities and physical development again began to take hold—if for nothing else, for positive hygiene. Hygiene would become critically important for travel and settling in the new world. The game of golf, although thought to have been in some form played centuries before, officially got underway



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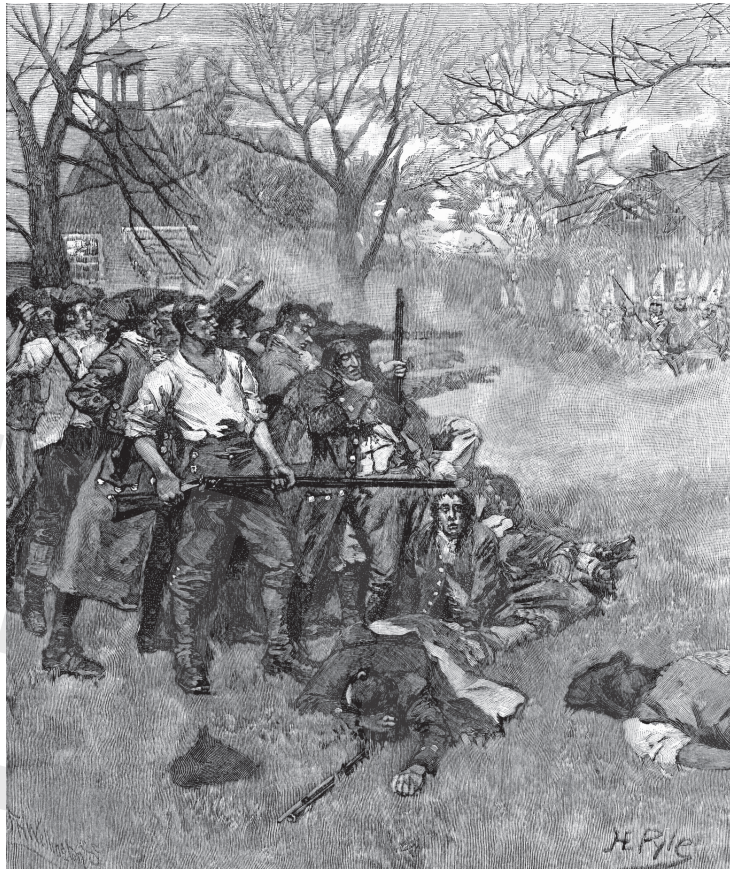
*Knights ready to do battle in full armor.*

in Scotland. The great artist Michelangelo performed work on cadavers which many feel was a forerunner for much of the physical science of Physical Education.

### **COLONIAL AMERICA 1600 TO 1800**

The settling and colonization of America required tremendous work and sacrifice by a strong and hearty people. Life was very difficult at best for those who survived the trip to the new land, let alone the need to establish safety, shelter, and the other necessities to live. Upon arrival, they often encountered a hostile environment that demanded a strong physical nature, and a challenging agrarian life. The only education of the day was perhaps the dame or kitchen schools where the three Rs were taught, with little or no attention given to Physical Education. There were some Latin grammar schools on a more formal basis. The early colleges, primarily for males only, included Harvard in 1636 and William and Mary in 1693, and their emphasis were on medicine, law

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*American patriots fighting for their freedom in the late 1700s.*

and religion. This time period, often referred to as the age of enlightenment, helped to create the humanistic view of the philosopher John Locke, who in 1693 pronounced, the need for a sound mind in a sound body, written in *Some Thoughts Concerning Education*. The French philosopher Jean-Jacques Rousseau followed with his book *Emile*, with his philosophy of naturalism, spouting children should learn with nature by participating in the basic skills of running, jumping, throwing, wrestling, and physical work.

*“If you would cultivate the intelligence of your pupil, cultivate the power that it is to govern. Give his body continual exercise,” Rousseau (1750).*



With the physical work and survival demands during this time period requiring physical ability, the other major concern was proper hygiene to maintain positive living standards. Johann Basedow established the Philanthropinum in Germany in 1774, which emphasized the natural education of the physical aspects of the body by using recreational activities for more than a couple hours daily. By the end of this time period and with the advent of the revolutionary war which required fighting, drilling, and marching, the philosophy of nationalism took a foothold as a necessity for the new country winning their independence. Leaders like Benjamin Franklin supported healthful physical and strength building activities, and sport pastimes, for the betterment of the country.

Immigrants from all over Europe brought with them many different activities from their homelands, and they participated in them when their minimal amount of time was available. Much of their free leisure and fun activities would be work related such as barn raisings, corn husking, and quilting sessions. They had to hunt and fish for their existence and this required boating and swimming. Dancing perhaps could provide some light social and pleasurable activity. Many immigrants came to this country for various freedoms, and this also included freedom to play various games. In the old country nine pin skittles (bowling) was outlawed due to excessive gambling and related problems, so a tenth pin was added and this game was now enjoyed in America. Football (soccer) was played by the ancient Chinese and the Romans, but often their game was much more brutal than the game today. Henry VIII and Queen Elizabeth I legislated against the game, but the game persisted in the boarding schools in England and today is the most popular sport in the world. The immigrants participated in other activities such as horse racing, sleighing, cock fighting, cards, skating, wrestling, ball games, and fowling. Even though we give the Ballston Spa, New York native, Abner Doubleday the credit for devising the rules for modern baseball in the 1840s, an account dug out of an archive vault at the Berkshire Athenaeum library in Pittsfield, MA, shows baseball reigned in Pittsfield in the late 1700s, based on a claim written and dated in 1791. In the more well to do south, perhaps due to the more prevalent slave economy, more leisure time, and a much milder climate, activities like fox hunting and early forms of golf and tennis might be seen on various country estates.

Native Americans offered much to the immigrants who settled in the new world and we have much to be thankful to them for our success. Yes, maize (corn) became a staple in this country and still is one of the most important crops for existence in America today. Native Americans used sport and dance for various purposes during festive celebrations and for competitive relaxation. Males and females competed and their overall holistic (mind, body, and spirit) attitude was prevalent. They valued and honored precise skills, speed, cunning, courage, and adherence to fair play and sportsmanship. Native American men gave us the game of baggataway (lacrosse), a



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*The game of lacrosse (bagaway) was adopted from Native Americans.*

game of ball with a stick. Today this game is fast becoming a popular sport for both males and females. Lacrosse still requires skill, speed, teamwork, toughness, and endurance, all values of Native Americans. Other popular physical activities of Native Americans included foot racing, archery, canoeing, swimming, fishing, doubleball (a stick and two balls), snow snake (pushing a wooden pole on snow cover), and shinny, a game similar to today's field hockey.

During this time period America was transformed from an inferior colonial existence to a budding nation. The new country was now more urban and industrialized and on the verge of creating a true democracy with a government by the people. This new country possessed many promises and freedoms unlike most other countries in the world. By the thousands, immigrants were seeking passage to this new world and country, as it held so many opportunities, advantages, and a promising better life. As early as 1791 a private swimming pool was actually built in Philadelphia, and the country with elected leaders was primed to create an educational system second to none. Sports of the day, recreational use of new found leisure, and Physical Education, were all strengthened and ready to seek its own identity.

## BIRTH OF MODERN PHYSICAL EDUCATION 1800 TO 1900

Physical Education would undergo a tremendous growth with many factors contributing to this new profession by 1900. The new United States, although only thirteen strong from the original colonies, would expand from coast to coast with remarkable speed. For a new young nation, the field of Physical Education was no exception as it also was influenced by the new born in this country, the increasing number of immigrants arriving daily from many different countries, a new public secondary school system often called an academy, a growing middle class, and still some influence from the Native Americans as they were being forced farther to the west.

### EARLY TEACHERS FROM ABROAD

*“We do not yet sufficiently realize the truth that as, in this life of ours, the physical underlies the mental, the mental must not be developed at the expense of the physical . . .” Herbert Spencer (1860)*

Germany probably had the greatest influence on this new profession with the popularity of gymnastics, and their teachers and leaders in this field had many contributions. The work of Johann Basedow, often referred to as the “Grandfather” of Physical Education, was extensive as he founded the school called the Philanthropinum, emphasizing naturalistic movements. Students would run, jump, vault, fence, and dance. He allotted a couple hours a day to these recreational activities. Another teacher at this school, Johann Simon, also introduced some additional Greek gymnastics including wrestling.

Johann GutsMuths taught at the Schnepfenthal Education Institute for fifty years. This school patterned their physical activities after Basedow, and they added some activities such as climbing, marching, ladders, and manual labor. GutsMuths made significant contributions by writing two books on physical activities: *Gymnastics for the Young*, and *Games for Exercise and Recreation of the Body and Spirit*.

Friedrich Jahn, often referred to as the “Father” of the Turnverein movement, taught gymnastics with his nationalism ideals for the German people. He advocated a strong and capable youth by teaching in an outdoor exercise area called a turnplatz. His instruction for male youths, who became known as turners, included working on

various pieces of gymnastic equipment, climbing ladders, jumping pits, wrestling, and running tracks. Jahn explained this education in his book titled *German Gymnastics*. The nationalism movement for defense and unification of one's country, at such schools as Jahn's, was often supported by the state. Demonstrations, called turnfests, were festivals that exhibited German gymnastics that eventually made a stronghold in the United States.

Franz Nachteggall followed Jahn's philosophy by establishing a school in Copenhagen, Denmark, emphasizing overall military fitness using Danish gymnastics. He wrote the *Manual of Gymnastics*, and taught in the military which promoted nationalism.

Per Henrik Ling of Sweden was influenced by Nachteggall, and for patriotic and nationalistic reasons, created Swedish gymnastics. In addition to military type training, Ling promoted aesthetic and health related exercises that were therapeutic in nature. He was valued as an educator for both the military and the personal lives of the Swedish people. Both he and his son, Hjalmar Ling, taught the beauty and grace of movement and expressed feelings through movement. With his therapeutic and health related work, Ling also might be credited with helping Physical Education to be considered a science.

## EARLY TEACHING OF PHYSICAL EDUCATION IN AMERICA

Catherine Beecher was the first recognized female teacher of Physical Education as she included calisthenics in the curriculum at Hartford Female Seminary as early as 1824. Using music, Beecher instructed aesthetic movement to enhance posture and grace in motion. With very few schools interested in physical activity, especially for women, her program was not widely accepted. She established the Western Female Institute in 1832 in Cincinnati and it prospered until the economic depression in 1837. In 1856 she wrote *A Manual of Physiology and Calisthenics for Schools and Families*, where she advocated for health and therapeutic concepts for all of society. Her life was devoted to the advancement and education of the female population.

Charles Beck was the first male physical education teacher hired in America and he established his outdoor gymnasium at the Round Hill School in Northampton, Massachusetts, in 1825. He took the German gymnastic system and added it to the recreational time allotted each day for games and sports. The Turnverein movement did not catch on in America until 1848 in Cincinnati, and within three years they were celebrating turnfests with hundreds of turners demonstrating their gymnastic skills. In 1851 the first national turnfest was held in Philadelphia. By 1860 there were over one hundred Turner societies with thousands of loyal participants.

In 1826, Charles Follen was the first to teach German gymnastics to Harvard College students, and he established a gymnasium in Boston at the same time.

Most colleges began to teach various forms of Physical Education which required these teachers to be trained properly. Many of the early teachers had a medical background, and their objectives were in pursuit of developing a healthy individual with proper hygiene. Various forms of gymnastics, light exercises, strength, and body control, soon gave way to games and sports that could be enjoyed by the programs. These sports would be very similar to intramural type of activities today. Sports participation was not limited to just the colleges, as community and various club participation became very popular. By halfway through the nineteenth century teacher training sites began to appear, but the education of these teachers was limited at best.

### QUICK HISTORY OF THE SPORTS OF BASEBALL, SOCCER, FOOTBALL, AND WOMEN

Our national pastime sport of baseball (not necessarily the most popular now) does not have a definite date or site of origin. A game similar to baseball (perhaps a combination of rounders and cricket) played in the late 1700s in England, seems



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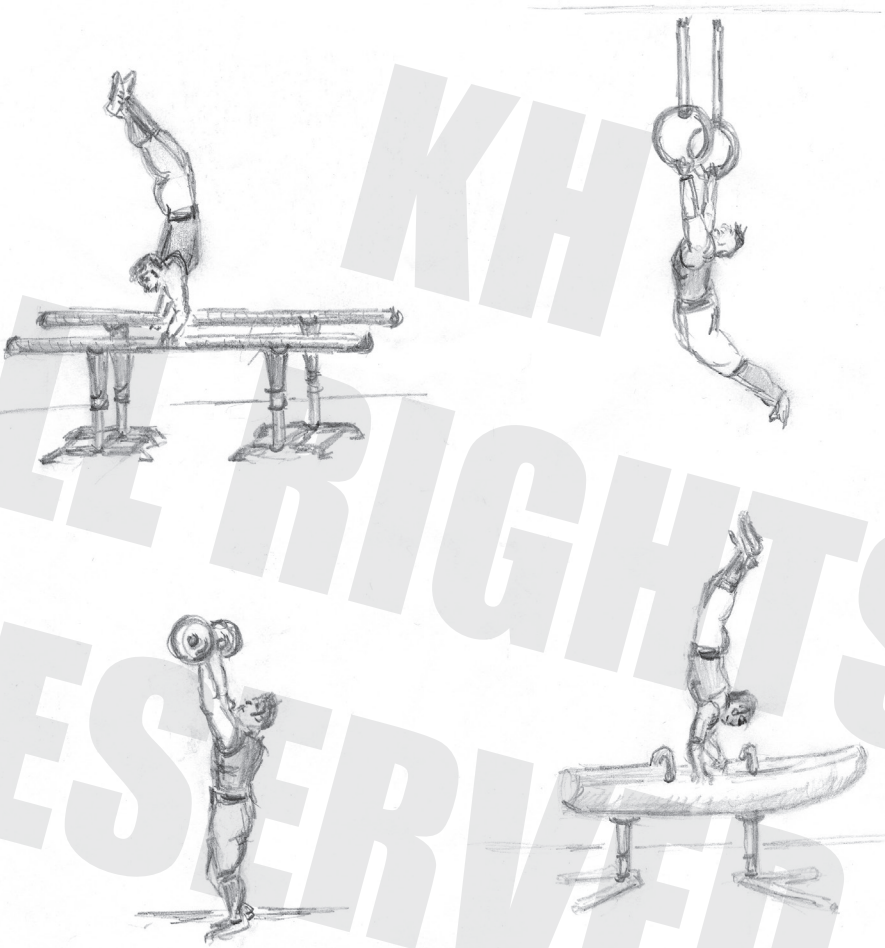
*The game of soccer is thousands of years old and today is still played by both the young and old.*

to be the most obvious beginnings of the game, even though man has played with round type objects for centuries. During the 1840s, Abner Doubleday, a New Yorker, has since been given the credit for the modern game and basic rules as we know them today. By the Civil War both sides were known to spend some of their down time playing the game of baseball and it quickly caught on during the reconstruction period after the Civil War. A game in 1862 with a New York regimen was said to have drawn over 40,000 spectators, perhaps the largest crowd to view an athletic event since the Romans. The first college game was played on July 1, 1859 between Williams College and Amherst College in Pittsfield, Massachusetts. The National Association of Base Ball Players was formed, and by 1902 only professionals were competing for the World Championship from the two remaining leagues, the National and American Leagues.

As early as the 1620s American folklore claims that Native Americans were playing a game similar to today's game of soccer. Before that ancient China and later the Romans were said to have played a game similar to soccer. King Edward III ruled to abolish the game in 1331, and later Queen Elizabeth I decreed a one week jail sentence to anyone caught playing soccer. In 1815 at Eton College in England some rules and organization were establish for the game. The modern origin of the game received its identity in 1863 in London as the first football association was established. The first college game was played between Princeton and Rutgers in 1876. Today the Federation International of Football Association (FIFA) governs over 170 countries that play soccer, truly making the game of soccer the most popular game on the face of the earth.

The game of football came from a combination of other games originating from a background of rugby. Rugby football was played at Rugby School in England in the 1820s. Similar games were played in America with Princeton playing a game called "ballown" (carrying the ball), and Harvard playing a very rough and similar physical game, on "Bloody Mondays." Rutgers and Princeton played the first college game of football in 1869. Today, football enjoys tremendous popularity in the United States and youth, high school, college, and professional games have become one of the most popular, if not the most popular sport in America. The annual "Super Bowl" is viewed by millions on Super Bowl Sunday.

Mostly males only participated in sports throughout the nineteenth century even though participation by females was not banned. By the end of this century women were participating in archery, croquet, golf, and tennis, but not in the numbers of their male counterparts. Light gymnastics and other physical exercises of the day were enjoyed, but aggressive sports were frowned upon due to the belief that such sports' competition would be unladylike and too strenuous for the female body. Finally, in 1896, the first female intercollegiate athletic game was played in basketball between California and Stanford.



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*Many of the gymnastic apparatus used over 125 years ago, with slight variations, are still used today in schools, colleges, national international settings.*

## EVENTS AND PEOPLE TIMELINE OF THE EMERGENCE OF PHYSICAL EDUCATION

- 1839 The first state normal school (Teachers' College) was established in Lexington, MA.
- 1844 The first YMCA (Young Men's Christian Association) was established in England
- 1850 By this date various informal Teacher Training schools began to appear
- 1851 The first American YMCA opened in Boston, MA.; within five years the national movement of Y's was increasing in large numbers, and they began to include gymnasia; the first YWCA was established by Mrs. Henry Durant in 1866
- 1852 Harvard defeated Yale in the first collegiate competition in rowing
- 1853 Boston became the first city to require a form of exercise daily in schools
- 1857 The National Education Association (founded as the National Teachers Association), women were later accepted in 1866, Blacks founded their own Teachers Association in 1904 by J. R.E. Lee (NATCS), the NEA did work for education and rights for all children, the first female president of the NEA was elected as early as 1910
- 1861 Dioclesian Lewis, established the first Normal Institute, (Teachers' College, similar to today's SUNY system in New York) for Physical Education He published, *New Gymnastics for Men, Women, and Children*; Lewis was best known for his light gymnastics using implements as bean bags, hand held weights, wands, and the use of music; his ten week normal school included instruction in medical background, hygiene, gymnastics, and body measurements
- 1861 Edward Hitchcock, M.D., became the first American teacher where he taught at Amherst College, just after Amherst was the first college to require Physical Education; Hitchcock borrowed from Lewis and also used various bodily measurements (anthropometric) to measure progress; Hitchcock later (1885) became the first president of the AAPE
- 1865 Vassar College began a women's Physical Education program in Poughkeepsie, N.Y.
- 1866 California became the first state to require Physical Education by law
- 1869 YMCAs opened in the cities of New York, San Francisco, and Washington, D.C.
- 1868 New York Athletic Club
- 1870s, 1880s, and 1890s Various intercollegiate, amateur associations, and athletic clubs were formed, including competitions for archery, baseball, bowling, boxing, canoe, cricket, croquet, cross-country running, fencing, football, golf, gymnastics, handball, horse racing, ice hockey, lacrosse,



- polo, rifle, rowing (crew), skiing, soccer, squash, swimming, track and field, and wrestling
- 1872 Brookline, MA. community created a playground using public funds
- 1879 Dudley Sargent, M.D., opened Harvard Colleges' gymnasium, funded by Mary Hememway; Sargent was best known for his use of anthropometric measurements, and the promotion of strength building apparatus and exercises, in addition to sports participation for overall conditioning; in 1881 Sargent started the Sargent School of Physical Education, one of many for Physical Education in the 1880s; in 1887 Sargent founded the Harvard Summer School for more advanced study
- 1879 National Association of Amateur Athletics, forerunner of today's AAU
- 1883 Hartvig Nissen (Norwegian), started teaching gymnastics in a Swedish Health Institute, in Washington, D.C.
- 1885 The YMCA normal Training School opened in Springfield, Massachusetts
- 1885 Delphine Hanna began teaching at Oberlin College emphasizing the education of female students, she taught both Thomas Wood and Luther Gulick
- 1885 William Anderson, Adelphi Academy, helped to promote the founding of the AAPE National Association for Physical Education to bridge all leaders in the field, this new organization was called the Association for the Advancement of Physical Education, the forerunner of today's AAHPERD, in 1886 Anderson established the Brooklyn Normal School
- 1885 Intercollegiate Association of Amateur Athletes, forerunner of today's NCAA
- 1885 Nils Posse, Swedish gymnastics in Boston; wrote the book *Special Kinesiology of Educational Gymnastics*
- 1888 New York adopted a play area for children, patterned after huge sand piles for children's play in the city of Berlin; other cities followed and the birth of the Playground Movement was on a positive path; larger especially overcrowded cities began to build and sponsor numerous playgrounds
- 1889 Boston Conference held at M. I.T. to help evaluate the status and curriculum of Physical Education; this led to many questions as to the direction to be followed for this new profession of Physical Education
- 1889 Mary Hememway, impressed with Posse's program in Boston, funded the Boston Normal School of gymnastics hiring Amy Homans as its first director

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1889 Amy Homans also continued her work later at Wellesley College, in Massachusetts

1891 Dr. James Naismith invented the game of basketball at the YMCA Training School in Massachusetts; it is thought he attached a peach basket (without the bottom) to a wall, for an indoor game during the winter season

1893 Harvard College awarded the first degree in Physical Education

1895 William Morgan invented the game of volleyball (originally called mintonette), a less strenuous game for males at the YMCA in Holyoke, Massachusetts

1896 First female intercollegiate contest between California and Stanford in basketball

1896 Piere deCoubertin, a Frenchman, introduced and reestablished the Olympics for international competition to promote the wholesome outcomes of amateur competition; the first of the modern day Olympics saw competition in Athens, Greece, competing in four different sports; today both summer and winter games are held every four years with thousands of competitors from over 190 nations

1896 Dr. Eliza Mosher became the first female full professor of Physical Education at the University of Michigan

### THE DIRECTION OF THIS NEW PHYSICAL EDUCATION

*“I hope that here in America more and more the ideal of the well-trained and vigorous body will be maintained neck and neck with that of the well-trained and vigorous mind.” William James (1890)*

The field of Physical Education arrived at the end of the nineteenth century after a growth and expansion due to many factors. The people in this field were true pioneers, and they all made tremendous contributions and had a lasting impact upon the direction that Physical Education would take. These dedicated men and women were influenced by the philosophies of naturalism and nationalism, health and hygiene needs, social needs, their origins of birth, societal needs (especially for the children), and their beliefs and desires that this education could provide a richer and more satisfying life. They felt they had an obligation to this new nation to educate the masses, with a curriculum and direction of great importance, financially funded by the people. After the professional meetings toward the end of this century created the

AAPE, Physical Education found itself asking the question as to which direction(s) should it proceed?

- There was the gymnastics of the European countries, both strenuous and light
- Native American sports and pastimes
- Activities the various immigrating countries brought with them
- The English who were often called the lovers of both rich man and poor man sports
- The amateur activities of the new sport clubs and societies
- The Y's and their principles of Christian foundations via activities
- The playground movement, especially in the ever increasing large cities
- The advent and popularity of the intercollegiate sports and competitions
- The dawn of the professional athlete
- The beliefs and curriculum of the newly formed national organization (AAPE)
- The education of the new Physical Education professional teacher

The choices were staggering for these new teachers and professionals in Physical Education, and the controversy persisted as to which direction should be followed. This conundrum was called the Battle of the Systems. The Physical Education professionals at the turn of the century and the early twentieth century would undertake this challenge with the New Physical Education.

### CLASS DISCUSSIONS AND REVIEW CONSIDERATIONS

1. An old adage says that history tends to repeat itself. Discuss events throughout history that have had a positive or negative effect on the growth of Physical Education.
2. What was the influence of the different philosophies on Physical Education?
3. Debate what period of time was the world's population in their best physical shape.
4. Discuss which philosopher has had the most impact on the profession, and why.
5. Which teacher in the nineteenth century had the greatest influence on the profession of Physical Education and why?
6. Discuss and debate the battle of the systems for the future direction of Physical Education, in relation to the Physical Education of today.
7. Discuss the possible analogy of some of the reasons for the fall of the Roman Empire, with what is happening with American sports of today.
8. What would it have been like to be a teacher in the late 1800s?

**KH**

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Chapter 2: Exercise One

For each of the following groups of people, list the physical activities and/or sports that they were known to participate in and that we can still identify today.

1. Egyptians: \_\_\_\_\_
2. Assyrian (Persians): \_\_\_\_\_
3. India: \_\_\_\_\_
4. China: \_\_\_\_\_
5. Homeric Greeks: \_\_\_\_\_
6. Spartan Greeks: \_\_\_\_\_
7. Athenian Greeks: \_\_\_\_\_
8. Roman Republic: \_\_\_\_\_
9. American Immigrants: \_\_\_\_\_
10. Native Americans: \_\_\_\_\_
11. Germans: \_\_\_\_\_
12. English: \_\_\_\_\_
13. Denmark: \_\_\_\_\_
14. Sweden: \_\_\_\_\_
15. Norway: \_\_\_\_\_

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**Chapter 2: Exercise Two**

List and identify fifteen people from this chapter that had influence and an impact on the profession of Physical Education, and explain their influence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_