

CHAPTER 7: Sport in pre-industrial (pre-1780) and industrial and post-industrial (1780-1900 Britain)

Practice questions - text book pages 102 - 103

- 1) Sport has remained a major recreational activity in the UK since the 19th Century. The majority of sports were rationalized in the 19th Century. Which one of the following is a characteristic of rational recreation?
- violent.
 - rural.
 - respectable.
 - occasional.

Answer: c.

Explanation:

- *Respectable since rational recreation was civilised, encompassing ethics such as fair play and non violence.*

- 2) Which one of the following best describes the cult of athleticism?
- character building qualities.
 - reduce flogging.
 - playground control by sixth form.
 - codes of honour and loyalty to school.

Answer: a.

Explanation:

- *The cult of athleticism represented a combination of physical endeavour (trying hard) with moral integrity (honour, truthfulness and sportsmanship) all character building qualities.*

- 3) Social class in pre-industrial Britain influenced the types of sporting activities a person would engage in. Which one of the following pursuits was associated with both the upper and lower classes?
- prize fighting.
 - pedestrianism.
 - hunting.
 - mob games.

Answer: b.

Explanation:

- *The lower classes took part in the races and the upper classes acted as patrons/sponsors. Prize fighting and mob games were lower class pursuits and hunting was an upper class pursuit.*

- 4) Mob games are no longer played regularly in the United Kingdom. What social factor caused the decline of mob games in the 19th century?
- lack of space in urban areas.
 - hygiene issues.
 - reduction in the working week.
 - wagering.

Answer: a.

Explanation:

- *Since mob games had no boundaries and were played from one village to the next, the main social factor was lack of space in urban areas.*

- 5) Which one of the following best explains how the development of the railways helped the growth of association football?
- the FA (formed in 1863), standardised the rules by which all teams had to play.
 - leagues and cup fixtures and competitions developed.
 - supporters could watch their team and supporters clubs grew.
 - literacy and the sporting press increased popularity.

Answer: c.

Explanation:

- *Supporters could travel by train, in a shorter time and to more distant away fixtures, in addition to attending home fixtures and so supporters clubs grew.*

6) What were the characteristics of popular recreation?

6 marks

Answer:

Characteristics: 6 marks for 6 of:

- Played **occasionally** at festivals such as holydays.
- Few, simple, unwritten **rules** (not just 'no rules').
- **Violent**, injuries, damage to property.
- **Males wagering** and **alcohol**.
- **Low structure**, unlimited time, numbers of participants and few boundaries (not just 'unstructured').
- **Limited facilities** and equipment needed.
- For the **working classes**.
- **Brute force** rather than skill.
- **Local** i.e. village versus village.

7) What do you understand by the terms codified, regulated, and respectable in relation to rational recreation? 6 marks

Answer:

Codified:

- The acceptance of **written rules** for a sport.
- Which everyone who participates in the sport **accepts**.
- These rules take over the **many different versions** of sports which existed previously.

Regulated:

- Once rules have been accepted, playing conditions have to be **controlled** by referees or umpires.
- Players **accept** that matches should be run by the rules.
- Matches and competitions take place **according to the rules**.

Respectable:

- Spectators feel that they can attend matches where there are no fights and **bad behaviour**.
- It is an **accepted part of society** that people should play or attend sport.
- Without any implication of **criminal** attachment.

8) Public schools, such as Rugby and Eton, played an important part in the development of rational games in society from mid 19th century onwards.

Explain the role played by 'old boys' of such public schools in the development of rational recreation.

4 marks

Answer:

Note: Public school old boys were important in the development of rational recreation in a number of ways:

- Many old boys returned from university as **teachers** to coach games such as rugby to boys at public schools.
- Some old boys became **vicars** and spread their love of athleticism via games in their parishes.
- Some old boys became **factory owners**. They gave facilities and set up teams to play sport and improve worker's health and morale.
- Some old boys were responsible in the setting up of **National Governing Bodies** (NGBs) with rules and regulations that are still valid in today's contemporary sports and activities.

9) Why were Oxford and Cambridge Universities able to make such an impressive contribution to elite sport in the late 19th century?

6 marks

Answer:

6 marks for 6 of:

- As games and sport became more **important** in the public schools.
- Pupils would leave and **go to either Oxford or Cambridge** universities.
- Where they wanted to **continue** with their sport and games.
- The **rules** for the same sort of game (for example football) were often **unwritten** and were **different** from school to school.
- The boys wanted to **organise teams** to play between the different **colleges**.
- And eventually **between Oxford and Cambridge**.
- Therefore they had to meet and decide on **rules** which would apply to all these games - hence **codification**.
- This led to more **regularisation** of games between colleges and universities.
- And the establishment of **clubs** outside the universities by the same young men once they had left university.
- This led to **leagues and games** across the country with the same rules.
- These young men often **returned to the schools** as teachers, where they changed the existing rules to the new ones, so that inter-school games could be played.
- Also, some young men joined the **military**, the **church** or the **foreign service**.
- And **spread** the same games across the Empire (and hence to Australia, New Zealand, Canada, and South Africa).
- This particularly accounts for the spread of rugby and cricket across the world.
- And the initiation of **international** fixtures (tests matches).
- These same ex-Oxbridge students organised and created the International **Governing Bodies** (IGBs) which controlled these sports.

10) In what way was Real Tennis different from most other recreations?

3 marks

Answer:

3 marks for 3 of:

- **Courtly** - played by elite.
- **Rules** - it has been written complex rules it was structured.
- **Not violent** - it had etiquette it was high culture it was sophisticated and skilful.
- **Regular** - it was played regularly.
- **Facilities** - it had purpose built facilities/expensive court.
- **Not local** - and the upper class players had transport and so could travel to play.

11) Describe Mob Football as an example of popular recreation.

4 marks

Answer:

4 marks for 4 of:

- **Local** – Village v Village, community based.
- **Uncoded** – simple rules, local rules, based on the word of mouth simple, natural.
- **Violent** – uncivilised, regular deaths not skills based.
- **Occasional** – often annual on festival days or holy days.
- Played by **lower class males** a way to show manliness.
- **Rural** – occasional in towns.
- Often **restricted** – illegal, curtailed.
- **Wagering** – betting on the outcome.

12) Modern sports are partly a result of changes that occurred in the 19th century.

How did English public schools influence the technical development of games?

3 marks

Answer:

3 marks for 3 of:

- Boys brought activities from villages and schools.
- Played regularly in free time.
- Devised initial rules which were individual schools versions.
- This allowed **Inter-House** competitions.
- Later adopted **standardised** rules.
- This allowed **Inter-School** competitions.
- Structural changes such as **boundaries**, **time limits**, **numbers** on teams, **strategies**, roles, skills, techniques and kit.
- Developed skills of leadership, captain roles and the games' elite.

13) Explain how Public schools and their ex-pupils influenced the emergence of rational sport.

4 marks

Answer:

2 marks for 2 of:

- **Schools:**
 - **Melting pot**, development of rules and regulations.
 - **Organisational development**, fixtures, kit, areas to play.
 - **Regularity** of games afternoons, house sport, compulsory games.
 - **Curtailment of violence** and cruelty.
 - **Importance/values** attached to **team games** such as responsibility.
 - **Influenced** other **schools** e.g. Malvern, Clifton founded as **middle class** copies.

2 marks for 2 of:

- **Ex Pupil:**
 - **Teaching** back in **original school** next generation influenced.
 - **Army, colonial** service, taking passion for games abroad.
 - Joined the **church** as vicars and priests, needs of parishioners met both physically (church teams) and spirituality.
 - Became **industrialists** set up factory teams.
 - Older, less active graduates established and developed **national and international governing bodies** to organise and administer sport.

14) How did social class influence participation in sports and pastimes in both pre-industrial and post-industrial Britain?

8 marks

Answer:

In Pre-Industrial Britain: 4 marks for 4 of:

- **Two class society** – Britain predominately a two class society: upper class (gentry) v lower class (peasants).
- **Different games** – each class played different games e.g. real tennis for the upper class and mob football for the lower class.
- **Different roles** – or had a different role within the activity e.g. patron or pedestrian.
- **Community activities** – impact of community activities e.g. wakes, fairs, opportunity for fun for all, free enjoyment.
- **Travel** – lower class couldn't travel far as they had to walk and did not have transport, whereas upper class had horses and coaches so had more opportunity.

In Post-Industrial Britain: 4 marks for 4 of:

- **Middle class** – emergence of the new middle class or middle class attitudes and values.
- **Work conditions** – changes in work conditions for working class when working class gained half-day Saturday spectatorism was affected and increased.
- **Excursion trips** – excursion trips for working class by benevolent industrialist.
- **Holidays** – holiday patterns or week's paid holiday for the working class by late nineteenth century.
- **Professionals/amateurs** – amateurs were middle or upper class. professionals tend to be working class.

15) What factors influenced the emergence of rational sport after 1850?

Discuss how the impact of these social and cultural factors shaped sport in Britain.

8 marks

Answer:

- **Revolutions** – industrial and urban revolution. Mechanisation of farms led to population migration into towns and villages and work in factories.
- **Impact** - better **wages** for industrial working class and greater prosperity for the country at large.

- **Time** - increased free time half-day Saturday and shorter working week and regular working patterns.
- **Impact** – more **free time** for leisure and sport.

- **Space** - less space lead to pitches and stadiums.
- **Impact** - formation of **factory teams**, competitions, leagues.

- **Middle class** - increased middle class population and middle class influence making social conditions more civilised.
- **Impact** - industrial revolution increased **power** to the middle classes and improved social conditions for working classes.

- **Law and order** – introduction of the Factory acts and Reformed worker’s rights.
- **Impact** - improved **working conditions** for the lower classes.

- **Increased government support** of working class and introduction of betting legislation laws controlling wagering.
- **Impact** - increase in **social control** of lower classes.

- **Patronage** - industrial patronage, provision of facilities at factory, excursion trips to seaside.
- **Impact** - workers and families’ **morale** enhanced.

- **Income** - less poverty as wages increased for lower classes.
- **Impact** - improved enough for gate money and leisure pursuits.

- **Health** - better living conditions, such as housing and public baths facilities.
- **Impact** - improved health of lower classes and increased life span.

- **Literacy** - improved literary due to compulsory schooling.
- **Impact** - **newspapers** improved business administration and the sports column stimulated an increase in sports’ participation and spectatorship for lower classes.

- **Technology** - sporting press was established and sporting equipment such as stop watches, rackets etc.
- **Impact** - results of games could be distributed **faster**, free publicity for teams and spectators.
- **New equipment** made sport fairer and more competitive.

16) Many NGBs of sport were set up in England between the late 1800s and early 1900s. Why was it necessary to form these governing bodies and why did some of them prevent professional athletes from competing in their sport?

6 marks

Answer:

3 marks for 3 of:

Why form NGBs?

- Increase in number of **fixtures** or competitions.
- More widespread playing of sport required nationally agreed rules, structure and **regulation**.
- Different versions developed by different schools, for example mob football needed to be **rationalised**.
- To set up competitions in **leagues**.
- Deal with professionalism and **commercialism**.
- **Prevention** of professionals

3 marks for 3 of:

- Desire to maintain **control** of sport.
- Preservation of **amateur** ideals.
- Maintain **exclusivity** of sport, so that upper and middle classes did not mix with lower classes.
- NGBs were **amateur** bodies and so amateur participants did not like losing to professionals.

17) **A Level**. Describe and explain the impact that the industrial revolution had on sport after 1800.

15 marks

Answer:

15 marks for 15 of:

Initial changes in early 19th century:

- **Migration** of lower classes from rural to urban areas/search for **regular work**.
- Loss of **space**.
- Loss of **time** - 12 hour days and no time for sport.
- **Poverty** low wages, working class as slaves to factory and no money for sport.
- Poor working **conditions**/pollution.
- Poor living conditions/lack of health and **hygiene** provisions.
- Increased **law and order** prevent blood sports and violent games such as mob football.

Development later in the 19th century:

- The emergence of the new **middle class** in positions of authority as industrialists.
- The civilising process, new middle class **attitudes**.
- The impact of and influence of **improved transport** and communications.
- Leagues, cups and **competitions** were established.
- **Regularity** of play increased. Less time to get to places.
- Increased **free time**. Saturday half-day.
- **Broken time payments**, professionalism.
- Improved **literacy** levels accessibility of media - the development of the sporting press.
- **Factory acts** improved conditions and opportunities for sport.
- **Excursion trips** provided by some factory owners.
- Purpose built **facilities** - provision of public **baths**, initially for hygiene and later for recreation.
- The influence of **ex-public schoolboys** in industry the church/local government/setting up of NGBs.
- New ways of and reasons for taking part/values of **athleticism** being spread to lower classes.

18) Define the terms 'Gentleman Amateurs' and 'Playing Professionals'.

2 marks

Answer:

Note that the difference between the two terms was defined by English class structure in the 19th and 20th centuries.

- The '**Gentlemen Amateurs**' were members of the **middle and upper classes**, usually products of the English public school system, and who nominally claimed expenses when they played games such as cricket.
- The '**Playing Professionals**' were deemed to be **working-class wage-earners** and were paid wages by their county clubs or fees by match organisers.

19) Outline the attitudes and impact of leisure opportunities on women from the early part of the 19th century to the late Victorian era.

8 marks

Answer:

- Sport had evolved from **violent activities** undertaken by **males** in connection with the need to prepare for **war**, such as **stave and fist fighting**.
- **Working class women** did not have the **time, money** or **provision** for sport.
- **Middle class women** had **leisure time** and chose to play as long as activities were private and genteel such as **lawn tennis, croquet** and **golf**.

20) Explain the development and impact of public baths in urban industrial communities in the second half of the nineteenth century.

6 marks

Answer:

3 marks for 3 of development of public baths:

- **Towns grew** as a result of industrialisation/overcrowding.
- Only **wealth** could **afford bathrooms** in their homes.
- Rivers or **natural water** supplied polluted so no longer suitable for washing and bathing in.
- Problem of **disease** with major epidemics in England.
- **Wash houses Act (1846)** local authorities could apply for grants to provide public washing facilities.
- Most major towns built **public bath houses**.
- So public bath houses built to prevent diseases and **improve public health**.
- Public baths **safer** to bathe in than rivers.
- Plunge baths for swimming **recreational** use.

3 marks for 3 of impact of public baths:

- **Middle class** influence - formation of ASA.
- At the end of the Victorian era the opportunity for better **personal hygiene** was within the reach of more members of the working classes.
- Improved **public health** improved **productivity** at work.
- Opportunity of the **working class** population to engage in **sporting** activities.

21) Account for the impact of the Wenlock Olympian Games on the development of the modern Olympic Games. 5 marks

Answer:

5 marks for 5 of:

- William Penny Brookes established the **Wenlock Olympic Class**.
- Objective of the class was to promote the moral, physical and intellectual **improvement** of the local inhabitants.
- The Wenlock Olympian Games offered a **variety** of sporting contests with events for **all social classes**.
- Mainly athletics and traditional country sports such as quoits, football and cricket.
- **Prizes** were presented to successful participants.
- There was an **opening ceremony** including flag bearers, band, officials and competitors parading around the arena.
- The Wenlock Olympian Games were so popular that they attracted **commercial sponsors** and continue to be an annual event in Much Wenlock.
- **Baron Pierre de Coubertin** (the founder of the Modern Olympics) visited Much Wenlock for the 1890 Games and he and Brookes came up with the blueprint for **reviving the ancient Olympic Games** based on the model of the Wenlock Olympic Games.

22) What influence did 'non-local' admission to the public schools and universities have on the development of rational sport?

6 marks

Answer:

- **Entry:**
 - Boys were coming from all over the country.
 - Bringing different versions or experience of activities with them.
- **Schools:**
 - There were seven elite boarding schools.
 - Eton, Harrow, Charterhouse, Rugby, Shrewsbury, Westminster, Winchester.
- **Melting Pot:**
 - Boys spent over 5 years together, sharing ideas and experiences.
 - These were melting pots, however, because each school had different facilities or traditions or staff.
 - These meant that different ideas and practices were mixed up and sorted out into the games which developed into those we know today.
- **University:**
 - Melting pot – two universities – Oxford and Cambridge.
 - But they shared contests, rules, players, (which still persists to today) for example, the boat race.
- **Careers:**
 - Graduates of the universities went into society as leaders of industry or teachers or church or army, etc.
 - There was a major influence on the colonies.
 - And an influence on middle class sports clubs.
 - There was the social reform of passing these down to the working classes.

23) Church organisations promoted sport amongst their local communities in the late 19th century. Explain their reasons for doing this and how they achieved it.

4 marks

Answer:

4 marks from 4 of:

- The church saw many working class sports as **immoral**, as they involved gambling and drinking. For example, cock fighting, horse racing and mob games.
- This was frowned upon by the church as it was against the highly moral behaviour they wanted to develop.
- By the late 19th century people had moved to towns and cities, which meant that traditional village rivalries of **mob games** had been lost.
- With the advent of **rational recreation**, the attitudes of the church radically changed.
- Young churchmen, as **old boys** of the **Public Schools**, set up the Boys Brigade to get boys off the streets.
- Sport became an **alternative** to gambling and drinking, and channelled these men's energy with religious ideals in mind.
- To get more people involved in sport, the church **organised competitions** for people to take part in.
- These developments occurred in the context of the growth of **Methodism**, with its reliance on a non-conformist life with absolutely no drinking and gambling.
- Methodists always went to church on a Sunday, always respected their neighbours and lived a life of striving to make the best of life (to succeed in whatever was worthwhile).
- The **Young Men's Christian Association (YMCA)** introduced athletic and religious centres, and sport was used to recruit new members.
- The YMCA was founded on the principles of '**muscular Christianity**' and used to improve young peoples' social discipline and encourage people to take part in a range of organised sports.

24) Participation in sports and games was a key feature of 19th century public schools.

Describe three factors which lead to increased participation in physical activity by young people in public schools. How do these factors continue to impact upon participation and performance in physical activity in schools today?

6 marks

Answer:

3 marks for 3 of:

An increased participation due to:

- Improved quality of **facilities** such as games' fields.
- Increased quality of **purpose built** facilities. For example, squash courts.
- Money donated by old boys to support sporting facilities and programme.
- Specialist **coaching** form assistant masters and/or professional coaches.
- **Compulsory games**.
- **House participation**.
- Inter-school **fixtures**.
- Belief in **character building** value of games. For example, leadership, loyalty, teamwork.
- Belief in **health and fitness** of participants/fresh air and healthy lifestyles.
- **Headmaster** support.
- **Enthusiasm of young teachers** who had 'been through the system'.
- Playing games became an **obsession**.
- **Special festivals** such as athletics sports days.
- **Role models** from sixth form and society.

3 marks for 3 of:

Impact upon participation and performance in schools today:

- Quality and quantity of **facilities** affect levels of participation and performance today.
- Public schools continue their very strong 19th century traditions and today are supported by the **best facilities**, house systems, **professional coaching** and sporting **opportunities**.
- Hence they maintain high **participation** rates.
- In state schools availability of **funding** and its impact affects quality of delivery and participation rates.
- **Participation** believed to develop character, health, fitness and to encourage life long participation.
- **Head teacher** support still vital in terms of kudos of subject in school.
- **Subject teachers** who are prepared to help with **extra-curricular activities** affect regularity of practices and number of teams.

25) What is meant by the term 'melting pot' in connection with 19th century public school athleticism?

6 marks

Answer:

2 marks for 2 of:

- Widespread influence of **public school athleticism** on sport in society.
- By virtue of the fact that pupils from many **different** public schools met at the Oxbridge universities.
- And **spread the message** of public school activity.
- Implication that a healthy mind in a healthy body was valuable.
- Link made between **physical endeavour** and **moral integrity**/muscular Christianity.
- The notion of **fair play** as being part of general life as well sport.
- All these things were discussed and brought to fruition by the ex-pupils.

4 marks for 4 of:

The fact that its level of impact was considerable because:

- A **social elite** promoted this ethos as part of public school education.
- This social elite carried the ethos to universities to create a melting pot or **mixture of ideals**.
- Where there was **shared camaraderie** of young men with **free social time**.
- Continued melting pot within and between universities.
- Eventual influence of **graduates in society**, army/industry/schools/estates/clergy/colonial, as a melting pot.
- And on the **next generation** of public schools/heads/assistant teachers/boys.
- There was **opportunity** and **provision** in schools/competitions and administration.
- And energy and expertise led to formation of **clubs** and **governing bodies**.

26) **A Level.** Explain the emergence of physical endeavour and moral integrity in 19th century public school athleticism and discuss the issues which threaten it in today's sport.

15 marks

Answer:

3 marks for 3 of:

What was the ethic of physical endeavour and moral integrity:

- **Physical endeavour as:**
 - Healthy exercise and fresh air.
 - Pleasure in energetic pastimes.
 - Robust individuals with manly sympathies.
 - Achieved through rational sport.
- **Moral integrity as:**
 - An educational vehicle.
 - Linked with Christian virtues/honour and integrity.
 - Character building experience/fair play and sportsmanship.
 - Team first/good leadership skills/halo effect.
- **Athleticism as:**
 - Set out as a philosophy of producing Christian Gentlemen.
 - Extended/became a cult of muscular Christianity.
 - Culminated in Corinthian ethic of manly virtues/an all-rounder.

4 marks for 4 of:

Explanation of its emergence in 19th century public schools:

- Started as **boy culture** reflecting bravery.
- **Comradeship** and loyalty.
- Developed as a **social control** vehicle.
- Compulsory games to **increase impact** of the experience.
- To reinforce the **house system**/sixth form influence.
- To establish **character building** potential of organised games.
- As a recognition of the playground as an educational vehicle.
- As a fully fledged **competitive** house/school/interschool experience.
- As a university/societal **melting pot**.
- As a product of an **emergent middle class**/expression of the public school ethos.
- As a reflection of English Society at its **colonial** height.

4marks for 4 of:

How it is threatened in today's sport:

- Professional sport as part of a **business ethic**.
- Rise in professional sport persons and **financial self-gain**.
- **Commercial**/media interests overtaking sport values and the programming of global events.
- Increased impact of the **win ethic**.
- Dominance of **referees** and technology in decision-making.
- **Gamesmanship** replacing fair play ethic.
- Impact of **spectators**/management on sport.
- For example, the **armchair spectator** reduces **gate revenue** income.

4 marks for 4 of:

An explanation of the causes behind this threat:

- Public school **athleticism** has less influence given the emergence of state education and **expansion** of universities.
- Physical education has less impact in modern day curricula.
- Instability of **morals** and family life may threaten participation levels.
- Commercial/media interests are often more important than ideal **sports ethics**.
- There is an **affluent** society looking for excitement through sport rather than holding to traditional moral values.
- The spectator/arm-chair society is reflecting by high levels of **obesity** and associated cardiovascular diseases.
- **Wagering**/betting on everything with a sporting chance.

27) What was impact of the sporting press on sports' participation and spectatorship in the 19th century?

4 marks

Answer:

4 marks for 4 of:

- *Technical innovations in printing* and the telegraph system eased the way for a rapid expansion in newspaper production and a classless readership.
- During the 19th century there was a huge increase in *sports journalism*.
- For example, the *Sporting Times* was devoted chiefly to sport, and in particular to horse racing.
- At the same time, NGBs were founded, plus a *sporting calendar*.
- Sports journalism was the first form of *media coverage* showcasing sports events, results and betting odds.
- There was popular coverage for horse racing, pampering to upper and middle classes pursuits.
- The sports column offered free *publicity* and *results* coverage for the developing NGBs, clubs and leagues.
- Stimulating an increase on sports' *participation* and *spectatorship* as more results and stories from lower class sports, such as football, were included within the sports column.