

## CHAPTER 14: Emergence and evolution of modern day sport up to 1900

### Practice questions - text book pages 176 - 177

- 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.
  - reduced 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?
- rules standardised the FA (formed in 1863) teams who had to play to the same rules.
  - leagues cups 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) 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 in Stage three of development (the 'cult' of athleticism). How do these factors continue to impact upon participation and performance in physical activity in schools today?

10 marks

**Answer:**

6 marks for 6 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.

11) 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.

12) **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.

20 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.

4 marks 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 cardio-vascular diseases.
- **Wagering**/betting on everything with a sporting chance.

13) 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.

14) How did sport spread from the English public schools in the late 19th century?

3 marks

**Answer:**

3 marks for 3 of:

- **British Empire/colonising** other cultures/exporting British traditions such as cricket.
- Officers in the **army**, for example, introduced polo to India.
- **Teachers** to schools/blues/colours.
- **Ex-public schoolboys** entering the church as ministers.
- **Employers** through employees.
- Establishing the **modern sport club** structure at regional and national levels.
- Creating **National Governing bodies** (NGBs)/administration structures.
- Ex-public school boys had **high status/jobs/influential/government posts**.

15) How did 19th century public schools contribute to the technical development of 'rational recreation'?

3 marks

**Answer:**

3 marks for 3 of:

- **Rules/numbers/boundaries/facilities**.
- **Inter-house/intra-school competitions/matches**.
- **Training/coaching**.
- **Skills/tactics/positions**.
- **Leadership/captain**.

16) 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/ middle class attitudes and values.
- **Work conditions** – Changes in work conditions for working class when working class gained Saturday half-day spectatorism was affected and increased.
- **Excursion trips** – Excursion trips for working class by benevolent industrialist.
- **Holidays** – Holiday patterns/weeks paid holiday for the working class by late nineteenth century.
- **Professionals/ amateurs** – Amateurs were middle or working class. Professionals tend to be working class.

17) What factors, other than improved transport, influenced the emergence of rational sport after 1850?  
Discuss how the impact of these social and cultural factors shaped sport in Britain.

10 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 Saturday half-day 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.

18) 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.

19) Describe and explain the effect that the industrial revolution had on sport after 1800.

5 marks

**Answer:**

*Time:*

- Initially there was hardly any **time** for the working population to participate in sport.
- There were very long working hours for 7 days per week.
- Introduction of the Saturdays half day and holidays led to the development of set leisure time.

*Space:*

- Initially there was no **space** for sport.
- Common land was lost or not available.
- Urbanisation meant that lots of people were available for teams.
- And as spectators.
- Purpose-built facilities were developed.
- And parks and playing fields.
- The working population moved to spectating rather than participation.

*Travel:*

- **Travel** became available to all.
- This meant that teams could now play away fixtures.
- And travel to outdoor areas.
- This led to problems over rules, there was then a need for national rules.

*Education:*

- **Education** became compulsory.
- There was a development of PE.
- Along with literacy (and the expansion of the media).

*Holidays:*

- There was less influence of the church.
- **Holidays** becoming industrial holidays.
- Business and commercial potential of sport was recognised.
- Factory teams were set up and organised.
- There was a reduction in the level of **violence**.
- With animal sports (bear baiting, dog fights, cock fights) banned.
- **Equipment** was more accessible.

20) 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.

21) Discuss the sporting opportunities available to females in the 19th century.

4 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**.